



MEMORANDUM

TO: Katherine P. Frank, Provost/Vice President for Academic and Student Life

FROM: University Centers Work Group Members:
 Kevin Archer Mel Palm
 Chris Black Liane Pereira
 Wendy Cook Shane Reeder
 Tim Hargrave Denise Shaw
 Erica Holley Carlo Smith
 Kathy Gallentine Laurie Stehle
 Ediz Kaykayoglu Gayla Stoner
 Paul Knepper Alena Yastchenko
 Sayantani Mukherjee

DATE: May 31, 2018

RE: University Centers Work Group Report

As part of the Division of Academic and Student Life Work Plan, the Office of the Provost has convened a University Centers Work Group. This group work supports the efforts of the President’s Baccalaureate Task Force.

UC 01: Summarize current University Center offerings (courses, programs, services, etc.). Compile the current university-level and unit-level policies, practices, and procedures relevant to the operation of University Centers.

Approximately 1,733 majors are enrolled and use services at one of six University Centers and Instructional Sites; most students are taking at least one online class per quarter.

- **Degree programs offered by University Center and Instructional Site include:**

Location	Degree Programs (Minors & Certificates not listed)
Des Moines	<ul style="list-style-type: none"> • BS Accounting • BS Business Administration Specializations: Leadership and Management, Marketing, Finance and Supply Chain Management • BAEd – Early Childhood Education / Elem. Education • BAEd – Elementary Education • BA - Middle Level Math • BA – Middle Level Science

	<ul style="list-style-type: none"> • BAEd – Elementary Education / TESL • BS Interdisciplinary Studies – Social Sciences • BAS ITAM • BS Information Technology and Administrative Management • BA Law and Justice • BA Psychology
Lynnwood	<ul style="list-style-type: none"> • BS Accounting • BS Business Administration Specializations: Leadership and Management, Marketing, Finance and Supply Chain Management • BS Interdisciplinary Studies – Social Sciences • BAS ITAM • BS IT Administrative Management • BA Law and Justice
Pierce County	<ul style="list-style-type: none"> • BS Business Administration Specializations: Leadership and Management, Supply Chain Management • BAEd – Elementary Education • BA - Middle Level Math • BAEd – Elementary Education / Literacy • BS Interdisciplinary Studies – Social Sciences • BS Social Services • BAS ITAM • BS IT Administrative Management
JBLM	<ul style="list-style-type: none"> • BS Business Administration, Supply Chain Management Specialization • BAS, Supply Chain Management
Sammamish – <i>Not approved for degree programs</i>	<ul style="list-style-type: none"> • General Education courses • Continuing Education courses
Moses Lake	<ul style="list-style-type: none"> • BS Interdisciplinary Studies – Social Sciences
Wenatchee	<ul style="list-style-type: none"> • BS Interdisciplinary Studies – Social Sciences • BAEd – Elementary Education / TESL
Yakima	<ul style="list-style-type: none"> • BS Interdisciplinary Studies – Social Sciences • BAEd – Elementary Education Literacy

- **Student Services offered by University Center and Instructional Site include**

Location	Services
Des Moines	Academic Advisor Financial Aid Counselor International Advisor Career Services Writing/Tutor Center Library Services Student Life / Student Clubs Computer Labs Cashiering – no cash accepted
Lynnwood	Academic Advisor Financial Aid Counselor International Advisor Career Services Writing/Tutor Center Library Services Computer Labs Student Life / Student Clubs Cashiering – no cash accepted
Pierce County / JBLM	Academic Advisor – online Financial Aid Counselor – twice a month Career Services – twice a month Writing/Tutor Center Student Life / Student Clubs Computer Labs
Sammamish	Running Start Advisor Wireless laptops available for check out
Moses Lake	Academic Advising – once a month Career Services – once a month Financial Aid Counselor – once a month Computer Labs
Wenatchee	Academic Advising – once a month Career Services – once a month Financial Aid Counselor – once a month Computer Labs
Yakima	Academic Advising – Title V grant Career Services – once a month

	Financial Aid Counselor – once a month Cashiering – no cash accepted Computer Labs
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- The University Centers follow all CWU policies and procedures related to:
 - **Admissions:** Partner with Admissions to monitor and track process of student applications. Includes distinct admission and pre-admission requirements for the Colleges of Business and Education.
 - **Registrar Services:** including registering students, entering students into their major, change of campus, scheduling/assigning classrooms, posting and monitoring of grades, final exam schedules.
 - **Classroom Assignments:** All classrooms at each center are shared with the host college with the exception of Sammamish.
 - **New Student Orientation:** Centers partner with on campus departments for consistent delivery of New Student Orientations (i.e., Housing and Registrar)
 - **Student Code of Conduct:** Collaborate with Student Success to report behaviors of concern.
 - **Cashiering:** Check payments are accepted at Des Moines, Lynnwood and Yakima. No cash is accepted at any center location. Des Moines and Lynnwood accept credit cards and are PCI compliant.
 - **Memorandums:** University Center Operating Agreements with host colleges: <http://www.cwu.edu/contracts/center-operating-agreements>
 - **Safety:** University Centers follow all emergency closures and security procedures of their host college site.
 - **Parking:** University Centers follow all parking regulations of their host college site.

UC 02: Discuss how the University Centers support the CWU mission, vision, and core values.

Mission

CWU’s mission is to prepare students for enlightened, responsible, and productive lives; produce research, scholarship, and creative expression in the public interests; and serve as a resource to the region and the state through effective stewardship of university resources.

University Centers support the broader university mission by providing access to high quality educational opportunities for time-and-place-bound students across the state. The Centers serve numerous geographic regions and provide students with flexible and varied paths through their university education. Center students benefit from the individualized instruction and services that they receive at the Centers.

The Centers are able to provide this access because of their strong partnerships with host community colleges and surrounding feeder community colleges. The Centers currently enroll students from over 21 community and technical colleges from the state of Washington alone.

Vision

Central Washington University (CWU) is a dynamic, creative, and inclusive environment that promotes engaged learning and scholarship. It is distinguished regionally for the rigor of its curriculum and scholarship, for the excellence of its pedagogy, for the vibrancy of its co-curricular and residential experiences, for its commitment to providing access to higher education, and for its efforts to advance the social and economic health of the region. It is typified by an entrepreneurial spirit that establishes it as a national leader in higher education. It has a strong commitment to engaged learning and scholarship, internationalism, sustainability, inclusiveness, and life-long learning.

The University Centers support the broader university vision by providing an inclusive environment for students from diverse backgrounds, access to education through innovative and varied instructional modalities, and by instilling a desire for life-long learning.

Inclusive environment: The Centers support the University's vision of inclusivity by providing access to educational programs across a diverse student body. Recent data indicates the following:¹

- The Yakima student population is 41% Hispanic, compared to 16% in Ellensburg and 15% for the University as a whole;
- The Des Moines student body is 12% African-American and 12% Asian, vs. 3% for both categories in Ellensburg and 4% for both categories for CWU as a whole;
- The Lynnwood student body is 12% Asian, vs. 3% in Ellensburg and 4% for CWU as a whole;
- The Centers' student bodies are majority female (62% in Des Moines, 55% in Lynnwood, and 77% in Yakima, vs. 50% in Ellensburg.)

Access: The University Centers provide access to educational opportunities to time and place bound students across the state. In some parts of Washington State, the Centers provide students with their only feasible option for a university education. Center offerings also provide students with increased access to dedicated faculty across multiple locations through a variety of instructional modalities that may include face to face, hybrid, and online formats.

Life-long learning: The Centers serve a very high percentage of non-traditional students (first generation, adult learners, veterans, non-native English speakers, international students). Many of these students are older than traditional undergraduates, work full-time, and seek to

¹ Source: CIS Dashboards, "SMART Main" – Student Metrics Analytics Reporting Tool. Pulled March 21, 2018.

continue their educations so that they can switch careers or advance in their current jobs. For examples, by one estimate, the average age of students in Lynnwood is 31 years old. Of course, the Centers also contribute to the life-long learning of all their students by developing their intellectual curiosity and critical thinking skills. The diversity of the student body at the Center locations also serves to provide opportunities for students to broaden their perspectives as they move forward in their careers.

Core Values

CWU's core values include student success, access, engagement, inclusiveness, and access to state-of-the-art, safe, and attractive facilities.

The University Centers support the following CWU core values:

Student Success: Students at Pierce, Des Moines and Lynnwood have access to a variety of student services. Services include academic advising, career services, student clubs, dedicated faculty, and peer-to-peer connections. These wrap around services ease the transition from community college to CWU and encourage student success.

Access: The University Centers provide access to university education to time and place bound students who might not otherwise be able to obtain a higher education credential. In some parts of Washington State, the Centers provide students with their only feasible option for a university education. Student-to-faculty ratios at the Centers are much lower than at the Ellensburg campus, providing students with increased access to dedicated faculty.

Engagement: The Symposium of University Research and Creative Expression (SOURCE) at the Westside centers engages students, faculty, alumni, and employers in a celebration of scholarly inquiry and creative expression at the Centers that helps students to develop as professionals in their field. SOURCE has taken place on the Westside since 2012, growing each year. Students from partner community colleges are encouraged to participate alongside CWU students. SOURCE engages the broader community, in addition to students, faculty, alumni, and employers.

The Centers engage with external partners in other ways as well. For example, CWU Education students go to local elementary schools for after school reading programs and science education fairs. Faculty in the College of Business assign class projects with local businesses as part of their courses. In addition, students at the Centers participate in internships in businesses and local communities. Each of these activities promote additional visibility and marketing of high quality programs.

Inclusiveness: The student populations at the University Centers are very diverse and reflect the communities in which they are located. The rich diversity of Center students includes first generation, veteran, adult learners, working professionals, LGBTQ students, and low SES.

Safe, state-of-the-art facilities: All University Centers are located in facilities built in the last ten years. These facilities include start-of-the-art technology for delivery of instruction. Distance Education delivery has been upgraded across the Westside centers in 2017 with the latest Cisco TelePresence systems and WebX video conference application.² The Wenatchee and Moses Lake centers are anticipated to be upgraded in 2018. Quarterly visits from Technology Services ensure technology needs for faculty, staff and students are addressed in a timely manner. Student computer labs are shared and maintained in coordination with host community colleges at all locations except CWU-Lynnwood.

The University Centers provide a safe learning environment. All centers connect to their host community college emergency notification systems and are represented in the host community college safety teams. Community College security departments provide security at all Center locations. Center faculty and staff are trained to address behaviors of concern.

UC 03: Describe how the University Centers support the CWU Strategic Plan themes.

Extended Learning Mission: The mission of Extended Learning is to broadly expand access to educational opportunities for students, while preparing students to live in a globally-networked society and instilling in them a passion for life-long learning. Through multiple modalities, campus locations, emerging technologies, and innovative programs and pedagogies, Extended Learning provides numerous entry points for a diversity of learners to access education at all stages of their life and career.

Vision Areas: Opportunity Centers: University Centers will be 'fit-for-purpose' twenty-first century learning hubs serving all members and prospective members of the CWU community. Services may include course delivery, faculty mentoring, computer labs, library services, academic advising, counseling and career services, assistance with applications for college admissions, testing, and financial aid, coordination with partner institutions, student life activities, community outreach and alumni events. Delivery of these services will be available to on-campus, online, and hybrid students through multiple modalities.

Modular Programming: T-shaped modular programming will provide flexible and high demand course sequences (such as communications, leadership, graphic design, etc.). The course sequences can be combined with a 'deep dive' core of study in a specific area (management, biology, etc.) to create stackable certificate-based programs of study tailored to a student's specific interests and needs.

Personalized Learning: Extended Learning will offer innovative programs through multiple modalities to accommodate diverse learning styles by leveraging the power of developing educational technologies (i.e. learning analytics, digital badging, and alternative credentials) and supporting innovative pedagogies (i.e. project- and problem-based learning, and competency-based education).

² Personal communication with Pete Cusumano and Maury Webber, CWU Multimodal Learning, May 10, 2018.

Goals:

1. Provide a distinctive CWU educational experience to support student success for diverse student populations in all locations supported by multiple modalities of instruction, and scholarly opportunities.
2. Develop our University Center campuses to address local educational and workforce needs, create entrepreneurial Opportunity Centers, and connect University Center students to the Ellensburg campus community.
3. Sustain the financial resources of the institution through enrollment growth, revenue generating educational programs, and internal and external partnerships.

UC 04: Identify the strengths, weaknesses (challenges), opportunities, and threats to the University Centers. Please pay particular attention to the following issues:

- quality of offerings
- opportunities for inquiry-based teaching and learning
- equity of opportunity for students with a focus on providing access for groups traditionally under-represented in higher education (e.g., first in the family in college students, lower socioeconomic status students, and students of color)
- extent and degree of students' success during their experiences at the University Centers.

SWOT Structure: Faculty and staff from the Centers were assembled to conduct a SWOT analysis at each of the centers. The analysis and interpretation of the findings was limited due to the number of participants and the number of centers, however, we believe that this initial data collection may provide some unique insight into potential strengths, opportunities, weaknesses, and threats that may face some of our Centers. Future data collection can be expanded in terms of scope and subject matter.

An email was sent out to recruit participation at the centers. As an example, these are the instructions that were given to Des Moines and Lynnwood prior to the meeting:

- Internal to the organization are strengths and weaknesses such as:
 - Management
 - Marketing
 - Accounting/Finance
 - Production/Operations
 - Research and Development

S = Strengths internal to the organization that we do better than our competitors.

W = Weaknesses internal to the organization that we do not do better than our competitors.

- External to the organization are opportunities and threats. This part of the analysis focuses on identifying and evaluating trends and events beyond the control of a single

firm. Typical external forces:

- Economic forces
- Social, cultural, demographic, and natural environment forces
- Political, governmental, and legal forces
- Technological forces
- Competitive forces

O = Opportunities are in the external environment, and we may be able to use our strengths to capitalize on opportunities.

T = Threats are external, and we need to defend against threats.

There were four or five individuals participating in each SWOT focus group. The focus group at Lynnwood was led by Shane Reeder. The focus group at Des Moines was led by Liane Pereira and Wendy Cook. The focus group at Pierce was conducted by Judy Colburn. The focus group at Yakima was conducted by Mel Palm.

Data Collection: The following steps were included in the preparation, implementation, and assessment of the most salient factors impacting the University Centers.



Findings: After team members synthesized the results of the Center SWOT analyses into primary themes, an online survey was distributed to faculty and staff, asking them to rank the themes for each category from most important (1) to least important (5). Thirty-two individuals responded (See Appendix A). To motivate honesty, we assured participants of complete anonymity, so no identifying information was collected. The item frequencies, general conclusions, and specific comments are summarized below.

Internal Strengths: Strengths are defined as the functions that the centers are performing well or desirable activities and resources that make up the centers' competitive advantage. Faculty and staff were asked to share their thoughts on their center's strengths. Feedback primarily fell into five categories: recruitment and referral, diversity, location and programs, student characteristics, face-to-face instruction.

Rank Order of Primary Strengths: The majority (33.3%) chose Location, Offerings and Partnerships as the Centers’ top strength followed by In-person, on-site (26.67% and 36.67%) and Diverse, faculty, staff, and students (26.67%). As is evident by the choices, the Centers’ competitive advantage is in-person classes offered at convenient locations for a diverse and motivated student body.

	Ranked 1st	Ranked 2nd	Ranked 3 rd	Ranked 4th	Ranked 5th
Students – Diverse and Motivated	20%	23%	13%	37%	7%
Student Recruitment and Referral	10%	10 %	10%	20%	50%
Location, Offerings and Partnerships	33%	23%	13%	20%	10%
In-Person, On-Site	23%	27%	37%	3%	10%
Diverse Faculty, Staff and Student Population	13%	17%	27%	20%	23%

Ranking findings and individual respondent comments are summarized below.

- **Location & Programs:**
 - While the main campus is in a more rural setting, many of the Centers are proximate to significant technology, business, economic growth, and career opportunities.
 - Each center is a single point of connection for students with many on-site resources (welcoming front staff, libraries, financial advising, etc.) housed in one building. Students can access affordable, high quality academic programs that support employment opportunities through relationships with chambers of commerce and economic development councils.
- **Face-to-face delivery:**
 - CWU online programs are growing and offer a flexible schedule to students with demanding schedules and responsibilities. However, respondents identified that the Center campuses also leverage technology to offer flexible instruction (face-to-face, hybrid, ITV), with on-site support for teaching and ITV technology.
 - Again, students can access services including computer labs, tutoring, library, and career advising in-person, which may be preferable for students who choose in-seat rather than online programs.
- **Diversity:**
 - Comments about diversity applied to faculty, staff, and students.
 - Full-time, T/TT faculty were described as being of high pedigree from various backgrounds (typically R1 institutions) who are strong and engaging educators and advisors at the Centers where advising is limited.

- Most notable is the diversity of our student population, who include student veterans, racial/ethnic minorities, first-generation students, non-traditional students from various socioeconomic backgrounds, and a growing international student population.
- **Student Characteristics:**
 - In addition to the strength of the diversity of our student population, other characteristics contribute to their success and the strong retention culture.
 - Much of the population at the Centers are non-traditional students. Their maturity, life experience, and various worldviews contribute to vibrant class interactions and a motivation to learn.
- **Recruitment and Referral:**
 - Participants clearly identified student acquisition as the biggest strength of the Centers. Students often find themselves at CWU through word-of-mouth referral. Positive experiences lead to increased student referrals.
 - Respondents also mentioned partnerships with host and surrounding community colleges in each region. This and the established faculty and staff relationships with faculty and staff at regional community colleges contribute to referrals.

Internal weaknesses: This section represents ideas for improvement to the functioning and performance of the Centers. Feedback primarily fell into five categories: unmet student needs, lack of support for faculty/staff, lack of support from the main campus, poor tracking, and inadequate facilities. Lack of support from Ellensburg ranked as the biggest weakness threatening the centers at 63.33%. Similarly, a lack of support for faculty and staff was ranked as the second and fourth largest weakness (36.67%, 27%). A lack of data to make decisions was ranked as the third largest weakness (43.33%).

It is important to note that we do not differentiate here between types of support in terms of University/Ellensburg support. We would suggest that there may be at least two categories of support, including 1) structural and 2) resource based. Structural support may include a desire for greater transparency in communicating information as well as an increased involvement in the decision making process at the departmental, college, and Center levels. Conversely, resource based support may include better onsite support for technology needs, students with disabilities, and security support surrounding challenging students.

	Ranked as biggest weakness	Ranked 2 nd	Ranked 3 rd	Ranked 4 th	Ranked 5 th
Unmet Student Needs	3%	27%	33%	23%	13%
Resource support for Faculty and Staff	13%	37%	10%	27%	13%
Lack of University/Ellensburg Support	63%	27%	0%	3 %	7%
Lack of Data for Decision Making	10%	7%	43%	23%	17%
Facilities	10%	3%	13%	23%	50%

Ranking findings and individual respondent comments are summarized below.

- **Resource support needed from the Main Campus:**
 - The primary concerns in this section involve the lack of understanding of the centers' resource needs.
 - The centers operational budget is limited and distributed across numerous centers that is inadequate to meet all needs of the centers, including marketing. Most of the marketing and student recruiting is Ellensburg-centric.
 - There is limited support for program implementation, no incentives to bring new programs to the centers.
 - Lack of IT support services, unaddressed safety concerns at the centers, and no orientation or training for NTT Faculty.

- **Lack of Support for Faculty and Staff:**
 - The morale at some centers is low due to several factors.
 - Faculty and staff workload is high.
 - Travel between the centers for faculty is high.
 - There is a lack of flexibility about responsibilities, including requirements for tenure and promotion, contribute to stress and, potentially, high turnover of faculty.
 - Pay structures resulting in underpaid center staff, and a decreasing commitment from student services to keep the centers fully staffed, has left several centers without face-to-face services the students need (*e.g.*, no full-time support at Moses Lake and Wenatchee, shortage of office staff, student success staff contracts of 10 or 11 months rather than 12 months, no disability support services, few academic advisors, and high turnover of regional directors, high turnover of academic tutors).
 - There was also a concern about the prevailing sentiment that Ellensburg faculty are reluctant to teach Westside students (*i.e.* ITV from Ellensburg to the Center).

- **Lack of Data for Decision Making:**
 - It is difficult to determine the number of students at the centers, growth rates, rates of retention, and graduation rates without consistent, accurate data collection policies and information dissemination. For example, center students who take one online class may not be counted as a center student.
 - Students in online programs utilize center resources, yet there is currently no way to capture the use of center resources.
 - There is no data on the success of marketing events, no data on students who drop out, and no data on community college students who are potential transfer students.

- **Unmet Student Needs:**
 - Students at the centers have different needs based on their backgrounds and experiences. The identified weaknesses in services, programming, and support negatively impact student outcomes.
 - The limited staffing impacts hours of operation, which does not align with student needs (offices close at 6PM while students take classes until 10PM). Daytime hours may not be ideal for students who work or have families, and allowing for on-campus childcare and extended/flexible hours could help.
 - The limited number of in-seat programs and the practice of moving face-to-face classes to online delivery, impacts those whose learning needs and preferences require in-person instruction, particularly international and veteran students.
 - There is concern that without incentives and resources to bring additional programs to the centers and increase opportunities that support students' success (tutoring, health services, employment, walk-in services), there will continue to be low student, staff, and faculty numbers.

- **Inadequate Facilities:**
 - To increase programming and faculty/staff/student connection to Ellensburg, the technologies at the centers need to be increased and updated. Specifically, the ITV capabilities are inconsistent, and there are a limited number of rooms available. There are no health services and limited food services on center campuses, which are crucial to support students with meeting their basic needs.

External Opportunities: Faculty and staff provided ideas for external opportunities at each center. The results listed in the appendix are a mixture of opportunities and strategic alternatives. They are separated for clarity. Strategic alternatives are located after the External Threats.

- Opportunities in the external environment focus on needs of potential students.
 - As of 2015: The number of students enrolled in running start increased 25.1 % over two years for students enrolled in 0.0-1.0 credits (total 9,973 students) and

increased 42.2% for students enrolled full-time (total 1,195 students)³.

- Local community businesses need employees as the retirement rate is expected to increase to 23% of King County's total population.
- Local community need for higher education.
- New light rail expansion North and South of Seattle.
- Majority of population in South King County (73.7%) and non-Seattle King County (53.1%) does not have a Bachelor's degree⁴.
- Community and Technical Colleges are using Guided Pathways to assist students in determining their course of study and transfer opportunities⁵.
Colleges currently participating are feeder colleges for CWU:
 - Everett Community College
 - Peninsula College
 - Pierce College District
 - South Puget Sound Community College
 - South Seattle College
 - Clover Park Technical College
 - Lower Columbia College
 - Renton Technical College
 - Spokane Falls Community College
 - Tacoma Community College
- AACC Pathways Project is funded by the Bill and Melinda Gates Foundation. The Pathways Project colleges in Washington State are:
 - Pierce College District
 - Skagit Valley College
 - South Seattle College
 - Clark College

External Threats: Faculty and staff were asked for their perspectives on factors external to CWU University Centers that could have a detrimental impact on the growth and success of the Centers if not anticipated and addressed. Competition from other institutions is the single, greatest threat facing the centers.

- Competition:
 - City University is branding itself as the university for completing degrees.
 - UW Tacoma has signed an agreement with Highline College and the City of Federal Way to locate a university extension campus in Federal Way.
 - UW Bothell 10 miles from CWU Lynnwood, offers four-year degrees.
 - Online universities with better tech infrastructure.
 - Community Colleges offering BAS degrees.

³ <http://www.k12.wa.us/LegisGov/2015documents/RunningStartJan2015.pdf>

⁴ <https://www.kingcounty.gov/~media/depts/executive/performance-strategy-budget/documents/pdf/RLSJC/2017/Feb23/KingCountyDemographics022317>

⁵ <https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/guided-pathways-cohorts.aspx>

- MOUs with Host Colleges:
 - In relation to the threats from other institutions, many of those institutions are self-sufficient, while we rely on strong MOUs with our host colleges.
 - The relationship has been problematic due to the lack of control over rooms, resources, and technology, and the consequent limited funding allotted to centers based on access and assumed access to resources.
- Safety:
 - The more densely populated areas in which the centers are located are vulnerable to more crime, particularly with increased access via public transportation points on campus. Emergency procedure and supports depend on resources at the centers and cooperation with the host colleges.

Strategic Alternatives: Based on the above discussion, and the separation of opportunities and strategic alternatives, below is a list of potential alternatives that could be initiated at the university centers.

- Potential to Meet Student Needs
 - The relationships with local community colleges could be improved to better meet student needs and increase our market share. This could include assigning an administrator to engage in the Pathways initiative at the participating colleges, changing the dual enrollment benefits to provide increased incentive to community college students, and focusing on attracting high school students interested in running start.
- Increased Offerings
 - Specific programs to meet the wider range of workforce demand (Education, Computer Science, Secondary Math/Science, Agriculture Supply Chain, MSW or other graduate programs, and certificates/stackable certificates) are feasible at the centers. Particularly at the price point of CWU, this is beneficial for place-bound students who are not able to commute to Ellensburg or other universities. We could also offer continuing education opportunities as a potential revenue source and networking opportunity.
- Potential Community Partnerships
 - The centers could create and leverage relationships with alumni and use local business partnerships to leverage employment for center and Ellensburg students (70% of whom return to the Seattle area after graduation). We could also develop and deepen relationships with local politicians, supports, and advocates that could lead to internship and mentorship opportunities for all students. CWU University Centers could also cohost board meetings, community events, and local chamber events to increase visibility. Marketing with the host community colleges could provide increased visibility at a reduced cost and strengthen relationships with the host community colleges.
- Recruitment through Access Points
 - Centers could partner with the community colleges and help fund and promote activities such as sporting events and creative arts programs.

- Ellensburg Commitment to Support Centers
 - The current task force indicates renewed interest in growing the centers and addressing the needs of off-campus facilities.
 - The diversity of our students aligns with CWU's mission and is an asset to our institution. With a better understanding of their profiles (upper division, place bound, transfer students, non-traditional, first generation, international), ensuring their success creates a community of alumni who will support recruitment through positive relationships with faculty and staff and increased presence on social media.
 - The centers also offer options for students who leave the main campus to be closer to home and can continue their studies at the nearest center.
 - Consistent branding and marketing campaigns will benefit the centers as well as main campus, could be cost effective if social media and partnership with large urban businesses are leveraged.

UC 05: Based on your analysis, evaluate each of the following for the University Centers at CWU:

- University Center programs, wherever offered and however delivered, have appropriate content and rigor that are consistent with CWU's mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.
 - All academic degree programs offered at University Centers are offered on the Ellensburg campus.
 - Faculty members teaching within University Center programs are vetted and hired through college's academic departments. There is some need for academic department chairs to increase interaction at University Centers.
 - Extended Learning seeks to support the broadening of program offerings by leveraging current and emerging technologies.
- University Center programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.
 - There is a decentralized but consistent approach regarding minimum requirements for course design and delivery of instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback). Faculty design courses in a coherent manner with the Ellensburg campus.
 - The delivery of courses could be enhanced through the improved reliability of the technology used to deliver distance education courses. There is concern about the ability to synthesize learning when there is downtime in classes due to issues with technology.
 - Academic and graduation requirements are consistent with Ellensburg campus.
- Consistent with the nature of CWU's educational programs and methods of delivery, CWU creates effective University Center learning environments with appropriate

programs and services to support students' learning needs.

- address local educational and workforce needs
 - priority of classrooms
 - advisement model is inconsistent
 - DE equipment upgrades
 - properly support DE in classrooms
- CWU engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data – quantitative and/or qualitative, as appropriate to our indicators of achievement – as the basis for evaluating the accomplishment of University Center program learning objectives.
 - CWU engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified University Center program learning goals and intended outcomes. Faculty have a primary role in the evaluation of programs at the University Centers.
 - CWU documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete programs at the University Centers, wherever offered and however delivered, achieve identified course and program learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified program learning outcomes at the University Centers.
 - Faculty design and develop instructional materials and syllabi at the individual department level to ensure students develop measurable learning outcomes.
 - Results of assessments of programs at the University Centers are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; c) made available to appropriate constituencies in a timely manner; and d) lead to enhancement of student learning.
 - Assessments are based on university-wide identified indicators of achievement.
 - Assessment results are reviewed by academic departments to support decision-making. Specifically, the enrollment size of program cohorts shift the availability of resources

UC 06: Consult with the Online/Multi-Modal Learning Work Group to evaluate the following:

- Consistent with its mission, core themes, and characteristics, CWU has appropriate and adequate technology systems and infrastructure to support its academic programs and support services, wherever offered and however delivered.
- CWU provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs and services.

- Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for CWU programs and services.
- CWU develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its programs and services.
- CWU maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. CWU ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

UC 06.1: consistent with its mission, core themes, and characteristics, CWU has appropriate and adequate technology and infrastructure to support its academic programs and support services.

- Upgrades of DE spaces at westside area CWU Centers have been completed or are underway. This has involved a transition from the ITV system to WebEx. All 4 classrooms at Lynnwood have been upgraded, all 5 at Des Moines, and another classroom will be added to Pierce to make 3 classrooms. Faculty of DE classes continue to experience technical problems in their classes, at least when combining the Pierce, Des Moines, and Lynnwood Centers. Multi-modal Learning requests patience from departments while they continue to upgrade the system. But each time technical difficulty occurs, the credibility of the instructor, the department, and CWU as a whole is negatively affected. Classes are still scheduled into rooms with problem equipment.
- DE classrooms at Wenatchee and Moses Lake have yet to be upgraded. Teaching rooms at Yakima classrooms are maintained by Yakima Valley College. There have been some breaks in service and it's not clear when this will improve. The CWU instructional sites at Sammamish and JBLM do not have DE/WebEx teaching spaces.
- Scheduling at the Centers to accommodate all possible courses and programs at the traditional time from 3-8pm remains a challenge. There is no central coordination for scheduling of DE classrooms. There are conference rooms and computer labs at the Seattle-area Centers that are equipped with WebEx and could be used for some teaching activities. The most technical problems seem to occur in the evenings when the majority of classes are offered, perhaps indicating a problem with the available bandwidth, not the equipment. No data concerning the frequency of DE equipment problems or intervention by the DE operators was available from Multi-modal Learning.

UC 06.2 CWU provides appropriate instruction and support for faculty, staff, students and administrators in the effective use of technology related to programs and services.

- The Master Online Teaching Certificate can now be completed online. Formerly, Center faculty had to travel to Ellensburg for the summer institute. The Office of Multimodal Education also offers online course review. Faculty can submit their online course for a “peer teaching observation” by the Multimodal team.
- Instruction for faculty on the use of the WebEX features and functions has not occurred. Faculty must rely on the DE operators at each location.
- Learning technology has such a large role in the instruction available to Center students, they need greater knowledge and proficiency in using online learning systems. Yet because they do not have the informal networks with other students within a traditional campus environment in which to get information, they are more reliant on Center faculty and staff for acquiring this proficiency.
- Center students require more extensive online resources for advising. Academic departments do not have the resources to provide this, nor do faculty have incentives for this because advising does not count toward workload.

UC 06.3 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for CWU programs and services

- There are university-wide planning systems in place at a high level. For these to work for the Centers, there will need to be direct input from the academic departments that deliver programs and courses to the Centers.

UC 06.4 CWU develops, implements and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its programs and services

- The online course fee generates significant funds for instructional technology and is adequate to support anticipate growth on online courses.
- The future is likely to be “blended” courses that make use of in-person and online instruction. Delivery of blended courses is likely to increase with the development of WebEx. Blended courses, with synchronous online instruction, count for veterans and others who cannot take online courses.

UC 06.5 CWU maintains an effective identity verification process to ensure that the student enrolled in distance education course is the same as the person being evaluated

- CWU’s single sign-on system is adequate for meeting accreditation requirements.

- Online students do not receive CWU ID cards and this would help with identity verification.

UC 07: Based on UC 04, UC 05, and UC 06 above, provide a prioritized list of recommendations for improving CWU's University Centers. Summarize the benefits and costs of each recommendation.

1. **Data needs.** As stated earlier in this report, there are several data needs related to the inability to identify, collect and distribute data related to center enrollment, retention, graduation, as well as a need for a university-wide management system to coordinate student relationships.
2. **Center marketing plans.** Design and develop marketing plans customized for each center.
3. **Program offerings.** Graduate programs should be considered for delivery at University Centers.
4. **Technology.** Evaluate technology infrastructure at Centers, including classrooms conference rooms, computer labs. It is strongly recommended that there should be direct input from the academic departments that deliver programs and courses to the Centers. Incorporate College and Departmental strategic planning into the technology roadmap to insure more visibility for future technology requirements.
5. **Student support.** We could also offer concierge-style supports (i.e. financial aid or numerous supports through a generalist advisor) and community events in great venues outside of Ellensburg, including a December commencement ceremony. Implement online service campus to support students in a more flexible manner.
6. **Online orientation.** Develop orientation modules for delivery to new center and online students. Enhance (or if available, make more accessible) online support for students who may be participating in WebEx courses. Incorporate video training.
7. **Innovative programs.** Consistent with the goals of the Extended Learning Strategic Plan, we recommend offering innovative programs through multiple modalities to accommodate diverse learning styles by leveraging the power of developing educational technologies and continued support of innovative pedagogies where appropriate.
8. **Conduct external review.** We recommend an external review be conducted at each center so as to better understand the opportunities and threats that exist in the external environment for each center location.
9. **Budget.** Evaluate the RCM model at Centers to ensure financial incentives are provided and understood for program offerings.
10. **Engagement.** More collaboration with SOURCE and livestreaming of SOURCE. Engagement of community members.
11. **Faculty.** Academic department chairs to increase their engagement with faculty at University Centers, and the addition of more Center based university level committees with opportunities to participate in decision making and resource allocation. To this point, we would like to acknowledge that faculty assigned to each center play an important role in serving students across all CWU locations, including Ellensburg.
12. **Centralized scheduling system.** Create a centralized scheduling system where Academic Scheduling and Departments can review DE room availability for quarterly schedules and adhoc access.

13. **DE Classrooms.** Develop a site where faculty can review the operational status of DE and WebEx systems prior to class sessions. Ensure that DE equipment is operational in each classroom before classes begin each quarter.
14. **Professional development.** Prepare and make available professional development courses tied to best practices using the features available in WebEx for fully on line and DE course delivery.

APPENDIX A: UC 04 FOCUS GROUP SUMMARY

2018 Centers SWOT Focus Group Responses

STRENGTHS (+)
Strong positive relationship with host and surrounding community colleges in each region.
In demand, high quality academic programs with flexible delivery options (face-to-face, hybrid, online).
Strong, engaged faculty advisors at Centers where academic advising is limited.
Engaged staff and faculty who deeply care about Center student success.
Student base is motivated to complete degree programming, older student population.
Single point of connection for students; each center is CWU for the student with resources housed in a single building.
Clean, appealing physical facilities
On-site teaching/DE tech support
On-site librarian at Des Moines and Lynnwood
On-site student services (career, financial, gen ed, student life) -at Des Moines and Lynnwood
Affordability
Growing international student base
New WebX Technology
Front office staff presence and reception (approachability)
Events (ACE, SOURCE) - at some locations
Faculty pedigree
Diverse student population (we are the university mission)
Westside Commencement in Kent
Student tutoring - face to face at some locations
Increased communication with Admissions; help developing Center-specific communication plan for prospects/inquires, applicants and admits
Increased faculty relationships and recruiting with regional community colleges
Increased student enrollment due to referrals to all programs from JBLM program manager
Improved pre-admission recruiting and advising leading to increased student success & on-time completion
Diversity - Active duty military and veterans
JBLM referrals to Ellensburg programs and online
All centers are proximate to significant technology, business, and economic growth and career opportunity - meeting needs of community for in demand workforce.
Strong recruitment and retention culture
Collaborative project with host community college; facilitated transformation process
Resource sharing with host college for tutoring, library, computer labs
Relationship with business community through chambers of commerce, economic development councils
Opportunities for student employment

WEAKNESSES (-)

Marketing is Ellensburg centric and recruiting is Ellensburg focused.
Limited student services offered at Pierce, Yakima, Wenatchee and Moses Lake centers.
Limited staffing; no full time support staff at Moses Lake and Wenatchee, single part-time staff at Yakima which impacts hours of operation when Regional Director is travelling.
Limited synergy amongst staff due in part to reporting structure and separate strategic plans, separate goals. Regular meetings are optional with varying levels of participation.
Distance Education equipment is old and frequently breakdown resulting in class time lost due to connection issues.
Difficulty in identifying students at each Center; students taking some online courses are counted in online, yet still using center resources.
Regional Director turnover and gaps between RD's
Lack of tracking of successes of past events/strategies
Lack of alignment between student needs/hours and admin and student service hours
Limited in seat course offerings (impacting international students) (accounting, finance, education, IDS, and hybrid Psychology, ITAM, and LAJ)
Lack of departmental supports and oversight for center faculty
Lack of university level supports for faculty and students (program implementation, faculty/staff retention)
Faculty and staff morale
Low faculty and staff numbers
Staff contracts are structured (10 or 11 months for career, library, etc)
Lack of WebX and DE capable rooms relative to available offerings
Course delivery being changed to online instead of face-to-face impacting international students and veterans, and negatively impacting center student head count
Rumors that Centers are closing
No incentive or resources to bring additional programs to the centers
Student life and success (high turnover, poor presence)
No disability services (all done through Ellensburg)
Faculty and student safety (after hours, escape routes, room access) No knowledge of active shooter alerts
MOU with Highline
Not delivering on our Mission
Lack of flexibility for Faculty Promotion and Retention in the context of the centers
Lack of childcare
Quality of student tutoring services
Lack of student employment opportunities
Staff salaries (paid at Ellensburg rate) not competitive for the Westside center locations
Faculty prejudiced against teaching Westside students (DEing to Ellensburg is problematic)
No Budget that reflects true need (or Westside costs-- \$1 million for all centers?)
Lack of food availability
Lack of training for NTT Faculty (no orientation or welcome for faculty, advising)
Lack of communication between Ellensburg and Centers regarding changes

Lack of targeted adjunct/NTT hiring
Lack of Masters Programs (in-seat)
Lack of continuing Ed
Lack of Friday and Saturday class offerings
Lack of student health services
Inaccuracies of listserv and Websites (e.g. Des Moines does not appear on search engines)
Disconnect between Ellensburg and University Centers; cultural misunderstandings (e.g., student demographics, student needs)
No/limited academic advisors with resultant faculty overload
Skewed center data, (e.x. online students who use Pierce Center coded to online and not to the center)
Lack of breadth of programming that CWU does well - Computer Science, Education.
Significant lack of "Walk-in" student services
University Center MOUs need to be reviewed and updated across all centers.

OPPORTUNITIES (+)

Include all access points in all marketing material about CWU, including Ellensburg, University Centers and online.

Connect faculty and staff to CWU. Include the Center faculty and staff and students in trainings, celebrations, events without having them come to Ellensburg or having to cover costs out of the University Center Budget.

Increase advising collaboration with regional community colleges between faculty and Deans

Create transfer/opportunity centers at all locations to support students attending CWU at any location.

Increase Dual Admission pipeline.

Offering more hybrid programming include weekend seminar classes.

Leverage alumni connections through use of space at Centers to increase awareness of Center programming and opportunities.

Leverage CWU University Centers to cohost state board meetings, community events, local chamber events, etc.

Increase use of social media beyond Facebook to reach students.

Increase programming at specific centers to meet wider range of workforce demand: (e.g. Education in Lynnwood, Computer Science at Westside centers, Secondary Math/Science at Pierce, Agriculture Supply chain on Eastside, MSW on eastside)

Increase hybrid graduate programs at all Centers, very few graduate programs are available across centers at CWU's price point

Certificate and stackable certificates offered at Center locations

Financial aid support (concierge style via screen)

Increased partnerships with community colleges for programs that are in demand

Leverage recruitment to place-bound prospective students (60+ percent of Westside students will not migrate to higher education opportunities beyond a 41 minute commute from their permanent home.

High school students as potential resources (Target Running Start)

Internship, mentorship and networking opportunities through local communities

Develop and deepen relationships with local politicians as potential advocates, supports, resources

Local business partnerships for education/training/continuing ed

Community sporting activities for recruitment and alumni (partnership with Athletic departments)

Music programs or concerts here (for recruitment) that are accessible for nontraditional students/families

University 101 class opportunity or University 301 for transfer students

December commencement

Westside Center on-going, consistent branding and marketing campaign; target focused groups through social media

Increase in students from fallout due to failure of community college BAS programs

Addition of Math tutoring

Tutoring for newly admitted students to help qualify for major (e.g., Elem Ed)

Rebuilding and recommitment to Dual Admission program for transfer students

Activities and events for Dual Admission students to improve our pipeline from community colleges

Educate Ellensburg as to Westside demographics = upper division, non-traditional, placebound transfer students

Pathway from Ellensburg to Center from Registrar Services; e.g., student drops out to move home, etc; refer to nearest Center

Leverage the expansion of north/south light rail to Lynnwood

Leverage employment for Ellensburg Graduates (70% of students from the Seattle Metro area return to the Seattle Metro area upon graduation.)

Business Driven CPEs. Degree Completion/General Education Bridge for working non-degreed adults

Virtual "Walk-In" student services with designated on-demand staff to service all locations

General Studies Baccalaureate degree to appeal to place-bound higher education non-completers (this was Individual Studies)

Create student services generalist position to provide advising, financial aid support, career services support, disability services support at centers that don't have full services.

THREATS (-)

Increased BAS degree offerings from community colleges

Evolving workforce need for certificate vs. baccalaureate degrees

Constant schedule changes including last minute schedule changes

RCM budget structure that is causing tenured/tenure-track faculty to be relocated from Center locations to Ellensburg leaving adjunct faculty only at the centers without a similar relocation of Ellensburg faculty to the centers

Continuing to do what we have done for the last 30 years.

Lack of control over rooms, computers, and software vis-à-vis host community colleges

Financial aid restrictions (keep students transfer from AAS to BAS)

UW Tacoma to open in Federal Way

City U, PLU, Seattle Pacific

Bus stop directly out front of Building 29

Online universities

Lack of distinct Westside CWU brand recognition; lack of awareness of centers in community where they are.

Too many centers without equal growth opportunity thins the finite resources allocated toward all centers.

Ellensburg culture; anti-center at all levels (dean and below).