

## **Process Management**

### ***Learning Centered Processes***

**a(1)** Learning centered processes grow out of the University's mission and strategic directions. Generally they lie in the purview of the faculty and the Office of Academic Affairs and are tailored to fit the needs of the various segments of our student body and the other stakeholders served by the institution.

Key learning centered processes include regular classroom instruction with a variety of specialized learning activities: lecture, group work, use of technology, problem-based learning, active learning, classroom assessment. This primary learning centered process is supplemented by a number of others: learning communities, homework, co-ops, internships, labs, service learning activities. Co-curricular learning centered processes supported primarily by Student Affairs include participation in student government, student clubs and organizations, athletics, tutoring services, career exploration including mock interviews, resume building and preparation of application letters, campus and community lectures, theatre, band, choir, and art shows. The residence hall system offers learning centered processes in governance, disciplinary procedures, education programs in such areas as personal safety, safe sex, alcohol and drug abuse education, and community service. Residence assistants (RAs) mentor other students, review campus rules and regulations, and serve as role models for students living in the halls.

The advising relationship, a learning centered process, serves as our AQIP Action Project that addresses Helping Students Learn. The mission of academic advising at WNMU is to assist students in relating their needs, interests, values, abilities, and goals to the educational programs of the University. In support of the University's mission statement, academic advising recognizes the need to address the diverse cultural and academic background of its students, while promoting academic excellence. Successful advising contributes to a significant goal of a college education—developing mature and self-directed students, capable of thinking, judging and making appropriate decisions.

These processes create value (Figure 6.1-1) for the organization by facilitating retention, generating school spirit, and improving relationships between stakeholders.

Specific learning centered processes are created to meet educational, developmental, and well-being needs and to maximize student success. For example, student developmental needs are addressed through the use of the Compass test to place students in the appropriate reading, writing, and math classes. The student success courses enable students to improve their ability to deal with new experiences and enhance the skills needed to obtain their educational goal.

**Table 6.1-1 - Value Creation for Key Stakeholders**

<b>Key Stakeholders</b>	<b>Value Created</b>
Parents	Enhancement other sources of support and increased knowledge of the University.
Feeder schools	Good education for potential students. Graduates of education program exhibit high standards and model good learning centered processes.
Community/Region/local tax payers/citizens	Betterment of Society. More knowledgeable citizens are created. Highly qualified students in good paying jobs generate more tax revenue, which enables more and better services to the community.
State Agencies including Governing Board	More knowledgeable citizens. Appropriate use of tax dollars. Return on their investment.
Employers	Well-qualified workers.
Alumni	Increased pride in their alma mater. Confidence in the quality of their education. Increased desire to continue to support their alma mater.
Faculty and Staff	Improved knowledge of general students and major students. Pride in the student body. Building of strong personal relationships with advisees.

The learning communities provide a support group of students, instructors, and peer leaders to assist students in adjusting to the higher education environment and being successful in their classes. The advising relationship provides them a mentor and a one-to-one relationship with a concerned representative of the institution. The needs of special needs students to obtain an education that would otherwise be unobtainable are addressed by such learning aids as note takers, signers, readers, and adaptive technology.

Research has shown that students who receive good advising, and participate in learning communities and campus activities are retained at a much higher rate than those who do not. Therefore, the aforementioned activities are designed to maximize student success.

**a(2)** The key learning centered process requirements are determined by understanding that people learn in different ways. This understanding requires us to provide a variety of learning experiences. The learning requirements are matched to the need of the learner by the skill of the teacher through such mechanisms as classroom assessment, student evaluations, and focus groups. Faculty and staff provide input into the requirements in the annual evaluation process, the various faculty and staff committees, conference attendance, and incorporation of new teaching methods and technologies. Accreditation self studies and visits and review of best practices at other institutions by faculty and administration provide input.

Advisory groups and employers in the various academic areas also help determine key learning centered process requirements.

The key requirement for all the learning processes is their ability to contribute to improved learning. To accomplish this requirement, an institution needs good diagnosis and assessment tools, qualified instructors and student affairs professionals, and appropriate instructional aids. Faculty and staff need training to enable them to use the tools and instructional aids and professional development to keep their content knowledge current. The annual evaluation process is a measure of the extent to which the preparation is appropriate. When new faculty and staff are hired, the job descriptions are carefully crafted to delineate the learning centered processes they will be involved in, and the most qualified candidate is hired.

WNMU addresses individual differences in student learning rates and styles initially by proper placement based on testing and long-term by offering a variety of learning centered processes. We offer varied forms of testing: oral, written, project based. Students with diagnosed ADA concerns are accommodated. Students can choose among face-to-face classes, ITV classes, and Web based classes. Classes are taught in 50 minutes, 90 minutes, and three hours time frames. We offer classes in independent study, directed study, and individual lesson formats. Provision is made for make-up classes.

Peer leaders who act as role models share what they learn with each other and with peer leader coordinators. The Title V learning community instructional teams are composed of the two faculty teaching the linked courses, the peer leader, and a librarian. They meet twice a month to analyze student issues and concerns and discuss what is working with these students. The minutes of their meetings are shared with the learning community coordinator and the Freshman Seminar coordinator, who then use this learning in appropriate ways. A study was done of the Title V students who participated in a Freshman Seminar, comparing their grades and persistence to a matched group who did not participate. Results of this study led the Faculty Senate to vote to require the student success seminar for all incoming freshmen enrolled in four year degree programs.

**a(3)** Figure 6.1-2 describes how processes are designed to meet key student and stakeholder requirements.

Training is provided to faculty and staff in the use of new technology, both hardware and software. Sequencing and linkages among educational offerings are addressed at the department level. Course pre-requisites are published in the catalog, explained by advisors, and embedded in the student information system. The degree plan ensures courses are taken in the appropriate sequence and at the appropriate time.

<b>Figure 6.1-2 - Process Design to Key Requirements</b>	
<b>Processes</b>	<b>How Processes Meet Key Requirements</b>
Regular classroom instruction	<ul style="list-style-type: none"> <li>Hire teachers with appropriate teaching credentials</li> <li>Enroll students in classes on the basis of placement testing</li> <li>Instructors employ appropriate instructional aids</li> <li>Instructors employ appropriate assessment techniques to measure student progress</li> <li>Provide Faculty development opportunities locally and elsewhere</li> <li>Visit deans and chairs of non-tenured faculty</li> <li>Conduct annual evaluations of the teacher/faculty member</li> <li>Students evaluate the classes</li> <li>Provide training sessions as needed</li> </ul>
Learning communities	<ul style="list-style-type: none"> <li>All of the above regular classroom instruction activities apply</li> <li>Provide special training in collaborative teaching</li> <li>Provide special training for working with peer leaders</li> <li>Provide special training for teaching the student success course</li> <li>Trained evaluators conduct classroom assessment activities</li> </ul>
Homework	<ul style="list-style-type: none"> <li>All of the above regular classroom instruction activities apply</li> <li>Provide special training through the Center for Teaching and Learning (CETAL) to address homework assignment requirements: computer literacy, interview techniques, etc.</li> </ul>
Co-ops and Internships	<ul style="list-style-type: none"> <li>Faculty supervises in conjunction with employers</li> <li>Specify learning outcomes for students.</li> <li>Select employers carefully</li> <li>Students do a summative evaluation of their experience</li> </ul>
Labs	<ul style="list-style-type: none"> <li>All of the above regular classroom instruction activities apply</li> <li>Provide hands on supervised lab experiences</li> <li>Stress adequate safety precautions</li> </ul>
Service learning	<ul style="list-style-type: none"> <li>All of the above regular classroom instruction activities apply</li> <li>Faculty keeps current with service learning opportunities in the community</li> <li>Make faculty aware of the need to incorporate reflection on the activity by the student</li> </ul>
Co-curricular learning processes <ul style="list-style-type: none"> <li>Student government</li> <li>Student Clubs and organizations</li> <li>Athletics</li> <li>Tutoring</li> <li>Career exploration</li> <li>Campus and community lectures</li> <li>Theatre</li> <li>Band</li> <li>Choir</li> <li>Art shows</li> </ul>	<ul style="list-style-type: none"> <li>Hire people with appropriate experience and/or professional training pertinent to their position</li> <li>Ensure that people possess skill in fostering individual and group learning processes through evaluation and training</li> <li>Ensure personnel are able to provide adequate feedback to students on their participation and progress</li> <li>Student Affairs, Academic Affairs, and community members collaborate in planning, organizing, implementing and evaluating these activities</li> <li>Students learn the importance of all stakeholders, i.e., they must market activities to the community to secure support for the program</li> <li>The institution provides appropriate support in terms of supplies, equipment, and</li> </ul>

	facilities
Residence Hall Living	<ul style="list-style-type: none"> <li>Hire people with appropriate experience and/or professional training pertinent to their position</li> <li>Provide extensive training for residence assistants (RAs) to conduct educational programs and provide guidance to the students in establishing their own governance, discipline, policies, and procedures</li> <li>Evaluate RAs each semester and require them to meet minimum criteria in terms of grades, deportment, and involvement with their students</li> <li>Give special emphasis to RA knowledge concerning campus support services</li> </ul>
Advising	<ul style="list-style-type: none"> <li>Hire full time professional staff with appropriate counseling/advising backgrounds</li> <li>Provide faculty and staff special on-going training in advising to augment full time advisors</li> <li>Advisors employ appropriate advising strategies to include career exploration, developmental advising, intrusive advising, use of placement information and general knowledge of institutional support services</li> <li>Advisors employ appropriate assessment techniques to measure student progress</li> <li>Students evaluate advisors</li> <li>Provide targeted advisor training sessions as needed</li> <li>Place special emphasis on multicultural sensitivity training</li> <li>Advising Handbook provides ready access to essential information</li> </ul>

The following factors are used to improve cycle time, efficiency, and effectiveness in the design of our learning-centered processes:

- Course matrix used to minimize conflicts.
- Required courses offered at a variety of times.
- Course rotations.
- Creative course scheduling offered to meet needs of customers.
- Adjunct faculty when necessary.
- Regents requirements for new degree programs published.
- C&I guidelines disseminated.
- Space utilization studied.
- Curriculum reviewed.
- Collaborative degrees developed.
- A common core of general education courses.
- Exceptions to university policies made with prior approval when appropriate.
- Out-of-state tuition not charged in the summer.
- Classes offered in extended learning centers.
- Learning center staff trained to perform admissions, registrar, business, and library functions to expedite student services. Each learning center has own technology staff.
- Banner student information system minimizes entry errors and supports faster response rates.

**a(4)** The key summative and formative performance measures in Figure 6.1-3 are used for the control and improvement of our learning centered processes:

All instructors distribute syllabi for their classes to their students. An electronic copy is filed with the P/VPAA. All courses have homework, regular tests, or projects. Instructors and advisors hold regular office hours and issue mid-term grades for students with D and F averages. In co-curricular activities, evaluations are collected after each event to do a formative measure. The NL survey of student satisfaction gives a segmented as well as an overall summative assessment. The NSSE provides summative views of how effectively faculty and staff engage students in learning processes. Student retention and graduation rates are a summative measure of the success of learning centered processes.

**Figure 6.1-3 – Key Performance Measures for Learning Centered Processes**

<i><b>Formative Measures</b></i>	<i><b>Summative Measures</b></i>
<ul style="list-style-type: none"> <li>Portfolios</li> <li>Mid-terms</li> <li>Quizzes</li> <li>Internships</li> <li>Field Exp.</li> <li>Placement Testing</li> <li>Early Alert</li> <li>Class attendance</li> <li>Degree Audits</li> <li>Freshman Seminar feedback</li> <li>Focus Groups</li> </ul>	<ul style="list-style-type: none"> <li>Standardized Test Scores (ACT, CAAP, etc.)</li> <li>College Level Exam Program</li> <li>Student Surveys</li> <li>Retention Rates</li> <li>Final Grades and Grade Distribution Studies</li> <li>Graduation Rates</li> <li>Learning assessments in majors</li> <li>Student Evaluations</li> <li>Employer Satisfaction Rates</li> <li>Program Review Measures</li> <li>Licensure and certification rates and exam scores</li> </ul>

Formative assessment of the faculty and staff role in regard to learning-centered processes is a part of annual evaluation. Summative assessment for faculty-related processes is done as a part of the program review. Also as individual faculty come up for promotion and/or tenure, a comprehensive assessment is conducted in regard to their teaching and advising roles.

Comment cards placed in the suggestion boxes around campus offer other suggestions which are incorporated into learning centered processes as appropriate. Feedback from student evaluations of courses and of advising is examined by the faculty member and incorporated into future teaching or advising. Feedback done in conjunction with accreditation self studies, advisory boards, benchmarking studies, consultants, and program review is also used to modify learning centered processes.

**a(5)** Learning-centered processes are examined as to their effectiveness and revised as needed. For example, the Compass test is used to determine each student's proficiency in writing, reading, and math to effectively place individual students into the appropriate basic skills classes. Examination of retention and attrition rates signaled the need to create methodologies to increase retention. In response, WNMU developed and implemented learning communities and centralized advising for new freshmen. Follow up studies show that students who participated in learning communities and the linked student success class made higher GPA's and were retained at a higher rate than those students who did not participate.

To keep processes current with educational needs and direction, we continually assess the courses and programs with feedback from advisory groups, state agencies, accreditation bodies, state standards and benchmarks for teacher education programs, comparison to best practices as highlighted in professional literature, conferences, and campus visits. When state agencies indicated a need for more social workers, especially in the Four Corners area, our social work faculty responded by doing a needs assessment and working with Diné College and UNM-Gallup to implement a collaborative degree in which our partners teach the general education courses and WNMU faculty teach the social work courses. Delivering this degree completion program will entail some courses being taught via ITV and others online. One faculty member will relocate to the area to serve as a face-to-face contact, to teach, and to advise students. Other faculty will travel to the area at least once when they offer mediated instruction. Faculty will pay special attention to Native American culture and learning styles because the student body will be predominately Navajo and Zuni.

Improvements in learning-centered processes are shared with other organizational units through annual poster sessions hosted by the Writing-Across-the-Curriculum Program and Assessment Committee, in Faculty Senate standing committees, meetings that have representation from all departments, PMTs, and other ad hoc committee meetings. Letters to the student body, articles in the student newspaper and the *WestWind*, staff newsletters, papers presented at state, regional, and national conferences are additional ways improvements are shared.

### **Support Processes**

**a(1)** Taking care of students and fostering student learning is a priority. However, WNMU must also provide support services that facilitate the educational process and acknowledge key student and stakeholder needs related to them. The organization determines its key support processes with its mission and vision in mind and based on services essential to providing a quality learning environment. Key support processes are listed in Figure 6.2-1.

**a(2)** To determine student and stakeholder needs related to support processes, we evaluate feedback or concerns expressed in surveys of students and employees and input from the BOR, EC, Cabinet, AQIP teams, campus governance groups, departments, and the community. The VPBA, to whom most support services report, meets often with campus groups to better understand changing needs related to these processes. Needs also surface as a result of SP processes or as strategies develop.

External bodies also define some key requirements for support processes. As legislative, CHE, accrediting body, and other external sources change their requirements we must respond appropriately. Process owners provide another source of key input into determining support process needs.

Overall, the key requirements are fair, honest, respectful, and equitable treatment of all student and stakeholder users of services, clear communication, user-friendly service, flexibility and openness to new ideas, timeliness, and knowledge and competence about the service and its most effective provision. Figure 6.1-2 identifies key operational requirements for specific services.

**a(3)** Process design to address key requirements varies according to the breadth of the design or change. Longer-term projects, such as Banner software implementation, involve cross-functional teams. Shorter-term process improvements, such as a process design to improve communication and application turnaround related to financial aid, utilized a PMT. As a result of survey feedback, employee initiative, EC or VP request, process owners are involved in process design.

For example, the efforts to improve the registration process incorporated cross-functional teams, PMTs, and process-owner initiated improvements. Student surveys indicated strong student dissatisfaction with the registration process. The previous registration process was cumbersome, time consuming, and caused students to run all over the campus. Students' needs, together with the University's inability to maintain University records efficiently and effectively, led to a decision to replace the administrative software package with the SCT Banner system.

Through Banner, we offer Web registration for the student's convenience. Students can complete an application, register, apply for and track financial aid, and enroll in a deferred payment contract all online. Faculty can advise and register students online, and all administrative functions share one central database, making processing a student more efficient and accurate. As a result, student satisfaction in this area improved beyond national norms (Figure 7.2-4).

Process teams incorporate efficiency and effectiveness factors in a number of different ways. Continuing with the Banner example mentioned earlier, the new administrative

software supported student and other stakeholder needs by identifying a single source of data entry, providing desktop retrieval of information; eliminating the need for students, faculty, and staff to visit a variety of offices to obtain information; providing more timely access to data; and enhancing its accuracy. These changes impact cost in a desirable manner. To ensure effective usage of the system, training remains an on going component of facilitating Banner's use.

Concurrent with Banner implementation, a number of shorter-term process changes occurred largely through PMTs and initiatives from individual offices. For example, PMTs in the financial aid area developed numerous improvements, to include communicating more effectively with students by instituting a process of issuing progress letters that are sent out detailing the student's status and giving direction on what to do next. This change greatly decreased the number of students arriving on campus when classes began without appropriate financial resources secured.

Evaluation of MOEs during the SP retreat and at other times provides feedback on whether the expected results are being achieved.

**a(4)** Key MOEs are identified in Table 6.2-2. Some reflect in-process measures; others are more summative in nature.

Successful day-to-day operation of key support processes rests with the manager responsible for the area. The VPBA meets with directors of these areas as needed to be appraised of any extraordinary circumstances or issues that interfere with effective and efficient operations. Third-party providers meet with the VPBA on a weekly basis; she also meets with bookstore personnel as needed.

**a(5)** Support process costs are budgeted, monitored, and evaluated against University trend data. Where data are available, evaluation also occurs against statewide peers. NACUBO benchmarking standards are also used for evaluation purposes. WNMU complies with all appropriate external regulatory requirements.

Whenever possible, WNMU avoids errors and rework by building rules to prevent inaccurate input into the monitoring systems.

**a(6)** The beginning point for improvement rests with the decision cycle; however, it also includes customer input, trend analyses, benchmarking, review of research reports, professional conference attendance, and training and educational opportunities. Interactions with peer groups and professional organizations provide information on best practices and up-and-coming trends, which in turn inform the SPP and help leadership identify needed changes.

As potential changes are identified, they are shared in many ways including EC, Cabinet, VP Councils, and

through Mustang Express announcements. In most cases, these communication methods allow opportunities for feedback before final changes to the support processes are undertaken. Communication, training, and educational opportunities support reduced variability within process applications.

<b>Table 6.2-2 – Key Performance Measures Related to Support Processes</b>	
<b>Process</b>	<b>Key Performance Measures (MOEs)</b>
Registration	<ul style="list-style-type: none"> <li>• Student satisfaction</li> <li>• Length of lines</li> </ul>
Purchasing	<ul style="list-style-type: none"> <li>• Employee satisfaction</li> <li>• Procurement card issuance</li> <li>• Average turnaround time on purchase orders</li> </ul>
Financial, Budget and Accounting	<ul style="list-style-type: none"> <li>• Fund balances</li> <li>• Budget conformance to CHE guidelines</li> </ul>
Maintenance	<ul style="list-style-type: none"> <li>• Energy usage</li> <li>• Average cost per gross square foot</li> <li>• Request backlog</li> </ul>
Safety/ Security	<ul style="list-style-type: none"> <li>• Student satisfaction</li> <li>• Employee satisfaction</li> <li>• Injury and accident Rates</li> </ul>
Human Resources/ Payroll	<ul style="list-style-type: none"> <li>• Grievances</li> <li>• Workers compensation claims</li> </ul>
Mail	<ul style="list-style-type: none"> <li>• Student satisfaction</li> <li>• Employee satisfaction</li> </ul>
Ed Rec/Student Activities/Intramurals	<ul style="list-style-type: none"> <li>• Student satisfaction</li> </ul>
Bookstore	<ul style="list-style-type: none"> <li>• Student satisfaction</li> <li>• Faculty satisfaction</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>• Distance education support</li> </ul>

**Table 6.2-1 - Support Services, Guiding Policies, and Student and Stakeholder Expectations**

<b>Process</b>	<b>Services Provided</b>	<b>Policy Guiding Service</b>	<b>Student/Stakeholder Expectations</b>
Registration	<ul style="list-style-type: none"> <li>Admit and register students</li> <li>Process applications and disburse financial aid, book checks, refunds</li> <li>Student payments of tuition and fees</li> <li>Maintain student academic files</li> </ul>	<ul style="list-style-type: none"> <li>CHE guidelines</li> <li>Federal regulations</li> <li>Bookstore policy</li> <li>WNMU internal policy</li> <li>SCT Banner</li> </ul>	<ul style="list-style-type: none"> <li>Timely services</li> <li>Accurate records</li> <li>Limited standing in line (speedy process)</li> <li>Friendly personnel</li> <li>Internal coordination and flexibility</li> </ul>
Purchasing	<ul style="list-style-type: none"> <li>Process purchase orders</li> <li>Issue/Monitor procurement cards</li> <li>Process formal bids</li> <li>Process requests for proposals</li> </ul>	<ul style="list-style-type: none"> <li>NM State Statute</li> <li>WNMU internal policy</li> <li>Needs of campus community</li> <li>Federal regulations</li> </ul>	<ul style="list-style-type: none"> <li>Timely acquisition of needed goods</li> <li>Accurate order fulfillment</li> <li>Knowledgeable and courteous personnel</li> <li>Efficiency in purchasing</li> </ul>
Financial, Budget and Accounting	<ul style="list-style-type: none"> <li>Process budget revisions</li> <li>Students invoices</li> <li>Facilitate requests for funding</li> <li>Account for all university funds</li> <li>Cash checks</li> </ul>	<ul style="list-style-type: none"> <li>GASB and FASB</li> <li>State statutes and Federal regulations</li> <li>Banner functionality</li> <li>WNMU internal policy</li> <li>Needs of campus community</li> </ul>	<ul style="list-style-type: none"> <li>Timely processing of budget revisions/payment of invoices</li> <li>Budget planning and analysis</li> <li>Accurate records</li> <li>Knowledgeable and courteous personnel</li> <li>Responsive to needs for specialized reports</li> </ul>
Maintenance	<ul style="list-style-type: none"> <li>Clean buildings</li> <li>Process work orders</li> <li>Perform emergency repairs</li> <li>Manage capital project</li> <li>Groomed outdoor appearance</li> </ul>	<ul style="list-style-type: none"> <li>WNMU internal policy</li> <li>Needs of campus community</li> <li>Contract with Sodexho (3<sup>rd</sup> party provider)</li> </ul>	<ul style="list-style-type: none"> <li>Clean and safe facilities</li> <li>Attractive campus grounds</li> <li>Timely responses</li> <li>Minimum disruption to classes or mobility</li> <li>Commitment to campus vision, mission, values</li> </ul>
Safety/ Security	<ul style="list-style-type: none"> <li>Provide general security</li> <li>Enforce safety regulations</li> <li>Enforce law enforcement</li> <li>Enforce WNMU policies</li> </ul>	<ul style="list-style-type: none"> <li>State law</li> <li>Federal law</li> <li>WNMU internal policy</li> <li>Needs of campus community</li> </ul>	<ul style="list-style-type: none"> <li>Safe and secure campus</li> <li>Knowledgeable of investigative procedures</li> <li>Fair and equitable treatment</li> <li>Available when needed</li> </ul>
Human Resources/ Payroll	<ul style="list-style-type: none"> <li>Prepare recruit/hire</li> <li>Prepare annually contracts</li> <li>Prepare benefits administration</li> <li>Prepare payroll</li> <li>Maintain employment files</li> </ul>	<ul style="list-style-type: none"> <li>FLSA</li> <li>State statute</li> <li>WNMU internal policy</li> <li>NMPSIA guidelines</li> <li>Needs of campus community</li> </ul>	<ul style="list-style-type: none"> <li>Accurate records</li> <li>Knowledgeable and friendly personnel</li> <li>Timely issuance of contracts</li> <li>Timely issuance of hiring related documents</li> <li>Flexible within policy guidelines</li> </ul>
Mail	<ul style="list-style-type: none"> <li>Process outgoing mail</li> <li>Receive mail</li> <li>FedEx/Overnight Services</li> <li>Central Shipping and Receiving</li> <li>Bulk mail</li> </ul>	<ul style="list-style-type: none"> <li>US Post Office regulations</li> <li>FedEx regulations</li> <li>WNMU internal policy</li> <li>Needs of campus community</li> </ul>	<ul style="list-style-type: none"> <li>Prompt, accurate delivery services</li> <li>Timely receipt of mail and ordered items</li> <li>Friendly service</li> <li>Stamp purchase availability</li> <li>Bulk mailings</li> </ul>
Ed Recreation and Intramurals	<ul style="list-style-type: none"> <li>Coordinate activities</li> <li>Monitor recreational facilities</li> </ul>	<ul style="list-style-type: none"> <li>WNMU internal policy</li> </ul>	<ul style="list-style-type: none"> <li>Adequate facilities and equipment</li> <li>Safe facilities</li> </ul>
Bookstore	<ul style="list-style-type: none"> <li>Supply books and supplies</li> </ul>	<ul style="list-style-type: none"> <li>Contract with Follett (3<sup>rd</sup> party provider)</li> <li>WNMU internal policy</li> </ul>	<ul style="list-style-type: none"> <li>Competitive prices</li> <li>Availability of used books</li> <li>Availability of WNMU logo items</li> <li>Commitment to campus vision, mission, values</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>Phone and e-mail service</li> <li>Internet and Data connectivity</li> <li>Cable</li> <li>Distance education support</li> </ul>	<ul style="list-style-type: none"> <li>Federal and State regulations</li> <li>Cable provider policies</li> <li>WNMU internal policy</li> <li>Need of campus community</li> </ul>	<ul style="list-style-type: none"> <li>Minimum disruption of phone and internet services</li> <li>Sufficient equipment to meet demands</li> <li>Similar services regardless of location</li> <li>Collaboration with other state universities</li> <li>Rapid access to high priority information</li> </ul>

