

WSU Board of Trustees

March 15, 2016

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AGENDA
WEBER STATE UNIVERSITY BOARD OF TRUSTEES
March 15, 2016
9:30 a.m.
WSU Farmington Station
Rm. 321/322
240 N. East Promontory, Ste. 300
Farmington, Utah

- I. Roll Call
- II. Approval/Ratification of Feb. 2, 2016, Meeting Minutes
- III. President's Report
- IV. WSU Student Association President's Report
- V. Alumni President's Report
- VI. Faculty Report
- VII. Approval of Honorary Degree Recipients
- VIII. Committee Reports
 - A. Business Committee: Scott Parson, Chair
 - Financial Report: January 2016
 - Quarterly Investment Report
 - FY '17 Student Fees Budget
 - FY '17 Tuition and Fees Schedule
 - WSU Composite Financial Index
 - Monthly Investment Report
 - Draft Campus Master Plan
 - B. Personnel & Academic Policy Committee: Kevin Sullivan, Chair
 - Program Reviews
 - Program Proposal: Architectural Engineering Tech. Minor
 - Program Proposal: Supply Chain Management Minor
 - Program Proposal: AAS Controls Technology
 - Program Proposal: AA w/ Pre-Art Major
 - PPM 3-69: Education and Training of Personnel
 - Sabbatical Leave Requests
 - Personnel Report
- IX. Other
- X. Adjourn

Minutes (Draft)
Weber State University
Board of Trustees
Feb. 2, 2016

Trustee Members:

Ms. Louenda Downs
Ms. Karen Fairbanks
Ms. Heather Hales
Mr. Alan Hall (Chair)
Mr. Nolan Karras
Mr. Cash Knight
Mr. Scott Parson
Dr. Jeff Stephens
Mr. Kevin Sullivan (Vice Chair)

Excused:

Mr. Steven E. Starks

Weber State University Officials:

Dr. Madonne Miner, Provost
Dr. Norm Tarbox, VP for Administrative Services
Dr. Brad Mortensen, VP for University Advancement
Dr. Jan Winniford, VP for Student Affairs
Dr. Bret Ellis, VP for Information Technology
Mr. Shane Farver, Secretary, Board of Trustees
Mr. John Kowalewski, Executive Director, Marketing & Communications
Ms. Jennifer Unguren, Chair, Staff Advisory Council

Press Present:

None

Welcome

Dec. 1, 2015, Minutes

President's Report

(Coach Certification Program)

(Joel Bolomboy)

(Career Fair)

(Multicultural Youth Conference)

(Legacy Award)

(Associate Provosts)

- I. The meeting convened at 9:40 a.m.
- II. Chair Alan Hall's took roll and welcomed those present.
- III. On a motion from Scott Parson seconded by Louenda Downs, the Board of Trustees unanimously approved minutes from the Dec. 1, 2015, meeting.
- IV. Provost Madonne Miner, filling in for President Charles A. Wight, gave a report covering the following items:
 - 1) WSU has begun a Coach Certification program to familiarize faculty and staff with student resources so that university employees can point students in the proper directions. Trustees and administrators discussed other methods of keeping students engaged, including the Student Success Center and developing predictive analytics.
 - 2) Joel Bolomboy recently broke the WSU and Big Sky records for rebounds.
 - 3) More than 550 students and 220 employers took part in WSU's annual Career Fair.
 - 4) WSU hosted the Multicultural Youth Conference for 9th-12th graders who are interested in higher education. The conference enables WSU to create a pipeline to its community.
 - 5) The Davis Chamber of Commerce recognized Weber State with its 2016 Legacy Award.
 - 6) To replace retired associate provost Ryan Thomas, the university hired two associate provosts: Brenda Marsteller Kowalewski and Eric Amsel. Both applicants were so highly ranked by the search committee that it was impossible to choose, so duties were shuffled to allow for two positions. Following Miner's report, Louenda Downs commended President

	Charles A. Wight for giving WSU a great presence at the Legislature.
WSUSA President's Report	V. WSUSA Student Body President Cash Knight gave a report on the following items:
(Clubs & Orgs)	1) WSU Clubs & Organizations threw a Quarters and Cans event in which they received \$150 in donations and 175 food items donated to Weber Cares, the on-campus food pantry.
(Service)	2) More than 230 students, faculty and staff contributed to the Angel Tree, in which they went Christmas shopping for children.
(Activities)	3) Activities hosted a neon dance in which more than 500 students participated, a good turnout for a first event. Convocations sponsored talks by motivational speaker Hilary Corna and Blake Leeper, a Paralympic sprinter. WSU Davis students worked with the Northern Utah Academy of Math and Science in Hats For Hope, which provides hats for cancer patients.
(Leadership)	4) Project Lead, an annual leadership conference that will be held Feb. 5 and 6, will feature a panel discussion with President Wight, Ogden Mayor Mike Caldwell and author and speaker Chad Hymas. Close to 200 students are already registered.
(Other)	5) The Student Fee Recommendation Committee has formed and has heard various requests. More requests will be heard Friday, Feb. 5, with deliberations occurring afterward. The bowling alley area has gone through a redesign, as well as the billiards area in the Shepherd Union Building. Legislative elections for student senators begin on Feb. 17, with executive elections taking place in March.
Alumni President's Report	VI. Heather Hales, president of the WSU Alumni Association's Board of Directors, gave a report on the following items:

(Student Alumni Association)

1) The Student Alumni Association donated 30 hours of service with the United Way of Northern Utah through a Christmas shopping project. Parents and children could pick up gifts and books.

(Grad Fest)

2) During Grad Fest, the Alumni Association distributed 600 license plate covers with an ad for obtaining a WSU license plate and joining the association. The Alumni Association has received \$9,750 as of Dec. 1 through the license plates. The Alumni Association also had thank you videos during Grad Fest, in which graduates thank professors, parents and others. The association also asked graduates to “like” its Facebook page to enter into a drawing for Star Wars movie tickets.

(WSUAA Activities)

3) During their holiday party, Alumni Association members filled shoeboxes for Veterans Upward Bound.

(Other)

4) Vice President Brad Mortensen provided an update on the legislative session and provided information on contacting legislators.

Committee Reports
Business Committee

VII. Scott Parson, chair of the Business Committee, reported on the following items:

(Audit Committee Report)

1) The university received an unqualified clean audit, which is becoming old hat for Weber State. Parson recommended that the Board of Trustees approve the report and recommended that the university provide a commendation to the team. Nolan Karras noted that the financial team has facilitated clean audits for nine years.

ACTION

On a dual motion from Parson seconded by Jeff Stephens, the Board of Trustees unanimously approved the audit report and the recommendation that the university’s financial staff receive a commendation.

(PPM 5-11:

2) A requested change to Weber State University’s

Reimbursement for Petty Cash)

ACTION

(Quarterly Athletics Report)

(Legislative Update)

Policy 5-11, Reimbursement for Petty Cash, would raise the petty cash limit from \$100 to \$150 among other changes.

Upon a motion from Scott Parson seconded by Karen Fairbanks, the Board of Trustees unanimously approved the change to PPM 5-11: Reimbursement for Petty Cash.

3) The Business Committee received an update on WSU Athletics' progress. The official academics progress report will become public in April. All programs reached the NCAA standard.

4) Parson turned the time over to Vice President Brad Mortensen for a brief legislative update. Mortensen provided an overview of WSU facts and figures in a one-page sheet with trustees. Legislators from both sides of the political aisle are singing WSU's praises. The top legislative priorities for the university during the 2016 session include funding for the Social Science Building renovation. The renovation is ranked 3rd on the Board of Regents' list and 8th on the Legislature's Building Board. In addition, WSU is seeking operating budget support for accessibility and affordability initiatives. The university also has proposals for performance funding. Mortensen also provided an update on legislative proposals that could affect higher ed. Downs complimented Mortensen for his advocacy of WSU.

Personnel and Academic Policy Committee

(Promotion to Full Professor: David Ferro)

ACTION

VIII. Personnel and Academic Policy Committee Chair Kevin Sullivan gave the following report:

1) David Ferro, the dean of the College of Engineering, Applied Science and Technology, has been through the WSU process for promotion to full professor and is recommended to be promoted.

Upon a motion from Kevin Sullivan seconded by Parson, the Board of Trustees unanimously approved David Ferro's promotion to full professor.

(WSU Center Requests)

- 2) The Goddard School of Business & Economics has proposed three centers: the Hall Global Entrepreneurship Center, the Center for Supply Chain Excellence, and the Center for Tax Education and Research. The centers come at either no cost or cost assumed from outside the university. The Personnel and Academic Policy Committee recommended approval of the centers.

ACTION

On a motion from Sullivan seconded by Downs, the Board of Trustees unanimously approved establishment of the three centers. The proposals will go to the State Board of Regents for final approval.

(Name Changes)

- 3) The Personnel and Academic Policy Committee brought forth two name-change requests: from the Business and Multimedia Technologies program to the Web and User Experience program and from Chemistry Option 2 to Biochemistry. The committee recommended approval.

ACTION

- 4) Upon a motion from Sullivan seconded by Cash Knight, the Board of Trustees unanimously approved the name changes. The changes will go to the Board of Regents for final approval.

(Certificates)

- 5) Sullivan presented two WSU certificates for approval: a certificate of proficiency in solar photovoltaic systems and a graduate certificate in special education teaching. The committee recommended approval of the two certificates.

ACTION

- 6) Upon a motion from Sullivan seconded by Parson, the Board of Trustees unanimously approved the certificate proposals, which will go to the State Board of Regents for final approval.

(Degree Programs)

- 7) Sullivan presented two proposed degree programs: a Bachelor of Science degree in emergency healthcare services and a Bachelor of Science degree in outdoor and community recreation education.

ACTION

(Heath Professions Tenure Document)

On a motion from Sullivan seconded by Downs, the Board of Trustees unanimously approved the degree programs, which will go to the Board of Regents for final approval.

8) Sullivan presented proposed changes to a tenure document for the Dr. Ezekiel R. Dumke College of Health Professions. Among the changes was the addition of a post-tenure evaluation procedure.

ACTION

(Sabbatical Leave Requests)

9) Upon a motion from Sullivan seconded by Cash Knight, the Board of Trustees unanimously approved changes to the tenure document.

10) Sullivan reported that the Personnel and Academic Policy Committee had further questions regarding sabbatical leave and will bring the item back to the full board during the March 15, 2016, Board of Trustees meeting.

(Program Reviews)

11) Sullivan reported that two program reviews: Communication and Dance, were recommended for approval. Other reviews will be brought before the full board during the March 15, 2016, meeting.

ACTION

12) Upon a motion from Kevin Sullivan seconded by Karen Fairbanks, the Board of Trustees unanimously approved the program reviews for Communication and Dance.

Adjourn

13) The meeting adjourned at 10:34 a.m.

Submitted by:



Shane Farver
Secretary, Board of Trustees



Charles A. Wight
President, Weber State University

Draft



WEBER STATE UNIVERSITY

President's Report WSU Board of Trustees Feb. 2, 2016

1. A new Coach Certification program for staff and faculty is designed to help them better meet the needs of our diverse student body. The program was initially conceived after conducting research on underrepresented student retention and graduation. After looking at best practices nationally and at WSU, a 10-session training program was designed and piloted with faculty and staff. At the end of the program, participants are better prepared to make meaningful student referrals to appropriate support services, help students navigate WSU, and gain a greater understanding of diverse student perspectives and needs. Over 75 faculty and staff members have completed the certification, and many more are enrolled in the spring program.
2. On Jan. 28, Paralympic athlete Blake Leeper, "The American Blade Runner," shared his personal story during Convocations. Leeper gave a fantastic presentation, challenged students to make goals for themselves and reminded everyone that there is no excuse to keep us from achieving great things. He also reminded students that, despite perceived differences, you can still strive for excellence and challenge yourself daily.
3. WSU basketball's senior forward/center Joel Bolomboy broke the WSU and Big Sky records for rebounds while playing against Idaho State Jan. 23. Bolomboy is second in the country this season in double-doubles, and he is projected to follow Damian Lillard's footsteps to the NBA.
4. The annual Career Fair took place at WSU on Jan. 26 with over 550 students attending and 120 employers participating. According to survey results, the majority of students and employers felt the fair was worth their time and were impressed with the event's organization and structure.
5. Weber State hosted the 21st annual Multicultural Youth Conference in the Shepherd Union Jan. 7. Over 500 multicultural ninth-through-12th grade students attended the conference to learn about accessing higher education. University, school and community volunteers led many of the sessions, with great support from the Ogden, Weber and Davis school districts.
6. After being mentored by WSU assistant professor of medical lab sciences Matthew Nicholaou, Northern Utah Academy for Math, Engineering & Science (NUAMES) student Karissa Wang was one of 300 students who made it to the semifinals of the

Intel Science Talent Search. She had developed a way to combat drug-resistant bacteria by using a new gene-editing tool. Wang was the only student from Utah in the competition and received a \$1,000 award. An additional \$1,000 went to NUAMES.

7. The Davis Chamber of Commerce recognized WSU with the chamber's 2016 Legacy Award, which is given to a person or organization that has a significant, sustained impact on Davis County. President Charles A. Wight accepted the award Jan. 23 during the organization's annual awards banquet.
8. Two Weber State University professors have been selected as new associate provosts. Psychology professor Eric Amsel, who will begin serving in his new capacity in April, will be associate provost for academic programs and assessment. Sociology professor Brenda Marsteller Kowalewski has already assumed her position as associate provost for high-impact programs and faculty development. An award-winning teacher and scholar, Amsel has served as a department chair and has been involved in numerous Faculty Senate leadership positions. Kowalewski previously served as WSU's presidential chair for community engagement and director of the Community Engaged Learning Center (CCEL), where she guided the university toward receiving a Carnegie Foundation Community Engagement Classification for a second time. The two were selected from a national pool of 20 highly qualified candidates.



WSUSA February Report

Clubs & Orgs: Bowling for quarters and cans, resulted in \$152 donated and 172 food items donated to Weber Cares. Extra emphasis on using WeberSync in order to organize and distribute funding requests from students clubs and organizations.

Service: Large Service events included The Angel Tree, where a person can take the name of a child and go christmas shopping for them. Over 230 WSU students, faculty and staff participated. In addition there were approximately 15 smaller service events in collaboration with outside organizations such as the Wildlife Rehab Center, Boys and Girls Club, YMCA, Habitat for Humanity, and several others. There was also week of service that kicked off on Martin Luther King day with a different service event every day.

Activities: Hosted a first time back to school Neon Dance with attendance of over 500 students. In addition we brought two convocations speakers, Hilary Corna and Blake Leeper. Hilary Corna spoke on using your dreams to fuel your drive and accomplish goals. Blake Leeper is a paralympic athlete who was born without legs and spoke on how “the only disability is a bad attitude.”

Davis Campus: Variety of events designed to provide fun opportunities to the students. In addition there was a Hats for Hope event in collaboration with NUAMES that worked to get beanies for cancer patients.

Leadership: Largest focus has been on Project Lead, which will take place this week February 5th-6th. The Leadership conference will have several keynote speakers including President Wight and Mayor Caldwell and Chad Hymas. There will also be a service component that will take place in downtown Ogden. The conference is designed to provide leadership education, service opportunities and further the Weber Town initiative. We have close to 200 students who have RSVP'd to participate as of today.

Other: The Student Fee Recommendation Committee has been assembled and we have already heard a number of request presentations from different departments. We will hear the remainder of the requests on Friday and deliberation will occur the following Friday. The wildcat lanes bowling and billiards area is being renovated. The bowling area has brand new furniture and is already seeing more use by students. The billiards area will be finished in two weeks and will provide a more comfortable area for students as well as late night food options that are part of the new addition. Legislative Elections are beginning February 16th, Executive Elections will take place March 14th.



**Weber State University Alumni Association President's Report
WSU Board of Trustees
January 2016**

➤ **Student Alumni Association**

The Student Alumni Association participated in a service project December 7th -16th by partnering with the United Way of Northern Utah. The Executive Council volunteered their time to help with the United Way's annual Christmas shopping project. Toys that were donated to the United Way were taken to the BDO and set up in a warehouse for parents/guardians to come and pick out Christmas gifts for their kids. Gifts were categorized by age and parents were able to pick two gifts and two books for each child. During the two hour period that each SAA Council member participated, they acted as guides for the parents/guardians and helped pick out gifts. The SAA Council was able to donate over 30 hours of service for this particular project.

➤ **Emeriti Alumni Council**

Several members of the Emeriti Alumni Council helped welcome students back for the Spring 2016 semester by answering questions and providing directions at various locations on the Ogden campus.

➤ **Weber Historical Society**

January 25th, the Spring 2016 Lecture series will begin with a presentation by Dr. Jedediah Rogers. He will speak about his recently edited book, *The Council of Fifty: A Documentary History*

➤ **WSUAA Membership and Events**

Fall Phonathon 2015 (August - December)

Amount Pledged: \$4,190.00

Amount Paid: \$2,720.00

Amount Fulfilled: 64.92%

WSUAA Membership as of 01/01/2016

Total = 1,591

1year - phone = 169

3year - phone = 39

General = 830

New Grad = 69

Lifetime = 484

License Plates

License Plates Distribution is over 706

\$9,750 as of Dec. 1 (\$500 above last year Dec. 1, 2014).

GradFest:

The WSU Alumni Association participated in the Wildcat Store Fall GradFest on Dec. 8. WSUAA distributed over 600 free Alumni Association License plate frames to new grads which included an informational flyer (State of Utah WSU plate, exclusive grad membership package, class note request, etc). In addition, WSUAA will continue to reach out to recent grads to highlight alumni membership benefits through email communications, targeted direct mail information, and through social media.

The Alumni Association also continued its popular new grad "Thank You" video that allowed graduates to share their appreciation for those who have helped them. This video played at Commencement Activities on Dec. 18.

The Alumni Association also offered an exclusive opportunity to attend a Star Wars movie premier event available only to new WSU graduates. Grads were able to enter a drawing to win two FREE Star Wars movie tickets by 'liking' the WSU Alumni Association Facebook page. Over 200 graduates entered the drawing and 100 winners were selected. This increased the WSU Alumni Association Facebook page by 219 'likes.'

➤ **WSUAA Activities**

On December 9th, Board and Council members attended the annual Holiday Party. Attendees again supported WSU's Veterans Upward Bound 'Shoeboxes for Homeless and Nursing Home Veterans' by collecting 26 shoe boxes filled with needed items such as sweat pants, gloves, hats, snacks and personal hygiene items. This was a great opportunity for Board and Council members to thank and support those who have served our country.

WSU vs. BYU basketball game

When the Wildcats played the BYU Cougars at Vivint Smart Home Arena we wanted to have a strong presence on and off the court. The Alumni Association set up their Alumni tent and handed out "fan fan's" to all the Wildcats in attendance. They not only were a great visual piece but once folded they were noisy and loud. This was a great way for the Alumni Association to be supportive of our team.

Mr. Barker mentioned that four follow-up audits were discussed.

- Academic Support Centers and Programs
- Office of Sponsored Projects & Technology
Commercialization Office
- Dining Services/Contract
- College of Science

The audits for Academic Support Centers and Office of Sponsored Projects audits were closed. Mr. Barker recommended that Dining Services and College of Science audits remain open until all recommendations have been implemented.

Mr. Barker reported that there were four scheduled audits.

- Office of Academic Technologies
- Main Cashier's Office
- University Investments
- Institutional Discretionary Funds

Mr. Barker recommended that a follow-up audit be performed for the Office of Academic Technologies and closing the audit for the Main Cashier's Office. The report on University Investments concluded that Investment activity for the fiscal year that ended June 30, 2015, complied with laws and policies and investments are fairly presented on the USHE report. The report on Discretionary Funds concluded that expenditures from those funds complied with WSU and Board of Regents policies. These two audits are performed annually and were also recommended to be closed.

Mr. Barker mentioned that there were several EthicsPoint complaints that were received by the university since the last audit committee meeting. It was noted that all complaints received were reviewed and addressed by the appropriate university personnel.

Motion

5. On a motion by Mr. Karras, and a second by Mr. Hall, the Audit Committee Report was approved.

Athletics Update
- Mission Statement
-APR

6. Mrs. Amy Crosbie, Assistant Athletic Director/Senior Women's Administrator, presented the Athletics Update. She reported on the following:
 - Mrs. Crosbie reviewed the Athletics Mission Statement for the university with the committee.
 - Mrs. Crosbie reviewed the Academic Performance Rate report with the committee. She mentioned that this report has not been publically released.
 - Mrs. Crosbie reported that the ribbon cutting for the new academic building will be held on April 11, 2016.

- This item is an information item only.
- WSU Policy, PPM#5-11,
Reimbursement for Petty
Cash Purchases
- Motion
- Legislative Update
- Monthly Investment
Reports for November
2015 and December
2015
- Motion
- Adjournment
7. Mr. Steve Nabor, Senior Associate Vice President for Financial Services, explained that reimbursement for petty cash purchases will be made through the University Procurement System - Paw Place. Purchases for a small dollar amount or for emergencies may be authorized without the formalities of submitting a requisition and issuing a purchase order from the university. These changes bring the policy up-to-date with the new electronic system.
 8. On a motion by Mr. Hall, and a second by Mr. Karras, PPM#5-11, Reimbursement for Petty Cash Purchases was approved.
 9. Vice President Mortensen gave a brief Legislative Update to the Business Committee.
 10. Vice President Tarbox reported that Weber State is in compliance with the Board of Regents Policy and the State Money Management Act.
 11. On a motion by Mr. Karras, and a second by Mr. Hall, the Monthly Investment Reports for November 2015 and December 2015 were approved.
 12. The meeting adjourned at 9:35 a.m.

Board of Trustees
Personnel and Academic Policy Committee
February 2, 2016

Members present: Kevin Sullivan, Chair, Karen White Fairbanks, Louenda Downs, Jeff Stephens, Cash Knight, Madonne Miner, Jan Winniford

Guests:

1. Personnel Changes were presented to the committee.
2. The following Early Retirement requests were approved on a motion by Karen White Fairbanks seconded by Louenda Downs:

Janna Wahlen, FM-Campus Planning & Construction, Date of Retirement: March 31, 2016
Margie Elaine Esquibel, Alumni Relations, Date of Retirement: January 29, 2016
3. The following Promotion Recommendation was recommended to the full board on a motion by Louenda Downs, seconded by Cash Knight:

David Ferro, Computer Science, Promotion to Full Professor
4. The following Center Requests were recommended to the full board on a motion by Louenda Downs, seconded by Jeff Stephens:

Hall Global Entrepreneurship Center
Center for Supply Chain Excellence
Center for Tax Education & Research
5. The following Name Change Request were recommended to the full board on a motion by Cash Knight, seconded by Karen White Fairbanks:

Business/Multimedia Technologies
Chemistry Option 2
6. The following Certificates were recommended to the full board on a motion by Louenda Downs, seconded by Karen White Fairbanks:

Certificate of Proficiency: Solar Photovoltaic Systems
Graduate Certificate: Special Education Teaching
7. The following New Program Proposal were recommended to the full board on a motion by Karen White Fairbanks, seconded by Louenda Downs:

Bachelor of Science in Emergency Healthcare Services
Bachelor of Science: Outdoor and Community Recreation Education
8. The Health Professions Tenure Document was recommended to the full board on a motion by Jeff Stephens, seconded by Cash Knight.
9. Sabbatical Leave requests were deferred to the March meeting on a motion by Karen White Fairbanks seconded by Louenda Downs.
10. The following Program Reviews were recommended to the full board on a motion by Louenda Downs, seconded by Jeff Stephens:

Communication
Dance Program

FINANCIAL REPORT
January 2016

This report includes seven full months of activity since the close of the 2014-2015 fiscal year. It is developed using cash-basis conventions and will be updated regularly as additional months are completed and accounted for during the 2015-2016 fiscal year.

It is recommended that the financial report be approved.

UNAUDITED FOR
DISCUSSION ONLY

WEBER STATE UNIVERSITY

FINANCIAL REPORT

JANUARY 31, 2016

Presented: Weber State University Board of Trustees, March 15, 2016

Weber State University
Cash Basis Summary of Operations
For the Month Ended January 31, 2016
58.33 Percent of the Year Completed

UNAUDITED FOR
DISCUSSION ONLY

	Trustees Approved Budget 100%	Percent Of Budget Expended	Current Month Expenditures	Year To Date Expenditures	Prior Year To Date Expenditures	Percent Increase (Decrease)	Total Expenditures Prior Year
State Appropriated Funds							
Education and General (Excluding Athletics)	\$147,229,326	49.67 %	\$9,444,722	\$73,128,794	\$70,351,763	3.95 %	\$138,505,682
Athletics	3,195,370	61.33 %	264,795	1,959,783	1,868,078	4.91 %	3,289,315
Educationally Disadvantaged	483,927	39.00 %	28,204	188,708	194,768	(3.11) %	313,268
Total State Appropriated Funds	150,908,623	49.88 %	9,737,721	75,277,285	72,414,609	3.95 %	142,108,265
Net Funds Available for Expenditure	\$150,908,623	49.88 %					
Other Unrestricted Funds							
Institutional Discretionary			298,047	902,313	1,080,460	(16.49) %	1,401,164
Continuing Education Programs			979,922	4,266,655	3,777,906	12.94 %	8,392,864
Shop Funds			729,596	4,883,773	4,816,592	1.39 %	9,954,027
Service Enterprises			448,865	2,627,028	2,381,110	10.33 %	4,572,282
Auxiliary Enterprises			1,825,336	12,705,703	12,087,841	5.11 %	20,023,737
Athletics			698,872	4,952,712	4,796,828	3.25 %	5,469,308
Self Supporting/Miscellaneous			226,203	2,719,104	2,010,359	35.25 %	3,425,587
Total Other Unrestricted Funds			5,206,841	33,057,288	30,951,096	6.80 %	53,238,969
Restricted Funds							
Grants and Contracts			12,117,291	28,629,068	31,616,924	(9.45) %	37,927,595
Gifts			1,634,548	5,515,304	5,359,289	2.91 %	10,046,661
Total Restricted Funds			13,751,839	34,144,372	36,976,213	(7.66) %	47,974,256
Other Funds							
Agency Funds			16,689,911	35,784,966	40,179,798	(10.94) %	48,952,287
Associated Students			441,896	3,246,774	3,425,672	(5.22) %	6,005,560
Plant Funds			820,385	19,682,839	12,037,469	63.51 %	26,936,373
Total Other Funds			17,952,192	58,714,579	55,642,939	5.52 %	81,894,220
Total All Funds			\$46,648,593	\$201,193,524	\$195,984,857	2.66 %	\$325,215,710

Weber State University
Cash Basis - Summary of Operations
Report Heading Descriptions

<u>Report Heading</u>	<u>Heading Description</u>
State Appropriated Funds: Education & General, Athletics, Educationally Disadvantaged	Funds appropriated by the State of Utah. The primary funding sources are state tax dollars and tuition. Examples of accounts include: instruction (e.g., English, Economics, Botany), administrative (e.g., President's Office, Payroll, Purchasing), facilities (e.g., utilities, landscaping, custodial)
Other Unrestricted Funds:	Funds received for which there are no stipulations by external agencies or donors as to the purposes for which they should be expended. These funds do have institutional restrictions.
Institutional Discretionary	The primary funding source is investment earnings. Various items and projects are financed with discretionary funds. Examples include: land purchases, equipment purchases, urgent institutional needs.
Continuing Education Programs	Accounts that are primarily non-credit producing programs. Examples of accounts include: personal enrichment, professional development, conferences.
Shop Funds	Primarily accounts that support academic activities. Sources of revenues are generally sales/services to students. Examples of accounts include: Science Stores, Student Testing Center, lab fees.
Service Enterprises	University departments whose sales/services are provided primarily to other University departments. Examples of accounts include: Mail Services, Vehicle Fleet, Printing Services.
Auxiliary Enterprises	University departments whose sales/services are provided primarily to the campus community. Examples of accounts include: Union Building, Student Housing, Bookstore.
Athletics	This group of accounts is comprised of all the individual sport accounts. Examples of accounts include: basketball, volleyball, football.
Self-Supporting	Academic programs that can produce credit hours but are not funded by State appropriated monies. Examples of accounts include: Military Science, Paramedics, Science Education Institute.
Miscellaneous	Miscellaneous accounts not captured in the other groups. Examples of accounts include: unrestricted gifts, endowment income accounts, capital campaign.
Restricted Funds:	Funds received which are limited by external agencies or donors as to the purpose for which they may be expended.
Grants & Contracts	External grants and contracts. Examples of accounts include: Student Upward Bound, Pell student financial aid, Toyota Automotive Training.
Gifts	External funds received from donors that are restricted for specific purposes. Examples of accounts include: scholarships, facilities, academic programs.
Other Funds:	Remaining accounts of the University
Agency Funds	Funds held by the University as custodian or fiscal agent. Examples of accounts include: sales tax collections, Stafford student loans, scholarship trust funds.
WSU Student Association	Programs supported with student fees and other miscellaneous sales. Examples of accounts include: student government, intramurals, Signpost.
Facilities	Funds received for the construction and improvement of facilities and major equipment acquisitions. Examples of accounts include: stadium remodel, Visual Arts Building, Davis Campus

QUARTERLY INVESTMENT REPORT

This report includes the investment activities of the university and its component units for the second quarter of 2015-2016.

Weber State University
Investment Summary
For the Six Months Ending December 31, 2015

Exhibit A
Investment Summary at Market Value

Components of Change						Total Realized & Unrealized Income
Investment Type	Balance 30-Jun-15	Net Change	Unrealized Gain/(Loss)	Balance 31-Dec-15	Accrued Income	
Endowment Pool	\$113,759,626	\$2,593,467	(\$5,645,732)	\$110,707,361	\$815,288	(\$4,830,444)
Cash Management Pool	110,061,521	(339,543)	(153,290)	109,568,688	706,366	553,076
Total Investment Pool	223,821,147	2,253,924	(5,799,022)	220,276,049	1,521,654	(4,277,368)
Funds Separately Invested	409,700		(14,100)	395,600		(14,100)
Foundation	12,309,398	72,396	(917,980)	11,463,814	426,809	(491,171)
Total of All Pools	\$236,540,245	\$2,326,320	(\$6,731,102)	\$232,135,463	\$1,948,463	(\$4,782,639)

Performance Summaries				
Measures	Endowment Pool	Cash Management Pool	Funds Separately Invested	Foundation Funds
Average Invested Balance	\$111,724,535	\$115,324,783	\$414,254	\$11,854,331
Return on Investment - quarter	2.50%	0.02%	1.27%	3.49%
Return on Investment - year-to-date	-3.51%	0.48%	-3.40%	-4.24%
Annualized Return on Investment	-7.03%	0.96%	-6.80%	-8.49%
Average Years to Maturity	--	2.4	--	--

Notes:

-For reporting consistency to the State Board of Regents, investment activity is reported in three categories: (1) Investments Pools, (2) Funds Separately Invested, and (3) Weber State University Foundation.

-INVESTMENTS POOLS: University funds available for investment are classified into two separate pools. The pools consist of an Endowment Pool and a Cash Management Pool. Each pool has an investment strategy to optimize return with minimum risk.

-FUNDS SEPARATELY INVESTED: Certain University funds are "separately invested" because of donor restrictions. Securities separately invested are each identifiable to a specific University account. Earnings on these securities are credited directly to each account.

-FOUNDATION: Funds are held separate from the University and investment activity is reported in four categories: (1) Restricted Funds Managed Externally, (2) Restricted Gift Annuity Pool, (3) Restricted Funds Managed by Institution and (4) Unrestricted Funds Managed by Institution.

**Weber State University
Investment Report
For the Six Months Ending December 31, 2015**

**Exhibit B
WSU Endowment Fund**

Balance as of December 31, 2015 Market Value: **\$110,707,361**

Key Utah State Board of Regents Policy

- If gift comes with certain investment conditions then those conditions apply, otherwise Utah State Board of Regents policy applies
- Instruments allowed in pool are mutual funds of certain size and quality, equities (with limitations), corporate fixed-income securities, and alternatives (with limitations), agency fixed income securities
- No more than 75% of fund may be in equity securities
- No more than 30% of the fund may be in alternative assets

Key WSU Policy Provisions

- Maximize purchasing power / protection and safety of principal

Current Pay-out Policy

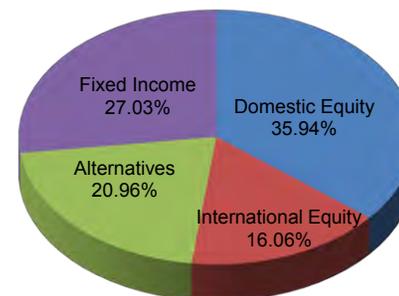
- Allocations will be distributed quarterly
- The average fair value per unit is determined for the previous 12 quarters
- A fixed percentage, currently 4% annual rate, is applied to the average value per unit

Management of Funds

- Managed by WSU

Allocation	Target	Current	Diff
Domestic Equity:	32.0%	35.94%	3.94%
International Equity:	18.0%	16.06%	-1.94%
Alternatives:	25.0%	20.96%	-4.04%
Fixed Income:	25.0%	27.03%	2.03%

WSU Endowment Summary



Investment Type	Target Allocation	31-Dec-15	
		Market Value	Allocation
Domestic Equity	32.0%	\$39,793,387	35.94%
International Equity	18.0%	17,782,331	16.06%
Alternatives	25.0%	23,203,773	20.96%
Fixed Income	25.0%	29,927,870	27.03%
Total	100.0%	\$110,707,361	100.00%

Investment Type	30-Jun-15		30-Jun-14		30-Jun-13		30-Jun-12	
	Market Value	Allocation	Market Value	Allocation	Market Value	Allocation	Market Value	Allocation
Domestic Equity	\$41,901,288	36.83%	\$38,867,921	36.18%	\$32,757,799	34.71%	\$23,778,764	31.74%
International Equity	17,314,765	15.22%	18,032,932	16.79%	14,487,252	15.35%	11,019,427	14.71%
Alternatives	23,345,003	20.52%	22,841,006	21.26%	20,577,434	21.80%	18,269,051	24.38%
Fixed Income	31,198,569	27.42%	27,680,020	25.77%	26,564,080	28.14%	21,855,775	29.17%
Total	\$113,759,625	100.00%	\$107,421,879	100.00%	\$94,386,565	100.00%	\$74,923,017	100.00%

Weber State University
Investment Report
For the Six Months Ending December 31, 2015

Schedule B - 1
Endowment Fund Detail

Cash Equivalents, Equities & Fixed Income							
Description	Book Value	Market Value 30-Jun-15	Market Value 31-Dec-15	Coupon Yield %	Yield to Maturity %	Year To Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquisition
Cash Equivalents							
Utah Public Treasurers' Pool	\$2,278,514	\$2,909,657	\$2,278,514			\$0	\$0
State Street Inst US Govt Money Mkt	614,572	383,064	614,572			0	0
CF Utah Public Treasurers' Pool	4,842,545	4,829,703	4,842,545			0	0
Demand Deposit	250,006	250,006	250,006			0	0
Total Cash Equivalents	7,985,637	8,372,430	7,985,637			0	0
Strategic Solutions Equity	4,168,739	5,777,525	6,016,534			174,328	1,847,795
US Treasury Inflation Protection	629,009	639,368	628,006			(11,358)	(1,003)
International Equity	10,635,882	10,423,467	11,714,880			(499,811)	1,078,998
Commodities	2,276,771	1,820,449	1,404,899			(416,834)	(871,872)
High Quality Bond	9,064,658	10,562,107	9,812,160			(197,396)	747,502
All Cap Equity	11,271,860	16,933,154	14,595,922			(1,208,060)	3,324,062
Core Equity	14,504,932	19,184,362	19,127,589			(460,131)	4,622,657
Global Hedged Equity	5,159,513	6,800,756	6,626,047			(295,360)	1,466,534
Relative Value & Event Driven	6,016,875	7,558,986	7,369,078			(189,908)	1,352,203
Natural Resources	6,037,564	4,393,562	4,688,084			(1,106,777)	(1,349,480)
Diversifying Company	1,676,117	2,003,716	2,110,116			106,400	433,999
Global Distressed Investors	91,733	184,711	163,032			(13,384)	71,299
Global Bond	3,924,257	3,933,406	3,768,207			(228,565)	(156,050)
Emerging Markets Index	7,032,288	6,896,706	6,026,792			(1,220,262)	(1,005,496)
Intermediate Term Fund	2,336,727	2,452,665	2,454,079			(14,447)	117,352
Contingent Asset Portfolio	4,882,390	5,234,438	5,245,703			(44,685)	363,313
Global Private Equity	635,370	434,705	645,733			(21,876)	10,363
Venture Partners XI	293,893	153,113	315,468			4,192	21,575
Natural Resources Partners LP	11,193		9,395			(1,798)	(1,798)
Total Equities, & Fixed Income	90,649,771	105,387,196	102,721,724			(5,645,732)	12,071,953
Total Cash Equivalents, Equities, & Fixed Income	\$98,635,408	\$113,759,626	\$110,707,361			(\$5,645,732)	\$12,071,953

Weber State University
Investment Report
For the Six Months Ending December 31, 2015

Schedule B - 2
Endowment Fund Detail - Earnings Summary

Description	Year To Date		Total Realized/ Unrealized Gain/(Loss)	Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return On Investment at Market	Estimated Annual Return On Investment at Market
	Unrealized Gain/(Loss)	Accrued Income					
Cash Equivalents, Equities & Fixed Income							
Cash Equivalents							
Utah Public Treasurers' Pool	\$0	\$6,999	\$6,999	\$2,072,605	0.17%	0.34%	0.68%
State Street Inst US Govt Money Mkt	0	238	238	278,592	0.05%	0.09%	0.17%
CF Utah Public Treasurers' Pool	0	12,842	12,842	4,835,523	0.11%	0.27%	0.53%
Demand Deposit	0	37	37	686,380	0.01%	0.01%	0.02%
Total Cash Equivalents	0	20,116	20,116	7,873,100	0.11%	0.26%	0.51%
Strategic Solutions Equity	174,328	64,681	239,009	5,870,861	5.65%	4.14%	8.28%
US Treasury Inflation Protection	(11,358)	(773)	(12,131)	635,744	-0.69%	-1.89%	-3.78%
International Equity	(499,811)	70,290	(429,521)	11,290,162	3.26%	-4.08%	-8.16%
Commodities	(416,834)	1,284	(415,550)	1,599,402	-9.43%	-22.83%	-45.66%
High Quality Bond	(197,396)	158,769	(38,627)	10,259,365	-0.38%	0.44%	0.88%
All Cap Equity	(1,208,060)	70,616	(1,137,444)	15,919,016	5.15%	-4.60%	-9.20%
Core Equity	(460,131)	153,358	(306,773)	19,029,959	6.79%	-1.56%	-3.12%
Global Hedged Equity	(295,360)	120,651	(174,709)	6,732,919	0.13%	-2.57%	-5.14%
Relative Value & Event Driven	(189,908)		(189,908)	7,461,228	0.19%	-2.51%	-5.02%
Natural Resources	(1,106,777)	(3,021)	(1,109,798)	4,047,207	-1.49%	-24.27%	-48.54%
Diversifying Company	106,400		106,400	2,078,811	1.29%	5.31%	10.62%
Global Distressed Investors	(13,384)	9,710	(3,674)	179,560	-0.27%	1.41%	2.82%
Global Bond	(228,565)	63,366	(165,199)	3,850,315	-1.00%	-4.20%	-8.40%
Emerging Markets Index	(1,220,262)	(10,134)	(1,230,396)	6,382,060	0.61%	-17.40%	-34.80%
Intermediate Term Fund	(14,447)	15,861	1,414	2,456,843	-0.25%	0.06%	0.12%
Contingent Asset Portfolio	(44,685)	55,950	11,265	5,248,764	-0.30%	0.21%	0.42%
Global Private Equity	(21,876)	21,208	(668)	554,450	-3.89%	4.69%	9.38%
Venture Partners XI	4,192	8,163	12,355	243,033	1.23%	1.23%	2.46%
Natural Resources Partners LP	(1,798)	(4,807)	(6,605)	11,739			0.00%
Total Equities, & Fixed Income	(5,645,732)	795,172	(4,850,560)	103,851,436	2.50%	-3.64%	-7.28%
Total Cash Equivalents, Equities, & Fixed Income	(\$5,645,732)	\$815,288	(\$4,830,444)	\$111,724,535	2.50%	-3.51%	-7.03%

Weber State University
Investment Report
For the Six Months Ending December 31, 2015

Schedule B - 3
Asset Allocation Targets, Ranges and Benchmarks

Asset Class	Min Weight	Max Weight	Target Weight	Actual Weight	Target Difference	Previous Quarter	Quarterly Change
Domestic Large Cap Equity	10%	40%	20.0%	23.20%	3.2%	22.3%	0.9%
Domestic All Cap Equity	5%	30%	12.0%	13.50%	1.5%	14.5%	-1.0%
International Equity	5%	20%	11.0%	10.80%	-0.2%	10.7%	0.1%
Emerging Markets Equity	0%	10%	7.0%	5.60%	-1.4%	5.7%	-0.1%
Total Equity			50.0%	53.10%	3.1%	53.2%	-0.1%
Core Bonds	0%	35%	5.0%	9.00%	4.0%	9.3%	-0.3%
Global Bonds	0%	10%	5.0%	3.50%	-1.5%	3.6%	-0.1%
Intermediate Term	0%	5%	0.0%	2.30%	2.3%	2.3%	0.0%
Credit	0%	10%	5.0%	0.00%	-5.0%	0.0%	0.0%
Real Return Bonds (TIPS)	0%	10%	5.0%	0.60%	-4.4%	0.6%	0.0%
Opp Strategies	0%	0%	0.0%	4.80%	4.8%	0.0%	-0.2%
Total Fixed Income			20.0%	20.20%	0.2%	20.8%	-0.6%
Hedge Fund Strategies	0%	13%	8.0%	8.10%	0.1%	8.2%	-0.1%
Relative Value & Event Driven	0%	12%	7.0%	6.80%	-0.2%	6.9%	-0.1%
Distressed Debt	0%	5%	0.0%	0.10%	0.1%	0.2%	-0.1%
Commodities	0%	10%	5.0%	1.30%	-3.7%	1.5%	-0.2%
Private Capital	0%	5%	0.0%	0.80%	0.8%	0.8%	0.0%
Public Natural Resources	0%	10%	5.0%	4.30%	-0.7%	3.5%	0.8%
Real Estate	0%	5%	0.0%	0.00%	0.0%	0.0%	0.0%
Total Alternatives			25.0%	21.40%	-3.6%	21.1%	0.3%
Total Cash & Equivalent	0%	10%	5.0%	5.30%	0.3%	4.9%	0.4%
Total All			100.0%	100.00%		100.0%	

Fund	Benchmark	WSU Qtr Yield	Benchmark Qtr Yield	WSU FYTD Yield	Benchmark FYTD Yield
Strategic Solutions Equity	S&P 500	5.65%	7.04%	4.14%	0.15%
International Equity	MSCI World ex US	3.26%	3.91%	-4.08%	-7.07%
MSCI Emerging Markets Fund	MSCI EMF Net	0.61%	0.66%	-17.40%	-17.36%
Commodities	Bloomberg Commodity Index	-9.43%	-10.52%	-22.83%	-23.46%
High Quality Bond	Barclay's Capital US Aggregate	-0.38%	-0.57%	0.44%	0.65%
U.S. Treasury Inflation Protected	Barclay's US Inflation	-0.69%	-0.64%	-1.89%	-1.78%
Contingent Asset Portfolio - Opp Strategies	ML 1-3 yr US Cash Pay HY Index	-0.30%	-0.44%	0.21%	-0.13%
Intermediate Term Funds	ML 1-3 Yr Treasury	-0.25%	-0.44%	0.06%	-0.13%
All Cap Equity	Russell 3000	5.15%	6.27%	-4.60%	-1.43%
Core Equity	S&P 500	6.79%	7.04%	-1.56%	0.15%
Global Distressed Investors	HFRI Distressed/Restructuring Index	-0.27%	-3.59%	1.41%	-8.84%
Global Hedged Index	HFRI Equity Hedge Index	0.13%	2.27%	-2.57%	-4.13%
Private Capital	S&P 500 + 400 bps (lagged)	-2.57%	-4.54%	5.82%	-4.31%
Relative Value & Event Driven	HFRI FOF Conservative Index	0.19%	0.20%	-2.51%	-1.60%
Natural Resources	S&P GBL LargeMidCap NR Index	-1.49%	-1.61%	-24.52%	-24.43%
Diversifying Company	CSFB CTA Managed Futures Index	1.29%	-1.06%	5.31%	3.26%
Global Bond	Citigroup World Govt. Bond Index	-1.00%	-1.23%	-4.20%	0.47%
Total Fund and Benchmark Performance		2.50%	1.96%	-3.64%	-5.06%

**Weber State University
Investment Report
For the Six Months Ending December 31, 2015**

**Exhibit C
WSU Cash Management Pool**

Balance as of December 31, 2015 Market Value: \$109,568,688

Key Utah Money Management Act (UMMA) Provisions

- The remaining term to maturity of investment may not exceed the period of availability of the funds to be invested.
- Bank deposits, certain repo's, first-tier commercial paper, treasuries, guaranteed agencies, certain fixed-rate corporate obligations, tax anticipation and general obligations bonds, municipal revenue bonds, etc.

Key WSU Policy Provisions

- At least 25% of the pool's cost basis must be invested in securities with maturities not to exceed 1 year.
- No more than 25% of the pool's cost basis can be invested in securities with maturities greater than 5 years.
- No individual investment will have a maturity exceeding 8 years.

Current Pay-out Policy

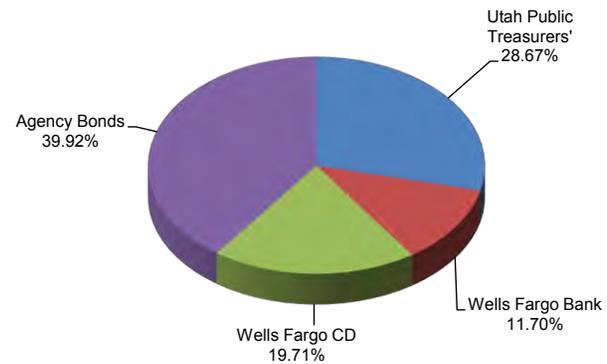
- Actual earnings on investment.

Management of Funds

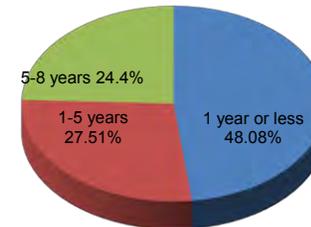
- Managed by WSU

Allocation	Target	Current	Diff
1 year or less:	25%	48.08%	23.08%
1 - 5 years:	50%	27.51%	-22.49%
5 - 8 years:	25%	24.41%	-0.59%

WSU Cash Management Pool Summary



Years to Maturity



Investment Type	Current	31-Dec-15 Market Value	30-Jun-15 Market Value	30-Jun-14 Market Value	30-Jun-13 Market Value	30-Jun-12 Market Value
Utah Public Treasurers'	28.67%	\$31,410,748	\$37,052,282	\$45,010,417	\$66,463,754	\$49,883,544
Wells Fargo Bank	11.70%	12,821,790	6,673,039	5,611,972	7,427,397	1,854,483
Wells Fargo CD	19.71%	21,594,151	21,440,911	21,139,318	20,843,023	40,989,685
Agency Bonds	39.92%	43,741,999	44,895,289	36,842,400	11,742,496	17,073,799
Total	100.00%	\$109,568,688	\$110,061,521	\$108,604,107	\$106,476,670	\$109,801,511

Weber State University
Investment Report
For the Six Months Ending December 31, 2015

Schedule C - 1
Cash Management Pool Detail

Cash Equivalents & Fixed Income													Year To	Unrealized
Description	Purchase Date	Mature Date	Next Call Date	Call Frequency	Duration	Years to Maturity	Book Value	Market Value 30-Jun-15	Market Value 31-Dec-15	Interest Rate %	Maturity Yield or Annual % Yield	Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquisition	
Cash Equivalents														
Wells Fargo					0.00		\$12,821,790	\$6,673,039	\$12,821,790			\$0	\$0	
Utah Public Treasurers' Pool					0.00		31,410,748	37,052,282	31,410,748			0	0	
Total Cash Equivalents					<u>0.00</u>		<u>44,232,538</u>	<u>43,725,321</u>	<u>44,232,538</u>			<u>0</u>	<u>0</u>	
Certificate of Deposits														
Wells Fargo	13-Jun-11	12-Jun-16			0.45	0.5	4,823,266	4,767,688	4,823,266	2.28%	2.31%	0	0	
Wells Fargo	13-Jun-11	10-Jun-16			0.44	0.5	1,211,821	1,197,857	1,211,821	2.28%	2.31%	0	0	
Wells Fargo	13-Jun-11	11-Jun-16			0.44	0.5	2,411,514	2,383,726	2,411,514	2.28%	2.31%	0	0	
Wells Fargo	21-Dec-12	21-Dec-17		1XS	1.96	2.0	13,147,550	13,091,640	13,147,550	0.85%	0.85%	0	0	
Total CD'S					<u>1.37</u>		<u>21,594,151</u>	<u>21,440,911</u>	<u>21,594,151</u>			<u>0</u>	<u>0</u>	
Fixed Income														
FNMA	30-Jan-13	30-Jan-18	30-Jan-16	Qrtly	2.06	2.1	10,000,000	9,959,970	10,003,480	1.02%	1.02%	43,510	3,480	
Fannie Mae	30-Jan-13	30-Jan-18	30-Jan-16	Qrtly	2.06	2.1	1,000,000	1,000,790	995,223	1.03%	1.03%	(5,567)	(4,777)	
Fannie Mae	22-Feb-13	22-Feb-18	22-Feb-16	Qrtly	2.11	2.2	1,000,000	996,082	990,304	1.20%	1.20%	(5,778)	(9,696)	
Freddie Mac	27-May-15	27-Nov-20	20-Feb-16	Qrtly	4.69	4.9	5,000,000	4,982,625	5,010,460	2.00%	2.00%	27,835	10,460	
FHLB	22-Jun-15	22-Jun-21	22-Jun-16	Qrtly	5.17	5.5	5,000,000	5,019,180	5,022,130	2.30%	2.30%	2,950	22,130	
Farm Credit	13-Oct-15	13-Jul-22	13-Jan-16	Qrtly	6.04	6.6	8,000,000	7,826,712	7,826,712	2.27%	2.27%	(173,288)	(173,288)	
Farm Credit	30-Nov-15	30-Nov-23	30-Nov-16	Qrtly	7.18	7.9	8,000,000	8,000,000	7,945,008	2.65%	2.65%	(54,992)	(54,992)	
FHLB	16-Dec-15	16-Dec-22	16-Jun-16	Qrtly	6.43	7.0	6,000,000	6,000,000	5,948,682	2.45%	2.45%	(51,318)	(51,318)	
Fed Farm Credit	6-Aug-14	6-Aug-20	21-Aug-15					5,009,940		2.45%	2.45%	(9,940)	0	
Fed Farm Credit	23-Jan-14	23-Apr-20	5-Aug-15					7,949,472		1.97%	1.97%	50,528	0	
Fed Farm Credit	23-Jan-14	21-Jul-20	23-Jul-15					4,951,460		1.98%	1.98%	48,540	0	
Freddie Mac	30-Jun-15	24-Dec-20	24-Dec-15					5,025,770		2.10%	2.10%	(25,770)	0	
Total Fixed Income					<u>4.96</u>		<u>44,000,000</u>	<u>44,895,289</u>	<u>43,741,999</u>			<u>(153,290)</u>	<u>(258,001)</u>	
Total Cash Equivalents and Fixed Income					<u>2.26</u>		<u>\$109,826,689</u>	<u>\$110,061,521</u>	<u>\$109,568,688</u>			<u>(\$153,290)</u>	<u>(\$258,001)</u>	

* 1XC = One Time Call , CC= Continuously Callable, SA Semi-Annually, Qrtly = Quarterly, 1XS = One Time Sell Without Penalty

Weber State University
Investment Report
For the Six Months Ending December 31, 2015

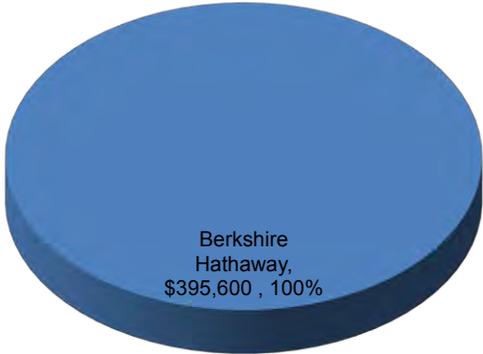
Schedule C - 2
Cash Management Pool Detail - Earnings Summary

Cash Equivalents & Fixed Income Description	Coupon Yield %	Yield to Call %	*Year To Date			Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return On Investment at Market	Estimated Annual Return On Investment at Market
			Unrealized Gain/(Loss)	Accrued Income	Total Unrealized Gain/(Loss)				
Cash Equivalents									
Wells Fargo			\$0	\$30,202	\$30,202	\$11,322,460	0.13%	0.27%	0.53%
Utah Public Treasurers' Pool			0	155,308	155,308	39,237,696	0.18%	0.40%	0.79%
Total Cash Equivalents			0	185,510	185,510				
Certificate of Deposits									
Wells Fargo			0	154,068	154,068				
Total CD'S			0	154,068	154,068	21,466,230	0.36%	0.72%	1.44%
Fixed Income									
FNMA	1.02%	1.02%	43,510	51,000	94,510				
Fannie Mae	1.03%	1.03%	(5,567)	5,150	(417)				
Fannie Mae	1.20%	1.20%	(5,778)	6,000	222				
Freddie Mac	2.00%	2.00%	27,835	50,270	78,105				
FHLB	2.30%	2.30%	2,950	57,820	60,770				
Farm Credit	2.27%	2.27%	(173,288)	39,350	(133,938)				
Farm Credit	2.65%	2.65%	(54,992)	17,670	(37,322)				
FHLB	2.45%	2.45%	(51,318)	6,130	(45,188)				
Fed Farm Credit	2.45%	2.45%	(9,940)	12,250	2,310				
Fed Farm Credit	1.97%	1.97%	50,528	42,903	93,431				
Fed Farm Credit	1.98%	1.98%	48,540	27,495	76,035				
Freddie Mac	2.10%	2.10%	(25,770)	50,750	24,980				
Total Fixed Income			(153,290)	366,788	213,498	43,298,397	-0.41%	0.49%	0.99%
Total Cash Equivalents and Fixed Income			(\$153,290)	\$706,366	\$553,076	\$115,324,783	0.02%	0.48%	0.96%

* Note: The Return on Investments for the Cash Management Pool and CD's are without unrealized gains or losses.

**Weber State University
Investment Report
For the Six Months Ending December 31, 2015**

**Exhibit D
WSU Funds Separately Invested**

<p>Balance as of December 31, 2015 Market Value: \$395,600</p> <p>Key UMMA Provisions • Same as Endowment Fund.</p> <p>Key WSU Policy Provisions • Securities are held if specified or restricted by the donor. • All other securities are to be sold upon receipt.</p> <p>Current Pay-out Policy • Per donor/department restrictions.</p> <p>Management of Funds • Managed by WSU.</p>	<p>WSU Funds Separately Invested Summary</p>  <p>Berkshire Hathaway, \$395,600 , 100%</p>
--	---

**Schedule D
Funds Separately Invested Detail**

Donated Securities						
Description	Type of Account or Security	Shares	Book Value	Market Value 30-Jun-15	Market Value 31-Dec-15	
Donated Securities Berkshire Hathaway	Stock	2	\$49,434	\$409,700	\$395,600	
Total Donated Securities			\$49,434	\$409,700	\$395,600	

Weber State University
Investment Report
For the Six Months Ending December 31, 2015

Schedule D - 1
Funds Separately Invested Detail

Donated Securities												
Description	Gift Date	Mature Date	Next Call Date	Call Frequency	Years to Maturity	Book Value	Market Value 30-Jun-15	Market Value 31-Dec-15	Coupon Yield %	Yield to Maturity %	Year to Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquisition
Donated Securities												
Berkshire Hathaway	1996					\$49,434	\$409,700	\$395,600			(\$14,100)	\$346,166
Total Donated Securities						<u>\$49,434</u>	<u>\$409,700</u>	<u>\$395,600</u>			<u>(\$14,100)</u>	<u>\$346,166</u>

Weber State University
Investment Report
For the Six Months Ending December 31, 2015

Schedule D - 2
Funds Separately Invested Detail

Cash Equivalents & Fixed Income	Coupon	Yield to	Year To		Total	Average	Quarter Return	FYTD Return	Annualized
Description	Yield	Call	Date	Unrealized	Unrealized	Invested	On Investment	On Investment	Return on
	%	%	Unrealized	Gain/(Loss)	Gain/(Loss)	Balance	at Market	at Market	Investment
			Gain/(Loss)	Income	Gain/(Loss)	at Market	at Market	at Market	at Market
Donated Securities									
Berkshire Hathaway (BRKA)			(\$14,100)		(\$14,100)	\$414,254	1.27%	-3.40%	-6.80%
Total Donated Securities			(\$14,100)	\$0	(\$14,100)	\$414,254	1.27%	-3.40%	-6.80%

**Weber State University
Investment Report
For the Six Months Ending December 31, 2015**

**Exhibit E
WSU Foundation**

Balance as of December 31, 2015		Market Value: \$11,463,814	
Key UMMA Provisions			
• Same as Endowment Fund.			
Key WSU Policy Provisions			
• Same as Endowment Fund.			
Current Pay-out Policy			
• Annuities: Per donor contract for distribution.			
• Misc. Endowment: Same as Endowment Fund.			
Management of Funds			
• Externally managed funds per donor requests. Morgan Stanley-Hinckley Scholarship Endowment.			
• Remainder managed by WSU.			
Present Value of Gift Annuities Payable		\$512,267	
Annuities Allocation	Target	Current	Diff
Multi-Strategy Equity:	60%	60.50%	0.50%
Multi-Strategy Bonds:	40%	39.50%	-0.50%
Pool Allocation	Target	Current	Diff
Multi-Strategy Equity:	65%	65.48%	0.48%
Multi-Strategy Bonds:	35%	34.52%	-0.48%

WSU Foundation Investment Pool Summary

Category	Percentage
Restricted Funds Managed Externally	63.88%
Restricted Funds Managed by Institution	16.92%
Gift Annuity Funds	9.17%
Unrestricted Funds Managed by Institution	10.03%

Pool Allocation Investment Type	Target Allocation	31-Dec-15 Market Value	Allocation
Multi-Strategy Equity	65%	\$1,974,932	65.48%
Multi-Strategy Bonds	35%	1,041,363	34.52%
Total	100%	\$3,016,295	100.00%

Foundation Total Investment Type	31-Dec-15 Market Value	30-Jun-15 Market Value	30-Jun-14 Market Value	30-Jun-13 Market Value	30-Jun-12 Market Value
Restricted Funds Managed Externally	\$7,322,951	\$7,926,444	\$8,488,725	\$7,575,155	\$7,142,797
Restricted Funds Managed by Institution	1,939,718	1,975,728	1,984,151	1,788,206	1,606,056
Gift Annuity Funds	1,051,426	1,169,582	1,133,238	1,007,608	889,328
Unrestricted Funds Managed by Institution	1,149,719	1,237,644	1,223,097	1,059,662	888,465
Total	\$11,463,814	\$12,309,398	\$12,829,211	\$11,430,631	\$10,526,646

Weber State University
Investment Report
For the Six Months Ending December 31, 2015

Schedule E - 1
WSU Foundation Detail

Cash Equivalents & Fixed Income		Book Value	Market Value 30-Jun-15	Market Value 31-Dec-15	Coupon Yield %	Yield to Maturity %	Year To Date Unrealized Gain/(Loss)	Unrealized Gain/(Loss) Since Acquisition
Restricted Funds								
Funds Managed Externally								
Morgan Stanley	Hinckley Scholarship Endowment	\$7,760,428	\$7,926,444	\$7,322,951			(\$759,683)	(\$437,477)
Total Restricted Funds Managed Externally		<u>7,760,428</u>	<u>7,926,444</u>	<u>7,322,951</u>			<u>(\$759,683)</u>	<u>(437,477)</u>
Utah Public Treasurers'	Glasman Literacy and Scholarship Programs	15,024	24	15,024				
Common Fund Equity	Glasman Literacy and Scholarship Programs	406,276	921,723	933,404			(37,457)	527,128
Common Fund Bond	Glasman Literacy and Scholarship Programs	673,960	793,447	734,672			(25,699)	60,712
Common Fund Equity	Volkswagen Endowment	24,617	35,518	34,426			(1,433)	9,809
Utah Public Treasurers'	Volkswagen Endowment	1	1	1				
Common Fund Equity	Rotary Scholarship Endowment	122,681	153,220	150,744			(3,962)	28,063
Common Fund Bond	Rotary Scholarship Endowment	72,842	68,116	67,761			(2,325)	(5,081)
Utah Public Treasurers'	Rotary Scholarship Endowment	2,639	2,632	2,639				
Common Fund Equity	Sonora Endowment	0	0	0				0
Key Bank	Sonora Grill Scholarship Fund	1,047	1,047	1,047				
Key Bank	Oportunidad Scholarship Fund	0	0	0				
Total Miscellaneous Restricted Funds		<u>1,319,087</u>	<u>1,975,728</u>	<u>1,939,718</u>			<u>(70,876)</u>	<u>620,631</u>
Gift Annuities Pool *								
Common Fund Bond		389,397	421,730	389,702			(11,679)	305
Common Fund Equity		384,520	631,119	596,971			(28,913)	212,451
Key Bank		35,390	30,919	35,390				
Utah Public Treasurers'		29,363	85,814	29,363				
Total Gift Annuities Pool		<u>838,670</u>	<u>1,169,582</u>	<u>1,051,426</u>			<u>(40,592)</u>	<u>212,756</u>
Total Restricted Funds Managed by Institution		<u>2,157,757</u>	<u>3,145,310</u>	<u>2,991,144</u>			<u>(111,468)</u>	<u>833,387</u>
Total Restricted Funds		<u>9,918,185</u>	<u>11,071,754</u>	<u>10,314,095</u>			<u>(871,151)</u>	<u>395,910</u>
Unrestricted								
Funds Managed By Institution - Foundation Pooled Funds								
Key Bank		4,878	26,575	4,878				
Utah Public Treasurers'		49,553	54,584	49,553				
Common Fund Equity		503,144	901,309	856,358			(38,515)	353,214
Common Fund Bond		246,734	255,176	238,930			(8,314)	(7,804)
Total Unrestricted Funds		<u>804,309</u>	<u>1,237,644</u>	<u>1,149,719</u>			<u>(46,829)</u>	<u>345,410</u>
Total WSU Foundation Funds		<u>\$10,722,494</u>	<u>\$12,309,398</u>	<u>\$11,463,814</u>			<u>(\$917,980)</u>	<u>\$741,320</u>

* Present value of gift annuities payable for December 31, 2015 is \$512,267

Weber State University
Investment Report
For the Six Months Ending December 31, 2015

Schedule E - 2
WSU Foundation Detail

Description	Year To Date		Total Gain/(Loss)	Average Invested Balance at Market	Quarter Return On Investment at Market	FYTD Return on Investment at Market	Annualized Return on Investment at Market
	Unrealized Gain/(Loss)	Accrued Income					
Cash Equivalents & Fixed Income							
Restricted Funds							
Funds Managed Externally							
Morgan Stanley		Hinckley Scholarship Endowment	(\$759,683)	\$353,278			
Total Restricted Funds Managed Externally	(759,683)	353,278	(\$406,405)	\$7,653,289	3.69%	-5.31%	-10.62%
Utah Public Treasurers' Common Fund Equity		Glasmann Literacy and Scholarship Programs	0				
Common Fund Bond	(37,457)	Glasmann Literacy and Scholarship Programs	9,849				
Common Fund Equity	(25,699)	Glasmann Literacy and Scholarship Programs	22,678				
Utah Public Treasurers' Common Fund Equity	(1,433)	Volkswagen Endowment Fund	368				
Common Fund Bond	(3,962)	Volkswagen Endowment Fund					
Utah Public Treasurers' Common Fund Equity	(2,325)	Rotary Scholarship Endowment	1,604				
Common Fund Bond		Rotary Scholarship Endowment	2,036				
Utah Public Treasurers' Common Fund Equity		Rotary Scholarship Endowment	7				
Key Bank	0	Sonora Endowment	0				
Key Bank		Sonora Grill Scholarship Fund					
Key Bank		Oportunidad Scholarship Fund					
Total Miscellaneous Restricted Funds	(70,876)	36,542	(34,334)	1,853,035	3.05%	-1.85%	-3.71%
Gift Annuities Pool							
Common Fund Bond	(11,679)		10,050				
Common Fund Equity	(28,913)		10,241				
Key Bank							
Utah Public Treasurers'			67				
Total Gift Annuities Pool	(40,592)	20,358	(20,234)	1,079,001	2.80%	-1.88%	-3.75%
Total Restricted Funds Managed by Institution	(111,468)	56,900	(54,568)	2,932,036	2.95%	-1.86%	-3.72%
Total Restricted Funds	(871,151)	410,178	(460,973)	10,585,325	3.49%	-4.35%	-8.71%
Unrestricted							
Funds Managed By Institution - Foundation Pooled Funds							
Key Bank							
Utah Public Treasurers' Common Fund Equity			78				
Common Fund Bond	(38,515)		9,246				
Common Fund Bond	(8,314)		7,308				
Total Unrestricted Funds	(46,829)	16,632	(30,197)	1,172,062	3.52%	-2.58%	-5.15%
Total WSU Foundation Funds	(\$917,980)	\$426,810	-\$491,170	\$11,854,331	3.49%	-4.24%	-8.49%

FY17 STUDENT FEES BUDGET

Included here is a proposed Student Fees Budget for WSU for FY17. It has been prepared with input from the Student Fee Recommendation Committee which consists primarily of WSU students. The budget this year includes a 3% increase. The allocation of these fees has been reviewed and endorsed by WSU's President's Council.

The attachment outlines how student fees would be allocated in FY2017.



MEMORANDUM

DATE: February 22, 2016

TO: President's Council

SUBJECT: Student Fee Recommendation Committee Allocations for 2016-17

The attached spreadsheet represents the deliberations and recommendations of the Student Fee Recommendation Committee for fiscal year 2016-17. The committee recommends a total allocation of \$9,416,759 to the organizations/departments listed. This includes \$161,100 in new base funds. In addition, one-time allocations of \$25,000 were recommended. An additional \$226,175 is being held in reserve to fund (1) salary and benefit increases and (2) scholarships equal to the level of tuition increases. Once these factors are finalized, funds will be added to the appropriate unit budgets accordingly.

Please let us know if you need any additional information. Thank you.

Handwritten signature of Jan Winniford in black ink.

Jan Winniford, Ph.D.
Vice President for Student Affairs

Handwritten signature of Cash Knight in black ink.

Cash Knight
Student Body President

Student Fee Recommendation Committee Allocations for 2016-17

DEPARTMENT	2015-16 Total Base Allocation	2016-17 Base SFRC Allocation Increase	Special One- time Increase	2016-17 SFRC Base Allocation
Athletics	\$2,141,536	\$11,000	\$0	\$2,152,536
Campus Recreation	\$1,038,509	\$10,000	\$0	\$1,048,509
Children's School	\$130,843	\$0	\$0	\$130,843
Center for Community Engaged Learning	\$170,848	\$24,740	\$0	\$195,588
Computer Labs	\$402,597	\$9,070	\$0	\$411,667
Counseling & Psychological Services Center	\$523,240	\$18,000	\$0	\$541,240
Swenson/Stromberg Gym	\$79,500	\$0	\$0	\$79,500
Davis Learning Center	\$169,971	\$7,057	\$0	\$177,028
Davis Services	\$71,625	\$0	\$0	\$71,625
Debate	\$68,934	\$750	\$0	\$69,684
Disabilities Services	\$91,488	\$0	\$0	\$91,488
Ethics Bowl/ Mock Trial	\$32,500	\$0	\$0	\$32,500
Health Center	\$892,045	\$8,848	\$3,152	\$900,893
Honors Program	\$1,250	\$0	\$0	\$1,250
LGBT Resource Center	\$5,000	\$0	\$0	\$5,000
Metaphor (Literary Magazine)	\$9,482	\$0	\$0	\$9,482
Money Management Center	\$0	\$7,486	\$0	\$7,486
Multicultural Student Center	\$56,467	\$15,015	\$1,348	\$71,482
Nontraditional Student Center	\$279,040	\$11,579	\$0	\$290,619
Performing Arts	\$166,254	\$7,875	\$1,000	\$174,129
Radio Station KWCR	\$33,729	\$0	\$0	\$33,729
Signpost	\$136,071	\$0	\$2,500	\$136,071
Special Needs fund	\$93,426	-\$15,000	\$0	\$78,426
Student Involvement & Leadership	\$1,022,901	\$7,200	\$0	\$1,030,101
Sustainability Fund	\$16,000	\$0	\$0	\$16,000
TV Station/Studio 76	\$19,000	\$1,000	\$0	\$20,000
Undergraduate Research	\$25,491	\$0	\$5,000	\$25,491
Union, Shepherd	\$1,053,432	\$0	\$0	\$1,053,432
USA Today Collegiate Readership Program	\$7,500	\$500	\$2,000	\$8,000
UTA Ed Pass	\$190,100	\$17,650	\$5,000	\$207,750
Veterans Services	\$22,927	\$5,000	\$0	\$27,927
Visual Arts	\$2,500	\$0	\$0	\$2,500
VPSA Operations	\$3,000	\$7,080	\$0	\$10,080
Women's Center	\$71,528	\$7,000	\$5,000	\$78,528
1-800-Line	\$750	-\$750	\$0	\$0
TOTALS	\$9,029,484	\$161,100	\$25,000	\$9,190,584
			Holdbacks	\$226,175
			Grand Total	\$9,416,759

FY 17 TUITION AND FEES SCHEDULE

The Legislature is still in session. This item will be hand-carried to the Board of Trustees Business Committee Meeting on March 17, 2015.

WSU COMPOSITE FINANCIAL INDEX

The attached material is a ratio analysis prepared from WSU's financial statements. The template used was developed by the Office of the Commissioner of Higher Education and is used by all 8 USHE institutions on an annual basis to report their financial status. Staff will present this analysis and address questions that the Trustees may have.

Weber State University

Composite Financial Index Summary

For Fiscal Years Ended 2011-2015

Fiscal Year	WSU Ratios	Target Range	Relevant Value ¹	Strength Factor ²	Weight Factor ³	Total Score ⁴
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Primary Reserve (Liquidity)

Measures the amount of time during which an institution could pay its expenses without relying on additional net assets from operations (expressed as a fraction of a year).

FY11	0.70	>=.40	0.133	5.26	35%	1.84
FY12	0.70	>=.40	0.133	5.26	35%	1.84
FY13	0.68	>=.40	0.133	5.11	35%	1.79
FY14	0.69	>=.40	0.133	5.19	35%	1.82
FY15	0.62	>=.40	0.133	4.66	35%	1.63

Net Operating Revenues (Income)

Indicates the degree of surplus or deficit revenues for the year.

FY11	11.47%	2.0-4.0%	0.70%	16.39	10%	1.64
FY12	4.28%	2.0-4.0%	0.70%	6.11	10%	0.61
FY13	6.64%	2.0-4.0%	0.70%	9.49	10%	0.95
FY14	5.35%	2.0-4.0%	0.70%	7.64	10%	0.76
FY15	1.19%	2.0-4.0%	0.70%	1.70	10%	0.17

Viability

Identifies whether an entity has sufficient expendable net assets to satisfy debt obligations at the balance sheet date.

FY11	2.86	>=1.00	0.417	6.86	35%	2.40
FY12	2.19	>=1.00	0.417	5.25	35%	1.84
FY13	2.27	>=1.00	0.417	5.44	35%	1.91
FY14	2.48	>=1.00	0.417	5.95	35%	2.08
FY15	2.36	>=1.00	0.417	5.66	35%	1.98

Return on Net Assets

Indicates the real rate of return - used to determine how many dollars of earnings are derived from each dollar of assets controlled.

FY11	9.20%	>=6.0-7.0%	2.00%	4.60	20%	0.92
FY12	4.00%	>=6.0-7.0%	2.00%	2.00	20%	0.40
FY13	15.00%	>=6.0-7.0%	2.00%	7.50	20%	1.50
FY14	5.50%	>=6.0-7.0%	2.00%	2.75	20%	0.55
FY15	2.80%	>=6.0-7.0%	2.00%	1.40	20%	0.28

FY11 COMPOSITE FINANCIAL INDEX	6.80
FY12 COMPOSITE FINANCIAL INDEX	4.69
FY13 COMPOSITE FINANCIAL INDEX	6.14
FY14 COMPOSITE FINANCIAL INDEX	5.21
FY15 COMPOSITE FINANCIAL INDEX	4.06
Average (5yr) COMPOSITE FINANCIAL INDEX	5.38

Measures overall financial well-being and is based on the four core ratio values determined above.

1 = financial weakness
3 = moderate strength
10 = financially superior

- Note
- 1 relevant value transforms the core ratio to common scale so it can be used with the other core ratios
 - 2 strength factor takes the core ratio and divides it by the relevant value
 - 3 weight factor assigns the relative importance of the core ratios to one another
 - 4 total score takes the strength factor and multiplies it by the weight factor

MONTHLY INVESTMENT REPORT

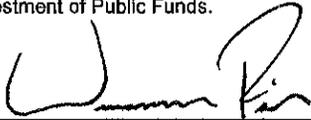
Regent guidelines regarding institutional investing require each USHE institution to submit summarized Investment Reports to Trustees on a monthly basis. This is in addition to the Quarterly Investment Reports that are currently being brought to Trustees. Attached is the WSU Monthly Investment Report covering activity for the month of January 2016. Approval of these reports is sought from the Business Committee.

Weber State University
 Monthly Investment Activity Report
 January 31, 2016

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance December 31, 2015						\$208,462,094
Purchases:						
Wells Fargo	Checking	29-Jan-16	1-Feb-16	0.5200%	10,835,744	
PTIF				0.7358%	14,758,016	
Federal Home Loan Bank	Bond	29-Jan-16	29-Jan-21	2.0500%	5,000,000	
Federal Farm Credit	Bond	5-Jan-16	28-Dec-18	1.4200%	5,000,000	
Wells Fargo	CD'S	Various	Various	Various	26,094	
CF Reinvested Earnings					116	
Total Purchases						<u>35,619,970</u>
Withdrawals:						
Wells Fargo	Checking	31-Dec-15	2-Jan-16	0.5200%	12,821,790	
Common Fund Fees						
Global Bond Fund					629	
Strategic Solutions Equity Fund					796	
Natural Resources					767	
International Equity Fund					1,518	
High Quality Bond					1,632	
Intermediate Term Fund					313	
All Caps Equity					1,862	
Core Equity					2,473	
Multi-Strategy Commodities					351	
Emerging Markets Investors Co. B					1,565	
US Treasury Inflation Protection					131	
Contingent Asset Portfolio					670	
Global Private Equity					5,720	
Total Withdrawals						<u>12,840,217</u>
Balance January 31, 2016						<u>\$231,241,847</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
January 31, 2016

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	29-Jan-16	1-Feb-16	0.5200%	\$10,835,744	10,835,744
PTIF						
Endowment Pool	PTIF	Various	Various	0.7358%	2,256,178	2,256,178
Common Fund Outside Cash	PTIF	Various	Various	0.7358%	4,848,594	4,848,594
Cash Pool	PTIF	Various	Various	0.7358%	46,185,051	46,185,051
Common Fund						
Core Equity	Domestic Equities	Various	Various		14,502,459	17,918,346
Strategic Solutions Equity Fund	Domestic Equities	Various	Various		4,167,943	5,875,192
All Cap	Domestic Equities	Various	Various		11,269,998	13,436,516
International Equity Fund	International Equities	Various	Various		10,634,364	10,856,705
Emerging Markets	International Equities	Various	Various		7,032,393	5,633,727
Global Hedged Equity	Alternatives	Various	Various		5,159,513	6,430,020
SSG Diversifying Co. A42	Domestic Equities	Various	Various		1,676,117	2,173,403
Relative Value & Event Driven Co. 46	Alternatives	Various	Various		5,391,928	6,499,933
Relative Value Event Driven	Fixed	Various	Various		624,947	833,930
Global Private Equity	Equity	Various	Various		635,370	645,733
Venture Partners XI	Equity	Various	Various		293,893	315,468
Global Distressed Investors	Alternatives	Various	Various		91,733	163,032
Global Bond Fund	Fixed	Various	Various		3,923,628	3,800,481
Contingent Asset Portfolio	Fixed	Various	Various		4,881,719	5,307,663
High Quality Bond	Fixed	Various	Various		9,063,027	9,909,125
State Street US Govt	Fixed	Various	Various		856,513	856,513
US Treasury Inflation Protection	Fixed	Various	Various		629,009	637,366
Intermediate Term Fund	Fixed	Various	Various		2,336,414	2,470,175
Multi-Strategy Commodities	Alternatives	Various	Various		2,276,419	1,384,209
Natural Resources	Alternatives	Various	Various		6,037,457	4,388,457
Natural Resources Partners	Alternatives	Various	Various		11,193	9,395
Certificate of Deposit						
Wells Fargo	CD's	13-Jun-11	12-Jun-16	2.3100%	4,832,743	4,832,743
Wells Fargo	CD's	13-Jun-11	10-Jun-16	2.3100%	1,214,202	1,214,202
Wells Fargo	CD's	13-Jun-11	11-Jun-16	2.3100%	2,416,251	2,416,251
Wells Fargo	CD's	21-Dec-12	21-Dec-17	0.8500%	13,157,047	13,157,047
Bonds						
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0200%	10,000,000	10,019,180
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0300%	1,000,000	1,000,121
Fannie Mae	Bond	22-Feb-13	22-Feb-18	1.2000%	1,000,000	1,000,059
Fed Farm Credit	Bond	5-Jan-16	28-Dec-18	1.4200%	5,000,000	5,017,345
Freddie Mac	Bond	27-May-15	27-Nov-20	2.0000%	5,000,000	5,007,040
FHLB	Bond	29-Jan-16	29-Jan-21	2.0500%	5,000,000	5,022,610
FHLB	Bond	22-Jun-15	22-Jun-21	2.3000%	5,000,000	5,027,890
Farm Credit	Bond	13-Oct-15	13-Jul-22	2.2700%	8,000,000	8,000,024
FHLB	Bond	16-Dec-15	16-Dec-22	2.4500%	6,000,000	6,007,104
Farm Credit	Bond	30-Nov-15	30-Nov-23	2.6500%	8,000,000	8,016,720
Total Investments					\$231,241,847	\$239,409,292

Weber State University Foundation
 Monthly Investment Activity Report
 January 31, 2016

	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
<hr/>					\$10,722,495
Balance December 31, 2015					
Revenues:					
Dividends				32,625	
Interest				38	
Realized Gain (Loss)				(11,095)	
					21,568
Expenses:					
Investing Fees				570	
Annuity Payments				7,342	
Misc Expenses				2,121	
Transfers to University				61,303	
					71,335
Total Withdrawals					71,335
Balance January 31, 2016					\$10,672,727

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



 Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University Foundation
Monthly Investment Report
January 31, 2016

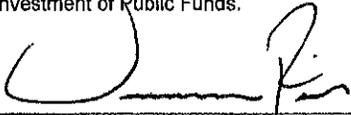
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		31,852	31,852
PTIF	PTIF	Various	Various	0.7358%	35,313	35,313
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		1,076,596	1,879,586
Multi-Strategy Bond	Bond	Various	Various		976,935	1,024,906
Multi-Strategy Bond (Annuity)	Bond	Various	Various		384,771	386,028
Multi-Strategy Equity (Annuity)	Equity	Various	Various		389,472	567,105
Stock and Money Markets						
Alerian	Stock				223,340	133,120
Altria Group-Philip Morris	Stock				93,214	611,100
Amgen Inc	Stock				167,238	168,003
Apple	Stock				253,035	306,621
AT&T Corp	Stock				297,209	324,540
BCE Inc	Stock				339,705	314,340
Blackstone Group LP	Stock				414,734	256,133
BP PLC ADS	Stock				504,949	317,226
CenturyLink Inc	Stock				581,212	399,094
Chevron Corp	Stock				33,103	103,764
Columbia Ppty Tr Inc Com	Stock				183,642	160,344
Conoco Phillips	Stock				412,720	254,020
General Electric	Stock				127,070	512,160
Glaxosmithkline PLC ADS	Stock				630,427	557,415
HCP Incorporated	Stock				166,677	158,136
JP Morgan Chase & Co.	Stock				119,774	196,350
Merck & Co	Stock				231,058	364,824
PBF Energy Inc	Stock				203,991	304,413
Morgan Stanley Fund	Money Market			0.0200%	279,544	279,544
Pepsico	Stock				251,998	268,110
PJT Partners Inc Com	Stock				5,225	6,274
Prospect Capital Corp	Stock				203,684	118,365
SeaDrill LTD	Stock				431,750	27,117
SeaDrill Partners LLC	Stock				397,586	49,419
Verizon Communications	Stock				359,766	365,680
Vodafone GP	Stock				642,349	428,260
Zions Bancorp	Stock				222,787	165,564
Total Investments					\$10,672,727	\$11,074,727

Weber State University
 Monthly Investment Activity Report
 Funds Separately Invested
 January 31, 2016

		Type	Transaction Amount	Amount
Balance December 31, 2015				\$49,434
Gifts:	BOU Bankcorp	Stock	51,142	
				51,142
Sold:	BOU Bankcorp	Stock	51,142	
Total Withdrawals				51,142
Balance January 31, 2016				\$49,434

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



 Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
 Monthly Investment Report
 Funds Separately Invested
 January 31, 2016

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Stock						
Berkshire Hathaway	Stock	1996			\$49,434	\$388,720
Total Investments					<u>\$49,434</u>	<u>\$388,720</u>

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*
Program Title: *Design Engineering Technology*
School or Division or Location: *College of Engineering, Applied Science, and Technology*
Department(s) or Area(s) Location: *Engineering Technology*
Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

Five Year Program Review
Weber State University
Design Engineering Technology
04/22/2015

Reviewers:

- External Reviewers:
 - Dr. Thomas Paskett, Fremont High School, Weber School District
 - Taylor Foss, Composites Instructor, Ogden/Weber Applied Technical College
- Internal Reviewers:
 - Dr. Brian Rague, Professor and Chair, School of Computing, Weber State University

Program Description:

The Drafting Program began in 1959 as a technician program offered by Weber State College. In 1962 the program was changed to an Industrial Drafting program and in 1970 was called Engineering Graphics and was offered as an AAS degree. The name was changed to Engineering/Computer Aided Graphics and Design Technology in 1978. The AAS degree was modified and called Design Graphics Technology in 1985 and continued until 2001. A new BS degree was developed along with modifications to the AAS degree in 2001 and was called Computer & Design Graphics Technology (CDGT). Just prior to the First ABET visit in 2005 the program name was changed to Design Graphics Engineering Technology (DGET) because the name CDGT had caused a lot of confusion with the Computer Science and Art Graphics Design programs. The program name was changed to Design Engineering Technology (DET) officially for the 2012-2013 academic year.

The Design Engineering Technology Program (DET) at Weber State University offers Associate of Applied Science and Bachelor of Science Degrees with the opportunity for students to obtain a Bachelor of Integrated Studies with an emphasis in Building Information Management. The program fills a vital role in the local economy as is evidence with the extensive list of community support and local employers of students and graduates.

Students have access to computer labs with software currently used by both the academic and industry communities. Students are encouraged to explore the applications of software in a variety of areas and industries such as: 3D Modeling, CAD/CAM applications, Building Information Modeling, as well as Graphic Presentations and Animations. The software used in these applications is readily available to the students.

The mission of the program is to provide students a solid theoretical background supplemented by practical experience. The aim being to prepare each student to enter the workplace and/or continue his or her academic pursuits. Each graduate from the program are expected to obtain a mastery of a variety of software tools, and to demonstrate his or her knowledge of academic interests and career goals through oral, written, and graphic communications and to exhibit a desire for lifelong learning.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit— Dept. of Engineering Technology					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	5	2	1	1
Full-time Non-Tenured	2	3	0	1	3
Part-time					
With Master's Degrees					
Full-time Tenured	8	5	6	5	7
Full-time Non-Tenured	8	3	5	5	4
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured	2	1	0	0	0
Part-time	4	5	6	6	9
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	29	22	19	18	24
Full-time Tenured	13	10	8	6	8
Full-time Non-Tenured	12	7	5	6	7
Part-time	4	5	6	6	9
FTE counts include all Engineering Tech Faculty					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	20.35	17.90	16.79	15.80	13.56
Teaching Assistants					
Part-time (May include TAs)	3.69	5.71	6.43	5.46	7.32
Total Faculty FTE	24.04	23.61	23.22	21.26	20.88

Number of Graduates – Dept. (Prog.)					
Certificates					
Associate Degrees	30 (15)	32 (15)	33 (16)	17 (0)	19 (3)
Bachelor’s Degrees	69 (21)	60 (18)	83 (17)	68 (3)	68 (0)
Master’s Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	659 (121)	649 (146)	696 (143)	716 (127)	703 (120)
Total Department FTE*	374 (134)	366 (127)	403 (146)	380 (159)	442 (180)
Total Department SCH*	11,230 (4,009)	10,970 (3,822)	12,102 (4,366)	11,403 (4,758)	13,247 (5,394)
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE (All Programs)	15.56	15.50	17.36	17.87	21.17
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,112,868	2,198,779	1,691,405	1,615,859	1,798,812
Cost Per Student FTE	\$5,649	\$6,008	\$4,197	\$4,252	\$4,070
Funding – All Engineering Technology Programs					
Appropriated Fund	2,095,058	2,167,824	1,680,378	1,596,887	1,760,824
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	17,810	30,955	11,027	18,972	37,988
Total	\$2,112,868	\$2,198,779	\$1,691,405	\$1,615,859	\$1,798,812

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Recommendations:

- The current mission statement read more like a vision statement; valuable, but not fully transferable to students for ownership. Recommendation is to craft a more succinct statement.
- There is no reference in the mission statement to continual self-assessment and improvement.

Faculty response:

- Disagree; the information regarding the mission statement is disseminated to students in the form of course outlines, description, and objectives for each course.
- Disagree; self-assessment and improvement is not required by ABET-ETAC in this area.

Standard B: Curriculum

Commendations:

- All students must complete a significant capstone project prior to graduation. Capstone projects require that students implement appropriate technology, understanding and skills during project development. The projects develop leadership, teamwork, and creativity through the design process.

Recommendation:

- Learning outcome 5 – work on teams, is only present in the senior project. Examine areas in other courses and projects where students can experience and perfect working in a team environment prior to the capstone/senior project.

Standard C: Student Learning Outcomes and Assessment

Recommendations:

- There is room for improvement in the design and documentation of architectural plans using Revit, or other industry software.
- Faculty responses and recommendations for improvement occur during faculty meetings; it is recommended that those meetings be documented as evidence of improvement based upon assessment findings.
- ABET outcomes are only covered in the DET senior project. Integration of these outcomes should be introduced and included in other DET coursework and projects.

Faculty response:

- Disagree; current, required architectural course requires instruction covering both AutoCAD and Revit software types.
- Disagree; while faculty are experts in their assigned fields of study, they are not necessarily experts in the arena of other faculty.
- Disagree; ABET outcomes a, b, f, g, h, i, and j are addressed in multiple courses across the entire spectrum of required as well as optional courses prescribed for both the AAS and BS degrees.

Standard D: Academic Advising

Commendations:

- The program is commended for the additional advising directed toward pre-professional development.

Standard E: Faculty

Commendations:

- Faculty have industry work experience along with academic credentials; this is a pronounced strength of the program.

Recommendations:

- Faculty size may not be sufficient to support expected majors in the field in the future.
- Teaching workloads for current DET faculty are very high and compromise their ability to fulfill scholarship and service obligations.

Faculty response:

- Agree; the hiring of one additional, full-time Design Engineering Technology faculty member would facilitate more uniform teaching loads across the entire program, thereby increasing the quality of instruction which would support maintenance and growth of an already successful program.

Standard F: Support

Recommendations:

- There needs to be an allocation of funds to support the implantation and adaptation of new technology into the curriculum.

Faculty response: the faculty do not feel there is adequate program support in terms of administrative personnel (technician, secretary, student aides).

Standard G: Relationships with External Communities

Commendations:

- The DET program maintains an active and vibrant industry advisory committee (IAC), which helps the program to design and refine current curriculum.

Recommendations:

- It is recommended that the IAC be convened on an annual basis.

Faculty response:

- This is currently being done; the last meeting was held on March 6, 2015.

Standard H: Results of previous reviews

Not evaluated.

Institution's Response:

Faculty response:

Faculty responses are embedded with site visit team recommendations, above.

Dean's response:

Thank you all for your many contributions to WSU's DET Review process. All DET faculty members as and others in the Engineering Technology (ET) department, especially the chair, Rick Orr, as well as COAST/EAST's former dean, Warren Hill, participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the program, department, college, and university.

Like the writers of the Review Report, I would characterize the program as very effective in meeting the missions of the parent units. Faculty members have been sensitive to changes in their discipline areas and have revised curriculum to keep up with those changes. They have been supportive of co-curricular activities, internships, community-engaged learning, new tools, and collaborative multidisciplinary projects. The faculty have kept up-to-date vis-à-vis industry.

With respect to challenges identified by reviewers and addressed by faculty:

1. Program Challenges: Most of the programs in the college – definitely in ET - are teaching overload. Fortunately, we have only recently received Engineering Initiative money that will assist with this. However, in addition, this is an opportunity to re-examine two things: the emphasis areas that the program is engaged in and the use of efficient instruction through additional adjuncts and online/hybrid technology. Both are unaddressed in the reports. Fortunately, the college is engaged in a strategic planning process. The budget for the program has remained the same for the past

five years, not decreased by 20%. There is some variation within the department, however, if you look at human resource allocation given enrollments.

2. Standards Not Met: A. I believe that additional advisement will assist department. B. The architecture aspect of the department needs to be looked at strategically and a decision made as to its future. C. Agree that the ABET process is sufficient for Continuous Improvement.

3. Recommendations for Change: A. There are many options for increasing technology and the dean's office can assist with this. B. The Provost's office has assisted with the hiring of a new adviser in CS and ET. This should help – although, the department doesn't see advising as an issue. Also, again, some strategic planning will assist this as well. C. Agree with department's response. D. I agree with assessors that department minutes generally might be helpful. However, the program meets irregularly on an as-needed basis, and this is impractical. The department does keep minutes when program status is also discussed. E. Agree with assessors that other team opportunities would help although it is not critical. F. Understand the confusion of 2012 versus 2015 IAC report and am happy to see that the IAC met in 2015. However, agree strongly with assessors that the program should meet with IAC once per year.

4. Additional Recommendations. Mission: A. It works if the mission statement is embedded in the syllabi. Any opportunity to clarify is recommended. However, the mission statement can also be found at department level. B. General education seems adequate.

5. Additional Recommendations. Curriculum. C. Recently the college has purchased several additional 3D printing devices and upgraded labs.

6. Additional Recommendations. Learning. B. There has been some revision of Revit classes.

7. Additional Recommendations. Assessment. D. This is not a requirement of ABEET because of its difficulty. This is a reasonable approach.

WSU's DET program is healthy. It has taken many positive steps to remain so. Its next steps will carry it yet farther along a road to success for students, faculty, and staff.

David L. Ferro, Dean
College of Engineering, Applied Science & Technology

Institutional Program Review Committee Response

Date: October 29, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Marek Matyjasik – Vice Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason – Office of Institutional Effectiveness

Guests: Glen West, Program Director; Rick Orr, Department Chair; David Ferro, Dean

The Program Review Committee designated the Design Engineering Technology Program as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- During the upcoming strategic planning process, consider the potential for consolidating the four, separate programs into a single Engineering Technology degree with four emphasis areas. This recommendation is made from a desire to encourage more efficient use of resources (including faculty), to better deal with fluctuating enrollments at the individual program levels, and the potential to develop a curriculum that allows for some flexibility while still meeting the needs of students and the local industries that hire students.
- Further leverage the strategic planning session to address issues regarding regularly scheduled sabbaticals, faculty research, and the general direction of the program.
- Consider developing a department-level workload policy that addresses issues of overload and sabbatical. If plausible include plans for creating a viable adjunct pool from which to draw for teaching support.
- Give consideration to the potential for incorporating various modes of instruction including online, hybrid, and evening offerings at Davis Campus.
- The program faculty are encouraged to continue supporting efforts to recruit female students to the program as well as female faculty (both adjunct and tenure-line).

The committee cited several commendations for the programs:

- Work with industry partners is excellent. The work towards establishing yearly, on-site visits with advisory committees is commended.
- The hands-on nature of the programs as well as project-based capstone experiences engage students well.
- The faculty are dedicated and hard-working; they are especially commended for ‘making do’ during building construction and transition.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review, as scheduled through ABET, in six years (the 2020/21 academic year).

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*
Program Title: *Electronics Engineering Technology*
School or Division or Location: *College of Engineering, Applied Science, and Technology*
Department(s) or Area(s) Location: *Engineering Technology*
Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

Five Year Program Review
Weber State University
Electronics Engineering Technology
04/22/2015

Reviewers:

- External Reviewers:
 - Gilbert Ulibarri, Jr., Associate Professor and Department Coordinator, Department of Electronics Technologies, Salt Lake Community College, Salt Lake City, UT
 - Peter Rathjen, Autoliv Manager/Technical Support, Brigham City, UT
- Internal Reviewers:
 - Dr. Brent Horn, Associate Professor of Criminal Justice and Director of Forensic Science Program, Weber State University

Program Description:

The Electronics Engineering Technology (EET) program was first accredited by the TAC of ABET in 1978 and has been continually accredited since that time. Incremental changes to the EET program were made until 2012.

In 2012, CEET faculty and resources were divided to create a separate Electronics Engineering (EE) program. The remaining CET program was replaced with an EET program. The EET program was reorganized, with approximately half the existing laboratory facilities, one full-time faculty and four instructors (three adjunct and one part-time). EET then merged with the existing Mechanical, Manufacturing, and Design programs (MET, MFET, DET) to create the Department of Engineering Technology. To date, the part-time faculty has retired, two tenure-track faculty members have been hired (in 2012, and 2013) and three adjuncts support the program.

In June 2014, Weber State University demolished Building Four which housed laboratories and facilities for both the EET and EE programs. All existing laboratory facilities and both the EET program and the EE Department were displaced for approximately two and a half years. Through a collaborative effort led by the Dean and the Department Chair, the Engineering Technology department has adapted and modified existing space within the ET Building to create several electronic and computing laboratories.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit— Dept of Engineering Technology	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	5	2	1	1
Full-time Non-Tenured	2	3	0	1	3
Part-time					
With Master's Degrees					
Full-time Tenured	8	5	6	5	7
Full-time Non-Tenured	8	3	5	5	4
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured	2	1	0	0	0
Part-time	4	5	6	6	9
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	29	22	19	18	24
Full-time Tenured	13	10	8	6	8
Full-time Non-Tenured	12	7	5	6	7
Part-time	4	5	6	6	9
FTE counts include all Engineering Tech Faculty					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	20.35	17.90	16.79	15.80	13.56
Teaching Assistants					
Part-time (May include TAs)	3.69	5.71	6.43	5.46	7.32
Total Faculty FTE	24.04	23.61	23.22	21.26	20.88

Number of Graduates – Dept. (Prog.)					
Certificates					
Associate Degrees	30 (15)	32 (15)	33 (16)	17 (8)	19 (5)
Bachelor's Degrees	69 (21)	60 (18)	83 (17)	68 (16)	68 (8)
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	659 (233)	649 (177)	696 (173)	716 (116)	703 (106)
Total Department FTE*	374 (96)	366 (84)	403 (97)	380 (59)	442 (62)
Total Department SCH*	11,230 (2,891)	10,970 (2,524)	12,102 (2,899)	11,403 (1,778)	13,247 (1,862)
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE (All Programs)	15.56	15.50	17.36	17.87	21.17
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,112,868	2,198,779	1,691,405	1,615,859	1,798,812
Cost Per Student FTE	\$5,649	\$6,008	\$4,197	\$4,252	\$4,070
Funding – All Engineering Technology Programs					
Appropriated Fund	2,095,058	2,167,824	1,680,378	1,596,887	1,760,824
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	17,810	30,955	11,027	18,972	37,988
Total	\$2,112,868	\$2,198,779	\$1,691,405	\$1,615,859	\$1,798,812

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Recommendations:

- In response to concerns expressed by faculty, it is recommended that the faculty and college administration have a discussion about long-term goals for the program and determine whether the current mission fits that vision.

Standard B: Curriculum

Recommendations:

- The faculty should look at ways to integrate the more difficult support courses earlier on in the curriculum; this should be done to address friction between the BS EET program and some of those required support courses.
- Successful degree completion may be addressed by requiring students to complete the AAS EET degree as a step path-way to the BS degree.

Standard C: Student Learning Outcomes and Assessment

Recommendations:

- A concerted effort should be made to determine where in the curriculum outcomes are initially introduced and to determine appropriate tools and metrics for evaluating those outcomes.
- Outcome assessment issues should be addressed with a higher priority.

Faculty response:

- The EET Program exam was recently created as an assessment tool to track and evaluate student attainment of ABET student learning outcomes. Sophomore and senior-level students will be required to take the exam at the on-campus testing center. A direct comparison of a student's performance on an exam taken as a rising junior to his/her performance as a graduating senior will establish a baseline metric for determining adequate progress. Additionally, the program piloted the use of the SME-EET certification exam during the summer 2015 term.

Standard D: Academic Advising

Commendations:

- The program is commended for the additional advising directed toward pre-professional development.

Standard E: Faculty

Recommendations:

- There is a great need for additional full-time faculty. At current levels of overload, it is questionable as to whether the faculty have time to accomplish the additional requirements for tenure and promotion.

Standard F: Support

Recommendations:

- Adequate facilities are a concern. This includes safety issues, adequacy of computers, and lack of shared governance of shared facilities.

Faculty response:

- The tumultuous nature of the EE/EET split and reorganization, followed by the loss of Building Four facilities have created difficult administrative and physical challenges. These issues are being addressed.

Standard G: Relationships with External Communities

Commendations:

- A viable program is offered that supports industry well and has done so for many years.

Recommendations:

- While the program does have an Industrial Advisory Committee, it is recommended that more frequent meetings could foster more productive relationships.

Faculty response:

- The EET program will press to interact with the IAV on a more frequent basis. The program hopes to initiate a method to promote short, one-on-one meetings with employers/advisors.

Standard H: Results of previous reviews

It is not clear what recommendations were made in the previous program review. The program faculty has begun to address the 2009 ABET review recommendation regarding assessment.

Institution's Response:

Faculty response:

Faculty responses are embedded with site visit team recommendations, above.

Dean's response:

Thank you all for your many contributions to WSU's EET Review process. All EET faculty members as and others in the Engineering Technology (ET) department, especially the chair, Rick Orr, as well as COAST/EAST's former dean, Warren Hill, participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the program, department, college, and university.

Like the writers of the Review Report, I would characterize the program as very effective in meeting the missions of the parent units. Faculty members have been sensitive to changes in their discipline areas and have revised curriculum to keep up with those changes. They have been supportive of co-curricular activities, internships, community-engaged learning, new tools, and collaborative multidisciplinary projects. The faculty have kept up-to-date vis-à-vis industry. There has been some rough spots as the program divided with the creation of the EE program, loss of Building 4, and two new hires. The program is positioning itself for the future.

With respect to challenges identified by reviewers and addressed by faculty it is true that the relationship between EET and EE is evolving. However, two out of the three faculty in EET have taught in EE and have a good relationship with that department. In addition, three instructors in Engineering (two in EET specifically) have taught in Engineering Technology and are very happy to coordinate. I believe that the program has moved forwards, not backwards since 2012 and continues to do so. However, 2009 is a tough benchmark to measure against. Friction with math is endemic in many departments. Strategic vision will hopefully be rectified through strategic planning being instituted this fall. I agree that the program needs to address the learning outcomes issue and that may be related to their evolving strategic direction. Teaching loads are high just as other programs in the college are, however, many classes are very low in enrollments. Other classes are not required for the major. Without strategic direction (power and motors is also needed in EE for example) I do not recommend a new faculty hire. If the facilities need better maintenance then that will be addressed. However, this likely will find some remedy with construction of the south end of ET building adding some labs. IAC issues should be addressed. Assessment approaches are still young and need time to mature but seem oriented correctly.

WSU's EET program has suffered with the recent transition. It has taken many positive steps to come back on line and address enrollments, assessment, resources, and curriculum matters. Its next steps will carry it yet farther along a road to success for students, faculty, and staff.

David L. Ferro, Dean
College of Engineering, Applied Science & Technology

Institutional Program Review Committee Response

Date: October 22, 2015

Present: Ryan Thomas – Associate Provost, Craig Oberg - Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason – Office of Institutional Effectiveness

Guests: Christian Hearn, Program Director; Rick Orr, Department Chair; David Ferro, Deam

The Program Review Committee designated the Electronics Engineering Technology Program as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- During the upcoming strategic planning process, consider the potential for consolidating the four, separate programs into a single Engineering Technology degree with four emphasis areas. This recommendation is made from a desire to encourage more efficient use of resources (including faculty), to better deal with fluctuating enrollments at the individual program levels, and the potential to develop a curriculum that allows for some flexibility while still meeting the needs of students and the local industries that hire students.
- Further leverage the strategic planning session to address issues regarding regularly scheduled sabbaticals, faculty research, and the general direction of the program.
- Consider developing a department-level workload policy that addresses issues of overload and sabbatical. If plausible include plans for creating a viable adjunct pool from which to draw for teaching support.
- Give consideration to the potential for incorporating various modes of instruction including online, hybrid, and evening offerings at Davis Campus.
- The program faculty are encouraged to continue supporting efforts to recruit female students to the program as well as female faculty (both adjunct and tenure-line).

The committee cited several commendations for the programs:

- Work with industry partners is excellent. The work towards establishing yearly, on-site visits with advisory committees is commended.
- The hands-on nature of the programs as well as project-based capstone experiences engage students well.
- The faculty are dedicated and hard-working; they are especially commended for ‘making do’ during building construction and transition.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review, as scheduled through ABET, in six years (the 2020/21 academic year).

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Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Foreign Languages and Literature*

School or Division or Location: *Telitha E. Lindquist College of Arts & Humanities*

Department(s) or Area(s) Location: *Department of Foreign Language & Literature*

Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *01/DD/2016*

Printed Name: *Name of CAO or Designee*

Five Program Review
Weber State University
Department of Foreign Languages and Literature
03/03/2015

Reviewers:

- External Reviewers:
 - Dr. Blair Batemen, Department of Spanish and Portuguese, Brigham Young University
 - Dr. Fernando Rubio, Department of Languages and Literature, University of Utah
- Internal Reviewers:
 - Dr. Michael Wutz, Department of English, Weber State University
 - Dr. Valerie Herzog, Department of Health Promotion and Human Performance, Weber State University

Program Description:

The Department of Foreign Languages and Literature is housed in the Telitha E. Linquist College of Arts and Humanities and has as a primary objective the preparation of students to function effectively in a foreign language. In order to achieve this objective, the Department offers B.A. and A.A. degrees in French, German, and Spanish, and a minor and A.A. degree in Japanese. The coursework that makes up these degrees is varied and proficiency-based, meaning that all courses in the Department of Foreign Languages should have as one of their objectives the development of proficiency in the language.

The courses are taught by a diverse and well-qualified faculty—12 full-time and 15-20 part-time. Eleven faculty members are tenured or tenure-track, one fewer than at the time of our last review, in 2010. The smaller faculty means that we have one faculty member who runs all the major, minor, and A.A. programs in French, and one of our newer faculty members must teach lower-division French in addition to her responsibilities in German.

The Department regularly assesses its graduating seniors using five Student Learning Outcomes, and it has also begun a regular assessment of its general education course, FL HU2020; moreover, this Self Study has revealed the need for more assessment at various levels.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit--					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by					

the institution)					
Full-time Tenured	10	8	8	6	7
Full-time Non-Tenured	2	2	2	3	4
Part-time	3	3	3	3	4
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	1	0	0
Part-time	2	2	2	12	11
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	11	11	10	4	4
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	28	26	26	28	31
Full-time Tenured	10	8	8	6	7
Full-time Non-Tenured	2	2	3	3	5
Part-time	16	16	15	19	19
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	12.11	11.61	10.56	10.56	10.56
Teaching Assistants					
Part-time (May include TAs)	6.68	9.41	10.42	11.53	9.66
Total Faculty FTE	18.79	21.02	20.98	22.09	20.22
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees	31	46	36	32	35
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	124	126	120	136	123
Total Department FTE*	345.13	352.30	357.47	325.43	308.23
Total Department SCH*	10,354	10,569	10,724	9,763	9,247
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	18.37	16.76	17.04	14.73	15.24

Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,086,458	1,120,762	1,044,325	1,120,769	1,029,719
Cost Per Student FTE					
Funding					
Appropriated Fund	1,084,537	1,119,859	1,043,931	1,075,607	1,029,719
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	1,921	903	394	45,162	0
Total	1,086,458	1,120,762	1,044,325	1,120,769	1,029,719

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Commendation:

The department’s mission statement – recently revised – is clearly articulated and supports the goals of the College of Arts and Humanities.

Standard B: Curriculum

Commendation:

The curriculum has notable strengths including major and minor programs with the option of traditional, commercial, or teaching emphasis, flexible curriculum and an impressive variety of courses at the upper-division level, among others.

Recommendations:

- To address the challenge of offering enough courses in French and German to attract majors, consider expanding opportunities for students to take cross-listed courses.
- Consider offering hybrid lower-division courses in languages other than Spanish (Japanese, Chinese, and ASL; non-degree languages such as Italian and Portuguese). This could benefit majors, minors and A.A. students. When possible, avoid scheduling courses in smaller languages at unpopular times, such as early morning hours, in order to maximize enrollments.
- Consider offering Institutional Certificates in French and German; this could help attract students to upper-division courses in these languages.

Faculty response:

- The department will develop and teach a linguistics course taught in English and directed to French, German, and Spanish majors.
- The faculty agree this could help boost enrollments in those language classes. The department faculty will develop guidelines for hybrid foreign language courses and allow any instructor who has completed either the Master Online Teaching Certification or the Blended Learning Certification program to submit a proposal and syllabus for a hybrid course to the Department Curriculum Committee for approval.

- The Institutional Certificate in Spanish was made available July 1, 2015. Once the program has been in existence for one year its effectiveness will be assessed and the department will determine whether or not to propose Institutional Certificates in French and German.

Standard C: Student Learning Outcomes and Assessment

Commendations:

- The department has a set of five clearly-articulated learning outcomes for its majors, which are assessed with student portfolios containing direct measures of performance.

Recommendations:

- To address the challenge that both full-time and adjunct faculty appear to lack awareness of program learning outcomes, a recommendation to increase faculty investment in learning outcomes was made. Helping faculty to create assignments with an eye to those outcomes and helping faculty articulate learning objectives for individual courses that align with program-level outcomes is a suggested approach.
- Consider reconceptualizing student portfolios as a learning tool; this should address the disconnect students feel between the assembly in 4990 and other coursework. In addition to serving as a capstone assessment, portfolios could serve as a tool for helping student work toward program outcomes.

Faculty response:

- The faculty agree. In support of this recommendation cards containing both the mission and the program outcomes will be printed and distributed to all faculty. Program outcomes, and specifically those addressed by a particular course, will be included on each course syllabus.
- The Department Assessment Committee will draft a new policy regarding the ongoing use of student portfolios throughout a student's academic career.

Standard D: Academic Advising

Commendation:

- Academic advising is a particular strength of the program. Faculty advisement loads appear manageable and students appear quite satisfied with the advisement they receive.

Standard E: Faculty

Commendation:

- Faculty are well qualified and committed to the program. All full-time faculty, and some adjunct faculty have attended training workshops on the ACTFL Proficiency Guidelines and Oral Proficiency Interview. Such a uniform level of professional development is rare among foreign language faculty at other universities.

Recommendation:

- The department has lost a full-time faculty slot in French. As a result, one faculty member in French runs all the major, minor, and AA programs, and another faculty member must teach lower-division French in addition to running the German program. As such, the recommendation was made to strategically plan for maintenance and growth of language programs in order to maintain adequate numbers of students to sustain current majors and minors, as well as anticipating potential growth in other languages such as ASL and Chinese.

Faculty response:

- The program will continue ongoing efforts to build programs. These efforts include writing a proposal for the addition of a major in Japanese, continuing discussions with the Goddard School of Business and Economics in order to establish dual degrees in business and foreign languages, and adding lower-division hybrid courses and a general linguistics course in order to build enrollments.

Standard F: Support

Commendation:

- The program has needed staff support and both instructional facilities and resources are excellent.

Standard G: Relationships with External Communities

Commendation:

- The program is unusually strong in its relationships with external communities. Collaborative efforts with the community include Medical Spanish students providing translation services at local hospitals, Chinese students volunteering in local immersion classrooms, and an ASL partnership with the Davis Applied Technology College.

Standard H: Results of previous reviews

All areas reviewed deemed 'a strength' or 'adequate'.

Other Recommendations

The committee had the following additional recommendations:

- 1) Study the effects of having changed lower-division courses from 4 to 3 credits. The department faculty are encouraged to examine the effects of this change on students' language proficiency, as well as whether the change has increased enrollments.

Faculty response: this will be addressed in two ways – 1) via a survey of department faculty to measure perception of the changes, and 2) via a comparative study of the proficiency levels attained by students who have recently completed Spanish 2020 at SLCC, UVU, and WSU (grant application pending).

- 2) Improve the department website. Include links to information about the AA degrees and the Spanish certificate as well as information on offerings in ASL, Chinese, Italian, and Portuguese.

Faculty response: One department faculty members is working with the Arts and Humanities Director of Marketing and PR to improve the website and make it more consistent with the rest of the college.

Institution's Response:

Faculty response

For ease of reading, the Department faculty responses are embedded with recommendations above.

Dean's Response:

Thank you all for your many contributions to WSU's Foreign Language Department Review process. All Language faculty members participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the department and to the College. I want to convey special thanks to Craig Bergeson for serving as internal team leader, and to the four individuals (Blair Bateman, Fernando Rubio, Michael Wutz, and Valerie Herzog) who served as reviewers.

Having read the review documents, I want to comment on items that I believe merit highlighting (and, in some cases, further attention and discussion).

1. The department's Self Study is detailed and objective in its representation of departmental accomplishments, challenges, needs, etc. The quality of this Self Study meant that the Review Team could produce a helpful, specific review. I agree with observations in these two documents, as well as with those in the department's Response to the Review.

2. In its Response to the Review, the department seriously considers and replies to Recommendations from reviewers. In every case, I concur with the department. I also applaud the department for spelling out Action Plans to be used to ensure that recommendations are implemented.

3. Among the department's strengths is its ability to discuss issues as a full group and then "pilot" changes in a controlled way. For example: The Review suggests that Languages offer hybrid lower-division courses in languages other than Spanish. The department agrees that doing so might help boost enrollments. But before jumping head-first into the hybrid pool, the department is going to develop guidelines for such courses. From my perspective, the department consistently shows wisdom in monitoring the pace of change.

4. Two recommendations that may go hand-in-hand involve increasing faculty investment in learning outcomes and increasing student investment in portfolios. As faculty members become more overt about learning outcomes, they may be able to build more enthusiasm among students about the value of preparing a portfolio of exemplary work.

5. I support the proposed study of the effects of having changed lower-division courses from 4 to 3 credits. There was considerable discussion before this change was put into effect. We now have some years' experience with the 3-credit model. It makes sense to evaluate the effects of the change. I especially like the idea of doing a study that compares the proficiency levels of WSU LANG 2020 students to those of 2020 students at other Utah universities.

6. Both the Review and the Department's Response discuss the importance of planning strategically for maintenance and growth of language programs. Especially with the existence of dual-immersion programs in local public schools, the Department will need to consider how to allocate faculty resources to take advantage of likely enrollment demand (especially in Chinese) when these public school students reach college age. In addition, I encourage the Department to think seriously about what role American Sign Language might have in the curriculum. It's clear there is demand for ASL course-work; recent indications are that the ATC's are not going to respond to this demand.

Overall: I want to compliment WSU's Foreign Language Department for its active, engaged, and effective faculty; its thoughtfulness in pursuing both new and community-engaged offerings so as to bring a range of

students in its courses; its increasingly strong assessment processes; its study abroad offerings; and its success in functioning as a team committed to the best education possible for majors, minors, and General Education students.

Madonne Miner, Dean
Telitha Lindquist College of Arts & Humanities

Institutional Program Review Committee Response

Date: September 24, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Marek Matyjasik – Faculty Senate Vice-Chair, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason and Heather Chapman– Office of Institutional Effectiveness

Guests: Craig Bergeson, Chair, Department of Foreign Language and Literature; Catherine Zublin, interim Dean of the College of Arts and Humanities

The Program Review Committee designated the Foreign Languages and Literature program as “a strong program with a few issues that need to be addressed,” contingent on a response from the faculty regarding the decision to hire a new French Language faculty line over an ASL faculty line.

The department’s response was submitted in a timely manner and the response was deemed adequate by the Program Review Committee.

The Committee further recommended:

- The department is encouraged to work with the Walker Institute to investigate internships that may be available to Foreign Language students, and
- Should funding be secured for the study of the impact of moving from 4 credit to 3 credit hour courses, the department is asked to report those findings in their fall 2016 annual assessment report.

The Committee commended the department for:

- Quick follow-up assessment on the efficacy of the new hybrid course delivery model.
- Development of a Spanish certificate and probable addition of certificates in other languages.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review in five years, during the 2019/20 program review cycle.

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*
Program Title: *Health Services Administration*
School or Division or Location: *Dumke College of Health Professions*
Department(s) or Area(s) Location: *Health Administrative Services*
Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review
Weber State University
Health Services Administration
04/01/2015**

Reviewers:

- External Reviewer(s):
 - Dr. Leigh Cellucci, Professor and Director, Health Services Management Program, East Carolina University, Greenville, NC
 - Dr. Tracy Farnsworth, Associate Dean and Director, Kasiska School of Health Professions, Idaho State University, Pocatello, ID
- Internal Reviewer(s):
 - Dr. Laura Santurri, Ass't Professor of Health Promotion and Human Performance
 - Dr. Robert Walker, Chair, Department of Radiologic Sciences

Program Description:

The Utah State Board of Regents approved the WSU Health Administrative Services program in 1977. The Program was not funded until 1980. The first class was taught in 1981. The program offers a Bachelor of Science with an emphasis in: Health Services Administration, Health Promotion, or Long-Term Care Administration. Since 1983, 830 students have earned a degree in HAS including 50 during the 2013-14 academic year.

In order to graduate, HAS students must successfully complete Weber State University general education requirements, eight prerequisite courses, and 50 credit hours of required courses. These required course include a 200 hour administrative internship within a health care organization approved by the program.

The program is certified by the Association of University Programs in Healthcare Administration. The most recent recertification was in 2009. Recertification for 2015 is in process and will culminate with a face to face review on June 3, 2015. The self-study requires reporting on 29 criteria. It has been submitted and is currently under review by faculty from four other universities.

The program is primarily aimed at students who are interested in a career in the management or administration of health care organizations. This is a broad and growing field that is consistently listed among the best for career opportunities by both government and private sources. Our surveys taken within a year of graduation indicate that approximately 90% of our graduates are either employed as health care managers/administrators or are enrolled in graduate school. During the four most recent academic years, 91% of our seniors have received an A or A- grade from their internship preceptors.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit--	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	1	2	2	1	3
Full-time Non-Tenured	2	2	2	2	3
Part-time	1	2	1	1	1
With Master's Degrees					
Full-time Tenured	1	1	1	1	1
Full-time Non-Tenured	1	1	2	2	2
Part-time	1	2	3	4	6
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	4	2	2	2	1
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	11	12	13	13	17
Full-time Tenured	2	3	3	2	4
Full-time Non-Tenured	3	3	4	4	5
Part-time	6	6	6	7	8
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	4.00	4.00	5.03	5.03	3.37
Teaching Assistants					
Part-time (May include TAs)	3.19	4.07	6.10	6.26	5.18
Total Faculty FTE	7.19	8.07	11.13	11.29	8.55
Number of Graduates					
Certificates	13	7	5	10	17
Associate Degrees	14	9	15	14	12

Bachelor's Degrees	42	31	46	46	66
Master's Degrees (different program review)					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	287	308	376	430	430
Total Department FTE*	176.33	189.03	215.10	233.83	246.70
Total Department SCH*	5,290	5,671	6,453	7,015	7,401
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	24.52	23.42	19.33	20.71	28.85
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	419,957	429,711	506,071	516,631	462,168
Cost Per Student FTE	2382	2273	2353	2209	1873
Funding					
Appropriated Fund	419,957	429,703	506,063	515,487	405,039
Other:					
Special Legislative Appropriation					
Grants of Contracts	0	0	0	0	56,006
Special Fees/Differential Tuition	0	8	8	1,144	1,123
Total	419,957	429,711	506,071	516,631	462,168

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Commendations:

- The mission statement is well-defined.

Recommendations:

- The Site Visit Committee recommends that the program list goals and objectives under the mission statement and not just in the assessment plan.
- The committee recommends that the standard University format be followed by the program; while the self-study indicated the last assessment period, there was not indication of how regularly assessment would occur.

Faculty response:

- The faculty concurs that the inclusion of program goals and objectives under the mission statement is appropriate and would highlight the specific measures of success in meeting the mission. This will be done prior to December 31, 2015.
- The faculty concurs that the self-study should be written in the standard format approved by the University. In addition, a regular assessment of program goals and objectives needs to be conducted in order to determine success of the program. An assessment plan will be completed as part of the regular university schedule, by the November 15, 2015 due date.

Standard B: Curriculum

Recommendations:

- It is recommended that the current curriculum grid be modified to include information on how often/when each course is offered.

Faculty response:

- The faculty agrees that the standard University format should be followed by the program for the curriculum map. An updated curriculum grid was included in Appendix D (of the faculty response to the site visit report) to show the schedule of course offerings.

Standard C: Student Learning Outcomes and Assessment

Commendations:

- Graduates are competent.

Recommendations:

- The committee recommends that the standard University format be followed by the program for curriculum competency depth.

Faculty response:

- The faculty agrees that the standard University format should be followed by the program. Appendix A of the faculty response to the site visit report provided a curriculum map that establishes the level of competencies taught in each course that is in the WSU format.

Standard D: Academic Advising

Recommendations:

- With rapid program growth in the program the faculty may need to consider changing the policy on open enrollment. The program may also want to consider a formal method of assessing advising effectiveness, conducted on a periodic basis.
- Students suggested that student orientations be held more often.

Faculty response:

- The faculty agrees that the policy on open enrollment needs to be addressed. One solution that has been recommended by the faculty is to increase the minimum program GPA from 2.5 to 2.75. This will be discussed by the faculty at our opening fall department meeting and then a curriculum proposal will be made to the college and university curriculum committees if necessary. The faculty will discuss this issue further during strategic planning sessions to be held Fall 2015. The results of this discussion will be finalized prior to December 31, 2015 and implemented Fall 2016.
- The faculty agreed that more frequent student orientations are a good idea and will discuss the details of the developing and scheduling an orientation session for all department majors twice a year. This issue will be further discussed during strategic planning sessions during Fall 2015.

Standard E: Faculty

Commendations:

- Faculty commitment to student success is a strength of the program.
- The faculty possess diverse professional experience and backgrounds.

Recommendations:

- The program should demonstrate efforts to achieve demographic diversity in its faculty. The report did not include this information; committee rated this on observation only.
- Information should be obtained on adjunct faculty teaching and evaluation.

Faculty response:

- The faculty believes that diversity is representative of the demographics of the population in the local market; however, they are aware of the benefits of employing a diverse faculty. During the 2014-15 hiring process for two open position, there were two candidates with diverse background – one withdrew for personal reasons and one withdrew due to the offered salary.
- Current course evaluations are conducted for all Health Administrative Services courses, including adjunct faculty. The department chair and program director reviews each of the course evaluations for all adjunct faculty members. If there are issues noted in the evaluation, either the program director or the department chair will address those with the adjunct, in-person or by telephone.

Standard F: Support

All areas reviewed deemed 'adequate'.

Standard G: Relationships with External Communities

The committee pointed out several strengths of the program in terms of their relationships with external communities, however no specific commendations or recommendations were made.

Standard H: Results of previous reviews

Issues raised in the previous program review have been adequately addressed.

Institution's Response: Responses to review committee findings and recommendations.

Faculty response:

For ease of reading, faculty response to site visit recommendations are embedded with those recommendations above.

Dean Response:

I would like to extend my gratitude to the review team for their time and expert advice to improve our programs. I also would like to thank the advisory committee, the program faculty, administrative support staff, students and the University administration for their ongoing support.

I concur with and support the commendations and recommendation of the Program Review Team. Additionally, I support, agree and praise the Departmental Response to the Program Review Committee. Please see both reports for full explanations, plans of action and disclosure.

The administration is aware of the need for additional faculty and space and is working in concert with the program to address the issues.

The department chair, faculty and staff of this department are very committed and will follow up with all the recommendations with full support of this administration.

Submitted Respectfully by:

Dr. Yas Simonian
Dean, Dumke College of Health Professions

Institutional Program Review Committee Response

Date: October 22, 2015

Present: Ryan Thomas – Associate Provost, Craig Oberg - Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason – Office of Institutional Effectiveness

Guests: Macey Buker, HAS Program Director; Pat Shaw, HAS Department Chair; Ken Johnson – Associate Dean, Dumke College of Health Professions

The Program Review Committee designated Health Services Administration as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- The program faculty are encouraged to continue investigating the issue of attrition in the later part of the program.
- Continued review of the standards for admission to the program are encouraged.

The committee also cited the following:

- The committee commended the program’s development of an extensive community network and for efforts to reach out to the alumni network.
- The program faculty’s response to the request for student orientation was excellent.

The committee saw no need for additional efforts in terms of this program review process and recommended that the department complete its next program review, as scheduled with the Association of University Programs in Health Administration, in 6 years (the 2020/21 academic year).

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Honors Program*

School or Division or Location: *Undergraduate Studies*

Department(s) or Area(s) Location: *Associate Provost, Undergraduate Studies*

Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

Five Year Program Review
Weber State University
Honors Program
10/24/2014

Reviewers:

- External Reviewer:
 - Dr. Richard Badenhausen, Professor and Honors Director, Westminster College, Salt Lake City, Utah
- Internal Reviewers:
 - Dr. Dan Bedford, Professor, Department of Geography, Weber State University
 - Dr. Brad Carroll, Professor, Department of Physics, Weber State University

Program Description:

The Weber State University Honors Program aims to provide students with an enriched program of study through:

- small, challenging, and creative classes, many of which fulfill General Education requirements;
- a stimulating and supportive learning environment, both in classes and in the Honors Center;
- opportunities to examine one's own perspective in the light of differing values or points of view;
- an integrative approach to education, connecting disciplines and ideas;
- the availability of departmental Honors with most departments on campus.

Students who earn Honors will be well prepared for professional life and/or graduate school after Weber.

Data Form: Faculty, student, and financial data for the past five years.

Program note: The Honors Program borrows faculty from other departments, therefore there are no full-time tenured or non-tenured faculty. Borrowed faculty are counted as part-time.

R411 Data Table					
Department or Unit—Honors Program	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty – Please note; there are no faculty assigned full-time to the Honors Program. All faculty who teach Honors courses are full-time faculty in other departments.					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	12	7	10	13	9
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	2	5	5	3	5
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	14	12	15	16	14
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)					
Teaching Assistants					
Part-time (May include TAs)					
Total Faculty FTE	n/a	n/a	n/a	n/a	n/a

Number of Honors Graduates					
General Honors - Associate Degrees		6	10	4	5
Dept./University Honors - Bachelor's Degrees		50	88	82	73
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Honors Enrollments	184	334	n/a	n/a	621
Total Department FTE*	16.67	24.33	21.53	23.60	23.07
Total Department SCH*	500	730	646	708	692
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE					
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	151,666	145,737	145,930	164,929	226,869
Cost Per Student FTE	9098.00	5990.00	6778.00	6989.00	9834.00
Funding					
Appropriated Fund	151,666	145,737	145,930	164,929	226,869
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition					
Total	151,666	145,737	145,930	164,929	226,869

Program Assessment:

Standard A: Mission Statement

Commendations

- The program has a comprehensive mission that is supported by the program's goals.

Standard B: Curriculum

All reviewed areas were deemed 'adequate'.

Standard C: Student Learning Outcomes and Assessment

Commendations

- The program is commended for its assessment efforts. The program has developed assessment spreadsheets for each General Education class that mesh Honors outcomes with discipline-specific, university-wide learning outcomes.

Recommendations

- The Honors Program should continue refining its assessment tools and strategies better to suit its needs and those of its faculty and students.

- Because the program has not yet “closed the loop” with its assessment feedback, it might be worth gathering the Honors faculty together once a year to discuss a targeted issue like “how to use student feedback to improve honors classes.”

Faculty response:

- Yes, assessment is an ongoing and continual process of refinement. The program staff anticipate working on assessment as long as the program exists.
- Gathering faculty once a semester or year to talk about assessment is a good idea. The Honors Program is currently in conversation with institutional assessment staff to further develop assessment approaches and to branch into new areas that have not yet been assessed.

Standard D: Academic Advising

Commendations:

- The Honors Program supports its students with comprehensive advising.

Recommendations:

- The Honors Director and staff should monitor the path to completion of students from different cohorts who are Aletheia Club members, and use this data to advocate fine-tuning, if necessary, the Aletheia Club conditions and criteria.
- The Honors Director and staff should identify the impact of Aletheia Club students, and through advising of both students and faculty act to minimize any adverse impacts.

Faculty response:

- This is a good suggestion; the Honors Program staff will more consciously collect data on Aletheia students.

Standard E: Faculty

Commendations:

- The Honors Program recruits excellent faculty to teach its courses.
- The performance of the Honors faculty are carefully assessed; this information is used to maintain the high quality of Honors instruction at all levels.

Standard F: Support

Commendations:

- Dr. Judy Elsley is commended for being extremely effective in her role as Director of the Honors Program.
- Dr. Christy Call, in the new position of Director of Departmental Honors, is commended for her effectiveness in expanding the participation in Departmental Honors at WSU.
- The Honors staff are commended for their performance and devotion to the Honors Program.
- The Honors Director and staff are commended for their efforts in obtaining data that will allow for tracking of the performance of the program and its students, thus enabling better planning and resource management.
- The Honors Student Advisory Board is commended for its hard work and creative efforts.
- Dr. Bruce Bowen, Associate Provost for Enrollment Services, is commended for his office’s efforts on behalf of the Honors Program in terms of outreach and recruitment.
- The Provost, Dr. Michael Vaughan, is commended for his generous support for the Honors Program.

Recommendations:

- The Honors Director should work with the Provost and other to provide the Honors Program with adequate funding through regular increases to its budget, rather than relying on the largesse of university administrators, especially in light of the significant growth of the program in recent years.
- The Honors Director and staff should create a prioritized list for donors, listing a range of dollar amounts and a number of itemized uses for those funds.

Faculty response:

- While the program has been fortunate in the support that has been received from the Provost office, the program should not rely on the goodwill of another office. The Honors Program should negotiate an annual budget with the Provost's office which the Honors director will then manage.
- Creating a prioritized list for donors is a good idea and that list has been started.

Standard G: Relationships with External Communities

All areas reviewed deemed 'adequate'.

Standard H: Results of previous reviews

Not addressed.

Institution's Response:

Faculty response:

For ease of reading, faculty responses to recommendations follow those recommendations in the previous section.

Dean's Response

I would like to join Dr. Judy Elsley in thanking Drs. Richard Badenhausen, Dan Bedford and Brad Carroll for their thoughtful and thorough review of the Honors Program.

I would also like to thank Dr. Elsley for her strong and forward looking leadership of the Honors Program. My response to the recommendations follow the recommendation and are in italics.

Theme: Honors Director, Staff, Faculty, and Facilities

Recommendation:

The Honors Director and staff should pursue ways of institutionalizing Marilyn's high-impact practices so they may continue to benefit the Honors Program in the years to come.

We all recognize the importance of Marilyn Diamond's advising in the success of our Honors students. While no one can replace Marilyn, I agree that we need to plan for an extensive search and a period of overlap training when Marilyn chooses to retire.

Opportunity:

Working with the Honors Student Advisory Board, the Director and staff should investigate the possibility of extending the Honors Center's hours by, for example, giving Honors students their own code for the Center's door, or by hiring a work/study student to be present during the late afternoon and evening hours. While security will inevitably be a concern when allowing student access to the Honors Center after hours, individual access codes allow comings and goings to be tracked precisely, thus somewhat allaying such concerns.

I support Judy's response to this suggestion and think that having Chris Fink supervise the center during extended hours would be an excellent approach to assessing the need for additional hours.

Theme: Departmental and University Honors

Recommendation:

The Review Team believes the two options of Departmental and University Honors are complementary, with Departmental Honors serving to lift the students and engage them so they may then enroll in University Honors. The two options of Departmental Honors work in concert, and both should be maintained.

I agree that the two programs complement each other and I support Judy's decision to maintain the two programs.

Recommendation:

The Honors Program should continue working to expand the participation in Departmental Honors to more departments, and to encourage all departments to include in its Department Honors contract a requirement that students take at least some of their general education courses within the Honors Program. The College of Business and Economics, which currently has no departments offering Departmental Honors, is especially ripe for cultivation, as two recent hires in the College (one faculty, one administrative staff) are alumni of the WSU Honors Program.

I join with Judy in feeling that Christy Call's current efforts to extend the departmental honors program will prove to be successful in establishing broader participation in the program

Theme: Aletheia Club Students

Recommendation:

The Honors Director and staff should monitor the path to completion of students from different cohorts who are Aletheia Club members, and use this data to advocate fine-tuning, if necessary, to the Aletheia Club conditions and criteria. One possible solution would be to establish separate tiers of GPA requirements: a lower one for first-year students and then rising requirements after that.

I have spoken with the administrators involved in the Aletheia Club and they are very open to working with the Honors Program to "fine tune" the program with respect to this group of Honors Program participants.

Recommendation:

As part of its usual conversations with Honors faculty and students, the Honors Director and staff should identify the impact of Aletheia Club students, and through advising of both students and faculty act to minimize any adverse impacts.

I support a more deliberate approach in assessing the impacts of the Aletheia students on the Honors Program

Theme: Communication, Internal and External

Recommendation:

The Review Team believes that more effective use of technology and social media should be made to bring the Honors Program to the attention of its external audience. The Honors Program should establish its own Facebook page, administered jointly by the Office Manager and by one or two students on the Student Advisory Board. The administrators can view the Facebook pages of other departments and student groups for ideas on how best to proceed. Privacy settings can be managed to ensure the quality of the Honors Facebook page.

I appreciate that the Honors Program has updated its web presence and I support additional efforts to use social media to increase communication.

Recommendation:

The Honors Program should include its Departmental Honors advisors on the list of departmental advisors that is made available to students.

This recommendation had been implemented.

Opportunity:

The Honors Program should investigate the possibility of establishing a permanent presence in a high-traffic area. For example, a dedicated TV monitor in the Union building could continuously show videos that advertise the Honors Program's upcoming activities and events.

I support efforts to find new forums to advertise Honors Program events and activities.

Opportunity:

The Honors Program should regularly communicate with and cultivate a relationship with the Ogden Standard-Examiner's education editor (currently Becky Wright).

I support cultivating a relationship with local media reporters.

Opportunity:

The Honors Student Advisory Council should look into collaborating with other student groups across campus.

I support efforts to respond to this opportunity.

Opportunity:

A suggestion was made to start a "The Prof Picks the Flick" activity. A professor picks a movie that is available on DVD, and Honors students are invited to watch the movie and stay afterward for a 30-minute discussion period.

I support experimenting to find if there is an appetite for such activities.

Theme: Resources

Recommendation:

The Honors Director should work with the Provost and others to provide the Honors Program with adequate funding through regular increases to its budget, rather than relying on the largesse of university administrators, especially in light of the significant growth of the program in recent years (over 200% increase in number of students over a four-year period).

Mike Vaughan and I will review resource needs with Judy and see what additional resources might be available.

Recommendation:

Kyle should be included in Honors planning and other activities to become better acquainted with the program. An Honors student could possibly be identified to work in his office and assist in fundraising efforts. This might help the Development staff get a better feel for Honors and have specific individual Honors stories to tell when meeting with donors.

I now meet with Kyle twice a month to discuss development efforts in academic areas, including the Honors Program. I am delighted to explore other efforts to support development in this area.

Recommendation:

The Honors Director and staff should create a prioritized list for donors, listing a range of dollar amounts and a number of itemized uses for those funds. One example of a "big-ticket item" might be a several-million-dollar donation to support and pay for a Study Abroad trip every year for select Honors students.

I support the list that Judy has made in response to this recommendation.

Opportunity:

All donors to the Honors Program should be invited to the Nye Banquet and be recognized for their generosity at the event.

We will continue to invite all donors to the Honors banquets.

Opportunity:

Given the reality of tight resources, the Honors Program is to be commended for its creative approach to staffing, in particular its shared position with the Physics Dept. Although these sorts of arrangements are tricky to establish, the institution should be supportive of Honors if it decides in the future that such hybrid

positions serve the dual interests of Honors and a disciplinary department. At the recent NCHC conference in Denver, there was a well-attended session devoted to this very form of staffing, suggesting that programs across the country are pursuing this strategy.

I will visit with Michael Vaughan to determine whether there would be resources to provide the finances for such a program.

Theme: Assessment

Recommendation:

The Honors Program should continue refining its assessment tools and strategies better to suit its needs and those of its faculty and students.

I support the Honors Programs ongoing assessment activities.

Opportunity:

Because the program has not yet “closed the loop” with its assessment feedback, it might be worth gathering the Honors faculty together once a year to discuss a targeted issue like “How to Use Student Feedback to Improve Honors Classes.” The faculty with which we spoke seemed amenable to the idea of meeting on occasion to discuss Honors-related matters.

I support this suggestion.

As a result of this Five Year Program Evaluation, we have developed the following goals:

- To continue working on gathering effective assessment materials and then applying the information we gather to continually improve the Honors Program and the classes that we offer.
- To put in place a process of negotiating an annual budget with the Provost’s Office.
- To work towards establishing working and up-to-date contracts for all campus departments that would like to participate in Departmental Honors.
- To collect more data on Aletheia students so we can better serve their needs.
- To continue to work with Kyle Braithwaite to seek out donor opportunities.

I support the Honors Program’s additional goals.

Dr. Ryan Thomas

Associate Provost and Dean of Undergraduate Studies

Instituted Program Review Committee Response

Date: September 24, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Marek Matyjasik – Faculty Senate Vice-Chair, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason and Heather Chapman– Office of Institutional Effectiveness

The Program Review Committee designated the Honors program as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- Continue working to increase the visibility of departmental honors through an active marketing campaign.
- Consider options for increasing efficiency and improving tracking of students in departmental honors. If an internally-developed digital app is not a feasible option, consider other technologies or processes.

The committee also cited the following:

- The program, and Dr. Judy Elsley specifically, are to be commended for the significant, positive changes that have occurred in the program in recent years.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review in five years (during the 2019/20 academic year).

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Master of Arts in English*

School or Division or Location: *Telitha E. Lindquist College of Arts & Humanities*

Department(s) or Area(s) Location: *Department of English*

Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

Five Year Program Review
Weber State University
Master of Arts in English
09/15/2014

Reviewers:

- External Reviewer(s):
 - Dr. Nancy Ciccone, Associate Professor and Chair of English, UC Denver, Denver, CO
 - Dr. Richard L. Harp, Professor and Chair of English, University of Nevada at Las Vegas, Las Vegas, NV
- Internal Reviewer(s):
 - Mr. Jim Jacobs, MFA, Professor of Visual Arts, Weber State University
 - Dr. Susan Matt, Professor and Chair of History, Weber State University

Program Description:

The Master of Arts in English program (MENG) provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in an environment that encourages freedom of expression while valuing diversity. We take pride in a student-centered environment for learning and believe close associations between faculty and students contribute to student success.

The MENG program is designed to provide advanced preparation in writing, critical thinking skills, and English language and literature. The purpose of the advanced study of language and literature is to heighten humanistic values and awareness to generate and serve a local community of scholars.

Data Form: *Faculty, student, and financial data for the past five years.*

Note on faculty: The Master of Arts in English Program caps classes at 15 to maintain an appropriate faculty/student ratio for graduate studies. Per WSU policy, no faculty belong to the program. The program primarily utilizes tenured and tenure-track PhD's from the English Department. Additionally, PhD's from Education, Foreign Language, and History are used to broaden course offerings. Contract faculty with years of teaching experience in specialized language instruction are also utilized.

R411 Data Table					
Department or Unit—Master of Arts in English					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount	28	26	30	31	27
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	24	24	27	25	25
Full-time Non-Tenured	0	0	0	1	1
Part-time	1	0	1	3	0
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	2	0	1	0	0
Part-time	1	2	1	2	1
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
Other					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
Total Headcount Faculty	28	26	30	31	27
Full-time Tenured	24	24	27	26	25
Full-time Non-Tenured	2	0	1	1	1
Part-time	2	2	2	5	1
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	2.18	1.97	1.62	1.62	1.09
Teaching Assistants					
Part-time (May include TAs)	2.72	3.88	2.25	1.01	1.37
Total Faculty FTE	4.90	5.85	3.87	2.63	2.46
Number of Graduates					
Certificates	n/a	n/a	n/a	n/a	n/a
Associate Degrees	n/a	n/a	n/a	n/a	n/a
Bachelor's Degrees	n/a	n/a	n/a	n/a	n/a
Master's Degrees	12	21	21	17	31

Doctoral Degrees	n/a	n/a	n/a	n/a	n/a
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	49	57	45	58	56
Total Department FTE*	47.65	53.30	49.10	52.45	47.40
Total Department SCH*	953	1,066	982	1,049	948
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	9.72	9.11	12.69	19.94	19.27
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	321,169	323,255	298,035	246,822	270,886
Cost Per Student FTE	6,740	6,065	6,070	4,706	5,715
Funding					
Appropriated Fund	215,176	216,560	198,565	164,460	181,494
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	105,993	106,695	99,470	82,362	89,392
Total	321,169	323,255	298,035	246,822	270,886

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Recommendations:

- Overall the mission statement is good; however, we recommend reversing the first and second paragraphs to reflect the objectives of the program first and the environment in which those objectives are achieved second.

Faculty response:

- The MENG steering committee will review these and consider the suggestion.

Standard B: Curriculum

Recommendations:

- The Program Review Committee recommends that MENG reinstate GRE requirement for admission. It is believed by the committee that the lack of the GRE requirement creates an image problem, as does the near 100% acceptance rate.
- It is recommended that the MENG program try to reduce the number of dual-designation courses and increase the number of graduate seminar courses. If that is not possible, the program should insure that all dual-designated courses offer the same rigor as the other graduate courses.
- Teaching load is a concern.
- The committee recommends that TAs be paid more than adjuncts to recognize their vital role.

Faculty response:

- The Program Director feels the admission process has considerable checks and balances to ensure that students admitted are qualified to do M.A.-level work. These include a required

minimum GPA of 3.0 (consistent with all M.A. Programs at WSU), an interview with the program director, a writing sample, three recommendations, a statement of purpose, and a CV. The GRE tells us little about our students' potential for success in the program. And consistent with our student population and university mission of "Access", we feel reinstating the GRE discourages students from applying.

- This concern began to be addressed in MENG Steering on September 29th. The Program Director will consult further with Steering and the Program Assistant about the pros and cons of reducing the number of classes receiving dual designation status. In any case, the Program Director will begin, in consultation with the Steering Committee, drafting guidelines for all dual designation classes in terms of expected workload, contact outside of class with students, and meeting MENG learning outcomes. These will be communicated to the faculty, and a review process for syllabi for all dual-designation classes will be introduced.
- Discussions about teaching load will be held with the dean.
- The MENG steering committee will discuss the option of paying TAs with the dean and program assistant. It may be necessary to benchmark other MA program stipends to set a sense of whether the WSU program is below regional averages.

Concerns:

- Concerns that coverage of theory was not adequate in all courses were expressed by some faculty.
- Additional travel monies in support of faculty development would be well spent.

Faculty response:

- Assessment done in spring of 2014 showed a need for improvement in coverage of theory. As a result, all faculty teaching in the program were made aware of this need.
- MENG could consider if funds are available to support faculty travel. It is important that a clear link between funds spent and benefit to the program be articulated.

Standard C: Student Learning Outcomes and Assessment

Recommendations:

- The committee recommends an awareness of student goals (pre-PhD or terminal MA) that allow tailored programs for each constituency.
- It is recommended that the program develop consistent criteria/requirements for the graduate level sections of dual-designation courses in order to achieve the graduate LOs and to obviate disadvantaging students in these courses as they matriculate in the graduate only courses.

Concerns:

- Course syllabi should be linked to the curriculum grid to show the depth to which each class addresses the learning outcomes.

Faculty response:

- The program director will seek guidance from the steering committee and the dean on this concern.

Standard D: Academic Advising

Commendations:

- The program director's interviews with each applicant strengthen the community of graduate students and results in their successful matriculation.

Recommendations:

- MENGs approach to advising is thorough and effective. This effectiveness of advising is dependent upon the skills and knowledge of the program assistant. To maintain this quality it is recommended that the assistant be compensated commensurate to her performance.

Faculty response:

- The program director has worked on this issue in the past and will continue to work on it.

Standard E: Faculty

Concerns:

- The 4-4 load is substantial, especially considering that one of the courses is at the graduate level. To this point, MENG has conducted an excellent program, but we do fear they are at the tipping point for “burn out.”

Faculty response:

- The program director will discuss options with the dean, if any, for alleviating this concern.

Standard F: Support

Commendations:

- The assistant to the program director is outstanding. The assistant does far more – including advising, compiling and writing up data for assessment, routine office work, etc. – than the program review committee has experienced.

Recommendations:

- It is recommended that the program assistant position be upgraded to reflect the work that is done and to insure that the salary is commensurate with the work done.
- Library holdings need to be increased to match the needs of a graduate program.

Faculty response:

- The Program Director has worked on the issue of administrative job grade prior to the site visit by the team, and continues to work on it.
- While the program faculty understand the concern with library holdings, they have no control over how the university allocates funds to the library.

Standard G: Relationships with External Communities

All areas reviewed and deemed ‘adequate’.

Standard H: Results of previous reviews

This was the program’s first program review, so no previous findings are available.

Institution’s Response: Responses to review committee findings and recommendations.

Faculty response

For ease of reading, faculty responses to recommendations are embedded with those recommendations above.

Dean’s response

Thank you for sharing with me the MENG Program’s reply to the Board of Regents Evaluation Team Report from September 2014. My sense is that: you and Genevieve Bates did a marvelous job orchestrating the Evaluation Team’s visit; the Team wrote a very positive report on the program; and that your response to their report addresses all major concerns. In general, my response to your response is one of overall agreement. I will address specifics, below.

Section I: Concerns that the program can address on its own.

P 10, B.a. Curriculum: GRE. The Team recommends that the MENG Program reinstate the GRE.

I agree with the Program's reply to the Review Committee's recommendation. MA programs across the country are struggling with the GRE question. In my experience, many programs doubt the validity of the GRE as a predictive test of success in graduate school; these programs recognize that often this requirement is put in place simply AS a requirement, a hoop, an indicator that the program has standards. From my perspective, those possible "benefits" of requiring the GRE do not outweigh the deficits: cost of the exam; the likelihood that some students will never apply because of the requirement; and the signal to applicants that we rely on standardized scores rather than on a broader representation of their talents. As the Program reply notes, one of WSU's missions is "access." Requiring the GRE is not in keeping with the spirit of that mission.

P 11, B.6. The Team expresses some concerns about dual-designated classes.

Like the Review Team, I too have worried about whether all dual-designated classes meet a level of rigor that we would like to see in MA coursework. I am pleased with the Program's reply to the Team that the MENG Director is going to draft guidelines about expected workloads, contact in addition to class time, and meeting MENG learning outcomes. These measures should address the Team's concern.

P 12, B.3. Allocation of Resources: Faculty Travel Support.

Currently, many faculty do not use travel funds available from the Dean's office, perhaps because those funds come with an expectation of refereed publication or presentation. I don't think such an expectation is unreasonable, and would not encourage MENG to fund faculty travel without some stipulation that the travel result in benefits for the program. I also don't think MENG needs to get into the travel funding business; given that some faculty are not using Dean's Office funds, we may be able to increase the amount available to those faculty who DO use the funds.

P 13 (1st), C.c. The Team would like course syllabi to be linked to the curriculum grid.

I agree with the Program response: while this suggestion sounds good, I would guess that implementing it would take more time and effort than the implementation is worth.

Section II: Concerns the program might address with help of the Dean's Office

P 12, B.c. The heavy teaching load is a concern.

I wish I had a solution to this concern, but I don't. According to Utah's Board of Regents, the teaching load for faculty at Weber State University is 12 sch's per semester. We might increase the credit hours associated with graduate-level classes, but doing so would mean students would have to register for those additional hours, driving up their costs.

Perhaps one possibility would be for MENG to set up a schedule according to which it would occasionally "buy out" one course for faculty members who repeatedly teach in the MENG program. The MENG Program Director and I will discuss this possibility.

P 12, B.c. Allocation of resources: TA salaries.

I too encourage the Program to do some research into TA salaries in this region.

If TA salaries were to be exceed salaries of adjuncts, I imagine we would run into some fairly significant adjunct morale problems. Rightly, adjuncts can claim they have more experience than TAs.

P 14 (2nd), D.a. Advising

We are working on appropriate compensation for the MENG Program Assistant, but are constrained by grade levels set by Human Resources. The Program Director is thinking creatively about ways to restructure the position so as to allow for increases in salary.

P 15 (2nd), E.F. Workload.

Please see response above, immediately under the Section II heading.

Section III: Upper Administration concerns

P 12, B.c. Resources: Library collection

If WSU were offering a research Ph.D. degree, I would be concerned about library resources. That's not the degree we are offering; I believe that the library, supported by electronic databases and Interlibrary Loan, is sufficient for our students' needs.

Thanks again, Hal, for all that you and Genevieve have done to make this Program Review such a positive experience for all concerned.

Sincerely,
Madonne Miner, Dean

Institutional Program Review Committee Response

Date: December 04, 2015

Present: Madonne Miner – Provost, Valerie Herzog – Graduate Council Chair, Linda Gowans, Fon Brown, Sara Steimel, Matt Mouritsen, Bob Walker, Melissa Neville, Carla Wiggins, Gail Niklason – Office of Institutional Effectiveness

Guests: Hal Crimmel – former MENG Program Director, Mali Subbiah – MENG Program Director, Genevieve Bates – MENG Administrative Assistant, Catherine Zublin – interim Dean of the Lindquist College of Arts & Humanities

The Program Review Committee designated the Master of Arts in English as “an exceptional program with no problems that need to be addressed.”

The committee was happy with the program's response to the issue of dual-designated courses within the department, but encourages the program to provide a follow-up on the actions taken in the next annual assessment report due for the program in November of 2016.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review in seven years (the 2021/22 academic year), in line with the Board of Regents' transition to a seven-year program review cycle.

[Back to Contents](#)

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*
Program Title: *Mechanical Engineering Technology*
School or Division or Location: *College of Engineering, Applied Science, and Technology*
Department(s) or Area(s) Location: *Engineering Technology*
Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

Five Year Program Review
Weber State University
Mechanical Engineering Technology
04/22/2015

Reviewers:

- External Reviewers:
 - Joel Clarkson, Assistant Professor, Engineering, Drafting & Design, Salt Lake Community College
 - Dan Taylor, Mechanical Engineer at Futura Industries
- Internal Reviewers:
 - Dr. Kirk Hagen, Professor and Chair of Electrical Engineering, Weber State University
 - JaNae Kinikin, Associate Professor and Science Librarian, Stewart Library, Weber State University

Program Description:

Mechanical Engineering Technology is a program offered under the Department of Engineering Technology. Mechanical engineering technology is the practical application of mechanical engineering. Mechanical engineering technologists play an integral role in product design and manufacturing process cycles which include planning, design, analysis, testing and documentation. They utilize skills in materials science, engineering mechanics, thermal science, design, instrumentation and technical writing.

The curriculum includes problem-solving courses such as statics, strength of materials, dynamics, machine design, thermodynamics, fluid mechanics and heat transfer that are based on engineering science and mathematics. Integrated into many of the courses are laboratory and project oriented experiences that teach the practical, hands-on aspects of mechanical engineering technology. A balanced blend of engineering science and practical applications provides the mechanical engineering technologist the knowledge and skills needed to be successful in today's technical workplace. Mechanical engineering technology has led to numerous opportunities for exciting, creative and rewarding careers in a wide range of industries including aerospace, automotive, electronics, manufacturing, medical equipment, mining and power generation.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit— Dept. of Engineering Technology					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	5	2	1	1
Full-time Non-Tenured	2	3	0	1	3
Part-time					
With Master's Degrees					
Full-time Tenured	8	5	6	5	7
Full-time Non-Tenured	8	3	5	5	4
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured	2	1	0	0	0
Part-time	4	5	6	6	9
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	29	22	19	18	24
Full-time Tenured	13	10	8	6	8
Full-time Non-Tenured	12	7	5	6	7
Part-time	4	5	6	6	9
FTE counts include all Engineering Tech Faculty					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	20.35	17.90	16.79	15.80	13.56
Teaching Assistants					
Part-time (May include TAs)	3.69	5.71	6.43	5.46	7.32
Total Faculty FTE	24.04	23.61	23.22	21.26	20.88

Number of Graduates – Dept. (Prog.)					
Certificates					
Associate Degrees	30 (4)	32 (4)	33 (8)	17 (3)	19 (5)
Bachelor’s Degrees	69 (8)	60 (15)	83 (19)	68 (19)	68 (27)
Master’s Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	659 (178)	649 (192)	696 (238)	716 (273)	703 (245)
Total Department FTE*	374 (54)	366 (62)	403 (67)	380 (66)	442 (85)
Total Department SCH*	11,230 (1,585)	10,970 (1,869)	12,102 (2,015)	11,403 (1,992)	13,247 (2,535)
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE (All Eng. Tech. Programs)	15.56	15.50	17.36	17.87	21.17
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,112,868	2,198,779	1,691,405	1,615,859	1,798,812
Cost Per Student FTE	\$5,649	\$6,008	\$4,197	\$4,252	\$4,070
Funding – All Engineering Technology Programs					
Appropriated Fund	2,095,058	2,167,824	1,680,378	1,596,887	1,760,824
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	17,810	30,955	11,027	18,972	37,988
Total	\$2,112,868	\$2,198,779	\$1,691,405	\$1,615,859	\$1,798,812

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

All areas reviewed deemed ‘adequate’.

Standard B: Curriculum

Recommendation:

- The program needs more elective offerings in project management and lean manufacturing.

Faculty response:

- Those courses are offered through the Manufacturing Engineering Technology program and the courses are available to MET students as qualified lower and upper division technical electives.

Standard C: Student Learning Outcomes and Assessment

All areas reviewed deemed ‘adequate’.

Standard D: Academic Advising

All areas reviewed deemed 'adequate'.

Standard E: Faculty

Recommendations:

- Hire at least one more full-time faculty; this would help to reduce the instruction load for the current faculty and provide time for their participation in professional development, service, and scholarship which are crucial for obtaining tenure and promotion.

Faculty response:

- The MET faculty concur that the current and projected workload exceeds the present staffing level. A requisition for a new faculty member was opened in spring 2015.

Standard F: Support

All areas reviewed deemed 'adequate'.

Standard G: Relationships with External Communities

Recommendations:

- Reach out to more companies to donate money or resources for Senior Projects.

Faculty response:

- To date, faculty and students have been very proactive and successful in applying for and receiving grants. Additionally, the department continues to work with industry contacts to help underwrite the costs associated with capstone project work. Additional financial assistance from the college and university would be extremely helpful.

Standard H: Results of previous reviews

Not evaluated.

Institution's Response:**Faculty response:**

Faculty responses are embedded with site visit team recommendations, above.

Dean's response:

Thank you all for your many contributions to WSU's MET review process. All MET faculty members as well as others in the Engineering Technology (ET) department, especially the chair, Rick Orr, as well as COAST/EAST's former dean, Warren Hill, participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the program, department, college, and university.

Like the writers of the review report, I would characterize the program as very effective in meeting the missions of the parent units. Faculty members have been sensitive to changes in their discipline areas and have revised curriculum to keep up with those changes. They have been supportive of co-curricular activities, internships, community-engaged learning, new tools, and collaborative multidisciplinary projects. The faculty have kept up-to-date vis-à-vis industry.

I agree that the faculty workload is too high and have allocated a faculty line to MET for remedying this situation. The chair and I have thought through a hire that will help all faculty in ET for labs as well. Opportunities for lean manufacturing and project management and its importance should be communicated better with students. Senior project funding has been improved and will continue in this direction given recent resources allocated towards grants (the former dean is on retainer) and development (there now exists an assistant development director for EAST). In addition, I believe that more projects directly relating to industry need will benefit from industry support.

WSU's MET program is healthy. It has taken many positive steps to remain so. Its next steps will carry it yet farther along a road to success for students, faculty, and staff.

David L. Ferro, Dean
College of Engineering, Applied Science & Technology

Institutional Program Review Committee Response

Date: October 29, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Marek Mayjasik – Vice Chair of Faculty Senate, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason – Office of Institutional Effectiveness

Recused: Kirk Hagen

Guests: Dustin Birch, Program Director; Rick Orr, Department Chair; David Ferro, Dean

The Program Review Committee designated the Mechanical Engineering Technology Program as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- During the upcoming strategic planning process, consider the potential for consolidating the four, separate programs into a single Engineering Technology degree with four emphasis areas. This recommendation is made from a desire to encourage more efficient use of resources (including faculty), to better deal with fluctuating enrollments at the individual program levels, and the potential to develop a curriculum that allows for some flexibility while still meeting the needs of students and the local industries that hire students.
- Further leverage the strategic planning session to address issues regarding regularly scheduled sabbaticals, faculty research, and the general direction of the program.
- Consider developing a department-level workload policy that addresses issues of overload and sabbatical. If plausible include plans for creating a viable adjunct pool from which to draw for teaching support.
- Give consideration to the potential for incorporating various modes of instruction including online, hybrid, and evening offerings at Davis Campus.
- The program faculty are encouraged to continue supporting efforts to recruit female students to the program as well as female faculty (both adjunct and tenure-line).

The committee cited several commendations for the programs:

- Work with industry partners is excellent. The work towards establishing yearly, on-site visits with advisory committees is commended.
- The hands-on nature of the programs as well as project-based capstone experiences engage students well.
- The faculty are dedicated and hard-working; they are especially commended for 'making do' during building construction and transition.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review, as scheduled through ABET, in six years (the 2020/21 academic year).

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*
Program Title: *Manufacturing Engineering Technology*
School or Division or Location: *College of Engineering, Applied Science, and Technology*
Department(s) or Area(s) Location: *Engineering Technology*
Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

Five Year Program Review
Weber State University
Manufacturing Engineering Technology
04/22/2015

Reviewers:

- External Reviewers:
 - Dr. Michael Miles, Professor, School of Technology, Brigham Young University
 - Joel Clarkson, Assistant Professor, Engineering, Drafting & Design, Salt Lake Community College
 - Ryan Best, Lifetime Products, Inc.
- Internal Reviewers:
 - Joseph Wolfe, Jr., Associate Professor and Chair, Parsons Construction Management Technology, Weber State University

Program Description:

The Manufacturing Engineering Technology (MFET) program was implemented in the 1962-63 academic year as a direct response to requests from local industries and has been ABET accredited since 1972. An Associate of Applied Science degree was added to the four year degree in 1998.

Since 2010, several significant changes have occurred that enhance our capability to serve students. In 2011, an emphasis in Plastics and Composites was added to the MFET degree and the traditional MFET degree was given the emphasis name of Production Operations & Controls. With the Welding emphasis added in 2004, students now have 3 different options or emphases in their pursuit of a Manufacturing Engineering Technology degree. Shortly after the Electronics Engineering Technology program was moved into the department, the department name was also changed from Manufacturing & Mechanical Engineering Technology to the more appropriate and inclusive name of Engineering Technology.

The MFET program has continued to strengthen the use of the Senior Capstone Project as an assessment tool. During the last academic year, the program was also enhanced with the acquisition of four new CNC Haas Lathes one CNC Haas Mill, a Mach II Flowwater-jet cutter, a Haas GR510 CNC Router for the plastic/composite laboratory, and an upgrade to our Stratasy Dimension 3D printer.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit— Dept. of Engineering Technology					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	5	2	1	1
Full-time Non-Tenured	2	3	0	1	3
Part-time					
With Master's Degrees					
Full-time Tenured	8	5	6	5	7
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With Bachelor's Degrees					
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Other					
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Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	29	22	19	18	24
Full-time Tenured	13	10	8	6	8
Full-time Non-Tenured	12	7	5	6	7
Part-time	4	5	6	6	9
FTE counts include all Engineering Tech Faculty					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	20.35	17.90	16.79	15.80	13.56
Teaching Assistants					
Part-time (May include TAs)	3.69	5.71	6.43	5.46	7.32
Total Faculty FTE	24.04	23.61	23.22	21.26	20.88

Number of Graduates – Dept. (Prgm)					
Certificates					
Associate Degrees	30 (6)	32 (4)	33 (6)	17 (5)	19 (4)
Bachelor's Degrees	69 (27)	60 (10)	83 (25)	68 (15)	68 (22)
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	659 (144)	649 (134)	696 (148)	716 (163)	703 (192)
Total Department FTE*	374 (92)	366 (92)	403 (94)	380 (96)	442 (115)
Total Department SCH*	11,230 (2,745)	10,970 (2,755)	12,102 (2,822)	11,403 (2,875)	13,247 (3,456)
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE (All Programs)					
	15.56	15.50	17.36	17.87	21.17
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,112,868	2,198,779	1,691,405	1,615,859	1,798,812
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Funding – All Engineering Technology Programs					
Appropriated Fund	2,095,058	2,167,824	1,680,378	1,596,887	1,760,824
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Special Fees/Differential Tuition	17,810	30,955	11,027	18,972	37,988
Total	\$2,112,868	\$2,198,779	\$1,691,405	\$1,615,859	\$1,798,812

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

All areas reviewed deemed 'adequate'.

Standard B: Curriculum

Recommendation:

- Require oral presentation in the majority of upper level courses.
- Look at changing the MFET 3350 Manufacturing Supervision course to focus on project management and ROI analysis.
- Look for opportunities to teach students how manufacturing can be a driver of profitability and competitiveness.

Faculty response:

- There are a number of different courses for which students are expected to make professional presentations to their peers, faculty, and to sponsors. This recommendation is under advisement, however, by the department and program faculty.
- The current curriculum is lacking in project management/ROI coverage. The faculty will continue to discuss this challenge in department meetings and advisory board meetings. Consideration will be made about how to more thoroughly teach some topics that are currently given only cursory coverage.

Standard C: Student Learning Outcomes and Assessment

Commendations:

- Assessment methods used are varied and good. The assessment plan is strong and should be a significant benefit over time in strengthening the program on a continuous basis.

Faculty response:

- Agree; the assessment plan has evolved over the last few years as the department chair, Rick Orr, has put in significant effort in developing and implementing the plan.

Standard D: Academic Advising

All areas reviewed deemed 'adequate'.

Standard E: Faculty

Commendations:

- Faculty are well-qualified academically and have significant industrial experience within the manufacturing industry.

Faculty response:

- Agree; the faculty feel that their industrial experience allows them to provide students with real-life examples in the context of the material taught in the courses.

Standard F: Support

Commendations:

- The laboratory facilities are a strength of the program. They are clean, well-lit, and well-maintained. The machining and welding facilities provide a wide variety of different machines that allow students to receive hands-on experience in performing processes and experimenting with them.
- The composites and automation laboratories are also well-equipped.

Faculty response:

- Agree; laboratory facilities are a strength of the program and the support of the maintenance technicians has contributed significantly to this.

Standard G: Relationships with External Communities

Commendations:

- The strong industrial experience of faculty members is a plus for fostering ties with local industry.
- This is currently being done; the last meeting was held on March 6, 2015.

Standard H: Results of previous reviews

Not evaluated.

Institution's Response:

Faculty response:

Faculty responses are embedded with site visit team recommendations, above.

Dean's response:

Thank you all for your many contributions to WSU's MFET Review process. All MFET faculty members as and others in the Engineering Technology (ET) department, especially the chair, Rick Orr, as well as COAST/EAST's former dean, Warren Hill, participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the program, department, college, and university.

Like the writers of the Review Report, I would characterize the program as very effective in meeting the missions of the parent units. Faculty members have been sensitive to changes in their discipline areas and have revised curriculum to keep up with those changes. They have been supportive of co-curricular activities, internships, community-engaged learning, new tools, and collaborative multidisciplinary projects. The faculty have kept up-to-date vis-à-vis industry.

I am proud of the assessment plan of the program. I also agree that opportunities for presentation (even more than currently created) and project management are important. I also believe that the Faculty workload is too high and will work with the chair to address this going forward. I also believe that student projects – on average - should be more closely connected to industry needs.

WSU's MFET program is healthy. It has taken many positive steps to remain so. Its next steps will carry it yet farther along a road to success for students, faculty, and staff.

David L. Ferro, Dean
College of Engineering, Applied Science & Technology

Institutional Program Review Committee Response

Date: October 22, 2015

Present: Ryan Thomas – Associate Provost, Craig Oberg - Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gary Johnson, Carey Campbell, Gail Niklason – Office of Institutional Effectiveness

Guests: George Comber, Program Director; Rick Orr, Department Chair; David Ferro, Dean

The Program Review Committee designated the Manufacturing Engineering Technology Program as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- During the upcoming strategic planning process, consider the potential for consolidating the four, separate programs into a single Engineering Technology degree with four emphasis areas. This recommendation is made from a desire to encourage more

efficient use of resources (including faculty), to better deal with fluctuating enrollments at the individual program levels, and the potential to develop a curriculum that allows for some flexibility while still meeting the needs of students and the local industries that hire students.

- Further leverage the strategic planning session to address issues regarding regularly scheduled sabbaticals, faculty research, and the general direction of the program.
- Consider developing a department-level workload policy that addresses issues of overload and sabbatical. If plausible include plans for creating a viable adjunct pool from which to draw for teaching support.
- Give consideration to the potential for incorporating various modes of instruction including online, hybrid, and evening offerings at Davis Campus.
- The program faculty are encouraged to continue supporting efforts to recruit female students to the program as well as female faculty (both adjunct and tenure-line).

The committee cited several commendations for the programs:

- Work with industry partners is excellent. The work towards establishing yearly, on-site visits with advisory committees is commended.
- The hands-on nature of the programs as well as project-based capstone experiences engage students well.
- The faculty are dedicated and hard-working; they are especially commended for 'making do' during building construction and transition.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review, as scheduled through ABET, in six years (the 2020/21 academic year).

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*
 Program Title: *Master of Professional Communication*
 School or Division or Location: *Telitha E. Lindquist College of Arts and Humanities*
 Department(s) or Area(s) Location: *Department of Communication*
 Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five- Three-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Three Year Program Review
Weber State University
Master of Professional Communication
03/02/2015**

Reviewers:

- External Reviewers:
 - Dr. Kenneth L. Smith, Professor and Department Head - Communication & Journalism, University of Wyoming, Laramie, WY
 - Dr. Daniel J. Lair, Assistant Professor - Communication and Visual Arts, University of Michigan – Flint, Flint, MI
- Internal Reviewers:
 - Dr. Becky Jo Gesteland, Professor – Department of English, Weber State University
 - Dr. Matthew Mouritsen, Professor and Director of the MBA program, Weber State University

Program Description:

The Master of Professional Communication (MPC) program emphasizes the knowledge and advanced communication skills working professionals need to succeed in today's rapidly evolving and technologically complex world. Students hone their skills in writing, speaking, new media and research methods. They take cognate courses in team building and facilitation, organizational leadership, and strategic communication. The program is designed to prepare effective leaders, team members, and employees in corporate, government and nonprofit organizations.

Graduates work in fields such as public relations, education, health care promotion and organizational training and development. Many students use the MPC degree to advance to strategic communication leadership roles within their chosen career field. Others use the degree to make a career change to a field that is more closely aligned with their interests, knowledge and skills in communication. A few students seek opportunities to work in higher education and may enter a doctoral program in communication.

Data Form: Faculty, student, and financial data for the past five years.

Note on faculty: Per WSU policy, no faculty belong to the MPC program. The program primarily utilizes tenured and tenure-track PhD's from the Communication Department.

R411 Data Table					
Department or Unit—Master of Prof. Communication	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other					

terminal degrees, as specified by the institution)					
Full-time Tenured	n/a	n/a	5	6	6
Full-time Non-Tenured	n/a	n/a	2	3	4
Part-time	n/a	n/a	1	1	2
With Master's Degrees					
Full-time Tenured	n/a	n/a	0	0	0
Full-time Non-Tenured	n/a	n/a	0	0	1
Part-time	n/a	n/a	0	0	2
With Bachelor's Degrees					
Full-time Tenured	n/a	n/a	0	0	0
Full-time Non-Tenured	n/a	n/a	0	0	0
Part-time	n/a	n/a	0	0	0
Other					
Full-time Tenured	n/a	n/a			0
Full-time Non-Tenured	n/a	n/a			0
Part-time	n/a	n/a			0
Total Headcount Faculty	n/a	n/a	8	10	15
Full-time Tenured	n/a	n/a	5	6	6
Full-time Non-Tenured	n/a	n/a	2	3	5
Part-time	n/a	n/a	1	1	4
FTE (A-1/S-11/Cost Study Definition)	n/a	n/a			
Full-time (Salaried)	n/a	n/a	2	2	1.11
Teaching Assistants	n/a	n/a			
Part-time (May include TAs)	n/a	n/a	1.87	1.87	2.20
Total Faculty FTE	n/a	n/a	3.87	3.87	3.31
Number of Graduates					
Certificates	n/a	n/a	-	-	-
Associate Degrees	n/a	n/a	-	-	-
Bachelor's Degrees	n/a	n/a	-	-	-
Master's Degrees	n/a	n/a	-	18	24
Doctoral Degrees	n/a	n/a	-	-	-
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	n/a	n/a	22	45	50
Total Department FTE*	n/a	n/a	22.25	35.05	41.05
Total Department SCH*	n/a	n/a	445	701	521
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	n/a	n/a	5.75	9.06	12.40

Cost (Cost Study Definitions)					
Direct Instructional Expenditures	0	12,198	22,855	187,611	175,866
Cost Per Student FTE		--	1,027	5,353	4,284
Funding					
Appropriated Fund	0	8,173	15,313	125,699	117,830
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	0	4,025	7,542	61,912	58,036
Total	0	12,198	22,855	187,611	175,866

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

All areas reviewed deemed 'a strength'.

Standard B: Curriculum

All areas reviewed deemed 'a strength'.

Standard C: Student Learning Outcomes and Assessment

Commendations:

- The review team was especially impressed with the manner in which assessment has been used to implement logical improvements to the program.

Recommendations:

- Give priority to professionally-oriented assessment measures.

Faculty response:

- The faculty will take more care to give equal weight to both kinds of student success (professionally-oriented and academically-oriented) in future reports.

Concerns:

- The program needs to move forward in developing measures to assess the newly implemented 3-course option in lieu of a thesis.

Faculty response:

- The faculty plan to assess a signature assignment in a core required course taken in the last or second-to-last semester before graduation. An assessment instrument will be developed that assesses writing, critical thinking, research methods, and demonstrated knowledge in the subject matter. Both the assessment and program curriculum will be continuously refined based upon data gathered.

Standard D: Academic Advising

Commendations:

- The program director is going beyond expectations in career advising.

Concerns:

- Career planning appears to be weak (more of an institutional issue than a program issue.)

Standard E: Faculty

All areas reviewed deemed 'a strength'.

Standard F: Support

Concerns:

- Additional support staff is needed. This would help with the program's desire to increase its applicant pool. Additional support staff could help specifically with recruiting.

Faculty response:

- The program director plans to meet with employers in the area to build awareness of the program among organizations with a tuition reimbursement program. The program faculty will look for conferences to attend or sponsor that would be relevant to communication professionals along the Wasatch Front. Finally, the program will continue to monitor promotional strategies used.

Standard G: Relationships with External Communities

All areas reviewed deemed 'a strength'.

Because the external advisory committee is new, information on its activities was not available at the time of the site visit. It is anticipated that at the next review this group's contributions will be presented.

Faculty response:

- The program will regularly seek input from the newly created advisory committee and will report on that committee's recommendations in the next program review.

Standard H: Results of previous reviews

This is the first program review for the Master of Professional Communication.

Other considerations:

- The review team suggests that additional resources be allocated for student travel.
- The review team suggests that additional resources be allocated for professional conference that would assist faculty in staying current in their fields.
- The review team feels other new Masters programs, particularly one planned in Leadership, could threaten the MPC program by creating overlap, draining enrollments, and decreasing the program applicant pool.

Faculty response:

- The program has budgeted for both student travel (two students) and faculty travel; however, as the program grows and adds a second tenure track line, this funding may become more scarce.
- The program director is working with members of the graduate council and those who are exploring the proposed Master of Leadership program to ensure that there is not too much overlap in curriculum and to encourage interdisciplinary collaboration.

Institution's Response: Responses to review committee findings and recommendations.

Faculty response:

For ease of reading, faculty responses to recommendations and concerns are embedded with those recommendations and concerns above.

Dean's response:

Thank you for your many contributions to WSU's Master of Professional Communication Review process. All MPC faculty members participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the program and to the College. I want to convey special thanks to Kathryn Edwards for serving as internal team leader, and to the four individuals (Becky Jo Gesteland, Daniel Lair, Matthew Mouritsen and Kenneth Smith) who served as reviewers.

In their report, program reviewers note that WSU's MPC program "has already evolved in a highly successful manner through an insightful process of assessment and change." Reviewers also comment: "The internal core of the program appears to be on an incredibly strong foundation." I agree wholeheartedly with these positive findings.

With respect to challenges identified by reviewers (pressures to conform with more traditional programs; more support needed to recruit students; more career placement and advising needed for students; possible competition for students from a proposed online Masters of Leadership degree program), I believe the MPC has responded adequately and appropriately.

I don't see the "pressure for conformity" as a major challenge; my sense is that WSU traditionally has offered "applied programs," and that as long as the MPC garners respect across campus, there will not be a push to make it "more academic" than it already is.

Recruiting professionals into a graduate program requires a different approach than recruiting high school juniors and seniors to their first year of college. I hope, however, that when the college hires a second college-wide advisor this summer, MPC may be able to make some use of this person in recruiting. The second advisor's job description will specifically include recruiting.

I too worry that MPC and MENG students do not receive adequate career placement help from the university's Career Services Office. Students have had to rely, instead, on the MPC Director and on personal networks. As Dean, I intend to approach Career Services to request more specific attention from them to all students in the A&H College, and especially our graduate students.

Another concern is the proposed Masters of Leadership degree, to be offered through the College of Applied Science and Technology. Thus far, MPC director Kathryn Edwards and MBA director Mark Stevenson have voiced concerns about the audience for this new program, as well as about the quality of its offerings. Rather than present the proposal to Faculty Senate, COAST has decided to revise this proposal and offer it for public review in fall, 2015. At that time, we will want to consider whether the proposed program overlaps too extensively with the MPC and MBA programs. At the moment, our best course of action is to remain attentive to what is happening in COAST and be supportive of proposals that are not going to damage our own degree offering.

Reviewers listed five overall recommendations; program faculty provided practical Action Plans in response to each recommendation.

In conclusion: I am quite pleased with the direction the MPC has taken during its first years of existence. It began with a strong structure; where there were issues with the structure, program faculty developed

alternatives. Enrollment continues to be steady and graduates are finding themselves better prepared for their current careers or prepared to head off into new careers.

Madonne Miner, Dean
Telitha Lindquist College of Arts & Humanities

Institutional Program Review Committee Response

Date: December 04, 2015

Present: Madonne Miner – Provost, Valerie Herzog – Graduate Council Chair, Linda Gowans, Fon Brown, Mali Subbiah, Matt Mouritsen, Bob Walker, Melissa Neville, Carla Wiggins, Gail Niklason – Office of Institutional Effectiveness

Guests: Kathy Edwards – MPC Program Director, Sarah Steimel – Incoming MPC Program Director, Sheree Josephson – Chair, Department of Communication, Catherine Zublin – interim Dean of the Lindquist College of Arts & Humanities

The Program Review Committee designated the Master of Professional Communication as “a strong program with a few issues that need to be addressed.” The committee identified the following issues:

- Review the overall load on the program director in terms of career advising for students, student research oversight, and recruiting given the directors other responsibilities including teaching. Specifically:
 - o Develop a plan for student recruitment that removes that responsibility from the program director. Consider a staff or shared staff alternative.
 - o Discuss the potential of other faculty sharing the responsibility for student capstone research. Besides addressing load on the director, this could eliminate the potential (not currently seen) for an individual bias to permeate many student projects.

The committee saw no need for additional efforts in terms of this program review process and recommended that the department complete its next program review, as scheduled, in five years (the 2019/20 academic year).

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*
Program Title: *Master of Science in Nursing*
School or Division or Location: *Dumke College of Health Professions*
Department(s) or Area(s) Location: *School of Nursing*
Institutional Board of Trustees' Approval Date: *01/DD/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

Five Year Program Review
Weber State University
Master of Science in Nursing
09/30, 10/1 – 2, 2014

Reviewers:

- External Reviewer(s):
 - Chloe Gains, Program Evaluator, American Commission for Education in Nursing, Inc.
 - Kimberly Mitchell, Program Evaluator, American Commission for Education in Nursing, Inc.
 - Mary Kay Smid, Program Evaluator, American Commission for Education in Nursing, Inc.
- Internal Reviewer(s):
 - This site visit was conducted by an external accreditation body and did not include internal reviewers

Program Description:

The Master of Science in Nursing (MSN) program at Weber State University prepares innovative nurse experts who are capable of shaping and advancing the practice and profession of nursing. The curriculum is designed to promote national guidelines and competencies that enable graduates to make a significant contribution to education and healthcare environments.

The MSN program provides two curriculum tracks; nurse administrator and nurse educator. The Master's in Nursing Education prepares graduates to function in a variety of academic and clinical settings. MSN graduates are prepared to design curriculum, develop evaluation strategies, implement innovative teaching strategies and educate students in both academic and clinical settings. The Master's in Nursing Administration prepares graduates to operate at the highest levels of healthcare organizations. MSN graduates are prepared to design and establish professional practice environments, lead interdisciplinary care teams, establish best practice standards and establish systems and processes that focus on best care for the patient and the best environment for professional nurses to practice.

Students with a current master's in nursing degree who are looking to augment existing nursing knowledge and advance employment opportunities can apply for the Post-Master's Degree Certification in Nursing Education and Nursing Administration.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit—Master of Nursing					
	Year	Year	Year	Year	Year
	2011	2012	2013	2014	2015
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	5	4	5	6
Full-time Non-Tenured					
Part-time	2				
With Master's Degrees					
Full-time Tenured	1	1	1	1	1
Full-time Non-Tenured					
Part-time	1				
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	9	6	5	6	7
Full-time Tenured	6	6	5	6	7
Full-time Non-Tenured					
Part-time	3				
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	2.69	1.73	1.73	3.06	n/a
Teaching Assistants	1.60	1.40	.60	.79	n/a
Part-time (May include TAs)					
Total Faculty FTE	4.29	3.13	2.33	3.85	n/a
Number of Graduates					
Certificates					

Associate Degrees	-	-	-	-	-
Bachelor's Degrees	-	-	-	-	-
Master's Degrees	22	23	19	17	25
Doctoral Degrees	-	-	-	-	-
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	45	44	43	45	45
Total Department FTE*	44.35	42.65	40.35	44.35	42.05
Total Department SCH*	887	853	807	887	841
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	10.34	13.63	17.32	11.52	n/a
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	357,764	317,023	237,716	388,637	442,751
Cost Per Student FTE	8,067	7,433	5,891	8,763	10,529
Funding					
Appropriated Fund	237,305	210,281	157,677	257,783	293,677
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	120,459	106,742	80,039	130,854	149,074
Total	357,764	317,023	237,716	388,637	442,751

Program Assessment:

Program assessment was conducted by the American Commission for Nursing Education, Inc. (ACEN). Their findings follow:



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April 6, 2015

Susan Thornock, EdD, MSN, RN
Chair, School of Nursing
Weber State University
3903 University Circle
Ogden, UT 84408-3903

Dear Dr. Thornock:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting on March 12-13, 2015. The Board of Commissioners granted continuing accreditation to the master's nursing program, including the post-master's certificate, and scheduled the next evaluation visit for Fall 2022.

Deliberations centered on the Self-Study Report, the Catalog, the Site Visitors' Report, and the recommendation for accreditation proposed by the Program Evaluators and the Evaluation Review Panel. (See Summary of Deliberations and Recommendation of the Evaluation Review Panel.)

The Board of Commissioners identified the following strength and areas needing development:

Areas of Strength by Accreditation Standard
Standard 5 Resources

- Endowments and College of Health Professions funds for faculty development and student scholarships

Areas Needing Development by Accreditation Standard
Standard I Mission and Administrative Capacity

- Ensure partnerships that exist are congruent with the ACEN guidelines.
- Ensure the governing organization and the nursing program define distance education to be congruent with the Utah State Board of Regents guidelines.

Areas Needing Development by Accreditation Standard (continued)**Standard 2 Faculty and Staff**

- Ensure preceptors are academically and experientially qualified, oriented, mentored, and monitored and consistent documentation is maintained.
- Ensure that the number of full-time faculty is sufficient for the achievement of the student learning outcomes and the program outcomes.

Standard 4 Curriculum

- Ensure that the curriculum is congruent with established standards for master's and post-master's certificate programs, including appropriate role-specific professional standards and guidelines.

Standard 5 Resources

- Develop and implement strategies to ensure fiscal resources are sufficient to support the student learning outcomes and program outcomes related to faculty salaries.

Standard 6 Outcomes

- Ensure that evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.
- Develop and implement strategies to ensure that certification examination pass rates are assessed in a systematic and ongoing manner.

On behalf of the Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,



Marsal P. Stoll, EdD, MSN
Chief Executive Officer

cc: Chloe Gaines, Program Evaluator
Kimberly Mitchell, Program Evaluator
Mary Kay Smid, Program Evaluator

Enc. Summary of Deliberations of the Evaluation Review Panel

**SUMMARY OF DELIBERATIONS AND RECOMMENDATION OF THE
CLINICAL DOCTORATE, MASTER'S, & BACCALAUREATE EVALUATION REVIEW
PANEL
FALL 2014 ACCREDITATION CYCLE**

**WEBER STATE UNIVERSITY
UTAH**

Program Accreditation History

Established: 2008 Initial Accreditation: October 2009 Last Evaluation Visit: Fall 2009
Action: Initial Accreditation

Overview

Length of Program: MSN - nurse educator: 40 credits; four (4) semesters
 MSN - nurse administrator: 40 credits; four (4) semesters
 Post-Master's Certificate - nurse educator: 15 credits; three (3)
 semesters
 Post-Master's Certificate - nurse administrator: 15 credits; three (3)
 semesters

Number of Students: 44 Full-time: 44 Part-time: 0

Number of Faculty: 8 Full-time: 5 Part-time: 3

Evaluation Review Panel Summary

Recommendation:

Master's

Continuing accreditation as the program is in compliance with all Accreditation Standards. Next visit in eight (8) years.

Post-Master's Certificate

Continuing accreditation as the program is in compliance with all Accreditation Standards. Next visit in eight (8) years.

Commentary:

Areas of Strength by Accreditation Standard

Standard 5 Resources

- Endowments and College of Health Professions funds for faculty development and student scholarships

Areas Needing Development by Accreditation Standard

Standard 1 Mission and Administrative Capacity

- Ensure partnerships that exist are congruent with the ACEN guidelines.
- Ensure the governing organization and the nursing education unit define distance education to be congruent with the Utah State Board of Regents guidelines.

Standard 2 Faculty and Staff

- Ensure preceptors are academically and experientially qualified, oriented, mentored, and monitored and consistent documentation is maintained.
- Ensure that the number of full-time faculty is sufficient for the achievement of the student learning outcomes and the program outcomes.

Standard 4 Curriculum

- Ensure that the curriculum is congruent with established standards for master's and post-master's certificate programs, including appropriate role-specific professional standards and guidelines.

Standard 5 Resources

- Develop and implement strategies to ensure fiscal resources are sufficient to support the student learning outcomes and program outcomes related to faculty salaries.

Standard 6 Outcomes

- Ensure that evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.
- Develop and implement strategies to ensure that certification examination pass rates are assessed in a systematic and ongoing manner.



Susan Thornock <sthornock@weber.edu>

ACEN - ERP January 2015 Participation Information via Conference Call

1 message

Christine Favole <CFavole@acenursing.org>
 To: Susan Thornock <sthornock@weber.edu>

Thu, Jan 15, 2015 at 2:30 PM

[FormHeader_100913.jpg]

Good morning Dr. Thornock:

Below, please find information regarding your participation via conference call in the ACEN Evaluation Review Panel deliberation of your nursing program on Wednesday, January 28, 2015, in the time block 1:00 PM - 2:30 PM, Eastern Time.

If you have any questions, please feel free to reach me.

Best regards,

Christine Favole
 Administrative Assistant for Operations
 [cid:image002.jpg@01D030E0.5B816A80]
 Accreditation Commission for Education in Nursing, Inc.
 3343 Peachtree Road NE, Suite 850 | Atlanta, Georgia 30326
 P. (404) 975-5000 | F. (404) 975-5020
 E. cfavole@acenursing.org<<mailto:cfavole@acenursing.org>>
www.acenursing.org<<http://www.acenursing.org/>>

Information for Nurse Administrators participating via telephone conference

On the scheduled DATE and TIME BLOCK for the Evaluation Review Panel deliberation of your program:

- Please be available for telephone conference one-half (½) hour BEFORE your scheduled TIME BLOCK (Wednesday, January 28, 2015 - 1:00 PM - 2:30 PM Eastern Time) for your program deliberation.

- An ACEN Staff member will call from the Evaluation Review Panel and provide the telephone conference phone number approximately 15 minutes before the beginning of the deliberation regarding your program(s).

- If any delays are being experienced within your scheduled TIME BLOCK, you will be contacted and advised of any scheduling changes.

- At the start of the deliberation, please be ready to introduce yourself and any other attendees to the Panel.

- Once the Panel begins deliberations, please remember that you are participating as a silent observer during deliberations.

- * At the close of the deliberations, you will be provided an opportunity to comment on the process.

The ACEN representative will provide the call information to:

Susan Thornock, EdD, MSN, RN
Chair, School of Nursing
[CONFERENCE CALL]
(801) 626-6833

Evaluation Review Panel Information

There are four peer Evaluation Review Panels appointed by the Commission (Clinical Doctorate, Master's, and Baccalaureate; Associate; Diploma; and Practical). The role of the members is to assure that the process of peer evaluation is carried out according to the accreditation Standards and Criteria. They will review the findings of the program evaluators as presented in the Site Visitors' Report and make a recommendation for accreditation status to the Commission.

The role of the Evaluation Review Panel is to validate the work of the program evaluators and extend it by noting points of agreement and raising any questions where disagreement or a lack of clarity exists. In the latter case, program evaluators are available by telephone during panel deliberations and may enter into discussion with the panel to assure an accurate understanding of the Site Visitors' Report. The aim is to promote a seamless review which has integrity and which does justice to the program under review. The role of the professional staff is to facilitate the work of both review groups.

Panelists do not do a de novo review of the programs. Rather, they determine the adequacy of the evidence to support each Standard and Criterion. The purpose is to see that the Standards and Criteria are applied consistently across all programs reviewed by the panel. Finally, they make a recommendation to the Commission on the accreditation status of each program.

Assignments of the Evaluation Review Panel Members

To facilitate panel discussion, two to three panel members present each program reviewed:

Presenter One

The first presenter studies the Self-Study Report, the Site Visitors' Report, the School Catalog, and the program response to the Site Visitors' Report and presents an evaluation based on the information found in these documents.

Presenter Two

The second presenter focuses on the Site Visitors' Report while reviewing the Self-Study Report and the school catalog. An evaluation is presented based upon the analysis.

Presenter Three

The third presenter analyzes the materials and presents a short evaluation using the Site Visitors' Report as the primary document.

Presenters are concerned with the evidence that affirms that the Site Visitors' Report accurately reflects the status of the program in meeting the Standards and Criteria. The narrative reports discuss compliance with the standards, program strengths and areas needing development.

Conduct of the Meeting

ACEN Commissioners serve as chairpersons for the Evaluation Review Panel meetings. A program's review commences with the presentation of presenter one, followed by presenter two adding additional information not already covered. The third presenter offers additional material where appropriate. All evaluation review panel members are responsible for reviewing program materials and discussing information presented on each program.

The findings of the panel deliberations for each program are presented in the Evaluation Review Panel summary that is forwarded to the Board of Commissioners. The goal of the entire peer evaluation is to render an honest and fair recommendation to the Commission regarding the accreditation status of the

program. The full Commission makes the final accreditation decision at its next regularly scheduled meeting. The Commission decision that is sent to the nursing administrator includes the Evaluation Review Panel summary.

Evaluation Review Panel Procedures

Panel Composition
8-15 Peer Members

Voting
Majority of members present

Conflict of Interest
A panel member does not participate when she/he:

- was site visitor for the program under review
- is resident in the same state
- served as a consultant or is otherwise associated with the program or institution

Presentation
(approximately 30 minutes/program or 45-60 minutes/multiple program)

- Presenter One: Introduction and presentation
- Presenter Two: Add information not stated by first reader
- Presenter Three: Add information only if something has not been stated

Information is presented by Standard with each Criterion addressed. Panelist role is to verify information presented in the Site Visitors' Report; to determine if the process has been carried out appropriately; and to affirm that the program evaluators have covered all aspects.

Panelists will identify program compliance with the Standards, strengths (i.e., exemplary practices which serve to commend the program) and program areas needing development.

Discussion
The full panel considers the findings. Program evaluators will be contacted by telephone if a question raised by a panel member needs further clarification.

A motion and second are made to recommend the accreditation status of the program to the ACEN Board of Commissioners. Motion is open for discussion by the members of the panel. The question is called and followed by a vote on the motion.

Program Representative(s) are invited to address the panel after the deliberations are concluded

2 attachments



image001.jpg
13K

image002.jpg
16K



Institution's Response: Responses to review committee findings and recommendations.

Faculty response: not required by ACEN

Dean response: not required by ACEN

Institutional Program Review Committee Response

December 11, 2015

Present: Madonne Miner – Provost, Valerie Herzog – Chair of Graduate Council, Sarah Steimel, Bob Walker, Carla Wiggins, Mali Subbiah, Ryan Pace, Fon Brown, Matt Mouritsen, Linda Gowans, Gail Niklason – Office of Institutional Effectiveness

Guests: Melissa Neville – MSN Director, Susan Thornock – Chair, School of Nursing, Yas Simonian – Dean, Dumke College of Health Professions

The Program Review Committee designated the Master of Science in Nursing as “an exceptional program with no problems that need to be addressed.”

The committee made one recommendation in light of the upcoming Master of Nurse Practitioner degree; it is recommended that the department ensures there are enough new resources – specifically in terms of qualified faculty – to support both programs.

The committee saw no need for additional effort in terms of this program review process. It is understood that the next ACEN review is currently scheduled for the 2022/23 academic year, with a strong likelihood of being moved earlier to align with other program reviews in the School of Nursing. That schedule is in line with the Board of Regents' transition to a seven-year program review cycle.

[Back to Contents](#)

Cover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Foulger School of Music*

School or Division or Location: *Telitha E. Lindquist College of Arts & Humanities*

Department(s) or Area(s) Location: *Department of Performing Arts*

Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

**Five Year Program Review
Weber State University
Foulger School of Music, Department of Performing Arts
04/06/2015**

Reviewers:

- External Reviewers
 - Dr. Joelle Lien, Associate Professor of Music Education, University of Utah
 - Dr. Nicholas Morrison, Professor of Music, Utah State University
- Internal Reviewers
 - Dr. Vincent Bates, Assistant Professor of Teacher Education, Weber State University
 - Dr. Judy Elsley, Professor of English, Weber State University

Program Description:

The music area is one of three entities within the Department of Performing Arts; the others are dance and theatre. The Department of Performing Arts is one of five departments in the College of Arts and Humanities.

As a whole, the department serves a dual role within the university, providing both academic instruction and high--caliber cultural performances. Academic instruction is provided in two General Education areas (Creative Arts and Humanities) and in the professional area for students wishing to pursue careers in the performing arts.

Music offers opportunities for students to develop their creative and critical thinking skills. As a discipline, it forces individuals to reconcile diverse ideas, and develop acute skills of cooperation and collaboration. Music opens doorways to careers in performance, music education, composition, musicology, ethnomusicology, and other fields that value creativity, discipline and collaboration.

At Weber State University, students receive individualized attention and experience a wide variety of opportunities to perform, chances to travel to conferences and festivals as well as possibilities to tour nationally and internationally. Students experience a diversity of learning and practical experiences that help them develop as a musicians, teachers, and scholars.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit—School of Music					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA)					

and other terminal degrees, as specified by the institution)					
Full-time Tenured	11	10	11	10	9
Full-time Non-Tenured	3	3	2	1	3
Part-time	8	9	8	6	2
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	4	4	5	5	8
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	3	4	8
Other					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	1	1	1	1	1
Total Headcount Faculty	27	27	30	27	31
Full-time Tenured	11	10	11	10	10
Full-time Non-Tenured	3	3	2	1	2
Part-time	13	14	17	16	19
Please note: FTE counts are for the entire Performing Arts Department					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	21.67	20.33	19.11	19.11	19.99
Teaching Assistants					
Part-time (May include TAs)	11.28	13.03	12.87	10.58	11.90
Total Faculty FTE	32.95	33.36	31.98	29.69	31.89
Number of Graduates – Dept. (Program)					
Certificates					
Associate Degrees					
Bachelor's Degrees	26 (13)	21 (10)	23 (6)	32 (18)	30 (15)
Master's Degrees					
Doctoral Degrees					
Number of Students – Dept.(Program)					
Third week numbers					
Total # of Declared Majors	342 (176)	377 (199)	344 (173)	385 (194)	347 (173)
Total Department FTE*	508 (268)	542 (301)	535 (305)	527 (321)	471 (270)
Total Department SCH*	8,040	9,027	9,161	9,627	8,099
*Per Department Designator Prefix					

Student FTE per Total Faculty FTE (calculated for all of DPA)	15.42	16.25	16.74	17.75	14.78
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,477,899	2,334,479	2,304,164	2,434,875	2,409,606
Cost Per Student FTE	\$4,877	\$4,308	\$4,305	\$4,621	\$5,113
Funding					
Appropriated Fund	2,288,111	2,151,562	2,104,579	2,228,971	2,208,254
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	189,788	182,917	199,585	205,904	201,352
Total	2,477,899	2,334,479	2,304,164	2,434,875	2,409,606

Program Assessment:

Standard A: Mission Statement

Recommendation:

- Revise the mission statement relative to three considerations: 1) clearly align the mission with those of the Lindquist College of Arts and Humanities and Weber State University.

Faculty response:

- The faculty acknowledge the need to revise the mission statement and will address that in the annual retreat in August 2015.

Standard B: Curriculum

Recommendation:

- The faculty are encouraged to enter a formal and ongoing conversation about the music curriculum. This conversation might include 1) how best to align the curriculum to the revised mission statement, 2) adapting the program to meet the desire of students for increased diversity, additional creative opportunities, and program flexibility, 3) consider a greater focus on music education, and 4) consider the addition of master-level courses.

Faculty response:

- Curricular alignment to the revised mission will be formally discussed at fall 2015 faculty meetings. The faculty discussed and agreed upon ways to provide further creative opportunities. Discussion about both diversity and flexibility is occurring. A faculty survey indicates that the amount of focus music education majors give to performance is intentional and exactly as they wish it to be. Finally, the merits of either adding a masters degree and/or offering select masters-level courses will be discussed among the faculty.

Standard C: Student Learning Outcomes and Assessment

Recommendation:

- The review team recommends a focus on rubric-style assessment and other qualitative data with key artifacts, gathered uniformly from each students for longitudinal comparison.

Faculty response:

- Program faculty recently streamlined student learning outcomes and began to assess them via applied lesson juries during the spring of 2015. Other content assessment will be implemented systematically as instruments and strategies are refined.

Standard D: Academic Advising

Commendation:

- The program's advising system seems to be working very well.

Standard E: Faculty

Commendation:

- The faculty members are highly qualified.

Recommendation:

- There is a need to more specifically define the role of adjunct faculty within the music area and consider programs that acknowledge and incentivize adjunct faculty.

Faculty response:

- The full-time faculty are satisfied with how the role of adjuncts is defined. A discussion of how to acknowledge and incentive adjunct faculty is appropriate, however.

Standard F: Support

Recommendation:

- Consider modifying the current lab to a lab/lounge arrangement to better accommodate students.
- Consider transitioning to portable technologies, including a common software package, that could be required and used in multiple courses.
- Consider additional administrative support such as an associate chair from a performing area different from the chair.

Faculty response:

- The lab/lounge arrangement was discussed by faculty and well-received. The faculty reveal a lukewarm attitude toward the addition of an associate chair.

Standard G: Relationships with External Communities

Recommendation:

- Foster and support across-campus collaborations including the Beverly Taylor Sorenson Arts Learning Program and the University Council for Teacher education. The review team also recommends a greater programming synergy with the Center for Cultural Affairs.

Faculty response:

- The review team's call for partnership with other university departments is duly noted and will be explored. With the director recently stepping down, the future of the Office of Cultural Affairs is not clear at the moment.

Standard H: Results of previous reviews

No recommendations

Institution's Response: Responses to review committee findings and recommendations.

Faculty response:

For ease of reading, faculty responses are embedded with commendations and recommendations above.

Dean response:

Thank you all for your many contributions to WSU's Music Program Review process. All Music area faculty members participated in the various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the area and to the College. I want to convey special thanks to Dr. Carey Campbell for serving as internal team leader, and to the four individuals (Vincent Bates, Judy Elsley, Joelle Lien, and Nicholas Morrison) who served as reviewers.

Having read documents associated with the Music area, as well as those from Theatre and Dance (units with whom Music shares space, administration and staff, some budgets and some students), I want to highlight four items that I believe merit further attention from Music faculty:

1. As noted by the Review Committee, and acknowledged by Music faculty in their response to the Review, the Music Mission Statement deserves discussion and revision.
2. Discussion of the Mission Statement should occur in tandem with discussion about the music curriculum. Along with colleagues in many other discipline areas, music educators today are engaged in conversations/debates about what should be taught, what balance between classical coverage and contemporary experimentation is appropriate, how faculty might diversify the curriculum, what skills are essential, etc. Such conversations are difficult and time-consuming, but must occur for curricula to be responsive to changes in the field and in our culture.
3. Deliberation about desirable partnerships, alliances and opportunities. Although music faculty members generally work well with each other, it strikes me that they sometimes miss opportunities to develop communities of association that could be beneficial to both faculty and students. How might Music faculty and students forge mutually-beneficial alliances outside the department?
4. In addition to considering external partnerships, it is time for Music, Dance, and Theatre to have a realistic discussion about their existence as a single department. All three areas were reviewed this year; all three reviews mentioned concerns associated with the union of these areas under one chair. What might be advantages/disadvantages of different organizational/governance structures? Are there ways all three areas might benefit if we were to configure them differently? What costs would accompany such a reconfiguration? Which resources can continue to be shared and which should be allocated to individual units?

In the Theatre area response to their review, faculty members suggest the formation of a Task Force to analyze the administrative and governing structure of the Department of Performing Arts and propose alternatives. I am supportive of this approach, and suggest such a Task Force might be called into existence before the end of summer, 2015. The Dean's Office is willing to provide funding for an internal (to the university) or external facilitator for such a Task Force up to \$1500.

Madonne Miner, Dean
Telitha Lindquist College of Arts & Humanities

Institutional Program Review Committee Response:

Date: October 1, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Nicole Beatty, Gail Niklason and Heather Chapman– Office of Institutional Effectiveness

Guests: Carey Campbell, program faculty; Thom Priest, department chair; Catherine Zublin, interim Dean

The Program Review Committee designated the Foulger School of Music as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- Finalize the mission statement and report that in the next annual assessment report (if possible by November, 2015; otherwise by November, 2016).
- As part of a five-year strategic plan, address plans for assessment and streamlining of curriculum. Please provide a status of this recommendation in the November, 2016 annual assessment report.
- The Program Review Committee is interested in knowing what the plans are for re-aligning the values of the faculty with the curriculum, in response to the departmental survey. This response can be provided in an upcoming annual assessment report.

The committee also cited the following:

- The Music program is commended for excellent outreach efforts as well as the cultural opportunities provided for the community via very accomplished faculty.
- The program is commended for taking the initial steps towards modernizing the curriculum, especially in light of traditions that challenge those efforts.

The committee sees no need for additional efforts in terms of this program review process and recommends that the department complete its next program review as part of the 2020/21 National Association of Schools of Music accreditation process.

TCover/Signature Page – Program Review Template

Institution Submitting Request: *Weber State University*

Program Title: *Theatre Program*

School or Division or Location: *Telitha E. Lindquist College of Arts & Humanities*

Department(s) or Area(s) Location: *Department of Performing Arts*

Institutional Board of Trustees' Approval Date: *01/##/2016*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input checked="" type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

Five Year Program Review
Weber State University
Theatre Arts, Department of Performing Arts
03/06/2015

Reviewers:

- External Reviewer
 - Bob Nelson, Ph.D., Professor of Theatre, University of Utah
 - John Hill, MFA, Faculty, Front Range Community College, Fort Collins, CO
- Internal Reviewer
 - Dr. Sue Harley, Professor of Botany, Weber State University
 - Dr. Kathleen Stevenson, Professor of Visual Arts & Design, Weber State University

Program Description:

Communicating through performance is one of the fundamental human activities. As small children we learn through play, pretending to be someone or something we are not. We make up elaborate games of make believe in order to make sense of the world.

The art form of Theatre has always been asked to teach and to please. Our students take the natural impulse to pretend and refine that into skills. These skills include practical things like movement, voice, character building, theatrical design and construction, writing and analyzing scripts. But they also include higher level thinking skills like executive function, developing discipline and self-control, and metacognition, an awareness of what one is good at and what skills one needs to improve.

Theatre students must complete a sequence of formal course work that includes University general education, core theatre courses, and focus or specialty courses. Formal course work is complemented by a sequence of experiential learning opportunities in the theatre. Students and faculty develop individualized programs of course work and practical experience, including a junior seminar, annual juries, portfolio preparation, various practica, and opportunities for individual theatre projects.

Study of theatre provides students with useful tools to contribute to and make positive changes in society. Theatre students learn about diverse historical eras, communities and technologies. Theatre challenges students to be creative and to translate that creativity into applied processes to think precisely, speak confidently in public, work productively with others, visualize abstract concepts and represent those concepts concretely. Theatre skills are useful in a variety of professions including, but not limited to, business, government, law, journalism, and public relations.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit—Theatre Arts					
	Year	Year	Year	Year	Year
	2010	2011	2012	2013	2014
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	5	4	4	4	4
Full-time Non-Tenured	0	0	1	1	3
Part-time	3	3	3	3	3
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	1	1	1	1	3
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time	1	1	1	1	1
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	10	9	10	10	14
Full-time Tenured	5	4	4	4	4
Full-time Non-Tenured	0	0	1	1	3
Part-time	5	5	5	5	7
Please note: FTE counts are for the entire Performing Arts Department					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	21.67	20.33	19.11	19.11	19.99
Teaching Assistants					
Part-time (May include TAs)	11.28	13.03	12.87	10.58	11.90
Total Faculty FTE	32.95	33.36	31.98	29.69	31.89
Number of Graduates					

Dept. (Program)					
Certificates					
Associate Degrees					
Bachelor's Degrees	26 (10)	21 (7)	23 (15)	32 (14)	30 (12)
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	342	377	344	385	347
DPA (Theatre)	(137)	(153)	(139)	(148)	(134)
Total Department FTE*	508	542	535	527	471
DPA (Theatre)	(184.5)	(177.9)	(163.7)	(141.9)	(146.3)
Total Department SCH*	15,242	16,258	16,057	15,806	14,138
DPA (Theatre)	(5,594)	(5,337)	(4,910)	(4,256)	(4,389)
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE – All of Dept. of Perf. Arts	15.42	16.25	16.74	17.75	14.78
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2,477,899	2,334,479	2,304,164	2,434,875	2,409,606
Cost Per Student FTE	\$4,877	\$4,308	\$4,305	\$4,621	\$5,113
Funding					
Appropriated Fund	2,288,111	2,151,562	2,104,579	2,228,971	2,208,254
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential					
Tuition	189,788	182,917	199,585	205,904	201,352
Total	2,477,899	2,334,479	2,304,164	2,434,875	2,409,606

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Standard A: Mission Statement

Recommendation:

- Consider revising the mission statement to include assessment policies.

Faculty response:

- A portion of the mission statement will be revised at the Fall, 2015 retreat. (Note: this was done and reported on in the November, 2015 annual assessment report.)

Standard B: Curriculum

Commendation:

- A recent curriculum overhaul that addressed articulation issues as well as institute a new emphasis with a 'Theatre Arts Generalist' track have contributed to strengthening the program. These substantial curricular changes offer students more robust and beneficial programming.

Standard C: Student Learning Outcomes and Assessment

Commendation:

- The implementation of a jury system to monitor progress of majors in the Theatre program has created a higher level of rigor and academic excellence.

Standard D: Academic Advising

Commendation:

- Advising is solid. Having a dedicated advisor for General Education requirements is of significant assistance.

Recommendation:

- Students recognize the need for specialized advising, particularly in the case of the student admitted as a major relatively late in the degree process.

Faculty response:

- The suggestion for a full-time Theatre Arts Chair or Department Co-chair would certainly address multiple issues, not the least of which would be advisement. Until such measures become feasible, the program will continue to provide advisement through current procedures.

Standard E: Faculty

Commendation:

- Faculty bring professional acumen, commitment, and attention to their teaching and programming.
- There is a strong faculty commitment to high quality instruction, student mentoring, and creative scholarship.

Recommendation:

- For a program of its size, there seem to be too few faculty, described as 'one deep' in the program self-study. Additional faculty would enable the program to schedule more course offerings and sequence them more effectively, and to challenge their students with higher levels of learning.
- Junior faculty members carry a significant role in administration and service. An additional line – especially to broaden the scope of Theatre's curricular focus – could also assist with this seemingly uneven distribution of work.
- Given the need for faculty to take on additional administrative duties as simply part of the load, it is recommended that administrators within the college undertake a comprehensive and long-term review, in cooperation with faculty, addressing issues of Rank, Tenure, and Promotion, especially as it applies to load and compensation.
- It is recommended that a meeting take place that include the Dean of the College of Arts & Humanities (or interim), the Chair of the Department of Performing Arts, the Theatre faculty, and Professor Goldbergen, the Beverly T. Sorenson Endowed Chair for Arts Integration, to reconcile Professor Goldbergen's activities in Learning Arts with the requirements for tenure in the College of Arts & Humanities.

Faculty response:

- Professor Goldbergen has supported the department in the capacity of an adjunct professor, which was how her hire was originally explained. Going forward, the Theatre faculty suggests that this position become professional staff instead of tenure track.
- The Theatre program is preparing to request an additional faculty line in the areas of acting, stage voice, and movement to meet the need for academic expansion and increasing enrollments.

Standard F: Support

Commendation:

- Staff personnel are exceptional. Their capabilities, dedication, and work ethic are a tremendous contribution to the program's many successes. Coordination among support services is a good model for the entire department.
- The Costume Shop and facilities are expertly managed and appear to serve all three areas simultaneously – Dance, Music, and Theatre. The manager, Jean-Louise England, is to be commended, particularly in her coordinated service and her remarkable mentoring of students.
- Recent Browning Center hires have brought much needed facilities re-evaluation, coordination, and vigor to the Theatre Arts program and the overall use of the building.

Recommendation:

- As staff members' assigned tasks continue to grow, there should be an effort made to keep compensation in line with their duties.
- The compensation of adjuncts – especially as they play such a significant role within the Department – should also undergo constant review, advocacy, and adjustment.
- The administration should continue to assess the use of student fees as the only source for some budget monies. While the Student Fee Recommendation Committee appears to be a fairly reliable source of soft money, it is a source that will always be limited by enrollments and the number of groups requesting a share of the available funds.
- Given the discord that exists between the three distinct areas of the Department of Performing Arts, it is recommended that a taskforce be put together and tasked with a thorough exploration of viable alternatives to the current Department structure.

Faculty response:

- Each of these areas is being addressed on one form or another.
- The Theatre faculty and staff are open to the possibility of possible departmental reorganization.

Standard G: Relationships with External Communities

Commendation:

- The Theatre Arts program continues to support the community with numerous performances of a high caliber and ongoing outreach programming, especially at the Children's Tree House Museum

Recommendation:

- While good, the outreach educational programming could and should continue to grow, especially in light of the ethnic diversity of the local population and the need for further community and children-centered performances.

Standard H: Results of previous reviews

- All concerns raised in the prior review have been addressed.

Institution's Response: Responses to review committee findings and recommendations.

Faculty response:

Faculty responses are embedded with recommendations above.

Dean response:

Thank you all for your many contributions to WSU's Theatre Program Review process. All Theatre area faculty and staff members participated in various stages of this review, and I am grateful to you for your thoughtfulness and thoroughness in addressing concerns of importance to the area and to the College. I want to convey special thanks to Dr. Jenny Kokai for serving as internal team leader, and to the four individuals (John Hill, Bob Nelson, Sue Harley and K Stevenson) who served as reviewers. Having read documents associated with the Theatre area, as well as those from Music and Dance (units with whom Theatre shares space, administration and staff, some budgets and some students), I want to comment on items that I believe merit highlighting (and, in some cases, further attention and discussion).

1. As noted by the Review Committee, the Theatre area shows "genuine strength and vitality." I concur: students and faculty are confident, positive, and are engaged in educational endeavors that lead to high-caliber graduates and high-caliber productions. Like the Review Committee, my sense is that overall, Theatre is doing an excellent job.

2. Under "Challenges," the Review Committee worries about: the amount of administrative service required of some Theatre faculty members; perceptions of inequity with respect to funding of the three areas in Performing Arts; reliance on soft money for production funding, adjunct compensation, "creep" in the demands for tenure and promotion; integration of the Beverley Taylor Sorenson Endowed Chair; space availability in the VBC, and other issues. All of these worries are valid and merit discussion. From my perspective, however, the two most pressing issues are those associated with the governing/operating structures of the Performing Arts Department and the appropriate positioning of the BTS Endowed Chair.

3. With respect to the first of these pressing issues: it is time for Music, Dance, and Theatre to have a realistic discussion about their existence as a single department. All three areas were reviewed this year; all three reviews mentioned concerns associated with the union of these areas under one chair. What might be advantages/disadvantages of different organizational/governance structures? Are there ways all three areas might benefit if we were to configure them differently? What costs would accompany such a reconfiguration? Which resources can continue to be shared and which should be allocated to individual units? Theatre faculty members suggest the formation of a Task Force to analyze the situation and propose alternatives. I am supportive of this approach, and suggest such a Task Force might be called into existence before the end of summer, 2015. The Dean's Office is willing to provide funding for an internal (to the university) or external facilitator for such a Task Force up to \$1500.

After this Task Force makes recommendations about possible alternative configurations, the areas will need to determine how they want to allocate administrative, outreach, recruitment, and service roles. It may be that some release time can be allocated for taking on these duties. It also is the case that the college has been granted a second college-wide advisor (primarily to work with At-Risk students); this individual will be available to do some recruiting on behalf of departments.

4. With respect to the positioning of the BTS Endowed Chair: I wish that as dean I had been better at anticipating some of the issues that might arise when attempting to bridge the goals, visions and structural elements of an external entity (the Beverley Taylor Sorenson Foundation) with those of an academic college and department (Arts & Humanities; Performing Arts).

Funding for the BTS Chair came from the BTS Foundation and had to be used to hire an arts educator to lead arts education efforts in local public schools. The Foundation does not particularly care what department provides a home for the BTS Chair, as long as the department recognizes that most of the Chair's duties will be associated with establishing BTS programs in local elementary schools.

Faculty, of course, do care about placement of new members in departments. Although there was faculty representation from Performing Arts and Visual Arts on the Search Committee for the BTS Chair, in retrospect I wish I would have done more to clarify to committee members (and to departmental faculty not on the search) that: 1) the BTS chair would reside in—and be evaluated by—one of our departments; 2) the funding for the BTS line would not have any effect (positive or negative) on a department's arguments for additional lines; 3) the presence of a BTS Endowed Chair at WSU is a benefit to the university and community at large. With the Endowed Chair, we establish ourselves as participants in the present and future of Utah arts education, and make ourselves eligible for various state-appropriated funds. The BTS Chair Search Committee screened and interviewed many applicants. We made an offer to Tamara Goldbogen, a candidate with an impressive history of experience in Young Adult Theatre and public outreach. Given Tamara's background, I placed the BTS "line" in the Theatre area. While other Theatre faculty are primarily occupied with educating theatre majors and directing, designing, preparing our productions, Tamara's attention generally is directed to Education majors, local school teachers and principals, and to the state-wide BTS organization. This difference in focus means that many times there is limited overlap in duties and responsibilities of the BTS Chair and other Theatre faculty members.

Although there is limited overlap, Department of Performing Arts faculty members will be called upon to evaluate Tamara's progress toward tenure and promotion; assuming that progress is satisfactory, she would become a tenured faculty member in this department. In an ideal world, all of us might be attentive to and supportive of others' work, even when it differs from our own—but we are not in an ideal world. This coming academic year (2015-16) Tamara will come up for 3rd-year review within the Department of Performing Arts. Thom Priest, chair of the department, and I have encouraged Tamara to provide a full explanation of her BTS work to her departmental colleagues in order that they may understand and evaluate her accomplishments as a teacher, scholar, and administrator. After the 3rd-year review, we will re-visit the question of whether a tenure-track line in Performing Arts is the best fit for the BTS Chair. I should add: Tamara and I have discussed the possibility of shifting her position to that of Professional Staff, but her interest in and success with research publication suggests that the tenure-track is an appropriate placement for her. Similarly, given her degree (MFA), the College of Arts & Humanities appears to be her logical home. I would not want to weaken, in any way, our college's association with BTS, which is growing larger and more effective each year in bringing side-by-side arts-integrated learning to public schools.

5. With respect to other challenges: I appreciate reviewers' suggestions for enhanced staffing in support of the Costume Studio and Scene Shop, permanent funding for productions, effective resolution of venue and scheduling issues. I would encourage Theatre to present arguments for additional staff during the Dean's

Office annual Call for Position Requests; I also encourage Theatre to think as creatively as possible about sources for permanent production funding. At present, I don't see revenue sources for these items. As I mentioned at the outset, the Theatre area is quite successful. Faculty and students produce theatre that is award-winning. Students get jobs in their areas of expertise or are accepted into graduate programs for further study. If the three units in the Performing Arts Department determine that structural reconfiguration is necessary, I encourage them to move carefully, thoughtfully, to ensure that we are able to maintain and build upon our current success record.

Madonne Miner, Dean
Telitha Lindquist College of Arts & Humanities

Institutional Program Review Committee Response:

Date: October 1, 2015

Present: Madonne Miner – Provost, Craig Oberg - Chair of Faculty Senate, Kirk Hagen, Kathy Newton, Jenn Ostrowski, Doris Geide-Stevenson, Carey Campbell, Nicole Beatty, Gail Niklason and Heather Chapman– Office of Institutional Effectiveness

Guests: Jennifer Kokai, program faculty; Thom Priest, department chair; Catherine Zublin, Interim Dean

The Program Review Committee designated Theatre Arts as “a strong program with a few issues that need to be addressed.” The committee had the following recommendations:

- Address the following issues: concern about not being inclusive with adjunct faculty and related issues with online courses. These issues can be addressed in the program's Annual Assessment report of November, 2015 (if possible) or November, 2016.
- The department is encouraged to engage in close budget oversight.

The committee also cited the following:

- The Theatre program is commended for their excellent outreach efforts.
- The program's efforts towards curriculum overhaul are commended, in particular the focus on 'new works'.
- Assessment efforts by the program faculty are commended.

The committee sees no need for additional efforts in terms of this program review process and requests that the program complete its next program review in five years (2019/20).

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Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

Weber State University requests approval to offer the following Minor: Architectural Engineering Technology effective Summer 2016. This program was approved by the institutional Board of Trustees on 03/15/2016.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

The Architectural Engineering Technology (AET) Minor program prepares graduates to work in the Architecture, Engineering, & Construction (AEC) industry as qualified residential or commercial architectural designers, Building Information Modeling (BIM) specialists, BIM modelers, BIM coordinators or managers, drafters, or production team members. Students in the AET Minor will develop skills in both residential and commercial architectural design & detailing, structural design & detailing, green building & certifications, virtual design & construction applications, and rendering & animation. Students will have a strong foundation in software packages used in the AEC industry such as AutoCAD, Revit, Navisworks, 3DS Max, Sketch Up, ResCheck, Green Building Studio, and other emerging software solutions to design and document projects. The AET Minor is designed for individuals interested in being part of the virtual design and construction of buildings ranging from single family homes to large scale commercial structures or those wishing to pursue a graduate degree in Architecture, Construction Management, Structural Engineering, or a related discipline.

Students completing the AET Minor along with disciplines such as mechanical, electrical, plumbing, fire sprinkler, façade or similar contractor or design programs will be exposed to other fields that will broaden their job opportunities. It is anticipated that enrollment in the AET Minor will lead to increased enrollment in multiple programs of concentration and encourage collaboration amongst all departments being served.

The AET Minor builds on an already established pathway from concurrent enrollment high school courses, Applied Technology Colleges, and Weber State University. Articulation agreements with all USHE institutions across the state have been established so students can easily start elsewhere in the state and finish at WSU with an applicable bachelor's degree and the AET Minor.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

There is a large demand for architectural drafters and architectural and engineering managers in the local community as well as on the state and national level. A recent study completed by the Office of Workforce Services shows that there are approximately 80 annual openings along the Wasatch front for graduates with this minor coupled with a related bachelor's degree. Job titles include: Drafter, Draftsman, Architectural Designer, Architectural Drafter, Architectural Intern, Project Manager, Architectural Draftsman, CAD Technician (Computer-Aided Design Technician), BIM Specialist, BIM Manager, and Virtual Design and Construction Specialist.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/.

The AET Minor is consistent and appropriate with the mission statement that includes offering technical degrees as well as pathways to careers and ongoing educational opportunities. Graduates of the AET Minor program would contribute to the economic level of the region by being qualified for positions both in the residential and commercial sectors of the AEC industry using BIM (Building Information Modeling) and LEED (Leadership in Energy and Environmental Design).

No accredited AET programs exist west of the Mississippi. This minor is related but not in direct competition to a traditional architecture degree. The minor classes concentrate on the constructability or structural aspects of the built environment (how to make a building stand up) coupled with the technology aspect of virtually designing and constructing a building.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

The Design Engineering Technology (DET) program, housed within the Engineering Technology Department in the College of Applied Science and Technology, is fully prepared for the AET Minor and all resources are currently available. No additional courses or curriculum will need to be developed for the program as all classes are currently being taught as part of the required courses in the DET bachelor's degree. The AET Minor program would result in an increase in enrollment in the DET courses required by those who are interested in supplementing their current degree of study such as those in Interior Design Technology and Construction Management Technology.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
DET 1040		Intro to Residential Architecture (AutoCAD)	3
DET 1350		Residential Architectural Design (Revit Basics)	3
DET 2000		Intro to Commercial Architecture & BIM (Intermediate Revit) *	3
DET 2660		Architectural Structural Design & Detailing (Revit Structure) **	3
DET 3000		Green Building Methods & Certifications	3
		* DET 2000 is a prerequisite for higher-level DET courses	
		** DET 2660 requires MATH 1050 as a prerequisite	
Add Another Required Course			
Required Course Credit Hour Sub-Total			15
Elective Courses			
		Select an additional 9 credit hours from the following:	9
DET 3400		Rendering Basics (Photoshop/ 3DS Max) - 3	
DET 4350		Virtual Design & Construction Applications - 3	
DET 4400		Animation Basics (3DS Max) - 3 *	
DET 4830		Directed Readings (ASC Competition) - 1-3	
DET 4920		Study Abroad (Service Learning Construction Project) - 1-4	
		* DET 4400 requires DET 3400 as a prerequisite	
Add Another Elective Course			
Elective Credit Hour Sub-Total			9
Core Curriculum Credit Hour Sub-Total			24

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below

Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Weber State University
 Proposed Program Title: Supply Chain Management Minor
 Sponsoring School, College, or Division: John B. Goddard School of Business & Economics
 Sponsoring Academic Department(s) or Unit(s): Department of Business Administration
 Classification of Instructional Program Code¹ : 52.0203
 Min/Max Credit Hours Required of Full Program: 15 / 18
 Proposed Beginning Term²: Fall 2016
 Institutional Board of Trustees' Approval Date: 03/15/2016

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input checked="" type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
	<i>Credit Hours for NEW Emphasis Only:</i>	Min Cr Hr	/	Max Cr Hr	
	<i>Current Major CIP:</i>	6 - Digit CIP			
	<i>Current Program Title:</i>				
	<i>Current Program BOR Approval Date:</i>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Madonne Miner

Date: March 15, 2016

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

**Utah System of Higher Education
Program Description - Abbreviated Template**

Section I: The Request

Weber State University requests approval to offer the following Minor: Supply Chain Management Minor Supply Chain Management Min effective Fall 2016. This program was approved by the institutional Board of Trustees on 03/15/2016.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

The purpose of the Supply Chain Management (SCM) minor is to broaden the qualifications of graduates from Weber State's Engineering Technology (ET) programs to help them be more successful in the job market. The trend to outsource production to suppliers, often in other countries, has been transforming the manufacturing industry for the last decades and has added to the desired qualifications for ET graduates. In addition to technical skills from the engineering side, these graduates are required to evaluate suppliers for sourced components and to manage a supplier-buyer relationship. These skills are at the core of a supply chain management education. Therefore, this minor is an ideal fit to broaden the qualifications of ET graduates to adapt to the changing environment in industry.

A feature of the proposed minor program is ET students will join SCM business students in the same classes, from the introductory class through an abbreviated curriculum. This will allow ET students to make connections with business students and be immersed in the business school rather than being taught apart from them. The Goddard School of Business also welcomes the different point of view the ET students can bring to enrich classroom discussion.

In a poll of the current Manufacturing Engineering Technology (MFET) senior project class, comprised of 27 students, 20 of the students felt that offering a minor in SCM would enhance the program and their chances of employment. This informal survey is indicative of the general support in the MFET program.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Supply chain management plays a significant role in most northern Utah manufacturing firms where Engineering Technology graduates find employment. Since materials and purchased components for local manufacturing firms often comprise 50% of the cost of current products, supply chain management is critical to the firm's success. Because of this, Engineering Technology industrial advisory boards routinely ask the programs to broaden the ET students' business perspective. Adding a minor in Supply Chain Management can address these industrial concerns.

Attached are letters of support from Orbital ATK and Leanwerks, two firms which regularly recruit from WSU. They both express strong interest in graduates with the new minor.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/.

The proposed minor is consistent with the Institutional Mission in that it will help the university be recognized as an educational and economic leader for the region. The minor will positively contribute to the economic development of the region, in particular supporting the aerospace and manufacturing industries important to Utah's economy, and will improve student readiness for the job market.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

Because the minor consists exclusively of existing courses in SCM, no additional cost will be incurred for the institution. As students enroll in the minor, they join business students in existing courses and therefore increase enrollment in SCM classes. Thus, this minor can lead to improved capacity utilization and reduce the average cost per credit hour.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
SCM 3050		Operations and Supply Chain Management	3
SCM 3500		Spreadsheet Modeling for Decision-Making	3
SCM 3600		Logistics & Transportation	3
SCM 3700		Purchasing & Strategic Sourcing	3
SCM 4100		Quality Management & Process Improvement (or MFET substitute course)	3
SCM 4400		Global Supply Chain Management	3
Add Another Required Course			
Required Course Credit Hour Sub-Total			18
Elective Courses			
Add Another Elective Course			
Elective Credit Hour Sub-Total			
Core Curriculum Credit Hour Sub-Total			18

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.

Students have to complete the introductory course SCM 3050 first.

SCM 4100 is a required course. However, students that take MFET 4590, MFET 3810 and MFET 3910 can substitute these courses for SCM 4100. These courses provide students with similar knowledge to SCM 4100. Since these MFET courses are required in the MFET program, credits from these courses will be counted towards an MFET degree.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below



Dr. Sebastian Brockhaus
Assistant Professor of Supply Chain Management
John B. Goddard School of Business & Economics
Weber State University

Subject: Supply Chain Management Minor

Dr. Brockhaus,

ATK Orbital Aerospace Structures Division has been extremely pleased with the caliber of Weber State University's Manufacturing Engineering Technology and Supply Chain Management students that we have hired. The skills that they exhibit are exceptional, current, and relevant to our needs.

We are supportive of Weber State University's plan to offer a Supply Chain Management Minor to its Engineering Majors. We believe that this additional education would be of value to students graduating from your Engineering programs. Both Programs focus on problem analysis and problem solving skills which are essential to the success of our company operations.

Please do not hesitate to contact me with any questions.

Warmest Regards,

A handwritten signature in blue ink that reads "Patrick Russell". The signature is fluid and cursive, with the first name "Patrick" and last name "Russell" clearly distinguishable.

Patrick Russell, C.P.M.
Vice President, Orbital ATK Operations & Supply Chain Management
801-775-1784 Office
801-745-5469 Cell
patrick.russell@orbitalatk.com

----- Forwarded message -----

From: **Reid Leland** <ReidL@leanwerks.com>

Date: Mon, Feb 8, 2016 at 10:21 AM

Subject: RE: MFET and Supply Chain Management

To: Ricky Orr <rworr@weber.edu>, "Ripke, Mark" <mark.ripke@boeing.com>, "markc@setpointusa.com" <markc@setpointusa.com>

Cc: Paul Harbath <PaulH@leanwerks.com>

Rick,

After reviewing the course titles in your proposed Supply Chain Management minor, I can say that I would be **extremely** interested in a MET or MFET student with this minor. In our 12½ years in business, the work of “supply chain management” that includes vendor evaluation/selection/management, purchasing, scheduling, and data base integration all in the context of keeping the production floor humming is a huge and largely unmet challenge. Let me know if there is anything I can do to further this initiative.

Best,

Reid

Reid Leland PE

President

[801-621-2134](tel:801-621-2134) dir

[801-643-5725](tel:801-643-5725) cell

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Ogden UT, 84401 USA

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**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Weber State University
 Proposed Program Title: Controls Technology
 Sponsoring School, College, or Division: College of Engineering, Applied Science and Technology
 Sponsoring Academic Department(s) or Unit(s): Engineering Technology
 Classification of Instructional Program Code¹ : 15.0406
 Min/Max Credit Hours Required to Earn Degree: 66 / 69
 Proposed Beginning Term²: Fall 2016
 Institutional Board of Trustees' Approval Date: 03/15/2016

Program Type (check all that apply):

<input checked="" type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Professional Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Madonne Miner _____

Date: March 15, 2016

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Associate's degree(s): Controls Technology effective Fall 2016. This program was approved by the institutional Board of Trustees on 03/15/2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Controls Technology program will prepare graduates to work in industry as qualified technicians in highly automated manufacturing environments. Graduates of the Controls Technology program will have knowledge and applied skills in electronics, robotics, mechanics, and automated control systems. The Controls Technology program provides a pathway from an ATC Industrial Automation Maintenance Technician (IAMT) certification to the AAS Controls Technology degree. The pathway is a result of a strong collaboration between industry partners; high school Career and Technical Education (CTE); Bridgerland, Ogden-Weber, and Davis Applied Technology Colleges (ATCs); and Weber State University.

The AAS Controls Technology degree is designed for individuals interested in plant maintenance, installation and support of automated equipment, and manufacturing assembly processes. The degree has a strong focus on automation and controls, building on the practical experience and skills gained from the ATC coursework. This degree differs from the current AAS Electronics Engineering Technology degree; it contains a concentration of automation and controls courses that builds on the IAMT certification foundation to prepare graduates for technical support positions in highly automated facilities.

The Controls Technology AAS degree will satisfy a need that local employers have in their automated manufacturing facilities for qualified technicians responsible for the installation, maintenance, and support of highly automated equipment.

Production operators in automated manufacturing facilities obtain an operator certification, Operator Level I, requiring 600 hours at an ATC that certifies them to run automated equipment. Maintenance technicians must additionally possess an Industrial Automation Maintenance Technician (IAMT) certification to perform preventative maintenance on the automated equipment, requiring a minimum of 900 hours at the ATC.

The next step in the progression is a promotion to a controls engineering technician, a qualified individual with the ability to install automated equipment, troubleshoot and repair systems, and make software changes to automated processes. Several of Weber State's industry partners along the Wasatch Front require that employees possess an associate's degree in Controls Technology to be considered for the controls engineering technician positions (see letters of support).

Industry partners and representatives from local ATCs, CTE, and Weber State University attended a Controls Technology Degree Design Summit on January 30, 2015 at Autoliv to discuss the immediate need for this degree and to develop a pathway from CTE and the ATCs to Weber State University that would acknowledge credit for completed IAMT certifications. Part of the AAS Controls Technology degree would include a block of credit at Weber State University, 22 credit hours, for completion of the IAMT certification. The applied skills obtained through the IAMT certifications are a necessary and valuable part of a Controls Engineering technician career path and add significantly to an engineering technology degree.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policy312/.

The AAS Controls Technology Program is consistent with Weber State University's mission statement that includes offering technical degrees. It also provides access to higher educational opportunities. Graduates of the Controls Technology program

would contribute significantly to the economic level of the region and satisfy a growing need for degreed technicians who can support highly automated manufacturing facilities.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The Engineering Technology program representatives met with an Industrial Advisory Board consisting of members from local industry. Requests from the advisory board have been made to develop a pathway for engineering technology students who are capable of designing, programming, and maintaining automated processes.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

There is a large demand for electro/mechanical technicians in the neighboring community as well as on the state and national level. Graduates from a two-year Controls Technology program obtain positions as:

- Automation engineering technicians
- Electro-mechanical technicians
- Designers
- Field service technicians
- Industrial engineer technicians
- Product support technicians
- Inspectors
- Test technicians
- Electrical/Mechanical drafters

Annual Median Salary \$56,840 with Associate's degree

Found online at <http://jobs.utah.gov> on March 4, 2015.

Electrical / Electronic

	Current	Annual Openings	Projected
Utah	2130	50	2240
National	151,100	3180	154,000

Electro/Mechanical

Utah	140	10	180
National	17,300	430	18,000

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Many current EET and MFET students take additional courses in ET disciplines to enhance their education. They have requested a cross-discipline program that would increase their marketability. Students from industry who possess certifications from ATCs are very interested in obtaining a technical degree that will enable them to advance within their companies.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

UVU offers an AAS in Mechatronics Technology Program. Industrial companies local to Weber State University have tried to recruit graduates from UVU but are unsuccessful in retaining them in northern Utah. Additionally, there is an existing demand in the Salt Lake area for the graduates of the AAS Mechatronics Technology program at UVU. Weber State's industry partners have been forced to recruit from out-of-state which is extremely expensive and often results in low retention rates.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higherutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

SLCC offers an AAS EET, Electronics Technician certificate, AS Mechanical Engineering and AS Manufacturing Engineering. The WSU EET program collaborated with SLCC to establish an AAS EET degree at SLCC that mirrors Weber State's existing AAS EET program. This provides a pathway from SLCC for students that complete the AAS EET to pursue the BS EET at Weber State University. The Controls Technology degree is a collaboration with the ATCs and offers a pathway for students who complete the IAMT certification.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The AAS Controls Technology degree is a non-accredited degree. Industry partners, advisory board committee members and ATC Technical Education partners were all involved in the development of the AAS Controls Technology degree. Several industry partners have submitted letters of support for this new program.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

The AAS Controls Technology degree requires 69 total credit hours. Students must receive a C or better in all program required courses and complete all General Education requirements.

Admission Requirements

List admission requirements specific to the proposed program.

No special admission or application requirements are needed for this program.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The Engineering Technology Department is fully prepared to offer the Controls Technology program and all resources are currently in place. No additional courses or curriculum will need to be developed for the AAS degree. Credit for the IAMT certification from the ATCs will be given toward the AAS Controls Technology degree. The IAMT certification must include at least 900 hours of coursework offered by the ATCs which would be accepted as a block of 22 credit hours toward the AAS Controls Technology.

The 900 hour ATC certification includes knowledge and skills in the following areas:

- Industrial safety
- Industrial automation
- Electrical motors
- Programmable Logic Controllers
- Fundamental Electronic Circuits
- Industrial Robotics
- Human Machine Interfaces
- Troubleshooting
- Soldering

The IAMT certification provides an applied technical foundation for the AAS Controls Technology program.

The AAS Controls Technology degree includes 20 hours of coursework in Electronics Engineering Technology and Manufacturing Engineering Technology. Twenty-four credit hours in math and WSU general education requirements must also be fulfilled. Forty-four credit hours in coursework would be required with the block of 22 credit hours from the ATC certification for a total of 66 credit hours for the AAS Controls Technology degree.

The AAS Controls Technology degree would result in an increase in enrollment in the Electronics Engineering Technology program at Weber State University.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

No additional faculty will be required for the Controls Technology program. The courses are already developed and taught regularly. An increase in enrollment would be expected in the Electronics Engineering Technology courses.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

No additional staff will be required for the Controls Technology program.

Student Advisement

Describe how students in the proposed program will be advised.

The Engineering Technology department has a dedicated advisor for all programs and a General Education advisor. Additionally, each program has a faculty advisor who meets with students once per year.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

No additional Library resources will be required since all of the courses in the proposed program are already existing courses and sufficient Library resources exist.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The program educational goals for the AAS Controls Technology program are consistent with the goals of the Engineering Technology programs, to assure specifically that:

1. Graduates will receive an applications-oriented education and upon completion will be prepared to make significant contributions in technology-based career fields.
2. Graduates will demonstrate requisite technical skills for building, testing, operating, and maintaining automated and electronic systems.
3. Graduates will demonstrate their knowledge using oral, written, and graphical communications.
4. Graduates will have the abilities and skills to work in a variety of different industries and businesses including manufacturing, mechanical, electrical, architectural, and government.
5. Graduates will demonstrate a commitment to quality, ethics, service and continuous improvement in personal and professional situations.

The Program Educational Goals are generated by department faculty and reviewed by the Industry Advisory Committee. Only after approval by the Industry Advisory Committee are they formalized. They are then reviewed every other year and modified as needed to make certain that they remain consistent with the institutional mission, the program constituents' needs and these criteria.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

At the end of their study, Controls Technology students will have attained the ability to:

- apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities;
- apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge;
- conduct standard tests and measurements, and to conduct, analyze, and interpret experiments;
- function effectively as a member of a technical team;
- identify, analyze, and solve narrowly defined engineering technology problems;
- apply written, oral, and graphical communication in both technical and non-technical environments, and be able to identify and use appropriate technical literature;
- understand the need for and be able to engage in self-directed continuing professional development;
- address professional and ethical responsibilities, including a respect for diversity; and
- possess a commitment to quality, timeliness, and continuous improvement.

These goals were selected to remain compliant with the current ABET accreditation that the EET program possesses. The Controls Technology degree is a non-accredited degree.

The Controls Technology program will use the following tools for assessment:

- Direct Assessment - course or program embedded assessment tools
- Course assignment, quiz, and exam scores - 70% or better is a passing grade
- Certifications
- Course Rubrics - used for student projects in project-based courses
- Indirect Assessment - program surveys and program reviews
- Industry Advisory Board - Annual industry advisory board review

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
EET 1130		Digital Systems	4
EET 1140		DC Circuits	3
EET 2010		AC Circuits	3
EET 2120		Power and Motors	4
EET 2170		Industrial Controls	3
MFET 4580		Process Automation	1
MFET 4580L		Process Automation Lab	2
MFET 2410		Quality Concepts and Statistical Applications	3
MATH 1010		Intermediate Algebra	4
PHYS PS1010		Elementary Physics	3
COMM HU2110		Intro to Interpersonal Communications	3
ECON SS1010		Econ as a Social Science	3
ENGL EN2010		Intermediate Writing	3
NTM 1701		Intro to Word Processing	1
NTM 1703		Intro to Spreadsheets	1
MATH 1060		Trigonometry	3
Required Course Credit Hour Sub-Total			44
Elective Courses			
		Block of credit IAMT Certification Applied Technical College	22
Elective Credit Hour Sub-Total			22
Core Curriculum Credit Hour Sub-Total			66

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The Controls Technology degree will accept a block of credit from the local ATCs for an Industrial Automation Maintenance Technician certification that requires a minimum of 900 hours. The credits will be transferred to Weber State University as a block of 22 credit hours towards the AAS Controls Technology degree.

As part of the articulation agreement with the ATCs, the prerequisite EET 1110 will be covered in the block of transfer credits for the IAMT Certification.

The prerequisite for ENGL 2010 is "ENGL 1010 with C grade or better, AP Language and Composition or Literature and Composition examination with a score of 3 or better, ACT English and Reading score of 29 or better, CLEP with essay test with a score of 50 or better, or articulated transfer credit from another regionally accredited college or university." Should a student need to take ENGL 1010, the total credit hours will be 69, within the maximum allowed for an AAS.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
EET 1130 Digital Systems	4	EET 1140 DC Circuits	3
MATH 1010 Intermediate Algebra	4	MATH 1060 Trigonometry	3
NTM 1701 Intro to Word Processing	1	NTM 1703 Intro to Spreadsheets	1
ECON SS1010 Econ as a Social Science	3	PHYS PS 1010 Elementary Physics	3
Total	12	Total	10
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
EET 2010 AC Circuits	3	MFET 2410 Quality Concepts and Stats	3
EET 2120 Power and Motors	4	COMM HU2110 Intro to Interpersonal Comm	3
EET 2170 Industrial Controls	3	MFET 4580 Process Automation	1
		MFET 4580 Process Automation Lab	2
		ENGL 2010 Intermediate Writing	3
Total	10	Total	12
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Total		Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	1	3	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters	10		
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			3
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Julanne	McCulley	T	Masters	Arizona State University	50%	
	Rick	Orr	T	Masters	Massachusetts Inst of Tech (MIT)	10%	
	Fred	Chiou	TT	Doctorate	Georgia Tech	50%	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	80	100	120	120	120	120
# of Majors in Proposed Program(s)	////	6	8	10	12	12
# of Graduates from Department	12	12	12	14	14	14
# Graduates in New Program(s)	////	0	2	4	4	4
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,138,685	\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)	\$50,000	\$200,000	\$0	\$0		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES	////	\$200,000	\$0	\$0		
TOTAL EXPENSES	\$1,188,685	\$1,388,685	\$1,188,685	\$1,188,685		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$1,188,685					
Appropriation						
Special Legislative Appropriation						
Grants and Contracts		\$200,000				
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$200,000	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$1,188,685	\$1,388,685	\$1,188,685	\$1,188,685		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

There are no new expenses associated with the AAS Controls Technology program. All courses are existing.

The \$200,000 expenditure in year 1 is related anticipated funding from a Collaborative Department of Labor Proposal (see Revenue Narrative 2 below).

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

N/A

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Funding through a Collaborative Department of Labor Proposal, which will be submitted in March 2016, to purchase new automation equipment and provide training for faculty. The entire DOL proposal is around \$1.5 million, which includes funding for DATC, OWATC, and BATC as well.

Associate of Arts with an Art Pre-Major

New Program Proposal

WSU New Program Proposal

Degree Type: Associate of Arts

Type: Pre-Major

Complete Program Description: An Associate of Arts with an Art Pre-major degree will indicate that the recipient has completed all WSU AA degree requirements plus the Studio Foundations curriculum in visual art and design. These studio courses are also required for the Bachelor of Arts degree and for eligibility to apply for admission to the Bachelor of Fine Arts degree.

Purpose of Degree: An Associate of Arts with an Art Pre-major degree will provide WSU students basic/introductory skills that they will be able to use in their professional endeavors upon graduation, or to use moving forward with other degrees. It will also serve as a significant milestone for students working towards a Bachelor of Arts (General Art) degree or Bachelor of Fine Arts degree in the department's five studio specializations. In addition, the AA degree will give students the chance to explore different areas within the department and gain a well-rounded education in the visual arts at the Associate's degree level.

Institutional Readiness: The administrative and organizational structures are already in place to support this degree. The degree will not impact the delivery of lower-division education. Courses associated with this major also apply to BA General Art and BFA degrees.

Faculty: We do not anticipate the need for additional faculty to offer the Associate of Arts. All courses associated with the degree are currently being offered in the department and taught by both tenure-track and adjunct faculty.

Staff: We do not anticipate the need for additional staff to offer the Associate of Arts.

Library and Information Resources: Since there are no additional resources required for the Associate of Arts, we will not need additional resources from the library. Current library holdings and article databases support the department's four-year degrees and will similarly support this program.

Admission Requirements: All students pursuing the Associate of Arts must follow the regular application process for admittance to WSU.

Student Advisement: Students are advised by art and design faculty, the Department of Visual Arts & Design advisor, and the academic advisor for the College of Arts & Humanities. Responsibility for lower division advising is shared in the department by the department chair and the departmental academic advisor.

Justification for Graduation Standards and Number of Credits: The Associate of Arts with an Art Pre-major degree will include completion of required WSU General Education coursework and other requirements as established by USHE guidelines, as well as the Department of Visual Art & Design's foundational curriculum, plus two courses at the introductory level in the department's studio areas (Graphic Design, Two-dimensional media, Three dimensional media, or Photography/Lens-based media).

External Review and Accreditation: The Associate of Arts with an Art Pre-major degree will fully align with our existing discipline-specific accreditation through the National Association of Schools of Art & Design (NASAD). NASAD recognizes the Associate of Arts degree, and our proposal conforms to accreditation standards. The lower division coursework in foundations and studio art outlined in this program proposal already forms the core of our Bachelor of Arts and Bachelor of Fine Arts degrees.

Projected Enrollment

Year 1

Student Headcount 20

of Faculty 25

Student to-Faculty Ratio 1:1.5 (approx.)

Year 2

Student Headcount 20

of Faculty 25

Student to-Faculty Ratio- 1:1.5

Year 3

Student Headcount 50

of Faculty 25

Student-to-Faculty Ratio 2:1

Year 4

Student Headcount 50

of Faculty 25

Student-to-Faculty Ratio 2:1

Year 5

Student Headcount 50

of Faculty 25

Student-to-Faculty Ratio 2:1

NEED

Program Need By offering an Associate of Arts with an Art Pre-major we recognize a significant milestone for students working towards a Bachelor of Arts or Bachelor of Fine Arts. The Art Pre-major offers a solid benchmark for students to achieve as they progress toward four-year degrees. WSU students will also benefit from this degree by acquiring basic skills that they will use in their jobs upon graduation. The Governor of Utah and the Utah Legislature have presented a goal to have 66% of Utah residents complete a college degree, including an Associate's degree. This program will offer them another opportunity to reach that goal.

Labor Market Demand Skills and knowledge gained through earning the Associate of Arts with an Art Pre-major degree will position graduates favorably to continue their pursuit of a BA or BFA in Art or Graphic Design. Earning a university degree has been repeatedly shown to increase both employment opportunities and earning potential.

The U.S. Bureau for Labor Statistics has demonstrated that students who earn an Associate's degree have an unemployment rate of 7%, while those with only a high school diploma may experience unemployment at a rate of 10% or greater (see www.bls.gov, 2010). Graduates who had earned a bachelor's degree received a median weekly salary of \$1,038 in 2010, while holders of only a high school diploma earned \$712 weekly (*ibid.*).

Student Demand The Department of Visual Art & Design currently has over 300 majors across the various four-year degree programs, and we anticipate that a significant portion of these majors will be interested in the opportunity to secure a two-year degree in the department. Full time students will be able to complete the Associate of Arts with an Art pre-major within their first two years of study at WSU. Most will complete this degree on the way to a Bachelor of Arts or Bachelor of Fine Arts degree. The Associate's degree allows students to explore different areas within the department and gain a well-rounded education in the visual arts and offers a solid benchmark for students to achieve as they progress toward other degrees.

Similar Programs	Only two state universities offer an Associate of Arts in Art: Utah Valley University and Snow College. As both schools are located further from the Northern Utah/Ogden area, offering an Associate of Arts with a Pre-major in Art will give students in this geographic location the chance to pursue this type of degree locally.
Collaboration with and Impact on Other USHE Institutions	The coursework for the Art Pre-major is readily transferable to other USHE Institutions.
Benefits	The Associate of Arts with an Art Pre-major will provide students with the incentive to complete a significant body of the coursework towards a Bachelor of Arts degree and to work efficiently on the requisite coursework that must be completed in order to be eligible for application (portfolio-based) to the Bachelor of Fine Arts degree program. These courses are readily transferable to other USHE Institutions.
Consistency with Institutional Mission	The Associate of Arts with an Art Pre-major will identify a shorter term goal that will help students move towards the Bachelor of Arts. All art and design students experience an engaging learning environment with extensive personal contact with faculty, staff and students. The Art Department provides students with experiences that will help them function as professionals in the broadest sense, and as educators. They have opportunities to develop creative, problem solving, and critical thinking skills in a variety of situations

PROGRAM AND STUDENT ASSESSMENT

Expected Levels of Achievement/ Program Outcomes	The Associate of Arts with an Art Pre-major will enable a significant number of students to earn a degree within the first two years of their study at Weber State University. We anticipate approximately five students will be able to obtain the degree in the first year, 10 students in the second year, and, thereafter, we would expect approximately 30 students each year.
Program Assessment	The Associate of Arts with an Art Pre-major will be assessed according to a modified version of the current rubric used for students completing requirements toward a Bachelor's degree. By receipt of the AA degree, students should: <ul style="list-style-type: none"> • Possess a basic knowledge of visual culture; • Demonstrate abilities in generating solutions to traditional and non-traditional problems in 2D and 3D visual media; • Be able to demonstrate basic familiarity with 2D and 3D media processes; • Possess skills in oral and written communication as they pertain to the visual arts; • Be able to effectively do research using contemporary and traditional methods; • Be able to think critically--students should be able not only to analyze a work of art using traditional methods but should also be able to develop thoughtful new interpretations; and • Be able to express their personal thoughts, ideas, or emotions through visual media.
Expected Standards of Performance	Expected standards of performance for AA degree students will be the same as those applied to first and second year students seeking the BA or BFA degree in Art. These include the successful completion of required WSU General Education coursework, and other requirements as established by USHE institutions, and completion of required Art department courses. Courses specific to the Department of Visual Art & Design address the department's desired learning outcomes. Students graduating from WSU's Dept. of Visual Art & Design should: <ul style="list-style-type: none"> • Possess a basic knowledge of visual culture from prehistoric to contemporary times; • Have an awareness of the richness of cultural diversity through the study of creative work from many cultures; • Demonstrate abilities in generating solutions to traditional and non-traditional problems in 2D and 3D visual media; • Be able to demonstrate basic competencies in drawing, photography, and digital visual media;

- Possess skills in oral and written communication as they pertain to the visual arts;
- Be able to effectively do research using contemporary and traditional methods;
- Be able to think critically--students should be able not only to analyze a work of art using traditional methods, but should also be able to develop thoughtful new interpretations; and
- Be able to express their personal thoughts, ideas, or emotions through visual media.

PROGRAM CURRICULUM

All Program Courses

Studio Foundations Courses

All Art pre-majors are required to take the five Studio Foundations courses: ART 1040 Orientation to Visual Studies, ART 1110 Drawing I, ART 1120 Design: 2D, ART 1130 Design: 3D, and ART 1140 Color Theory.

Studio Electives

In addition, choose two studio elective courses at the 2000-level, for which the Studio Foundations courses serve as prerequisites. Suggested courses include: ART 2200 Introduction to Printmaking, ART 2250 Foundations of Photography: Black & White/Analog, ART 2310 Introduction to Ceramic Art, ART 2350 Small Metals/Jewelry I, ART 2430 Introduction to Graphic Design, ART 2450 Foundations of Photography: Color/Digital, ART 2600 Painting I, ART 2700 Sculpture I, and ART 2750 Foundations of Video Art.

INFORMATION

Did this proposal receive unanimous approval within the Department?

Yes

Explain how this program will differ from similar offerings by other departments. Also explain any effects this proposal will have on program requirements or enrollments in other departments including the Bachelor of Integrated Studies Program.

We do not anticipate any negative effects upon other WSU programs. There are no similar offerings at WSU.

Indicate the number of credit hours for course work within the proposed program: 63

Education and Training of Personnel

I. REFERENCES

No. 3-69	Date
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PPM 3-2, Employee Definitions

PPM 3-32a, Fair Labor Standards Act (FLSA)

II. DEFINITIONS

- A. "Employee" - executive employees, faculty, adjunct faculty, exempt staff, administrative non-exempt staff, and non-exempt staff, as defined by PPM 3-2. This does not include hourly and student workers.
- B. "New Employee" – an employee who has not continuously worked for the University during the past 2 years.

III. POLICY

University employees must become educated on specific topics through training as a condition of employment and access to University systems in order to assist employees to comply with federal or state law and University policy and to become fully contributing members of the University. Required training must be completed or refreshed as outlined on an approved schedule.

A. Institutional Responsibilities.

The University has the responsibility to determine what training will be required of employees. Specific topics for mandatory training required by employees will be approved by President's Council at least once every three years. Interested groups or persons may make recommendations for types of training to be considered for President's Council approval. President's Council may determine that different groups of employees must have different types of training. President's Council will determine appropriate time frames for employees to become trained, including approving a schedule for employees to become refreshed on specific topics. Supervisors may require employees to complete other training based on employee job duties or needs. Management of this policy will be the responsibility of the Human Resources Department. Information regarding training requirements and completion will be made available to all employees and supervisors. Training will be provided in a manner that is reasonable and as convenient as practicable.

B. Employee Responsibilities.

All new employees must become educated on the specific topics approved by President's Council through training within time frames designated by President's Council. Employees who transfer between departments, assume a new role, or take on additional or different responsibilities which necessitate additional training must become educated on specific topics relative to their new position as approved by President's Council through training within time frames designated by President's Council. Employee education on specific topics must be refreshed on a regular basis as outlined on an approved schedule. Employees must complete all other job specific mandatory training as otherwise required by the University and/or their supervisor.

C. Supervisor Responsibilities.

Supervisors, including, but not limited to division heads, directors, deans, department chairs, as well as others exercising supervisory authority as designated by the Human Resources Department, are responsible to ensure that employees who report to them attend mandatory training sessions on specific topics approved by President's Council. Supervisors must allow non-exempt employees to participate in such training and receive compensation for such participation, when required by the Fair Labor Standards Act or University policy. Supervisors have the responsibility to notify the employee and the Human Resources department when employee responsibilities change such that additional training on the topics approved by President's Council would be necessary. Supervisors have the responsibility for providing or facilitating appropriate training for hourly and student workers. Supervisors must attend supervisor training and Performance Review Enrichment Program (PREP) Training provided by the Human Resources Department, prepared in consultation with University Legal Counsel.

Board of Trustees Personnel and Academic Policy Committee

Sabbatical Leave Requests:

Siân Griffiths (fall 2016)

Dr. Griffiths intends to write short stories for a story collection and hopes to be accepted for an artistic residency. She has a strong track record of publication and this sabbatical will help her to continue developing her craft.

Karen Moloney (fall 2016)

Karen intends to revise and submit an essay of creative nonfiction, another of Irish literary criticism and her play *Watermarked*. She also is planning to teach composition at UCLA in order to benchmark her WSU pedagogies and grading policies with a different group of students. Her last sabbatical was the 2012-13 academic year.

Eva Szalay (fall 2016)

Eva's primary goal will be to address the creation of new course content as well as developing online course content. She also wishes to build on current sustainability projects. In addition to scholarship and teaching she proposes to pursue service to the profession opportunities to assist in expanding the German program.

Cheryl Hansen (fall 2016)

Cheryl would like to research new partnerships for the French Study Abroad program in France and possibly Quebec, Canada. She will also work on program changes with the University of Rochelle. She also plans to work with local concurrent enrollment schools and supervise student teachers as needed. Her last sabbatical was spring 2009.

Alicia Giralt (fall 2016)

Alicia proposes to continue her research on the social-economic causes of maternal mortality among the Mayan women and girls of Guatemala. She has surveyed about 900 Mayan students and needs time to analyze the data that has been collected. Her last sabbatical was fall 2012.

Shi-Hwa Wang (spring 2017)

Shi-Hwa plans to study various intonation methods that may be used in tuning violins. This research helps musicians understand and appropriately apply different tuning strategies in various performance settings. He plans to disseminate his research through presentations and publications. His last sabbatical was spring 2009.

Yu-Jane Yang (spring 2017)

Yu-Jane proposes to use this time to study new advancements in music technology. Goals of the study include implementing distance piano teaching via the Internet and creating a way for students around the world to audition using the Disklavier piano. She has already identified leaders in this field to mentor her project. Yu-Jane's proposal will help improve instruction and promote the Lindquist College. Her last sabbatical was spring 2009.

Joshua Winegar (fall 2016)

Mr. Winegar proposes a creative research-intensive sabbatical, during which he will complete the construction of a custom-designed large format analog view camera. He plans to use this camera for a new body of landscape work focused on the American West. The work that Josh creates for this project will doubtless be included in important exhibits in Utah and beyond, providing meaningful dissemination of his work.

John Mull (spring 2017)

Dr. Mull plans to use the sabbatical leave to generate a “science trade book” (a science book for the general public) that will focus on the natural history and ecology of the Western Harvester Ant. His last sabbatical leave was fall 2012.

Ron Meyers (fall 2016)

Dr. Meyers proposes to expand his past research on muscle function in vertebrates by studying the differences in function between leg muscles in perching birds vs. shorebirds while in flight. His last sabbatical leave was spring 2009.

Michelle Arnold (fall 2016)

Dr. Arnold proposes to define new learning goals for the intro lab program and to then apply a consistent pedagogical approach to redesign all 25 labs used in introductory physics based on current disciplinary research and the incorporation of modern technology. She also hopes to be able to compile the existing assessment data from the Phield Based Physics (PBP) Innovative Teaching project into one or more manuscripts. Her last sabbatical leave was spring 2010.

John Sohl (spring 2017)

Dr. Sohl plans to complete the analysis of existing data collected with colleagues at U of U and USU on ozone air-pollution along the Wasatch Front, and to then compile and publish those data in appropriate journals. His last sabbatical leave was spring 2012.

Karen Nakaoka (spring 2017)

As part of the requested sabbatical, Dr. Nakaoka proposes to carry out (with students) several lab-based projects involving a number of different bacteria species, complete a paper for publication on Enterococcus, present her research at a scientific meeting, and prepare an article on the importance of vaccination that includes various case studies and teaching modules for publication in an educational journal. Her last sabbatical leave was spring 2013.

Daniel Schroeder (2016-2017 academic year)

As part of the requested sabbatical, Dr. Schroeder proposes to “develop materials to modernize the teaching of undergraduate quantum mechanics.” His last sabbatical leave was 2004-2005 academic year.

Kathy Culliton (2016-2017 academic year)

Dr. Culliton has asked to work on research that will culminate in the presentation of three models for faculty practice that have the potential to be presented and adapted at Weber State University.

Greg Lewis (spring 2017)

Dr. Lewis proposes to conduct research at several sites in China and the U.S. to supplement his doctoral dissertation research on Chinese economic history and to write a scholarly monograph based on his

dissertation and sabbatical research. Additionally, Dr. Lewis will design one or two new courses on China and East Asia. His last sabbatical leave was July 2010-June 2011.

Eric Swedin (spring 2017)

Dr. Swedin proposes to complete the research and writing of a book for which he has a contract with the University of Nebraska Press, regarding the military history of the LDS Church-the only religious group in American history to have actually fielded their own military force. His last sabbatical leave was fall 2011.

Julie Rich (fall 2016)

Dr. Rich proposes two projects while on sabbatical: to complete the analysis of dune deposits from the Bruneau Dunes in Idaho, and write and submit an article for scholarly peer-reviewed publication; and to transfer the Global Education Opportunity program to WSU and the Center for Community-Engaged Learning. Her last sabbatical leave was fall 2012.

Bruce Bayley (fall 2016)

Dr. Bayley proposes to write an e-book about Correctional Special Operations Teams, with which he served while a corrections officer. The book will be a work of scholarship in an important and expanding mode of publication; it will be used by students and professionals in the field; and it will allow him to enhance his relationships with the professional community.

Daniel Bedford (spring 2017)

Dr. Bedford will use his sabbatical to expand to universities across Utah his research project on student attitudes toward, and knowledge of, climate change issues. Dr. Bedford will also take a course on the latest developments in cartographic methods. His last sabbatical leave was spring 2013.

Leah Murray (fall 2016)

Dr. Murray will use her sabbatical to complete the writing necessary to convert her doctoral dissertation to a book. The book will enhance the visibility of Dr. Murray and of WSU, will advance her teaching in American politics, and will further her goal of developing democratic engagement on campus.

Robert Fudge (spring 2017)

Dr. Fudge will use his sabbatical to produce a chapter of his e-textbook for his Critical Thinking course, including the time-consuming tasks of writing and recording the lectures that accompany the text. His last sabbatical leave was spring 2012.

Penee Stewart (fall 2016)

Dr. Stewart plans to observe and work in the local school districts, becoming familiar with the reading programs used. She also plans to complete and submit two research papers to appropriate journals.

Rodney Hansen (spring 2017 and fall 2017)

Dr. Hansen's proposed work during this sabbatical year includes working to develop the nutrition minor, data collection for the Ferritin Project, and volunteering as an assistant coach in the WSU Cross County and Track programs. His last was fall 2013.

Joan Thompson (fall 2016 and spring 2017)

Dr. Thompson plans to work on three projects during her sabbatical. First, she plans to publish her diet design protocol. Her second plan is to develop the MyPlate Score Card tool and begin to research its

effectiveness for promoting a healthier diet. The third project would progress the food production and preservation at the Davis campus from the greenhouse and garden for the Food Lab and the NUTR 1240 class. Her last sabbatical leave was in 1996.

Diana Green (spring 2017)

Dr. Green has the opportunity to be a guest scholar/instructor in New Zealand. In addition, she is looking to create an exchange, develop e-learning materials, and conduct research. Her last sabbatical leave was 1996.

Richard Fry (spring 2017)

Dr. Fry plans to spend his sabbatical writing a book for CS 2350 and following up on gamification research in Thailand.

Julanne McCulley (fall 2016 and spring 2017)

Ms. McCulley plans to spend her sabbatical developing curriculum and strengthening current curriculum in the Engineering Technology department pertaining to automation and controls engineering technology. She also plans to attend technical training to obtain certifications pertinent to existing curriculum in the Engineering Technology Department.

JoEllen Jonsson (fall 2016 and spring 2017)

Ms. Jonsson plans to use her sabbatical to evaluate the Professional Sales Department current course offerings. She will use social research methods to systematically investigate the effectiveness of the Professional Sales required course.

Rick Orr (fall 2016)

Mr. Orr plans to use grant funding to attend technical training to obtain certifications pertinent to existing curriculum in the Engineering Technology Department. Training will include GE FANUC robot training to become certified as an educator on the new educational robotic system. His last sabbatical leave was spring 2008.

Huiying Hill (fall 2016)

Dr. Hill is applying for sabbatical leave to travel to China to work on two projects. (1) The Chinese government's response to ethnic terrorism. Dr. Hill plans to conduct observations and face-to-face interviews with government officials and security personnel in the Xinjian region. She will be writing a research paper based on the findings to present at an American Sociological Association conference. (2) To complete a case study on the implementation of the new "San Min" policy in Kolar, Xinjiang, China. After presenting preliminary findings of this ongoing study on the ethnic conflict between the Uighur and the Chinese government, Dr. Hill is planning to return to the village of Wenlati to study the effectiveness of the government's "San Min" policy on its people. Her last sabbatical leave was spring 2013.

Robert B Hilton (fall 2016)

Mr. Hilton proposes to use the sabbatical to research the feasibility and possibility of acquiring or creating an online learning resource to replace the textbook that is currently being used in all sections of CS2550 course. This introduction to the database is a required course and a key component of the Associate and Bachelor degrees as indicated by input from industry advisors.

Laura MacLeod (fall 2016)

Dr. MacLeod proposes to complete online courses/workshops on web design, html, css and JavaScript. She will review web design resources to keep up to date on technology and interview web designers to become more familiar with the requirements of the job and the skills needed.

James Hansen (spring 2017)

Dr. Hansen plans to use his sabbatical to collect data on audit effort and audit outcomes from audit documentation that belongs to the Arthur Andersen holding company and firms inspected triennially by the Public Company Accounting Oversight Board. The data will be used to provide definitive evidence on audit quality indicators that have only been able to be answered through proxies in prior research.

John Mbaku (spring 2017)

Dr. Mbaku is planning to build on his impressive research record by completing a monograph on the political economy of African countries with respect to minority rights. The monograph will contain country-specific suggestions for laws and institutions that promote stability and economic growth in each country. His last sabbatical was fall 2009.

Joseph Horvat (fall 2016)

Dr. Horvat proposes to develop a new senior-level course in the Psychology/Criminal Justice forensic program. He will also substantially revise and update several of his courses, including the popular Forensic Psychology course. He will additionally review and update his list of supervisors for his Forensic Psychology Experience course, and mentor two Ph.D. students as part of his work with the Training Advisory Committee of the Mental Health and Substance Abuse Services of the American Psychological Association. His last sabbatical was spring 2013.

Ed Hahn (spring 2017)

Mr. Hahn proposes to use his sabbatical leave to re-work the LIBS 2704- Information Resources in Business Disciplines course that he has taught since 2006. During his sabbatical, Ed will also reproduce all of the video lectures to include closed captioning, thereby making the course more accessible to students with disabilities.

Wade Kotter (fall 2016)

Dr. Kotter plans to use his sabbatical to complete his manuscript for an historical, theological, and musical companion to the first Latter Day Saints hymn book, published in 1835/36. Once completed, the manuscript will be submitted for review to Signature Books, who have expressed interest in publishing it. His last sabbatical was spring 2014.

Weber State University
Human Resources Agenda Report
from 2/1/2016 thru 3/15/2016

<u>Action</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>	
Executive					
Promotion	Brenda Kowalewski	Associate Provost	Provost's Office	01-Feb-2016	
Exempt					
HIRE	Kelly Bills	Replaces Stephen Don Clark	Assistant Coach	Athletics Admin and Support	16-Feb-2016
HIRE	Jeremiah Brennan	Replaces Daniel M Czech	Recruiter	Veterans Upward Bound	22-Feb-2016
HIRE	Mary Machira	Replaces Morteza Emami	Director	International Student Services	01-Mar-2016
Promotion	Matthew Driggs		Advisor	Registrar's Office	01-Mar-2016
Promotion	Jacob Hansen		Manager	Printing Services	01-Mar-2016
Promotion	Jeremy Harvey		Manager	Academic Technology Services	16-Feb-2016
Retirement	Janet Nelson		Advisor	Financial Aid Office	26-Feb-2016
Separation	Daniel Allred		Advisor	Student Success Center	19-Feb-2016
Separation	Julia Saxton		Director	Development	08-Mar-2016
Faculty					
Separation	Gregory Parkhurst		Assistant Professor	Economics	29-Feb-2016
Non-Exempt					
Early Retirement	John Durney		Custodian	Facilities Management	15-Mar-2016
HIRE	Charles Collingwood	New Position	Specialist	President's Office	08-Mar-2016
HIRE	Carl Eddy	Replaces Kent Forsberg	Technician	Facilities Management	08-Feb-2016
HIRE	Joshua Merrill	Replaces Royce B Woolstenhulme	Custodian	Facilities Management	08-Feb-2016
HIRE	Jamie Stein	New Position	Technician	Human Resources	16-Feb-2016
HIRE	Lori Stewart	Replaces Shelly T Park	Specialist	Academic Support Centers - Programs	17-Feb-2016
HIRE	Robert Vermillion	New Position	Landscaper	Facilities Management	16-Feb-2016
HIRE	Timothie Vigil	Replaces David Matthew Chaffee	Mechanic	Facilities Management	08-Feb-2016
HIRE	Lamont Von Niederhausern	New Position	Operator	Facilities Management	01-Feb-2016
Promotion	Kayleb Boyko		Landscaper	Facilities Management	04-Feb-2016
Promotion	Sandra Smith		Specialist	Alumni Relations	19-Feb-2016
Separation	Ashley Hendrickson		Techician	Payroll	04-Mar-2016

WSU Monthly Calendar of Events: March 2016

Tuesday (March 1): Weber State University Davis Student Services hosts the workshop “Money Management,” speaker Daniel Kilcrease, WSU Housing and Residence Life director, 4-5 p.m., WSU Davis Building 2 Room 117, (2750 University Park Blvd., Layton), free, [801-395-3517](tel:801-395-3517) or jenniferunguren@weber.edu.

Tuesday (March 1): WSU’s Department of Performing Arts presents the musical “Nice Work If You Can Get It,” a tale of scrambled romances and hidden identities in the roaring `20s, 7:30 p.m., Browning Center Allred Theater, ASL interpretation available at this performance, \$12/\$10, cdenniston@weber.edu or weberstatetickets.com.

Wednesday (March 2): WSU’s Outdoor Program hosts weekly Ogden Dawn Patrol back-country skiing (continues until March 30), 4:30 a.m., WSU Outdoor Program, free, [801-626-6373](tel:801-626-6373) or outdoorprogram@weber.edu.

Wednesday (March 2): WSU’s Division of Student Affairs hosts “Dining for Dollars,” all sales and proceeds donated to WSU’s scholarship program, 11 a.m.-9 p.m., Sonora Grill (2310 Kiesel Ave., Ogden), \$12, reservations encouraged at thesonoragrill.com or [801-393-1999](tel:801-393-1999), questions contact landonbickley@weber.edu.

Wednesday (March 2): WSU’s Center for Community Engaged Learning hosts “Deliberative Democracy Day,” reducing friction between law enforcement and the community, 11 a.m.-3 p.m., Shepherd Union Ballrooms, free, lunch provided, [801-626-7737](tel:801-626-7737) or lmurray@weber.edu.

Wednesdays (March 2-23): WSU’s Division of Continuing Education hosts “Garden: Soil Prep to Harvest,” creating a sustainable garden without chemicals, 6-7:30 p.m., WSU Center for Continuing Education (775 S University Park Blvd., Clearfield), \$45, continue.weber.edu/communityed/classesspring2016/garden.aspx or [801-626-6600](tel:801-626-6600).

Wednesday (March 2): WSU women’s basketball vs. Idaho, 7 p.m., Dee Events Center, \$5/\$3/free to WSU students with Wildcard ID, [801-626-8500](tel:801-626-8500) or weberstatetickets.com.

Wednesday (March 2): WSU’s Department of Performing Arts presents “Nice Work If You Can Get It,” a tale of scrambled romances and hidden identities in the roaring `20s, 7:30 p.m., Browning Center Allred Theater, ASL interpretation available at this performance, \$12/\$10, cdenniston@weber.edu or weberstatetickets.com.

Thursday (March 3): WSU’s Center for Community Engaged Learning hosts a waste fair, drop off old electronics and papers for recycling, learn about upcycling, 10 a.m.-2 p.m., Shepherd Union west entrance, free, [801-626-7737](tel:801-626-7737) or bgestland@weber.edu.

Thursday (March 3): WSU’s Goddard School of Business & Economics hosts the Ralph Nye Executive Lecture Series, “There and Back Again—Ingredients of Extraordinary Leadership,” speaker Jason Kap, Zipwire Incorporated CEO, noon, Wattis Business Building Smith Lecture Hall, free, [801-626-7307](tel:801-626-7307) or orgsbe@weber.edu.

Thursday (March 3): Weber State University Davis Student Services hosts an early-college information session, 5 p.m., WSU Davis Building 2 Room 110 (2750 University Park Blvd., Layton), free, cbusby@weber.edu or [801-626-7583](tel:801-626-7583).

Thursday (March 3): WSU’s Department of Performing Arts presents the musical “Nice Work If You Can Get It,” a tale of scrambled romances and hidden identities in the roaring `20s, 7:30 p.m., Browning Center Allred Theater, ASL interpretation available at this performance, \$12/\$10, cdenniston@weber.edu or weberstatetickets.com.

Thursday (March 3): WSU's College of Social & Behavioral Sciences hosts "How Does Gender Inequality Persist in the Modern World?" speaker Cecilia Ridgeway, Stanford University professor of sociology, 7:30 p.m., Hurst Center Dumke Legacy Hall, hweiarhus@weber.edu or [801-626-7888](tel:801-626-7888).

Friday (March 4): WSU's Outdoor Program hosts weekly Ogden Dusk Patrol back-country skiing, 4 p.m., 3925 Snow Basin Road, Huntsville, free, weber.edu/outdoor/friday-night-dusk-patrol.html or [801-626-6373](tel:801-626-6373).

Friday (March 4): WSU's Women's Center hosts Lunafest, short films by, for and about women, 7 p.m., Shepherd Union Wildcat Theater, \$15/\$10 with current student ID, proceeds support scholarships, lunafest.org/ogden0304 or [801-626-6090](tel:801-626-6090).

Friday (March 4): WSU women's basketball vs. Eastern Washington, 7 p.m., Dee Events Center, \$5/\$3/free to WSU students with Wildcard ID, [801-626-8500](tel:801-626-8500) or weberstatetickets.com.

Friday (March 4): WSU's Department of Performing Arts presents the musical "Nice Work If You Can Get It," a tale of scrambled romances and hidden identities in the roaring '20s, 7:30 p.m., Browning Center Allred Theater, ASL interpretation available at this performance, \$12/\$10, cdenniston@weber.edu or weberstatetickets.com.

Saturday (March 5): WSU's Department of Visual Arts and the Shaw Gallery host Snow Days, an opportunity for families to tour the gallery and create art/craft projects, 10 a.m.-noon, Kimball Visual Art Center Shaw Gallery, free, public welcome, cdenniston@weber.edu.

Monday-Friday (March 7-11): Spring Break – no classes

Monday-Friday (March 7-11): WSU's Outdoor Program hosts the Red Rocks Spring Break Rock Climbing Trip, Las Vegas, Nevada, \$300/\$240 with current WSU ID, prior experience and pre-trip meeting attendance required, outdoorprogram@weber.edu or weber.edu/outdoor/red-rock-climbing.html.

Tuesday (March 8): WSU's Division of Continuing Education hosts "Intro to English & Welsh Family History Research," 6:30-8:30 p.m., Weber State Farmington Station Room 313 (270 N. East Promontory, Farmington), \$50, register at continue.weber.edu or [801-626-6600](tel:801-626-6600).

Wednesday (March 9): WSU's Outdoor Program hosts weekly Ogden Dawn Patrol back-country skiing (continues until March 30), 4:30 a.m., WSU Outdoor Program, free, [801-626-6373](tel:801-626-6373) or outdoorprogram@weber.edu.

Thursday-Sunday (March 10-13): WSU's Outdoor Program hosts Spring Break in Moab, Utah, camping, hiking and site seeing, \$280/\$220 with current WSU ID, pre-trip meeting attendance required, outdoorprogram@weber.edu or weber.edu/outdoor/moab-springbreak.html.

Friday (March 11): WSU's Toastmasters Club, 11:30 a.m.-12:30 p.m., Lampros Hall Room 218D, learn new speaking and leadership skills, free, contact wildcattoastmasters@weber.edu or facebook.com/wildcattoastmastersclub/.

Monday (March 14): WSU's Center for Community Engaged Learning hosts "WeberCAN: Building a World Without Hunger," creating structures with donated canned foods, all day, Shepherd Union Atrium, orgsync.com/87524/chapter or [801-626-7737](tel:801-626-7737).

Tuesdays & Thursdays (March 15-April 29): WSU's Division of Continuing Education hosts "Fundamental Selling Techniques," 8-9:30 a.m., Weber State University Farmington Station (270 N. East Promontory, Farmington,) \$294, register at continue.weber.edu/openseat/sales.aspx or [801-626-6600](tel:801-626-6600).

Tuesday (March 15): WSU Board of Trustees meeting, 9:30-11 a.m., Weber State University Farmington Station Room 321/322 (270 N. East Promontory, Farmington,) [801-626-6001](tel:801-626-6001).

Tuesday (March 15): WSU's Hall Global Entrepreneurship Program presents the Young Subaru Entrepreneurship Lecture Series, Curtis Funk, Tukios CEO, 6 p.m., Wattis Business Building Room 203, dinner provided, free, amyhirschi1@weber.edu.

Wednesday (March 16): WSU's Outdoor Program hosts weekly Ogden Dawn Patrol back-country skiing (continues until March 30), 4:30 a.m., WSU Outdoor Program, free, [801-626-6373](tel:801-626-6373) or outdoorprogram@weber.edu.

Wednesday (March 16): WSU's American Democracy Project hosts "Times Talk: Opportunities in Ogden," discussion about opportunities for students and graduates in Ogden, 11:30 a.m., Shepherd Union Wildcat Theater, [801-626-7737](tel:801-626-7737).

Wednesday (March 16): WSU's Shaw Gallery Film Series and Utah Film Center present "Ivory Tower," a documentary on student debt, 7 p.m., Peery's Egyptian Theater (2415 Washington Blvd., Ogden), free, cdenniston@weber.edu or [801-626-6331](tel:801-626-6331).

Wednesday (March 16): WSU's Walker Institute of Politics & Public Service hosts "Campaign Organization and Finance," a discussion featuring Jan Zogmaister, former Weber County commissioner, 7-8:30 p.m., Hurst Center Dumke Legacy Hall, free, cprice@weber.edu or [801-626-6252](tel:801-626-6252).

Thursday (March 17): WSU's Student Involvement and Leadership hosts a blood drive, 11 a.m.-3 p.m., WSU Davis outside of Building 2, (2750 University Park Blvd., Layton), call [801-425-6077](tel:801-425-6077) to schedule an appointment.

Thursday (March 17): WSU's Goddard School of Business & Economics hosts the Ralph Nye Executive Lecture Series, "A Career Path Forged with Intention," speaker Lori Chillingworth, Zion's First National Bank executive vice president, noon, Wattis Business Building Smith Lecture Hall, free, [801-626-7307](tel:801-626-7307) or gsbe@weber.edu.

Friday (March 18): WSU's Department of Performing Arts presents the WSU Wind Ensemble, 7:30 p.m., Browning Center Austad Auditorium, \$7/\$6, cdenniston@weber.edu or weberstatetickets.com.

Friday (March 18): WSU's Art Learning Collaborative hosts "Arts Integration Conference: art + science," learn to integrate activities linking the arts and science to address Utah Core Standards in the classroom, 8 a.m.-3:30 p.m., Kimball Visual Arts Center, free, educators welcome, register at wsuartslearning.com, tamaragoldbogen@weber.edu.

Friday (March 18): WSU's Outdoor Program hosts weekly Ogden Dusk Patrol back-country skiing, 4 p.m., 3925 Snow Basin Road, Huntsville, free, weber.edu/outdoor/friday-night-dusk-patrol.html or [801-626-6373](tel:801-626-6373).

Saturday (March 19): WSU's Office of Education & Outreach hosts FAFSA Frenzy, assistance for students submitting federal financial-aid applications, 8 a.m.-3 p.m., WSU Davis Building 2 Room 101, (2750 North University Park Blvd., Layton), [801-626-7006](tel:801-626-7006) or weber.edu/fafsa/help.

Saturday (March 19): The WSU Honors Program hosts the AFSP Out of the Darkness Campus Walk for Suicide Prevention, 8:00 a.m. check in, 9:30 a.m. start, Shepherd Union Atrium, register at tinyurl.com/WSUAFSP, [801-786-9760](tel:801-786-9760) or zacharygibson@mail.weber.edu.

Saturday (March 19): WSU's men's tennis vs. Southern Utah, 11 a.m., Ogden Athletic Club (1221 E. 5800 S., South Ogden), free, weberstatesports.com.

Saturday (March 19): WSU's Outdoor Program hosts "Intro to Back Country Touring," course designed to introduce ski-touring basics, 8 a.m.-5 p.m., Ben Lomond Peak, \$25/\$20, [801-626-6373](tel:801-626-6373) or weber.edu/outdoor/Introduction_to_back_country_touring.html.

Saturday (March 19): WSU's International Student & Scholar Center hosts a banquet featuring international cuisine and a fashion show, 6 p.m., Shepherd Union Ballrooms, \$10/\$7, purchase tickets

in advance at Shepherd Union information desk, [801-626-6853](tel:801-626-6853) or weber.edu/sis.

Sunday-Friday (March 20-25): WSU's Department of Performing Arts hosts the Bonneville Chamber Music Festival including music from Tchaikovsky and Bartok, various times and locations, cdenniston@weber.edu or weberstatetickets.com.

Sunday (March 20): WSU's men's tennis vs. Northern Arizona, 10 a.m., Ogden Athletic Club (1221 E. 5800 S., South Ogden), free, weberstatesports.com.

Monday (March 21): WSU's Center for Diversity & Unity hosts "MLK, Jr. Awareness: International Day for the Elimination of Racial Discrimination," 11:30 a.m., Shepherd Union Room 232, free, [801-626-6957](tel:801-626-6957) or teresaholt@weber.edu.

Monday (March 21): WSU's Department of Performing Arts hosts Kirsten Kaschock, poet and author of The Dottery, discussion and writing exercise, 6 p.m., Elizabeth Hall Room 229, free, cdenniston@weber.edu or [801-626-6431](tel:801-626-6431).

Monday (March 21): WSU's Women's Center and the American Association of University Women host a screening of "He Named Me Malala," a film about the attack on Pakistani schoolgirl Malala Yousafzai for speaking out on girls' education, 6 p.m., Shepherd Union Wildcat Theater, free, [801-626-6372](tel:801-626-6372) or orpaigedavies1@weber.edu.

Monday (March 21): The Weber Historical Society hosts "Punk Culture in Southern California," a lecture by Alexandria Waltz, Ph.D. candidate in American history and WSU alumna, 7 p.m., Hurst Center Dumke Legacy Hall, jennyeckenbrecht@weber.edu or [801-626-6706](tel:801-626-6706).

Tuesday (March 22): WSU's Department of Performing Arts hosts Kirsten Kaschock, poet and author of The Dottery, will perform a public reading of her work, 6 p.m., Kimball Visual Arts Center Shaw Gallery, free, cdenniston@weber.edu or [801-626-6431](tel:801-626-6431).

Tuesday (March 22): WSU's Department of Performing Arts presents the WSU Jazz Ensemble, 7:30 p.m., Browning Center Austad Auditorium, 7:30 p.m., \$7/\$6, cdenniston@weber.edu or weberstatetickets.com.

Wednesday (March 23): WSU's Outdoor Program hosts weekly Ogden Dawn Patrol back-country skiing (continues until March 30), 4:30 a.m., WSU Outdoor Program, free, [801-626-6373](tel:801-626-6373) or outdoorprogram@weber.edu.

Wednesday (March 23): WSU's Center for Diversity & Unity hosts an LGBT awareness event, "Getting to Know You: The Intersections of Disability and Gender Identity/Sexuality," panel discussion with students and experts, 10:30 a.m.-11:30 a.m., Shepherd Union Room 232, free, [801-626-6957](tel:801-626-6957) or teresaholt@weber.edu.

Wednesday (March 23): WSU's women's tennis vs. Utah State, 11 a.m., Ogden Athletic Club (1221 E. 5800 S., South Ogden), free, weberstatesports.com.

Wednesday (March 23): WSU Davis Student Services hosts the workshop "Nutrition for Healthy Eating," speaker Rochelle Creager, WSU Student Wellness coordinator, 12:30-1:30 p.m., WSU Davis Building 2 Room 117, (2750 University Park Blvd., Layton), free, [801-395-3517](tel:801-395-3517) or jenniferunguren@weber.edu.

Thursday-Friday (March 24-25): WSU hosts the Intermountain Sustainability Summit featuring speakers Joel Makower of Greenbiz.com and Eric Lombardi of Eco-cycle, Shepherd Union Building, various times, register at intermountainsustainabilitysummit.com or [801-626-6198](tel:801-626-6198).

Thursday (March 24): WSU's Goddard School of Business & Economics hosts the Ralph Nye Executive Lecture Series, "Journey from Weber State to Coaching Hundreds of Entrepreneurs-and 7 Grandchildren!" speaker Frank Coker, Corelytics CEO, noon, Wattis Business Building Smith Lecture Hall, free, [801-626-7307](tel:801-626-7307) or gsbe@weber.edu.

Thursday (March 24): WSU's Center for Diversity & Unity hosts "Stop the Hate: Sexual Discrimination in Society," panel discussion, 6-7 p.m., WSU Davis Building 2 Room 103, (2750 North University Park Blvd., Layton), free, [801-626-6957](tel:801-626-6957) or teresaholt@weber.edu.

Friday (March 25): WSU's women's tennis vs. Montana State, 11 a.m., Ogden Athletic Club (1221 E. 5800 S., South Ogden), free, weberstatesports.com.

Friday (March 25): WSU's Toastmasters Club, 11:30 a.m.-12:30 p.m., Lampros Hall Room 218D, learn new speaking and leadership skills, free, contact wildcattoastmasters@weber.edu or [facebook.com/wildcattoastmastersclub/](https://www.facebook.com/wildcattoastmastersclub/).

Friday (March 25): WSU's Outdoor Program hosts weekly Ogden Dusk Patrol back-country skiing, 4 p.m., 3925 Snow Basin Road, Huntsville, free, weber.edu/outdoor/friday-night-dusk-patrol.html or [801-626-6373](tel:801-626-6373).

Friday (March 25): WSU Campus Recreation hosts the annual egg dive, and underwater egg hunt, 4-6 p.m., Swenson Building pool, children ages 0-12, \$5, contact rebeccamabile@weber.edu or [801-626-7967](tel:801-626-7967) to register.

Saturday (March 26): WSU's Office of Education and Outreach hosts FAFSA Frenzy, assistance for students submitting federal financial-aid applications, 9 a.m.-3 p.m., Shepherd Union Room 230C, [801-626-7006](tel:801-626-7006) or weber.edu/fafsa-help.

Saturday (March 26): WSU's women's tennis vs. Montana State, 11 a.m., Ogden Athletic Club (1221 E. 5800 S., South Ogden), free, weberstatesports.com.

Saturday (March 26): WSU's Council for Exceptional Children hosts Paint Nite, an evening of painting and refreshments, to raise money and awareness for students with disabilities, 3:30-5:30 p.m., Shepherd Union Room 404, \$45, victoriaziegler@mail.weber.edu or [801-626-7853](tel:801-626-7853).

Tuesday (March 29): WSU's Center for Diversity & Unity hosts "Taboo Talks: Sexual Education in Utah," a discussion on the current sexual-education policy in local schools, 10:30 a.m.-11:45 a.m., Shepherd Union Room 232, [801-626-6957](tel:801-626-6957) or teresaholt@weber.edu.

Wednesday (March 30): WSU's Outdoor Program hosts the final weekly Ogden Dawn Patrol back-country skiing day of 2016, 4:30 a.m., WSU Outdoor Program, free, [801-626-6373](tel:801-626-6373) or outdoorprogram@weber.edu.

Wednesday (March 30): WSU's Walker Institute of Politics & Public Service hosts "Meet the Candidates Night" featuring county, state and congressional delegates from Davis, Morgan and Weber counties, 7-9 p.m., WSU Davis Building 3 Ballrooms (2750 University Park Blvd., Layton), free, candidates contact cprice@weber.edu or [801-626-6252](tel:801-626-6252) to register.

Thursday (March 31): WSU's Women's Center hosts a screening of "Makers: Women in Politics," a film profiling female political representation over the past century, 3:30 p.m., Shepherd Union Room 322, free, [801-626-6372](tel:801-626-6372) or paigedavies1@weber.edu.