

# **Western Carolina University**

## **Institutional Response to the Visiting Committee Report**

**Date of Visit: April 2-4, 2007**

**Submitted to the Commission on Colleges Southern  
Association of Colleges and Schools (SACS)**

**September 10, 2007**

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**Western Carolina University**  
**SACS Review –Response to Visiting Committee Report**

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**3.3.1** The institution identifies expected outcomes for its educational programs (including student learning outcomes for educational programs) and its administrative and educational support services, assesses whether it achieves these outcomes, and provides evidence of improvement based on analysis of those results. (**Institutional effectiveness**).

**Recommendation 1:**

**The Committee recommends that the institution demonstrate that it assesses educational support services and provide evidence of improvement based on the analysis of those results.**

**Committee Concerns:**

The Off-Site Committee's review found that Western Carolina University identifies expected learning outcomes for each of its academic programs as well as clear objectives for the administrative and support units. Achievement of these outcomes is evaluated annually and documented in assessment reports. However, there is not always a clear or direct linkage demonstrating improvements based upon these outcomes.

The On-Site Committee recognizes the commitments the institution has made to assessment by creating a separate office and hiring a Director of Assessment in January 2006. In addition, the hiring of a new Director of Institutional Research and Planning with a background in assessment puts in place a strong foundation for advancing the assessment program at WCU. The Committee believes that the institution is making progress in creating a campus-wide culture of assessment. The Committee urges the institution to develop a more cohesive approach to assessment and to establish that all areas have common reporting templates and timeframes.

The Committee observed that the educational support services located organizationally within student affairs identified expected outcomes and reported program improvements; however, it is unclear that improvements are based on assessing those outcomes. The educational support services located organizationally within academic affairs have identified outcomes; however, several of these units have not yet completed an assessment cycle and results have not been reported.

**Institutional Response:**

WCU acknowledges the On-Site Committee's recognition of progress made towards creating a campus-wide culture of assessment and reaffirms the University's commitment to advancing the assessment program as a meaningful and transparent institutional initiative. To that end, the University's planning and assessment processes continue to be refined to achieve a systematic and continuous planning and reporting framework. The current reporting framework and all

planned improvements are designed to aid units in documenting the extent to which their programs and/or services are meeting their intended outcomes and objectives.

Beginning in 2007-08, academic and educational support units will move to a common reporting structure and timeline. Specifically, the Division of Student Affairs revised its assessment summary template to illustrate the correlation of assessment outcomes with program enhancements based on assessment results. See Attachments 3.3.1.1 and 3.3.1.2 for *Division of Student Affairs Program Assessment Plan* and *Program Assessment Report* templates. This new reporting structure is now consistent with that of academic units. All units are required to report the explicit linkage between assessment results and planned improvements. Current assessment reports (as of Spring 2007) for educational support units in the Division of Student Affairs can be reviewed at: <http://www.wcu.edu/studentd/assessment/index.asp> (note: these reports were collected using the prior assessment summary template).

As of June 2007, educational support units in the Division of Academic Affairs completed an assessment cycle and results were reported along with recommendations for planned improvements based on assessment results. A summary of those results is included below. The complete 2007 Assessment Reports for these units can be reviewed at: <http://www.wcu.edu/assessment/EnrollmentManagement.htm>.

The *Office of Undergraduate Admissions* reported results for five intended outcomes including 1) repositioning WCU as a first-choice school for prospective students; 2) alignment of admission activity with expenditures per geomarket; 3) improved retention rates due to higher admissions profile; 4) increase in number of underrepresented students; and 5) alignment of admissions policies and procedures with standards established by National Association of College Admissions Counselors. Assessment measures included analyses of academic indicators for incoming class (i.e., SAT scores, high school rank, etc.), market analyses, yield studies by recruitment territory, and demographic characteristics of first time freshmen. In response to an analysis of assessment results, the Office of Admissions recommended expansion of targeting strategies for higher profile students including a revision of print and web materials to emphasize academics, a more data-driven approach to the selection of potential recruitment geomarkets, more rigorous admissions standards, developing a Diversity Marketing Plan and implementing an Honors College Marketing Plan, and the compilation of a training manual for WCU Admissions Counselors.

WCU tutoring services including the *University Writing Center (UWC)*, the *Mathematics Tutoring Center (MTC)* and the *Catamount Academic Tutoring (CAT) Center*, collectively housed in the Academic Success Center, focused exclusively on the assessment of client satisfaction with tutoring services in 2006-07. A voluntary satisfaction survey was embedded into the TutorTrac database, which is used by all students to log in to or out of tutoring sessions at the Academic Success

Center. The vast majority of respondents (88% for UWC, 83% for MTC and 78% for CAT) indicated that they received useful tutoring assistance at the Center. CAT also administered a satisfaction survey to students attending an Academic Skills Workshop. 93% of student respondents expressed satisfaction with that experience. Academic Success Center staff have elected to use the 2006-07 TutorTrac Satisfaction Survey as a baseline collection year and have established benchmark satisfaction ratings of 88% (UWC), 80% (MTC) and 78% (CAT). CAT Center staff further elected to use the 93% satisfaction rating as the benchmark for future Academic Skills Workshops and has developed a workshop facilitator training program to maintain the high level of quality expected in those workshops. In addition, the UWC will monitor in future assessment cycles the impact of a planned shift from a mixed staff of undergraduate and graduate student workers to all Graduate Assistants on the satisfaction rating.

*Orientation Programs* outcomes focus on student acquisition and retention of information regarding University services and programs, development of students' first class schedule, the distribution of ongoing updates to students on academic and co-curricular activities, and the beginning of student development and intellectual growth in communication, self appraisal, independence, collaboration and career goal setting. Assessment data is collected through entering student surveys, program evaluations, registration processes, and orientation counselor reports. Given the timing of orientation activities, Orientation Programs is still in the process of analyzing data collected in Summer 2007.

The *Office of Financial Aid* conducted assessments in 2006-07 to measure percentage of students who met deadlines established to complete the FAFSA, percentage of gift aid distributed, and percentage of students receiving grant funding by the UNC system. The Office of Financial Aid tracked a significant increase in the number of students who filed the FAFSA by March 31<sup>st</sup> (1670 in 06-07 to 2497 in 07-08); 98% of needy freshman and 96% of needy undergraduates received gift aid with an average freshman award of \$4702 and an average undergraduate award of \$4383; and a much larger number of WCU students received grant funding through the UNC system (1807 in 06-07 and 2896 in 07-08). Proposed improvements include better and earlier communication strategies with students who have not started the financial aid process by March (use of new WCU student email system should aid in this), refine processes to cancel aid packages to students who withdraw the admission application and redistribute to other students, and provide examples in orientation materials of how aid packages change for late filers.

The *Career Services/Cooperative Education Office* focused on three student learning outcomes, including 1) the impact of vocational assessment sessions on individual students or students enrolled in Counseling 150 relative to their understanding of themselves and their ability to apply that self knowledge to personal decisions such as major and/or career selection; 2) the ability of students to integrate their selected major with a related job though an internship or co-op

experience; and 3) the impact of student participation in career events and interview days on their understanding of the importance of networking in the job search. Assessment measures included written evaluations from students in the Counseling 150 course or in individual vocation assessment sessions, an analysis of student self-reflection essays submitted as a requirement of an internship or co-op, student evaluations of internships and co-ops, and career workshop/event evaluations. As a result of these assessments, changes in class sizes for Counseling 150 are being considered, assessment of self-appraisal ability during Counseling 150 and in individual vocational assessment sessions will be separated and evaluation questions revised with a greater emphasis on student reflection, internship and co-op evaluation forms have been revised, and a shift in the agenda format for the Etiquette Dinner will leave more time for small group discussion at individual tables.

The WCU *Advising Center* focused exclusively in 2006-07 on assessing the impact of CatWalk, the online portal designed to facilitate the transition to WCU, on new students' ability to identify and communicate with their advisors on their preferences for first semester course. Advising Center staff tracked the number of students who completed the CatWalk and their preferences for first semester courses as well as planned major. Based on their assessment results, staff will revise their method of calculating completion rates to account for students who were admitted but did not enroll, revise the CatWalk process for transfer students who are not required to complete the general education core at WCU to more effectively communicate their course preferences, and develop an evaluation instrument to allow CatWalk users to give feedback on the process.

The Office of Assessment continues to provide support and resources for all academic and educational support units. Assessment handbooks and reporting templates for academic units can be reviewed at:  
<http://www.wcu.edu/assessment/programassessment.html>.

In addition to the progress discussed above, a major new initiative at WCU, which will have a significant impact on our assessment reporting framework, is the development of the WCU Planning Database, designed by staff in the Office of Institutional Research and Planning in consultation with staff in key functional areas such as budgeting and assessment. See Attachment 3.3.1.3 for the WCU Planning Database User's Manual.

The Planning Database, initially designed in terms of an accountability reporting function to support the institution's strategic planning processes, will be piloted in 2007-08 by educational support units within the Divisions of Academic Affairs and Student Affairs. The Planning Database is representative of WCU's hierarchical planning and reporting structure and will allow users at all levels to map unit outcomes and objectives to college or division objectives and, ultimately, to reflect specific institutional strategic directions and goals.

To aid in assessment reporting, the database will allow users to document progress made toward specific outcomes and objectives in a convenient electronic repository. The database also has a reporting function that enables users to view complete objectives reports (mid-year and final), objectives by characteristic (CAS Standard, Liberal Studies Outcomes, etc.), objectives by status (completed, in-progress, etc.), objectives by strategic direction and goal (list of objectives by related strategic direction or goal), and objectives by mapped parent objective (list of objectives by objectives of the larger department or division). In addition, the database has a reporting function that ties budget requests to related objectives.

The pilot implementation of the WCU Planning Database begins in Fall 2007 with all units in the Division of Student Affairs and with selected educational support units in the Division of Academic Affairs including Office of Undergraduate Admissions, Advising Center, Career Services/Cooperative Education, Office of Financial Aid, Orientation Programs, and tutoring services in the Academic Success Center. Those units began data entry in Summer 2007 and will complete that process by December 2007. Mid-year and final year reporting on progress made towards meeting the objectives will begin in January 2008. Staff in the Offices of Assessment, Institutional Research and Planning, and Budgets will monitor the effectiveness of the new database and will recommend expansion to other units, as appropriate.

**Attachment 3.3.1.1: Division of Student Affairs Program Assessment Plan Template**

Western Carolina University					
Division of Student Affairs Program Plan 2007-2008					
Program/Department Name:		Department Contact Name and Title:		Phone Number:	Email Address:
Date Submitted:					
Program/Department Mission Statement (include date of last revision):					
Program Goals/Objectives:					
Intended Outcome	Type of Outcome	Departmental Strategies	Assessment Methods	Assessment Criteria	
Please indicate a Measurable statement of the desired output or effect upon completion of the program.	<i>Program Outcome:</i> What is the intended or desired effect of your program or service? OR: <i>Learning outcome:</i> What will students know or be able to do as a result of their involvement in the program or service?	Please identify the specific ways in which the effect of the program or service will be manifested, or the participants will acquire the skills/knowledge identified in the outcome.	Please identify responsible parties, type of data to be collected, and a timeline for data collection and analysis. Attach copies of instruments to be used.	Performance Indicators: What is an acceptable measure of success for this outcome?	

**Attachment 3.3.1.2: Division of Student Affairs Assessment Report Template**

Western Carolina University					
Division of Student Affairs Program Assessment Report 2007-2008					
Program/Department Name:		Department Contact Name and Title:		Phone Number:	Email Address:
Date Submitted:		Other Partners Involved in Activity (e.g., faculty, staff, alumni, other departments, community, etc).			
Department Mission Statement (include date of last revision):					
Intended Outcome:	Assessment Method(s)	Assessment Results	Improvements Based on Results	Timeline for Implementation	Resources Needed
State the outcome as reflected in your 2007-2008 Assessment Plan.	Please summarize the methods used to assess the corresponding outcome. Attach copies of any instruments used, including copies of surveys, list of questions, or rubrics.	Please include a summary of the findings and interpretation of these results.	Please describe your plans for specific use of assessment results and key changes made.	If no specific date indicated, please estimate a semester and year.	What resources are needed for implementation of these improvements?

### **Attachment 3.3.1.3: WCU Planning Database User's Manual**

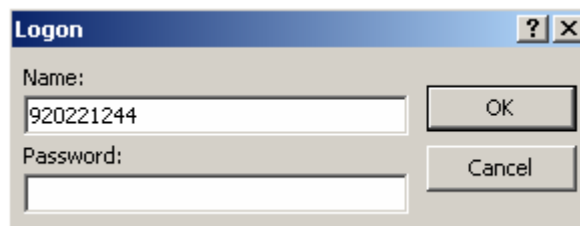
#### **I. Introduction**

The Western Carolina University Planning Database has been developed to enhance accountability and reporting through the *Strategic Planning and Institutional Effectiveness Framework*. The database also has the added functionality to be used for assessment and budget purposes. This document is designed to describe to users how objectives and budget requests and allocations can be entered and manipulated in the Planning Database.

The Planning Database was designed to account for the hierarchical structure at Western Carolina University. Users of a specific department can only enter objectives if the department their department reports to has entered their objectives for that particular year. For example, Academic Affairs can enter their objectives only after the Executive Council objectives have been entered into the database. Each objective must be mapped to a parent objective, so, in this case, each objective of Academic Affairs must map to a specific Executive Council objective. Each objective must also be related to a specific strategic direction and strategic goal. Users of a specific department are only allowed to edit their own department's objectives and budget requests. They can, however, view their parent and children departments' objectives and budget requests. This allows each department to view the necessary information for setting clear and effective objectives. This also allows for an iterative objective creation process.

#### **II. Logging in to the Planning Database**

The first step in using the WCU Planning database is accessing it. This can be done by going to the *Planning Database* directory on the share drive. There should be one file in this directory with the name of *Planning Database* and another for the readme you are currently reading. Simply double click on the *Planning Database* file to open the database. This will open up Microsoft Access with a logon box like the following:

A screenshot of a Windows-style dialog box titled "Logon". The dialog box has a blue title bar with a question mark icon and a close button (X). It contains two text input fields: "Name:" with the value "920221244" and "Password:" which is empty. To the right of the "Name:" field is an "OK" button, and to the right of the "Password:" field is a "Cancel" button.

Simply enter your Banner ID and leave the password blank. A password is not needed here because your logon to the network is required to get to the database. After clicking *OK*, a dialog box will pop up asking you to select your department. Simply select your department from the drop down list and click *Enter Database*. This sets the departments you are allowed to view and edit in the database. You will have to sign out and sign back in under a different department if you wish to make changes to another department's objectives and budget requests.

Select Department : Form

WCU Planning Database

Please select your department: Student Affairs

Enter Database Exit Database

After you select your department and click the *Enter Database* button, you will be presented with the *Main Switchboard*, the main menu screen of the database. Below is the *Main Switchboard*.

Main Switchboard

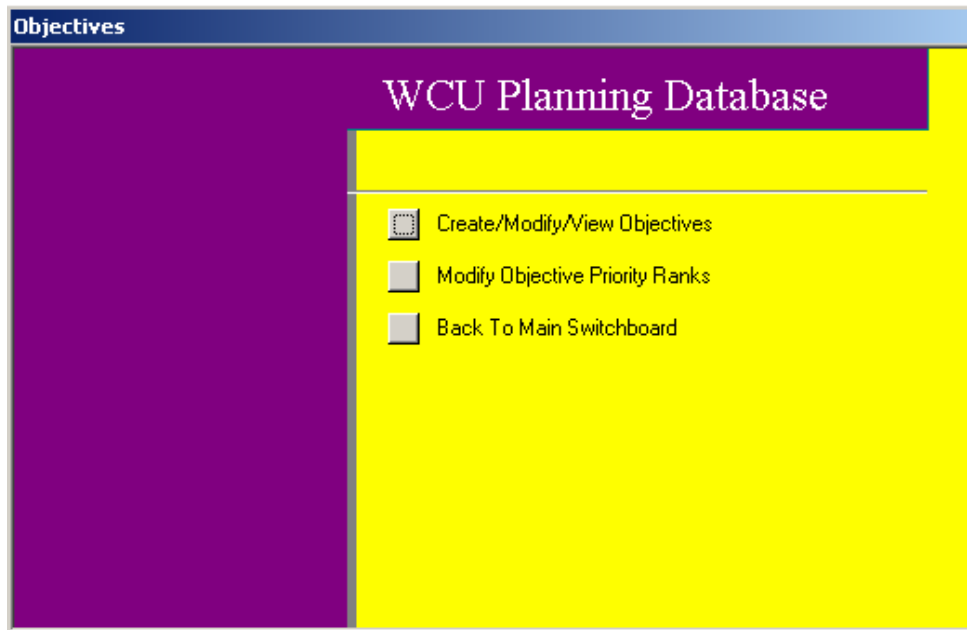
WCU Planning Database

- Objectives Menu
- Budget Requests Menu
- Administrative Forms (Read-only)
- Goals, Standards, and Priorities Forms (Read-only)
- Reports
- Exit Planning Database

### III. Navigating Through Objectives

#### III.A. Viewing/Editing Your Objectives

To view and edit your objectives click on the *Objectives Menu* button in the *Main Switchboard*. This will bring you to the following menu:



To view and edit your objectives click on the button for *Create/Modify/View Objectives*. This will open the form below, which will allow you to view your objectives, the objectives of the department your department reports to, and the objectives of all of the departments that report to your department. The only editable objectives are those for the department you are logged in as. Please be aware that the number of the objectives you may be allowed to view can be quite long. In this case, the *Filter* section at the top of the form gives you the ability to narrow down which objectives you are viewing.

The *Department ID*, *Department Name*, and *Objective ID* will automatically be filled in on this form. The first real step in creating an objective is to map it to an objective of the department your department reports to and to a WCU strategic direction and goal using the appropriate drop-down menus. This allows for better reporting and assessing of objectives (the objective hierarchy can be found at the end of this document). After this step, select the fiscal year the objective applies to, give it a priority rank, length, name, and need/issue being addressed. The *Need/Issue Being Addressed* allows for assessment and learning outcomes objectives as well as strategic planning objectives. The *Objective Finalized* box symbolizes that all of the details and characteristics of the objective have been entered and should only be checked when the objective requires no more editing. The check box for whether or not a budget will be submitted for the objective is critical for the budget requests form. If this button is not checked then a budget request cannot be created in the database for the objective.

The buttons at the bottom of the form take you to subforms containing details, characteristics, and evaluation information for the selected objective. It is important to verify that the appropriate objective is selected before clicking on any of these buttons. The selected objective can be determined by the triangle in the grey bar on the left hand side of the form. If a triangle is not present then the objective is not the selected objective. In the picture above there is a pencil inside of the grey bar, indicating that the current is selected and is currently being modified. To select an objective that isn't selected simply click on that grey bar. Objectives can also be deleted by clicking on the grey bar for the objective and then hitting the *Delete* key on your keyboard. It is very important to make sure that the record you are viewing is selected before modifying, deleting, or entering any of the subforms for the record. If you are creating a new record it is important that all of the information is entered on this form before going to any of the subforms. If this is not the case, you may receive errors or the subform may open for an objective different than the one being created.

### *III.A.1 University Goals and Defining Characteristics Subform*

After the *Create/Modify/View Objectives* form has been completed, you should proceed to the subform for *University Goals and Defining Characteristics*, which is shown below. The top of this subform displays the department name, department ID, objective name, and objective ID. Please select any characteristics from the drop downs that may apply to the current objective. If you wish to remove a characteristic from the objective, all you need to do is select the characteristic and hit the *delete* key on your keyboard. When all the appropriate characteristics have been selected click at the "X" at the top right hand corner of the subform to save and go back to the *Create/Modify/View Objectives* form.

### *III.A.2 Objective Details Subform*

Next, click on the button for *Objective Details*. This will bring up the subform where you may enter all the details for the selected objective. Fill in the appropriate details for the objective. Each detail is objective, but we recommend filling in a begin date, checking the box for objectives getting a budget submitted, filling in the expected target/results, and filling in the expected increase or decrease for the target. These details are more critical for creating reports based on your objectives. When all the appropriate details have been entered for the objective, click the “X” at the top right hand corner of the form to save and go back to the *Create/Modify/View Objectives* form.

**Create/Modify/View Objectives subform**

Department ID: 305500    Department Name: Counseling & Psych    Objective ID: 73

Objective Name: Continue to strengthen CLAW

### Objective Details

Activities being undertaken to meet objective\*  
 (If this is a learning assessment goal, please note here the curricular/co-curricular experiences where the students will acquire the skills and/or knowledge identified in the needs/outcomes statement.)

Primary Person Responsible: \_\_\_\_\_

Secondary Person Responsible: \_\_\_\_\_

How many faculty/staff do you expect to participate in these activities: \_\_\_\_\_

How many students do you expect to participate in these activities: \_\_\_\_\_

These activities require graduate assistants:

When will these activities begin: \_\_\_\_\_    When will these activities end: \_\_\_\_\_

What are the expected target/results?

Expected increase or decrease for the target:    Number/frequency: \_\_\_\_\_    and/or percent: \_\_\_\_\_

What instruments/methods will be employed to assist in assessing outcomes:

Please enter any prior year data (if applicable):

Please enter any links to additional reports/materials:

\_\_\_\_\_

\_\_\_\_\_

### III.A.3 Mid-Year Evaluation and End-of-Year Evaluation Subforms

The next subforms are the *Mid-Year Evaluation* and *End-of-Year Evaluation* subforms. They can be opened by clicking on the appropriate button. Information only needs to be entered on these subforms at the appropriate times when the objective is being evaluated. Examples of these subforms are below. Once information has been entered, click on the “X” at the top right hand corner of the subform to save and go back to the *Create/Modify/View Objectives* form.

**Objectives Mid-Year Evaluation subform**

Department ID: DIV03    Department Name: Student Affairs    Objective ID: 243

Objective Name: Begin to develop case management model involving Residential Living and Advising

Describe the extent to which the objective has been accomplished by mid-year:

Describe how mid-year results from evaluating/assessing your success has brought about change to operations and/or initiatives:

---

**Objectives Final Evaluation subform**

Department ID: DIV03    Department Name: Student Affairs    Objective ID: 243

Objective Name: Begin to develop case management model involving Residential Living and Advising

Describe the extent to which the objective has been accomplished (results):

Describe how results from evaluating/assessing your success has brought about change to operations and/or initiatives:

Increase/decrease in target:

Expected number/frequency:     Actual number/frequency:

Expected %:     Actual %:

### III.A.4 Copy to Next Year Function

The final button on the *Create/Modify/View Objectives* form is *Copy To Next Year*. Clicking on this button will create a new record and populate it with the same information for the currently selected objective. All characteristics and details will also be copied to the new objective. It is important to note that this new objective will need to be mapped to a parent objective. If the area your department reports to does not have objectives created for the next year, then this function will not work.

### III.B. Modify Objective Priority Ranks

To view and modify your department's finalized objective priority ranks, click on the *Modify Objective Priority Ranks* button in the objectives menu. Only the most recent year's priority ranks can be viewed and modified. The button at the bottom labeled *Reset/Create Priority Ranks* will sort your department's objectives by the priorities of the objectives they are mapped to and the priorities those objectives are mapped to (if applicable). Then it will create priority ranks for your department's

objectives based on those priority ranks. You can also manually change the priority ranks in the table. Click the “X” at the top right hand corner to exit to the *Objectives Menu* when you are finished.

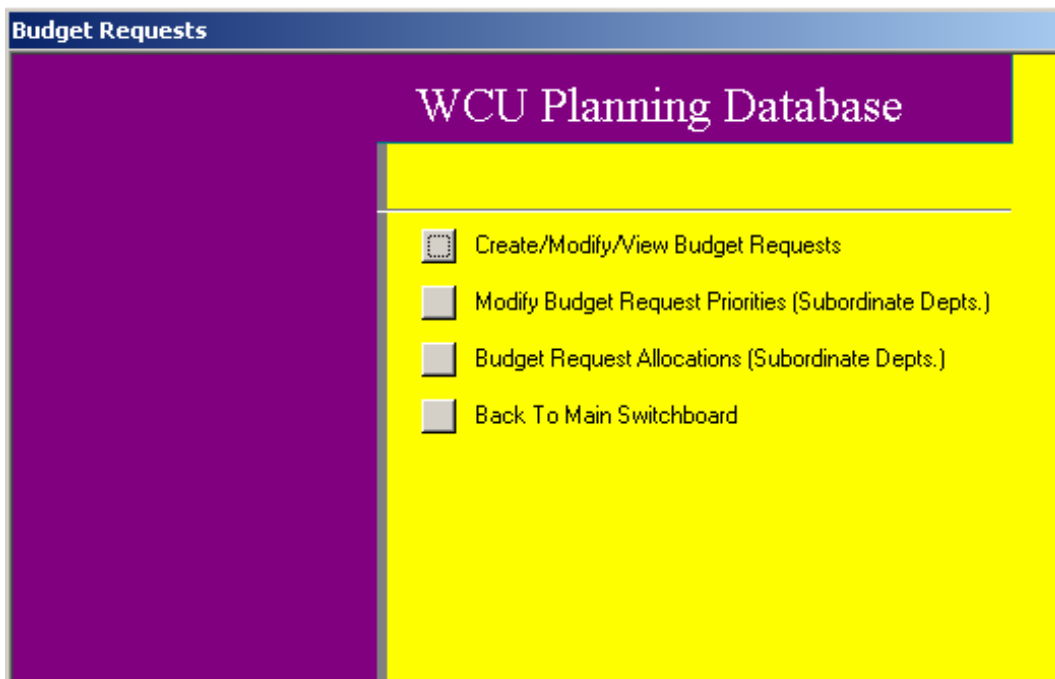
Parent Priority	Priority Rank	Department	Fiscal Year	Objective
3	1	Student Affairs	2007-2008	Continue Educational Talent Search & Upward
3	2	Student Affairs	2007-2008	Continue Child Development Center
4	3	Student Affairs	2007-2008	Enhance graduate assistantships and internsh
4	4	Student Affairs	2007-2008	Implement new Academic Integrity procedures
4	5	Student Affairs	2007-2008	Continue Service Learning Symposium
4	6	Student Affairs	2007-2008	Continue Community Service Learning Fair
4	7	Student Affairs	2007-2008	Continue Service Learning Awards Program
4	8	Student Affairs	2007-2008	Continue UBMS research program
4	9	Student Affairs	2007-2008	Continue to support student research efforts
4	10	Student Affairs	2007-2008	Increase Service Learning community partners
4	11	Student Affairs	2007-2008	Strengthen Di Ga Li

Record: 1 of 11

Reset/Create Priority Ranks

#### IV. Navigating Through Budget Requests

To get to the budget requests menu click on the *Budget Requests Menu* button on the main switchboard. This will bring you to the menu below.



#### IV.A. Viewing/Editing Budget Requests

Click on the *Create/Modify/View Budget Requests* button in the budget requests menu to open the *Budget Request* form for viewing and editing budget requests. Each budget request must be mapped to an objective, must have a priority rank, must have a short description, and must have a banner fund code. Property, plant, and equipment pool requests may be entered in the table on the form. This form will automatically calculate the EPA and SPA salaries requested along with the appropriate benefit amounts based on the positions requested in the *New Position Request* subform, which can be navigated to by clicking the button on the form.

**WCU's Departmental Budget Request**  
 FY 2006-2007

Department ID: DIV03      Department Name: Student Affairs

Objective This Budget Request Helps Meet: [Dropdown]

Short Description: Student Services Manager/Distance Education

Banner Fund: 333333      Finalized:

Requirement	Recurring	Non-Recurring
111010 EPA Regular Salary (attach New Position Request)	\$0.00	\$0.00
121010 SPA Regular Salary (attach New Position Request)	\$0.00	\$0.00
131010 Temporary Wages (Non-Student)	\$0.00	\$0.00
135050 Temporary Wages (Student)	\$0.00	\$0.00
151010 Social Security (Temporary Wages)	\$0.00	\$0.00
151010 Social Security (Regular Wages)	\$0.00	\$0.00
152020 State Retirement	\$0.00	\$0.00
154070 TIAA Optional Retirement	\$0.00	\$0.00
156030 Medical Insurance	\$3,854.00	\$0.00
2000BP Purchased Services Pool	\$0.00	\$0.00
2100BP Purchased Contractual Services Pool	\$0.00	\$0.00
2200BP Utilities Pool	\$0.00	\$0.00
3000BP Supplies Pool	\$0.00	\$0.00
5000BP Other Expenses and Adjustments	\$0.00	\$0.00
4000BP Property, Plant and Equipment Pool		\$5,000.00
<b>Total Requirements</b>	<b>\$3,854.00</b>	<b>\$5,000.00</b>

Description of initiative and/or deficiency being addressed:  
 This position will support the growing needs of our distance learners by working with the Division of Educational Outreach and other academic units to creatively address the student service needs of distance learning students. . .

Description	Amount
Executive Chair	\$300.00
Computer	\$1,660.00
Desk	\$1,200.00
Telephone	\$250.00
Printer	\$300.00
File Cabinet	\$290.00
Office Chairs	\$500.00
Supplies	\$500.00

Record: 1 of 8

A budget request may have multiple new position requests. To enter these, click on the *New Position Request* button. You can enter the position title, SPA grade, SPA FTE, SPA salary, EPA FTE, EPA Salary, and the duties of the new position in the form. Click the “X” at the top right to save and go back to the *Budget Request* form.

***IV.B. Modify Budget Requests Priorities (Subordinate Depts.)***

To view and modify budget request priority ranks for departments that report to yours, click on the *Modify Budget Request Priorities (Subordinate Depts.)* button in the objectives menu. This form looks almost identical to the *Modify Objective Priority Ranks* form described above in section III.B. Again, only the most recent year's priority ranks can be viewed and modified here. The button at the bottom labeled *Reset/Create Budget Priority Ranks* will sort the budget requests by the priorities of the objectives they are mapped to and the priorities assigned to the budget requests. Then it will create priority ranks based on those priority ranks. You can also manually change the priority ranks in the table. Click the "X" at the top right hand corner to exit out to the *Budget Requests Menu* when you are finished.

***IV.C. Budget Request Allocations (Subordinate Depts.)***

To view the finalized budget requests of the departments that report to yours click on the *Budget Request Allocations (Subordinate Depts.)* button in the *Budget Reports Menu*. This form is where you select whether the request has been approved, approved with modifications, or denied. You may enter amounts allocated on this form. All benefits and salaries are calculated based on the positions and salaries allocated. Allocated positions and salaries can be done by clicking the *Position Request Allocations* button.

**Budget Request Allocations**

### WCU's Departmental Budget Request Allocations

FY  Department ID:  Department Name:

Objective This Budget Request Helps Meet:

Short Description:

Banner Fund:  Allocation Status:

**Position Request Allocations**

Requirement	Requested		Allocated	
	Recurring	Non-Recurring	Recurring	Non-Recurring
111010 EPA Regular Salary	\$0.00	\$0.00	\$0.00	\$0.00
121010 SPA Regular Salary	\$30,045.00	\$0.00	\$0.00	\$0.00
131010 Temporary Wages: (Non-Student)	\$0.00	\$0.00	\$0.00	\$0.00
135050 Temporary Wages: (Student)	\$0.00	\$0.00	\$0.00	\$0.00
151010 Social Security (Temporary Wages)	\$0.00	\$0.00	\$0.00	\$0.00
151010 Social Security (Regular Wages)	\$2,298.44	\$0.00	\$0.00	\$0.00
152020 State Retirement	\$2,145.21	\$0.00	\$0.00	\$0.00
154070 TIAA Optional Retirement	\$0.00	\$0.00	\$0.00	\$0.00
156030 Medical Insurance	\$3,854.00	\$0.00	\$0.00	\$0.00
2000BP Purchased Services Pool	\$0.00	\$0.00	\$0.00	\$0.00
2100BP Purchased Contractual Services Pool	\$0.00	\$0.00	\$0.00	\$0.00
2200BP Utilities Pool	\$0.00	\$0.00	\$0.00	\$0.00
3000BP Supplies Pool	\$0.00	\$0.00	\$0.00	\$0.00
5000BP Other Expenses and Adjustments	\$0.00	\$0.00	\$0.00	\$0.00
4000BP Property, Plant and Equipment Pool		\$5,000.00		\$0.00
<b>Total Requirements</b>	<b>\$38,342.66</b>	<b>\$5,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

Description of initiative and/or deficiency being addressed:

This position will support the growing needs of our distance learners by working with the Division of Educational Outreach and other academic units to creatively address the student service needs of distance learning students. . .

Record:  of 3

The *Position Request Allocation* form will show a description and salary requested for each position pertaining to the budget request. If a position is approved, a salary must be entered along with the position number.

# WCU's Departmental Budget Request

## New Position Request - Allocation

FY

Department:

Position Title:  Position Number:

Type:

SPA(1210) Grade:  FTE:  Salary Requested:  Salary Allocated:

EPA (Non-faculty): FTE:  Salary Requested:  Salary Allocated:

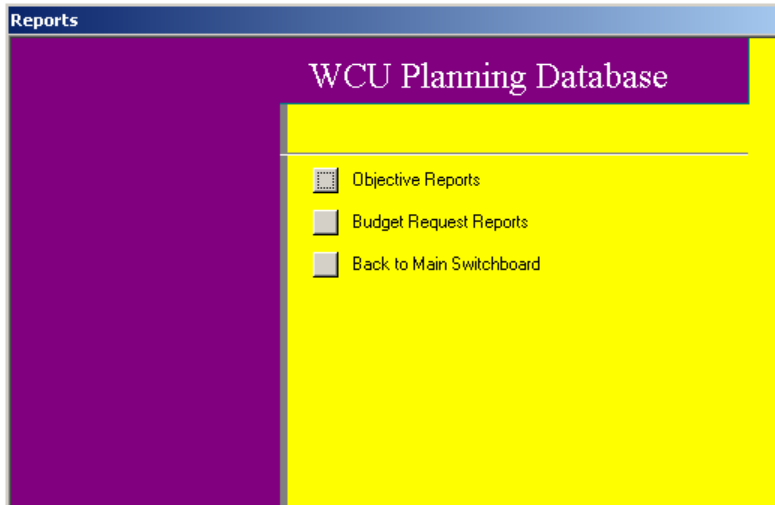
### Primary Duties of New Position

This position will be part of the organizational structure of the Assistant Vice Chancellor for Student Affairs and works with minimum supervision and direction. The coordinator will serve as a liaison to the Division of Educational Outreach and support the growing student services needs of our distance learner students.

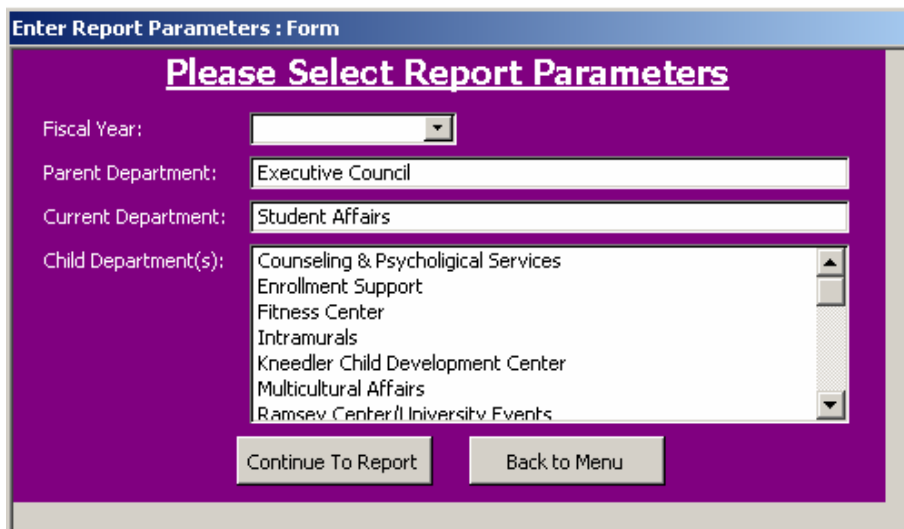
### Specific Duties of New Position:

## V. Reports

The *Reports* button on the main switchboard will take you to the *Reports* menu. Once here, you will have the option of running objective reports or budget request reports.



Each report run will display a form asking you to select the appropriate report parameters. You must select a fiscal year and at least one department (can be a parent department, your department, or a child department) for the report to run properly. You may select multiple departments and each department you select will show up in a different section on the same report.

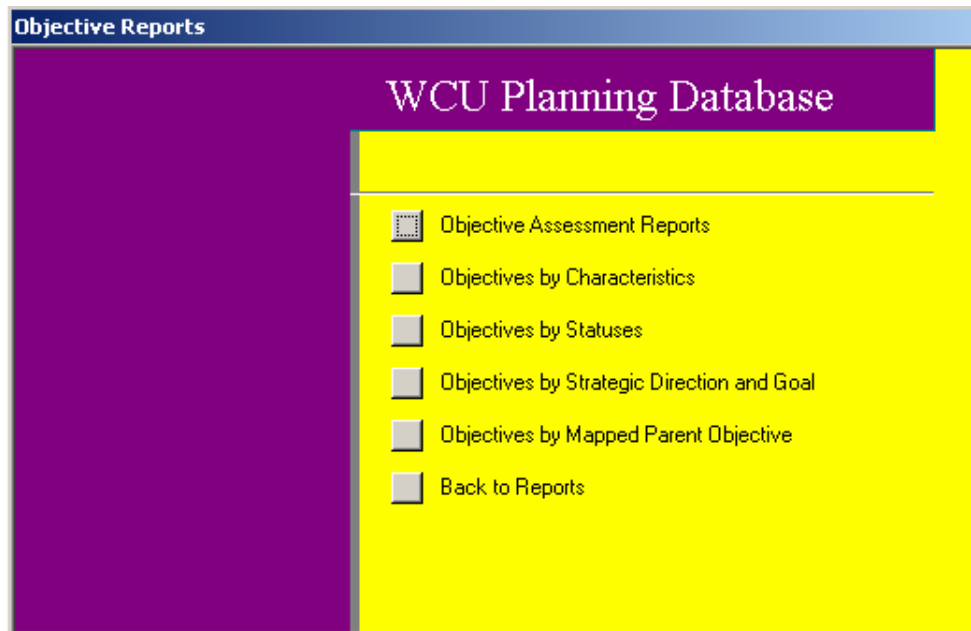
A screenshot of a web form titled "Enter Report Parameters : Form". The form has a purple background and a white header bar with the text "Please Select Report Parameters". Below the header, there are four input fields: "Fiscal Year:" with a dropdown menu, "Parent Department:" with a text box containing "Executive Council", "Current Department:" with a text box containing "Student Affairs", and "Child Department(s):" with a list box containing "Counseling & Psychological Services", "Enrollment Support", "Fitness Center", "Intramurals", "Kneedler Child Development Center", "Multicultural Affairs", and "Ramsey Center/University Events". At the bottom of the form, there are two buttons: "Continue To Report" and "Back to Menu".

### V.A. Objectives Reports

The *Objective Reports* button on the reports menu will take you to the objective reports. Here is a description of each button:

- *Objective Assessment Reports* – goes to a submenu with the following reports:
  - *Objective Final Accomplishments Report*

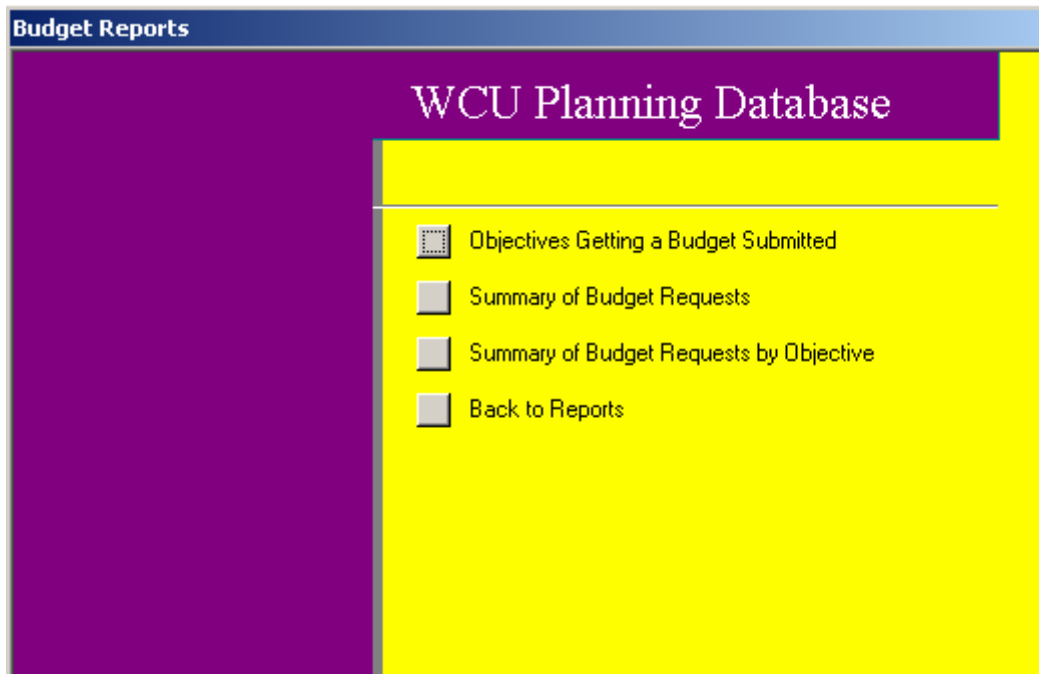
- *Objective Mid-year Accomplishments Report*
- *Objectives by Characteristics* – goes to a submenu with the following reports:
  - *Objectives by GA Accountability and Core Measures*
  - *Objectives by CAS Standard*
  - *Objectives by Liberal Studies Outcome*
  - *Objectives by Professional Standard*
- *Objectives by Statuses* – goes to a submenu with the following reports:
  - *List of Finalized Objectives*
  - *List of Not-Finalized Objectives*
  - *List of Completed Objectives*
  - *List of In-Progress Objectives*
- *Objectives by Strategic Direction and Goal* – report that shows a list of objectives by the strategic direction and goal the objective is helping accomplish
- *Objectives by Mapped Parent Objective* – report that shows a list of objectives by the objectives of the department your department reports to that they are helping accomplish



#### *V.B. Budget Requests Reports*

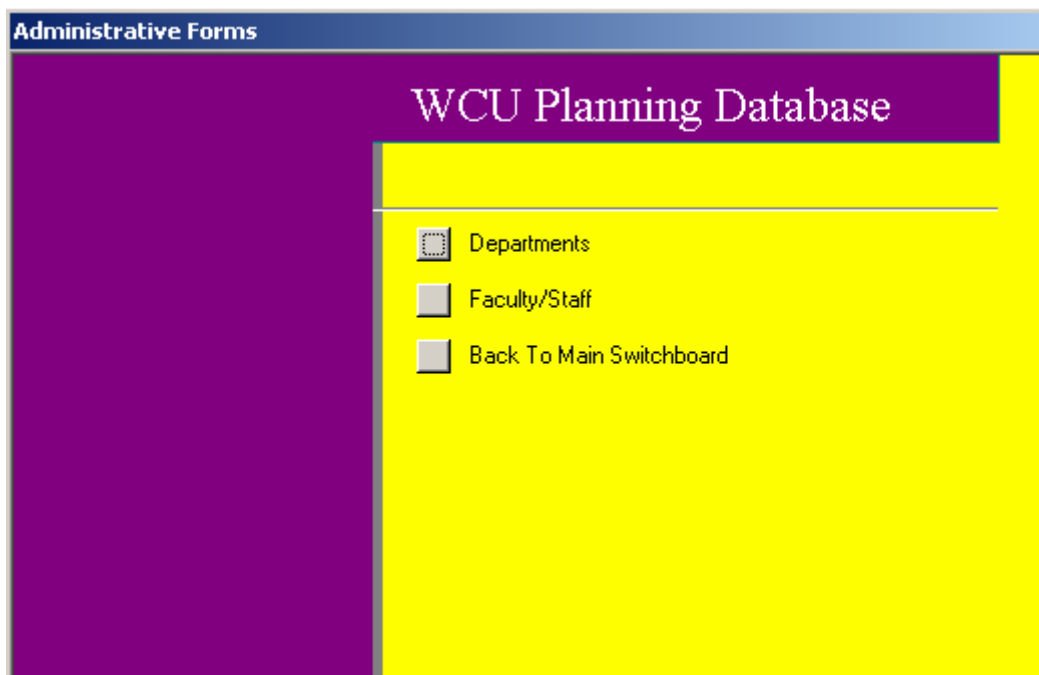
The *Budget Request Reports* button on the reports menu will take you to the budget request reports. Here are short descriptions of the reports on this menu:

- *Objectives Getting a Budget Submitted* – Gives a list of all finalized reports that have the budget submit checkbox checked;
- *Summary of Budget Requests* – Is a summary of budget requests by department. Gives the priority rank, description, total recurring amount, total non-recurring amount, and total FTE;
- *Summary of Budget Requests by Objective* – Similar to the *Summary of Budget Requests* report, except that this one is by objective instead of by department.



## VI. Administrative Forms

To get to the *Administrative Forms* menu click on the *Administrative Forms (Read-only)* button on the *Main Switchboard*.

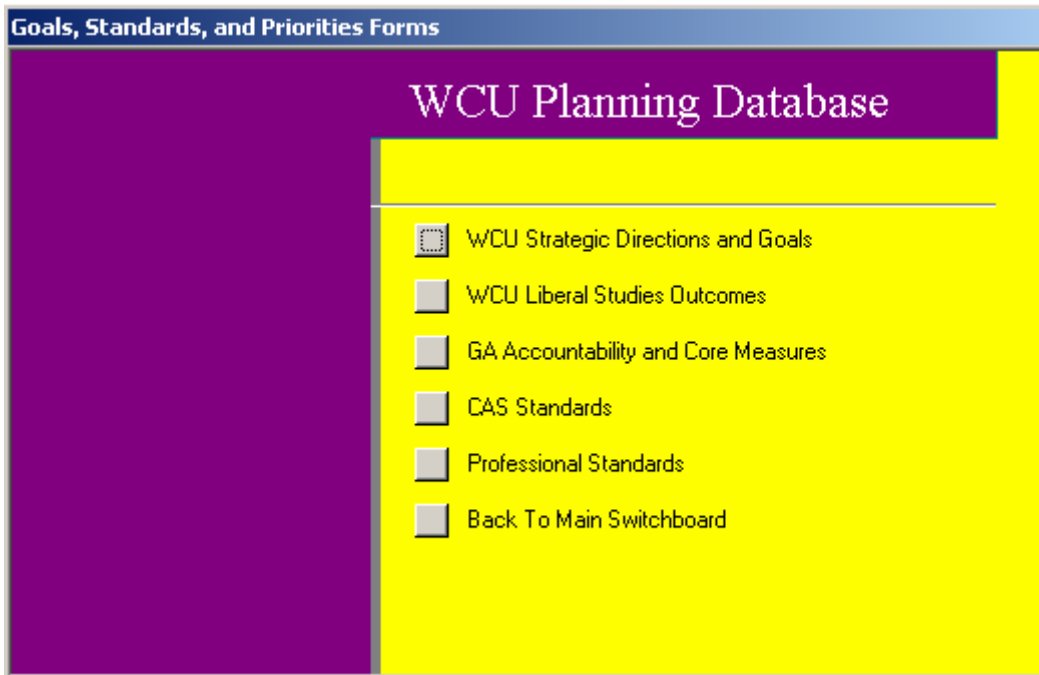


There are only two administrative forms, one for departments and one for faculty and staff. Both of these are read-only because some changes to the information on these forms may change the security of the database. The *Departments* form contains the department ID, department name, department phone number, its level

in the hierarchy (highest=1), and the ID of the department to which it reports. The *Faculty/Staff* form contains your Banner ID, name, e-mail address, phone number, position number, position title, and the department to which you belong (if you belong to more than one department, you will have a different record for each department). To request a change in any of these forms, please contact one of the database administrators.

## VII. Goals, Standards, and Priorities Forms

To get to the *Goals, Standards, and Priorities Forms* menu click on the *Goals, Standards, and Priorities Forms (Read-only)* button on the *Main Switchboard*.



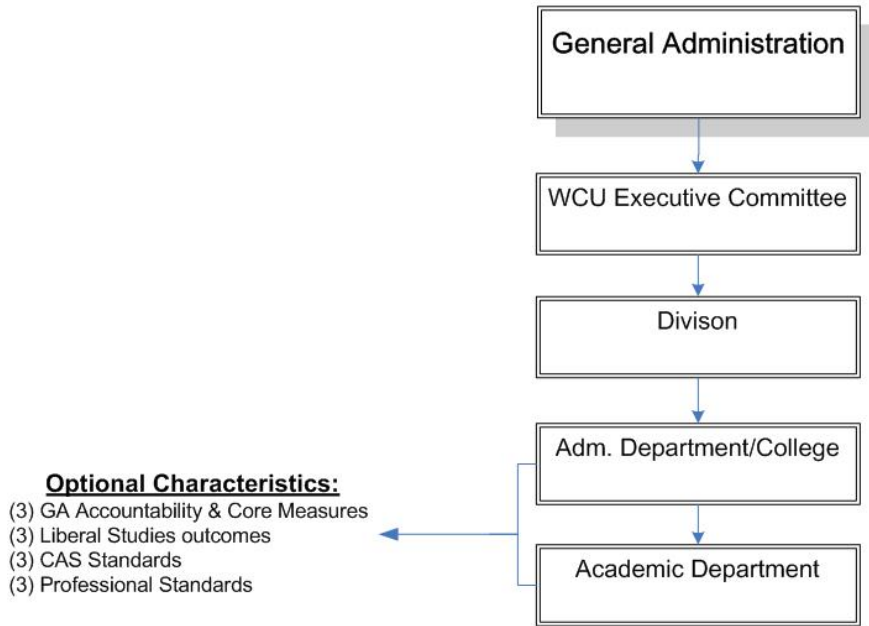
The *Goals, Standards, and Priorities Forms* menu contain forms with all of the goals and characteristics that can be selected for each objective in the *University Goals and Defining Characteristics* form (section III.A.1.). These include the WCU strategic directions and goals (required for every objective), WCU liberal studies outcomes, GA accountability and core measures, CAS standard, and professional standards. These forms are read-only because any changes here will change for all objectives in the database. To request a change in any of these forms, please contact one of the database administrators.

## VIII. Technical Assistance

For further technical assistance please contact either Alan Socha or Raymond Barclay:

<b>Alan Socha</b> <a href="mailto:socha@email.wcu.edu">socha@email.wcu.edu</a> (828) 227-2413	<b>Raymond Barclay</b> <a href="mailto:barclay@email.wcu.edu">barclay@email.wcu.edu</a> (828) 227-2570
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# Objective Priority Hierarchy



Division and below must select a WCU Strategic Direction & Goal

**3.5.1** The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies. (**College-level competencies**).

**Recommendation 2:**

**The Committee recommends that the University provide evidence that graduates have attained the competencies in all areas of the liberal studies program.**

**Committee Concerns:**

Western Carolina University has identified a set of competencies appropriate to the general education of its students, identified as its liberal studies program. The University has developed an assessment plan for liberal studies that extends from 2006-2011. The Committee found that the University lacked a full cycle of general education assessment since the current cycle is incomplete and an earlier cycle of assessment was not available for review. The current assessment plan is comprehensive and learning outcomes are appropriate for the twelve core areas – five core, the first year seminar, and six perspective areas. A significant challenge is the length of time, six years, required to complete the full liberal studies assessment cycle. From 2005-2006, the University completed the assessment loop for two core areas. A second assessment of two core areas will be completed at the end of the 2006-2007 Academic Year. The Committee compliments the University on the quality and depth of the four core areas assessed and the extensive work of the Liberal Studies Oversight Committee in this regard. However, since a full cycle of the current assessment plan has not been completed, the Committee sought data from an earlier cycle of assessment. Information regarding the assessment of liberal studies outcomes prior to 2005-2006 was not available. Given the strong start to the assessment cycle for the liberal studies program, the Committee believes accelerated attention to the assessment of the remaining eight general education areas is essential.

Further, in reviewing the assessment reports, the Committee noted some performance areas for which students may not have attained those competencies. This information shows where improvement can be made for subsequent assessment cycles. Additionally, there was a concern that all of the student work samples were not representative of all students taking the liberal studies courses.

**Institutional Response:**

In 2005-06, WCU developed a five-year plan to assess all core and perspectives areas of its Liberal Studies Program. A complete copy of the Liberal Studies Program Assessment Plan can be reviewed at [http://www.wcu.edu/assessment/documents/LSAssmtPlan2006\\_000.pdf](http://www.wcu.edu/assessment/documents/LSAssmtPlan2006_000.pdf). As of June 15, 2007, WCU has completed a comprehensive assessment cycle for four

core areas of the Liberal Studies Program: Writing, Wellness, Oral Communication, and Mathematics.

For the Writing and Wellness core areas, assessments of which were completed in July 2006, WCU continues to implement action items outlined in the Program Development Plans for each area. A summary of actions completed is included below. Full assessment reports and Program Development Plans can be reviewed at <http://www.wcu.edu/assessment/Writing.htm>; and <http://www.wcu.edu/assessment/Wellness.htm>.

*C1 Writing:* In response to action items outlined in the Program Development Plan for the Liberal Studies Core Area of Writing, the First Year Composition (FYC) Director now works with FYC faculty to integrate Liberal Studies learning objectives into all FYC syllabi prior to the start of the semester and reviews all FYC syllabi to ensure consistency in semester calendars and assignment descriptions. Also, the FYC Director was added to the Freshman Summer Reading Committee that selects the annual reading assignment effective Spring 2007 and has worked with FYC faculty to develop teaching materials related to the reading selection, which will be implemented in Fall 2007. As a result, the freshman reading selection is now integrated more consistently into the academic experiences of the incoming class. The FYC faculty have also made considerable progress in refining the assessment process for FYC. FYC faculty are now able to collect and manage students' digital portfolios through the use of flash drives purchased with an assessment support grant in Spring 2007 and FYC faculty revised their writing assessment rubric and plan to implement the new rubric in Fall 2007. See Attachment 3.5.1.1 for the FYC English 101 Digital Portfolio Holistic Scoring Rubric.

*C4 Wellness:* Similar progress has been made relative to the action items outlined for the core area of Wellness. In response to action items outlined in the Program Development Plan for Wellness, the Health Sciences Core Curriculum (HSCC) faculty will be assigned one qualified graduate teaching assistant to aid in designing a personal change plan for students in Wellness courses beginning in Fall 2007. The University has also greatly increased the number of opportunities for fitness and wellness activities through recent completion of a Disc golf course and new location and services for Base Camp Cullowhee. WCU also recently broke ground on a new student recreation center to be completed in Fall 2008. The new recreation center will offer a significant increase in classroom and fitness equipment and activity space. In addition, a follow up study was completed in Spring 2007 by Health Sciences faculty that assessed the long term impact of Wellness courses on student perceptions about wellness and key health indicators. That study concluded that while students often retain positive perceptions and understanding about health and wellness gained in Wellness courses, they do not necessarily implement those Wellness behaviors in their daily lives. See Attachment 3.5.1.2 for a summary of the Wellness study results.

For the Oral Communication and Mathematics core areas, assessments of which were completed in July 2007, WCU has developed action items to address each of the recommendations proposed by the faculty assessment team and will begin implementation of those items beginning in Fall 2007. A summary of the findings and recommendations made by the faculty assessment team is included below. Full assessment reports and Program Development Plans can be reviewed at <http://www.wcu.edu/assessment/OralCommunication.htm>; and <http://www.wcu.edu/assessment/Mathematics.htm>.

*C2 Mathematics:* The C2 Faculty Assessment Team reviewed course syllabi, faculty responses to a survey on instructional strategies and student work samples from Math 101 courses as part of their review. Overall, they concluded that syllabi for C2 courses generally reflected the Liberal Studies objectives for Mathematics and in most cases reflected the broader learning goals for the Liberal Studies Program. They noted that student work generally met or exceeded the Liberal Studies Mathematics objectives, but observed that student work often lacked a deeper reflection on the conceptual understanding of mathematics. The team also noted that the Liberal Studies Mathematics objectives were too narrowly focused on statistical application. Based on their findings, the team recommended that instructors build into their class assessment rubrics a greater emphasis on mathematical analysis of observations and include in their syllabi all Liberal Studies objectives. Also, the team recommended that the Liberal Studies Oversight Committee (LSOC), the campus body with primary responsibility for the Liberal Studies Program, revise the Liberal Studies Mathematics objectives to be less focused on statistical application and greater emphasis on synthesis and analysis of mathematics results. More broadly, the team also recommended that for future assessments, student work samples be provided from MATH 101, 130, 135, and 170. See Attachment 3.5.1.3 for the Program Development Plan for C2 Mathematics.

*C3 Oral Communication:* The C3 Faculty Assessment Team reviewed course syllabi, faculty responses to a survey on instructional strategies and, to a limited degree, student work samples from CMHC 201 courses as part of their review. Generally, they concluded that the CMHC 201 courses were meeting the Liberal Studies Oral Communication objectives, but that the Oral Communications program was in need of extensive revision at both the course and program level. Specifically, the team recommended that the LSOC adopt improved Oral Communication learning objectives as recommended by the National Communication Association and that CMHC instructors develop and implement standardized assessment rubrics consistent with those improved objectives. In addition, the team recommended that a comprehensive and consistent process for collection and assessment of student work samples be implemented beginning in Fall 2007. This process would allow CMHC faculty to acquire and retain digital recordings of student presentations, which could then provide the basis for a more meaningful assessment of student work. See Attachment 3.5.1.4 for the Program Development Plan for C3 Oral Communication.

In response to the Visiting Committee’s suggestion that WCU accelerate assessment of its Liberal Studies Program, the LSOC has developed a plan to expedite the assessment of the remaining 7 core and perspectives areas by July of 2008. A point of correction to note is that the Visiting Team inadvertently indicated that 8 areas in the Liberal Studies Program remained to be assessed, but the Upper Level Perspectives requirement is not a separate curricular component of the Liberal Studies Program. Rather it is a requirement stipulating that at least one of the mandatory 3 hour perspectives courses be an upper division course outside the major. As such, the Upper Level Perspectives requirement will not be assessed separately from the five Perspectives areas of the Liberal Studies Program. The assessment process for the remaining LS core and perspectives areas will remain the same, but data collection and review by faculty assessment teams will be condensed to accommodate the accelerated schedule. See schedule in Table 3.5.1.1 below.

**Table 3.5.1.1: Expedited Assessment Schedule for Liberal Studies**

<b><u>Liberal Studies Core/Perspectives Area</u></b>	<b><u>Data Collection</u></b>	<b><u>Review by Faculty Assessment Team</u></b>	<b><u>Completion of Program Development Plan (PDP)</u></b>
First Year Seminar	Sept-Dec. 2007	June 2008	July 2008
C5 Physical/Biological Sciences	Feb-May 2008	June 2008	July 2008
P1/2 Social Sciences	Feb-May 2008	June 2008	July 2008
P3 History	Feb-May 2008	June 2008	July 2008
P4 Humanities	Feb-May 2008	June 2008	July 2008
P5 Fine & Performing Arts	Feb-May 2008	June 2008	July 2008
P6 World Cultures	Feb-May 2008	June 2008	July 2008

**Attachment 3.5.1.1: FYC English 101 Digital Portfolio Holistic Scoring Rubric**

<b><u>4: High Competence</u></b>	<b><u>3: Average Competence</u></b>	<b><u>2: Minimal Competence</u></b>	<b><u>1: Poor Competence</u></b>
<p><b>Student as Writer:</b></p> <ul style="list-style-type: none"> <li>- Clearly and consistently able to manage and individualize an effective writing process</li> <li>- Develops and consistently maintains a strong personal written voice</li> <li>- Adopts appropriate voice, tone, and level of formality for the audience(s)</li> <li>- Uses conventions of format, structure, and language appropriate to the purpose of the texts they write</li> </ul> <p><b>Student as Reader:</b></p> <ul style="list-style-type: none"> <li>- Shows evidence of critically reading texts to increase knowledge about self, others, and the world</li> <li>- Uses appropriate information from primary and/or secondary research</li> <li>- Demonstrates strong knowledge and understanding of purpose and methods of conducting primary and secondary research</li> </ul> <p><b>Student and Text:</b></p> <ul style="list-style-type: none"> <li>- Generates text with a clear, workable, and realistic focus</li> <li>- Integrates his/her own ideas with those of others, showing an ability to synthesize information and ideas in an effective manner</li> <li>- Demonstrates the ability to create error free writing.</li> </ul>	<p><b>Student as Writer:</b></p> <ul style="list-style-type: none"> <li>- Able to manage and individualize a writing process</li> <li>- Develops a personal written voice</li> <li>- Adopts appropriate voice, tone, and level of formality for the audience(s)</li> <li>- Uses some conventions of format, structure, and language appropriate to the purpose of the texts they write</li> </ul> <p><b>Student as Reader:</b></p> <ul style="list-style-type: none"> <li>- Shows some evidence of critically reading texts to increase knowledge about self, others, and the world</li> <li>- Uses some appropriate information from primary and/or secondary research</li> <li>- Demonstrates some knowledge and understanding of purpose and methods of conducting primary and secondary research</li> </ul> <p><b>Student and Text:</b></p> <ul style="list-style-type: none"> <li>- Generates text with a workable, and realistic focus</li> <li>- Integrates his/her own ideas with those of others, showing an ability to synthesize information and ideas</li> <li>- Demonstrates the ability to create mostly error free writing.</li> </ul>	<p><b>Student as Writer:</b></p> <ul style="list-style-type: none"> <li>- Minimally able to manage and individualize a writing process</li> <li>- Inconsistently develops a personal written voice</li> <li>- Sometimes adopts appropriate voice, tone, and level of formality for the audience(s)</li> <li>- Rarely uses some conventions of format, structure, and language appropriate to the purpose of the texts they write</li> </ul> <p><b>Student as Reader:</b></p> <ul style="list-style-type: none"> <li>- Shows little evidence of critically reading texts to increase knowledge about self, others, and the world</li> <li>- Uses little appropriate information from primary and/or secondary research</li> <li>- Demonstrates little knowledge and understanding of purpose and methods of conducting primary and secondary research</li> </ul> <p><b>Student and Text:</b></p> <ul style="list-style-type: none"> <li>- Generates text with some workable, and realistic focus</li> <li>- Sometimes integrates his/her own ideas with those of others, showing an ability to synthesize information and ideas</li> <li>- Demonstrates some problems with creating error free writing.</li> </ul>	<p><b>Student as Writer:</b></p> <ul style="list-style-type: none"> <li>- Unable to manage and individualize a writing process</li> <li>- Does not develop a personal written voice</li> <li>- Does not adopt appropriate voice, tone, and level of formality for the audience(s)</li> <li>- Does not use conventions of format, structure, and language appropriate to the purpose of the texts they write</li> </ul> <p><b>Student as Reader:</b></p> <ul style="list-style-type: none"> <li>- Shows no evidence of critically reading texts to increase knowledge about self, others, and the world</li> <li>- Uses inappropriate information from primary and/or secondary research</li> <li>- Demonstrates very limited knowledge and understanding of purpose and methods of conducting primary and secondary research</li> </ul> <p><b>Student and Text:</b></p> <ul style="list-style-type: none"> <li>- Generates text with little to no focus</li> <li>- Generally unable to integrate his/her own ideas with those of others</li> <li>- Demonstrates many problems with creating error free writing.</li> </ul>

# Attachment 3.5.1.2: Retention of Student Wellness Concepts Study



## Retention of Student Wellness Concepts at WCU



Webster, A.M. & Zontek, T. L.  
Western Carolina University, Cullowhee, NC

The purpose of the study was two-fold: to determine if students retain wellness information learned in their C4 class and to determine if/how student health indicators change while at WCU.

### Background

The Liberal Studies Oversight Committee assessment of wellness courses identified a research need to track student wellness throughout academic career. There is a need for a research methodology and survey tool to track student wellness as it directly relates to academic learning outcomes and retention. This study is a pilot project.

### Methods

- Students who had previously taken HSCC 101 (Wellness) and had completed the fitness assessment were identified.
- Students contacted via email or through Facebook.com for recruitment into study.
- Students took online survey which asked questions about health, diet and exercise.
- Students had the following health indicators measured: height, weight, body fat, BMI, resting heart rate, and blood pressure.

### Analysis

- Online survey was analyzed using basic descriptive statistics.
- Open ended questions were grouped.
- Health indicator data were analyzed using paired t-tests to determine if student health indicators varied from the time they took the wellness course to the present.

### Results

**Demographics**  
 Gender: 84.1% female, 15.9% male  
 Age: Mean 20.11, Range 18 – 26  
 Ethnicity: Caucasian 95%; other 5%  
 Response rate: 12.6%; Participants (n) = 44



### What WCU students say about wellness....

- Biggest threats to wellness:**
- 1.Lack of healthy food choices on campus (54%)
  - 2.Overall unappealing food choices on campus (37.5%)
  - 3.Smoking on campus (16.6%)
- What WCU can do:**
- Offer more nutritional food choices with fresh fruits and vegetables (70.8%)
  - Promote more fitness activities (16.7%)
  - Provide designated smoking areas, not outside the entrances of buildings (8.3%)
- What students can do:**
- Increase exercise (47.9%)
  - Make smarter food choices with the options available (35.4%)
  - Increase self education and awareness of wellness (18.8%)



### What WCU students do about wellness ....

- Negative health behaviors:**
- 89.6% of students eat 2 or less servings of vegetables/day.
  - 89.5% of students eat 2 or less servings of fruit/day.
  - 35.7% of students eat 2 or more servings of fried foods/day.
  - 75% of students eat 2 or more servings of meat/day.
  - 65.3% of students perform vigorous exercise 3 or less days/week.
  - 81.7% of students do exercises to strengthen or tone 3 or less days/week.
  - 53.1% of students get enough sleep to feel well rested 3 or less days/week.
- Positive health behaviors:**
- 77.1% of students eat 2 or more servings of high fiber, bread and grains a day.
  - 62.5% of students use the nutrition on food labels to make choices about meals or snacks.

### Results (continued)

Indicators	Pre (Class)	Post (Study)	p-value
Heart Rate	83.37	79.82	.162
Systolic	121.77	120.36	.439
Diastolic	74.42	73.98	.587
Height	65.31	67.53	.327
Weight	148.77	149.51	.884
Body Fat	23.90	23.48	.554
BMI	24.46	24.64	.687

### Conclusions

- There was no significant difference in student health indicators between class (pre) and the study (post).
- The majority of students use food labels when making nutritional choices.
- The majority of students recognize positive health behaviors (retain wellness concepts) but do not necessarily implement them in their daily lives.

### Discussion

- Low response rate can be explained by two week data collection period, use of only electronic communication to recruit students into the study, personal nature of health indicator data, and scheduling difficulties.
- Further refinement of the survey and research methodology is needed, particularly collecting data while students are enrolled in a wellness course.

This study was made possible by a grant from the Western Carolina University Office of Assessment.

**Attachment 3.5.1.3: Program Development Plan for Liberal Studies Mathematics Core (C2)**

**Program Development Plan**

**Program: C2 Mathematics**  
**Department: Mathematics & Computer Science**

**Date: 07-2007**

**Strengths:**

1. Design of courses as indicated by faculty surveys and syllabi indicate a strong compliance with the C2 learning goals and objectives. Courses satisfy the statistics component of the C2 goals and assessments.
2. Level of mastery of material reflecting the C2 goals and assessments meets or exceeds expectations, as assessed in the samples of student work submitted by the instructors.
3. MATH 101 serves the university well as a course to satisfy the C2 requirement. A clear plurality of students uses MATH 101 to satisfy the C2 requirement. In 2006-2007 MATH constituted 21% of sections of 100 level courses offered annually that satisfy the C2 requirement.

<b>Recommendation</b>	<b>Strategic Action</b>	<b>Resources needed C=current R= reallocation N=new</b>	<b>Costs</b>	<b>Person(s) Responsible</b>	<b>Date of Review</b>
1. Instructors should build more “mathematical analysis of observations” into their rubrics.	<ul style="list-style-type: none"> <li>- Expand GTA seminar to include all faculty and address building ‘mathematical analysis of observations’ into C2 course rubrics.</li> <li>- Summarize results of C2 assessment finding at department faculty meeting.</li> </ul>	C		GTA Seminar Coordinator (Kathy)  Dept. Head (Mark)  C2 Math Assessment Group (Sloan & Jeff)	Fall 2008
2. Instructors should put objectives on their syllabi, covering both the Liberal Studies and C2 mathematics objectives.	<ul style="list-style-type: none"> <li>- GTA will be provided specific directives/training on how to incorporate Liberal Studies objectives into syllabi and course assignments for all C2 courses.</li> <li>- Mark will announce in Department meeting the need to have all faculty include Liberal Studies objectives in syllabi and course assignments for all C2 courses.</li> <li>- Beth will resend email on LS objectives to Math department head.</li> </ul>	C		GTA Seminar Coordinator  Department Head  AVCAA (Beth)	Fall 2007

Recommendation	Strategic Action	Resources needed C=current R= reallocation N=new	Costs	Person(s) Responsible	Date of Review
<p>3. Future assessment should include the four mathematics courses used to satisfy the C2 requirement; these are MATH 101, MATH 130, MATH 135 and MATH 170.</p>	<ul style="list-style-type: none"> <li>- Submit 3AA-5's for Math 130, 135, 170 to LSOC.</li> <li>- Collect data on number of students who use Math courses other than 101, 130, 135, and 170 to satisfy C2 requirement.</li> <li>- Develop benchmarks regarding student use of advanced courses to satisfy LS requirements.</li> </ul>	C		<p>Chair of Math. Curriculum Committee. AVCUS (Carol), Assmt Director (Melissa) and Chair of LSOC (Peter)</p> <p>LSOC (Peter)</p>	<p>Spring 2008</p> <p>Fall 2007</p> <p>Fall 2007</p>
<p>4. Adjust the wording of the C2 course description to:  “Assignments in which students display an application of mathematics will be required. This course will address applications of mathematics that may include statistics, optimization, linear regression, the mathematics of motion, or the mathematics of population growth”.</p> <p>Append to end of the statement :  “(Alternatively, a student may satisfy the requirement by passing Math 321 or any 100 level MATH course except for MATH 190-199.)”</p>	<ul style="list-style-type: none"> <li>- LSOC will review and, if acceptable, will approve suggested wording of C2 description and forward to Faculty for final approval.</li> </ul>	C		Chair of LSOC	Spring 2008

**Attachment 3.5.1.4: Program Development Plan for Liberal Studies Oral Communication Core (C3)**

**Program Development Plan**

**Program: C3 Oral Communications**

**Department: Communication**

**Date: 07-2007**

**Strengths:**

1. 100% qualified staff, as defined by the Southern Association of Colleges and Schools, are now in place.
2. Syllabi indicate a consistency of written and oral work throughout all sections of the class.
3. Assignments meet the current University-defined objectives.
4. Information technology is used.
5. A reticent speaker section is in place for students who have a fear of speaking in front of people.
6. Special sections are offered for the Honors College.
7. The Director of Oral Communication Competency received a grant to redesign the CMHC 201 course during AY 2007-2008.

<b>Recommendation</b>	<b>Strategic Action</b>	<b>Resources needed C=current R= reallocation N=new</b>	<b>Costs</b>	<b>Person(s) Responsible</b>	<b>Date of Review</b>
1. Establish a standardized number of sections that allocated resources will support; <ul style="list-style-type: none"> <li>▪ Assuming all open faculty positions are filled a standard supportable section count seems to be 30 each semester.</li> <li>▪ Coordinate with administration 30 sections per semester has on University student needs.</li> </ul>	- DH will work with Program Director to schedule sections evenly for fall and spring semesters starting at 28 sections and moving to 30 sections once faculty hiring is complete. - DH and PD will provide data to Dean on how the action above will be accomplished.	C		Dept Head (Don)  Program Director (Will)	Spring 2008
2. Recommended changes to C3 Learning Objectives. Students will be able to: <ol style="list-style-type: none"> <li>a) Demonstrate competency in small group communication.</li> <li>b) Demonstrate understanding of critical and literal listening.</li> <li>c) Recognize discrepancies between the speaker’s verbal and non verbal messages.</li> <li>d) Demonstrate competency in public speaking.</li> <li>e) Demonstrate competency in interpersonal communication.</li> </ol>	- LSOC will review objectives, change, forward to Faculty Senate for approval	C		Chair of LSOC (Peter)	Fall 2007

Recommendation	Strategic Action	Resources needed C=current R= reallocation N=new	Costs	Person(s) Responsible	Date of Review
<p>3. Recommendation for student assessment: develop a reliable pretest/posttest data collection instrument that provides valid data. NCA recommends assessing individual attitudes toward communication by exploring the following variables:</p> <ul style="list-style-type: none"> <li>a) Value placed on oral communication</li> <li>b) Communication apprehension</li> <li>c) Communication reticence</li> <li>d) Willingness to communicate</li> </ul>	<p>- After approval of modified objectives for C3, PD will coordinate with Communication faculty to develop appropriate scale.</p>	C		Program Director	Fall 2008
<p>4. For program-wide assessment: enumerate all students enrolled in CMHC 201 at the beginning of each semester and implement assessment protocols as outlined in the C3 Assessment Report.</p>	<p>- PD will include new assessment protocols in updated assessment plan and program review report.</p>	C		Program Director	Spring 2009
<p>5. Standardize instructor evaluation methods program-wide.</p> <ul style="list-style-type: none"> <li>a) Benchmark against Caudill's use of outstanding comprehensive instructor and student evaluation rubrics.</li> <li>b) Adapt this method for use by all CMHC 201 faculty.</li> </ul>	<p>- PD will work with Communication faculty to modify Caudill's rubrics for use in all CMHC 201 courses.</p>	C/R		Program Director	Spring 2009
<p>6. Funding should be allocated to procure at least four additional cameras and DVDr disks.</p>	<p>- PD will work with the Dean's office to present detailed funding request to Office of the Provost.</p>	R/N		Program Director; Assoc. Dean (David); AVCAAs (Beth/AJ)	Fall 2007
<p>7. Funding should also be provided to purchase DVDr discs. New director is responsible for: scheduling, in-class instructor evaluations, program management, instructor/student arbitration, annual faculty evaluation (AFE) reports, covering classes for absent faculty, faculty search committees, program assessment, higher administration-mandated duties.</p>	<p>- AVCAA will send DH a copy of the Program Director Guidelines.</p> <p>- DH will ensure summer compensation for PD is consistent with published PD guidelines.</p>			AVCAA (Beth)  Department Head (Don)	Summer 2008

**3.5.4** At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree. (**Terminal degrees of faculty**)

**Recommendation 3:**

**The Committee recommends that the University ensure that at least 25 percent of the discipline course hours in health sciences, clinical laboratory services, interior design, and communication oat the baccalaureate level are taught by faculty members holding the terminal degree in the discipline, or the equivalent of the terminal degree.**

**Committee Concerns:**

The On-Site Committee examined data organized by course prefix and broad CIP categories. Based on the information provided by the university, the Committee found that the 25 percent standard was not met in the areas of health sciences, clinical laboratory services, interior design, and communication. The information was organized by degree level and categories were not presented to allow the Committee to discriminate terminal degrees versus non-terminal degrees. Data was also not available by major. For example, data for communications/speech/theatre as well as health science programs were grouped and it was not possible to examine hours by major by terminal degree for the programs within these areas.

**Institutional Response:**

The tables below provide more explicit data concerning courses/hours taught by faculty with terminal degrees in the discipline of the major. Courses taught Spring and Fall 2007 in the selected disciplines were extrapolated from the course schedule and are presented in Attachment 3.5.4.1 with the courses highlighted that were/are taught by faculty with the terminal degree in the field. In addition, each degree program cited is presented below with the percentage of hours calculated to reflect the percentage of hours taught in the discipline of the major by faculty with the terminal degree.

The B.S. degree in Communication requires core courses (CMCR) as well as courses in a concentration selected from Broadcasting (BSCT, CMEM), Broadcasting Sales (BCST, CMPM), Communication Training and Development (CMTD), Print Media (CMPM), and Public Relations (CMPR). The table below indicates the percentage of hours taught by faculty who hold the terminal degree in the field. The terminal degrees for these areas are considered to be the M.F.A. in Theatre, Ph.D. in Communication, and the Ph.D. in Speech and Theatre Arts.

Area (s)	Prefix	% of hours taught by faculty with terminal degree
Communication Core	CMCR	66 %
Broadcasting	CMCR BCST CMEM	57 %
Broadcasting Sales	CMCR BCST CMPM	55%
Communication Training and Development	CMCR CMTD	69%
Print Media	CMCR CMPM	56%
Public Relations	CMCR CMPR	56%

Programs in the Department of Health Sciences include B.S. Degrees in Athletic Training (ATTR and HSCC), Clinical Laboratory Sciences (CLS), Emergency Medical Care (EMC and HSCC), Environmental Health (ENVH), Health Information Administration (HIA and HSCC), and Nutrition and Dietetics (ND). The table below indicates the percentage of hours taught by faculty who hold the terminal degree in the field. The terminal degrees for these areas are considered to be the M.S. in Athletic Training, Ph.D. in Physical Therapy, M.D. in Medicine, Ph.D. in Environmental Health, M.L.I.S. in Library Science, Dr.P.H. in Public Health, Ph.D. in Public Health Education/Promotion, Ph.D. in Public Policy Analysis, Pharm.D. in Pharmacy, Ph.D. in Nutrition Sciences, Ph.D. in Nutrition/Dietetics, and the M.S. in Clinical Laboratory Sciences.

Area (s)	Prefix	% of hours taught by faculty with terminal degree
Athletic Training	ATTR HSCC	48%
Clinical Laboratory Sciences	CLS	52%
Emergency Medical Care	EMC HSCC	30%
Environmental Health	ENVH	62%
Health Information Administration	HIA HSCC	39%
Nutrition and Dietetics	ND	37%

The program in interior design is the B.S. Degree in Interior Design (IDES). The table below indicates the percentage of hours taught by faculty who hold the terminal degree in the field. The terminal degrees are considered to be the M.S. in Interior Design, M.S. in Interior Architecture, and the M.A. in Interior Design. The table below indicates the percentages of hours taught by faculty who hold the terminal degree in the field.

<b>Area (s)</b>	<b>Prefix</b>	<b>% of hours taught by faculty with terminal degree</b>
Interior Design	IDES	72%

**Attachment 3.5.4.1. 2007 Course Prefixes by Highest Degree of Faculty**

Department	Prefix	Prefix Description	Highest Degree	Degree Discipline	Term	Course	Course Credits
Communication	BCST	Broadcasting	MFA	Theatre	Fall 2007	BCST355-01	3
						BCST355-02	3
				Fall 2007	BCST354-01	3	
					BCST458-01	3	
				Fall 2007	BCST352-70	3	
			CMCR	Communication/Core	MFA	Theatre	Fall 2007
	Spring 2007	CMCR483-01					3
		Fall 2007			CMCR250-03	3	
					Fall 2007	CMCR301-01	3
						CMCR301-02	3
	Spring 2007	CMCR301-01			3		
		CMCR301-02			3		
		CMCR483-02			3		
	Spring 2007	CMCR140-01			3		
		CMCR140-02			3		
		CMCR483-03			3		
	PHD	Communication			Fall 2007	CMCR350-01	3
						CMCR350-02	3
	Spring 2007	CMCR350-01			3		
		CMCR483-07	3				
PHD	Communication	Fall 2007	CMCR250-02	3			
			CMCR296-01	1			
			CMCR496-01	1			
Spring 2007	CMCR296-01	1					
	CMCR483-04	3					
	CMCR496-01	1					
	Fall 2007	CMCR140-01	3				
		CMCR140-02	3				

Department	Prefix	Prefix Description	Highest Degree	Degree Discipline	Term	Course	Course Credits	
Communication	CMCR	Communication/Core			Spring 2007	CMCR483-05	3	
			PHD	Speech & Theatre Arts	Fall 2007	CMCR150-01	3	
						CMCR150-02	3	
						CMCR483-04	3	
					Spring 2007	CMCR150-01	3	
						CMCR150-02	3	
						CMCR483-06	3	
			PHD	Speech & Theatre Arts	Fall 2007	CMCR365-01	3	
						CMCR483-05	3	
						CMCR494-05	3	
					Spring 2007	CMCR250-01	3	
						CMCR250-02	3	
						CMCR365-01	3	
	CMCR365-02	3						
	CMCR483-10	3						
	CMEM	Communication/Electronic Media	MFA	Theatre	Fall 2007	CMEM49301	3	
						Spring 2007	CMEM351-01	3
							CMEM351-30	0
							CMEM455-01	3
					CMEM456-01	3		
Fall 2007					CMEM250-01	3		
					CMEM286-70	1		
					CMEM386-01	1		
					CMEM460-01	3		
	CMEM460-30	0						
Spring 2007	CMEM493-02	3						
	CMEM250-01	3						
CMEM286-01	1							

Department	Prefix	Prefix Description	Highest Degree	Degree Discipline	Term	Course	Course Credits			
Communication	CMEM	Communication/Electronic Media			Spring 2007	CMEM454-01	3			
						CMEM450-01	3			
	CMHC	Communication/Human Com.					CMHC415-70	3		
						PHD	Communication	Spring 2007	CMHC414-01	3
	CMPM	Communication/Print Media				Fall 2007	CMPM303-01	3		
							CMPM404-01	3		
						Spring 2007	CMPM303-01	3		
							CMPM404-01	3		
							CMPM404-70	3		
						Fall 2007	CMPM401-01	3		
						Spring 2007	CMPM401-01	3		
						Spring 2007	CMPM304-01	3		
	CMPR	Communication/Public Relation				Spring 2007	CMPR400-01	3		
							CMPR400-50	3		
						Fall 2007	CMPR460-01	3		
						Spring 2007	CMPR460-01	3		
						PHD	Communication	Fall 2007	CMPR365-01	3
								Fall 2007	CMPR360-01	3
								Spring 2007	CMPR360-01	3
				CMPR365-01	3					
CMTD	Communication/Training & Dev		PHD	Communication	Spring 2007	CMTD313-01	3			
					PHD	Speech & Theatre Arts	Fall 2007	CMTD312-70	3	
								CMTD315-01	3	
					Spring 2007	CMTD416-01	3			
Health Sciences	ATTR	Athletic Training	MS	Athletic Training	Fall 2007	ATTR283-01	1			
						ATTR360-01	3			

Department	Prefix	Prefix Description	Highest Degree	Degree Discipline	Term	Course	Course Credits	
Health Sciences	ATTR	Athletic Training				ATTR377-01	1	
						ATTR383-01	3	
						ATTR483-70	3	
					Spring 2007	ATTR284-01	1	
						ATTR324-75	0	
						ATTR350-01	3	
						ATTR384-01	3	
						ATTR415-01	3	
						ATTR484-01	8	
						Spring 2007	ATTR324-01	1
					ATTR330-01		2	
					ATTR375-01		4	
					ATTR375-30		0	
	PHD			PHD	Physical Therapy	Fall 2007	ATTR210-01	4
							ATTR210-30	0
							ATTR221-01	1
							ATTR221-75	0
							ATTR323-01	1
							ATTR323-75	0
							ATTR340-01	2
							ATTR410-01	3
						Spring 2007	ATTR222-01	1
							ATTR222-75	0
MD			MD	Medicine (MD)	Fall 2007	ATTR365-01	3	
EMC	Emergency Medical Care				Fall 2007	EMC483-30	0	
					Spring 2007	EMC484-30	0	
					PHD	Public Policy Analysis	Fall 2007	EMC410-01

Department	Prefix	Prefix Description	Highest Degree	Degree Discipline	Term	Course	Course Credits
Health Science	EMC	Emergency Medical Care	PHD	Public Policy Analysis	Fall 2007	EMC410-30	1
						EMC410-31	1
						EMC410-51	2
						EMC410-57	1
						EMC445-10	3
						EMC445-50	3
					EMC461-70	1	
					Spring 2007	EMC461-01	1
					EMC461-50	1	
				Fall 2007	EMC483-32	0	
				Spring 2007	EMC484-32	0	
				Fall 2007	EMC483-31	0	
				Spring 2007	EMC484-33	0	
			MD	Medicine (MD)	Fall 2007	EMC340-01	3
						EMC340-30	1
						EMC340-31	1
						EMC410-50	2
						EMC410-55	1
						EMC410-56	1
					Spring 2007	EMC360-01	2
						EMC360-50	2
EMC361-01	1						
EMC361-02	1						
EMC370-01	3						
EMC370-50	3						
EMC430-70	1						
Fall 2007	EMC451-01	1					
Spring 2007	EMC496-01	1					

Department	Prefix	Prefix Description	Highest Degree	Degree Discipline	Term	Course	Course Credits					
Health Sciences	EMC	Emergency Medical Care			Fall 2007	EMC351-01	1					
						EMC351-30	0					
						EMC452-01	1					
						EMC452-02	1					
						EMC483-33	0					
						EMC483-70	4					
					Spring 2007	EMC350-01	2					
						EMC350-30	0					
						EMC350-31	0					
						EMC382-01	1					
	ENVH	Environmental Health				Fall 2007	ENVH458-01	3				
							Spring 2007	ENVH330-01	4			
						PHD		Environmental Health			Fall 2007	ENVH230-01
							ENVH440-01					4
							ENVH483-01					3
							Spring 2007					ENVH230-01
ENVH375-01	3											
ENVH460-01	1											
PHD	Ecology				Spring 2007	ENVH470-01	3					
						Fall 2007	ENVH310-01	4				
							ENVH310-30	0				
							ENVH440-30	0				
Spring 2007	ENVH457-01	3										

Department	Prefix	Prefix Description	Highest Degree	Degree Discipline	Term	Course	Course Credits	
Health Sciences	HIA	Health Information Admin	EDD & MLS	Adult Ed & Library Science	Fall 2007	HIA310-01	2	
						HIA314-01	3	
						HIA326-01	4	
						HIA484-01	1	
					Spring 2007	HIA312-01	4	
						HIA312-30	0	
				HIA495-01	3			
				Fall 2007	HIA412-01	3		
			Spring 2007	HIA484-01	1			
				HIA485-01	3			
			MLS	Library Science, Other		Fall 2007	HIA410-01	3
							HIA418-01	3
							HIA480-01	1
						Spring 2007	HIA420-01	3
	HIA420-30	0						
	HIA480-01	2						
	Spring 2007	HIA314-01	3					
		HIA314-30	0					
	HSCC	Health Sciences/Core		DRPH	Public Health, General	Spring 2007	HSCC450-01	3
						Spring 2007	HSCC101-01	3
PHD				Public Hlth Educ/Promotion	Spring 2007	HSCC440-01	3	
PHD				Public Policy Analysis	Fall 2007	HSCC370-71	2	
						HSCC470-01	2	
Spring 2007				HSCC300-51	3			
Fall 2007				HSCC241-03	3			
Fall 2007				HSCC311-01	3			
Spring 2007				HSCC330-01	3			

Department	Prefix	Prefix Description	Highest Degree	Degree Discipline	Term	Course	Course Credits
Health Sciences	HSCC	Health Sciences/Core	PHCYD	Pharmacy (USA, Canada)	Fall 2007	HSCC370-70	2
					Fall 2007	HSCC220-02	3
					Spring 2007	HSCC220-02	3
					Spring 2007	HSCC310-01	1
					Fall 2007	HSCC220-01	3
						HSCC220-50	3
						HSCC318-01	3
					Spring 2007	HSCC110-01	3
						HSCC220-01	3
					Fall 2007	HSCC240-01	3
						HSCC241-01	3
						HSCC241-02	3
					Spring 2007	HSCC240-01	3
						HSCC241-01	3
						HSCC241-02	3
					Fall 2007	HSCC330-01	3
						HSCC330-50	3
						HSCC330-51	3
						HSCC371-01	1
			Spring 2007	HSCC330-50	3		
			Spring 2007	HSCC300-01	3		
				HSCC300-02	3		
				HSCC300-50	3		
	ND	Nutrition and Dietetics	PHD	Nutrition Sciences	Fall 2007	ND239-01	1
ND433-30						0	
ND439-01						1	
ND441-01						3	
Spring 2007					ND442-01	3	

Department	Prefix	Prefix Description	Highest Degree	Degree Discipline	Term	Course	Course Credits		
Health Sciences	ND	Nutrition and Dietetics				ND452-01	3		
						ND453-30	1		
					Fall 2007	ND335-01	3		
						ND433-01	3		
						ND451-01	3		
					Fall 2007	ND432-70	3		
					Spring 2007	ND333-01	3		
						ND333-30	0		
					PHD	Nutrition/Dietetics	Fall 2007	ND330-02	3
							Spring 2007	ND 330-01	3
							Fall 2007	ND231-01	4
								ND231-30	0
								ND231-31	0
								ND231-32	0
							Spring 2007	ND330-02	3
								ND334-01	3
				Spring 2007	ND340-01	3			
				Fall 2007	ND330-01	3			
Clinical Lab Sciences	CLS	Clinical Laboratory Sciences			Spring 2007	CLS301-01	3		
						CLS301-30	0		
					MS	Clinical Lab Sciences	Fall 2007		
								CLS303-01	3
								CLS303-30	0
								CLS485-80	2
								CLS486-80	5
					Spring 2007		CLS309-01	3	
						CLS309-30	0		
						CLS312-01	3		

Department	Prefix	Prefix Description	Highest Degree	Degree Discipline	Term	Course	Course Credits					
Clinical Lab Sciences	CLS	Clinical Laboratory Sciences				CLS312-30	0					
						CLS489-80	5					
						CLS489-81	3					
			MS	Clinical Lab Sciences	Spring 2007	CLS308-01	3					
			CLS308-30			0						
								Fall 2007	CLS300-01	1		
									CLS311-01	4		
									CLS311-30	0		
									CLS488-80	5		
								Fall 2007	CLS304-01	3		
									CLS304-30	0		
								Spring 2007	CLS306-01	3		
									CLS306-30	0		
			CLS487-80	5								
Interior Design	IDES	Interior Design			Spring 2007	IDES357-70	3					
						IDES357-75	0					
						IDES355-01	3					
					MS	Interior Design				Fall 2007	IDES252-01	3
											IDES352-01	3
											IDES452-01	3
											IDES493-80	3
										Spring 2007	IDES255-01	3
											IDES255-30	0
											IDES257-01	3
					MS	Interior Architecture				Fall 2007	IDES455-01	3
											IDES455-30	0
											IDES251-01	3
											IDES251-02	3

Department	Prefix	Prefix Description	Highest Degree	Degree Discipline	Term	Course	Course Credits			
Interior Design	IDES	Interior Design				IDES450-01	3			
					Spring 2007	IDES356-01	3			
						IDES356-30	0			
						IDES358-01	3			
						IDES358-30	0			
			IDES457-01	3						
				Fall 2007	IDES250-01	3				
			MA	Interior Design				Fall 2007	IDES351-01	3
									IDES451-01	3
									IDES480-70	3
									IDES483-70	3
								Spring 2007	IDES256-01	3
									IDES256-30	0
									IDES256-31	0
									IDES389-01	3
IDES456-01	3									
IDES483-01	3									

**3.7.1** The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness and capacity including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (**Faculty competence**).

**Recommendation 4:**

**The Committee recommends that the institution ensure that the four identified faculty members are qualified to teach the courses assigned.**

**Committee Concerns:**

The Off-Site Committee was unable to determine from the documentation provided that Western Carolina University was in compliance with the faculty competence standard. In some instances, alternative standards adopted to justify faculty competence were found to be a function of expediency rather than compelling academic justifications by the Off-Site Committee. The Off-Site Committee found the qualifications of 85 faculty members across the University to be unacceptable or to have had insufficient documentation provided to verify the qualifications.

During the interview with the University representatives, the On-Site Committee found that the University has made progress in moving towards ensuring compliance with the faculty credentials standard. A new hiring process which uses a form *Certification of Credentials and Qualifications for a Faculty Appointment* (AA-21) was developed and implemented effective Fall 2005. The purpose of the new process was to initiate verification of faculty and graduate teaching assistant qualifications before the hiring or assignment process is completed and to strengthen the overall quality assurance for verifying faculty and graduate teaching assistant credentials. A course matrix was added to the process less than a year ago in order to verify faculty qualifications by course learning outcomes and control out of field teaching assignments. The academic departments are now being asked to review primary sources of documentation and evidence-based evaluations of related experience to support justifications for alternative qualifications. Because a large number of faculty in the area of communication were identified by the Off-Site Committee for follow-up due to the unacceptable qualifications or insufficient documentation, the On-Site Committee examined the faculty qualifications within the area of communication and found that the University has made significant progress since the year of review. Continued attention to staffing in communication is needed. Direct supervision and in-service training of graduate teaching assistants

has been implemented in some of the programs and should be consistently implemented in all programs.

The On-Site Committee encourages continued implementation and consistent monitoring of compliance with the new hiring/selection process and form AA-21 as it applies to hiring qualified teaching faculty and graduate assistants. Also, the University should comply with its policy requiring direct supervision of graduate teaching assistants and regular in-service training of graduate teaching assistants.

The On-Site Committee reviewed additional documentation located in Human Resources files, and interviewed a group of University representatives comprised of the Provost, Associate Vice Chancellor for Academic Affairs, the six college deans, and representatives from Human Resources and Academic Affairs. After a comprehensive review, the qualifications for 61 of the 85 faculty members cited by the Off-Site Committee as potentially non compliant were found to be acceptable. In addition, the review revealed that some faculty members did not teach during the review period (n=2), are no longer employed by the University (n=12), are no longer teaching (n=3), or subsequently completed requirement to meet the qualifications (n=3) for teaching as faculty members or graduate assistants. The On-Site Committee found the qualifications of 4 faculty members to be unacceptable for the courses listed.

**Institutional Response:**

Western Carolina University strives to provide quality instruction through appropriately credentialed faculty members. As a result, the recommendation concerning the 4 faculty members was addressed seriously and firmly. The Associate Vice Chancellor of Academic Affairs worked closely with the deans of the three colleges involved to either adjust the teaching loads to better match qualifications or provide more information than was initially provided.

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**2.12** The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. (**Quality Enhancement Plan**).

**Note:** The Visiting Committee made no formal recommendations regarding the Quality Enhancement Plan, but did offer three suggestions for the institution's consideration. WCU has voluntarily provided an institutional response to those suggestions below.

**Suggestion 1:**

**RATE OF EXPANSION:** The institution might want to consider expanding the program from the initial four departments at a faster rate than is outlined in the current QEP statement. The Committee's concern with the current plan is that, after five years, only 5% of all students will be involved in integrative learning. This seems unduly low, given the significant amount of financial and human resources devoted to the project.

One alternative, for example, would be to have "controlled expansion". Start as currently planned with four pilot departments. But then increase the number of participating departments by 50% each year. Doing this, the project would have 4 departments the first year, 6 the second year (only an increase of 2), 9 the third year (only an increase of 3), etc. By the end of the fifth year, roughly 20 departments would be participating in the program – a sizeable majority of all the academic departments on campus. This seems like a feasible goal and would result in a much greater impact on the educational experiences of students at WCU by the end of five years.

**Institutional Response:**

Following the on-site visit of the SACS reviewers in April, the University created a new office for Undergraduate Studies and hired an Assistant Vice Chancellor to establish the office. Areas of oversight for the new office include the Center for Service Learning, WCU's participation in the American Democracy Project, the Liberal Studies Program, and administration of the QEP. Since being hired, the Assistant Vice Chancellor for Undergraduate Studies has secured agreements from the following academic departments and units to pilot the QEP pending final approval from the Commission on Colleges in December, 2007: History; Chemistry and Physics; Recreation Therapy; Health Information Administration; the Mountain Heritage Center/Adventures of the American Mind; the Honors College; the Coulter

Faculty Center for Teaching Excellence, International Programs, and several units in the Enrollment Management division. Discussions with several other academic departments (Political Science, Computer Science, Stage and Screen, Nursing, Communication) will lead to their invitation to become part of the second phase of the controlled expansion which will be implemented at the start of the 2009-2010 academic year. Thus, after two years of the program being implemented, nine academic departments and more than ten other units will be a part of the QEP. By 2012, it is anticipated that more than half of the 36 academic departments will be actively involved in the implementation of the QEP. Ongoing formative assessment as well as summative assessment on cohorts that have spent four or more years in a QEP program will generate important findings for improving the QEP.

Recently implemented initiatives that will have significant impact on the QEP include administration of the Beginning College Student Survey on Engagement (BCSSE) and the Approaches and Study Skills Inventory for Students (ASSIST). The National Survey of Student Engagement (NSSE) was administered in 2001, 2004, 2005, and 2006 and, in addition to the BCSSE and ASSIST, will provide baseline data for assessing student learning content, habits and experiences relative to the QEP. Please see below (response to suggestion 3) for more information on assessment and evaluation of the QEP.

The current first year seminar required by all entering first year students, and the orientation to college life course (USI 130) are being assessed for effectiveness and early findings indicate a need for revamping these offerings. A taskforce is being established to make recommendations to the Provost on incorporating the QEP into these courses so that awareness about the program can begin as early as next year for all programs.

**2.12** The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. (**Quality Enhancement Plan**).

**Note:** The Visiting Committee made no formal recommendations regarding the Quality Enhancement Plan, but did offer three suggestions for the institution's consideration. WCU has voluntarily provided an institutional response to those suggestions below.

**Suggestion 2:**

**THE PROFESSIONAL DEVELOPMENT OF FACULTY AS EDUCATORS:**

The QEP has allocated significant resources to the Coulter Center to enable them to provide significantly higher levels of faculty training. This implies that faculty will need to learn new and better ways of teaching in order to promote new and more significant kinds of student learning. The Committee believes this is a valid and important assumption.

If the university wants faculty members to regularly and continuously engage in this kind of professional development, it ought to “assess and reward” such activity.

One way of doing this would be to expand the current three categories of faculty work used in annual evaluations (teaching, research, and service) and add a fourth category: Professional Development. This would call for faculty to simply report each year on two things: “What have you done to *learn* new ideas about teaching? What have you done to *change* and *improve* your teaching?”

In time, this would put the whole faculty on a significantly steeper growth curve in terms of their performance as “Professional Educators”.

If the institution is looking for a model for this kind of annual performance, the School of Education is already doing this. So the task is primarily one of spreading this practice to other departments.

**Institutional Response:**

The annual faculty evaluation (AFE) process at Western Carolina University has undergone significant change in the past six months. While the AFE process is the domain of faculty (through the faculty senate), department heads, deans, the provost, and the Chancellor, it is also supported by the members of the Coulter

Faculty Center for Excellence in Teaching, who offer professional development in the areas of improving teaching and research. A review of the university's AFE process by the aforementioned has led to the adoption of Ernest Boyer's *Scholarship Reconsidered* (1997) model for evaluating and rewarding faculty performance. This model is comprised of four elements: the scholarship of application, discovery, integration, and teaching and learning (please see the following link for more information:  
<http://facctr.wcu.edu/OtherFacultyServices/documents/provostscholarshipforum.ppt>

While departments will adapt their own AFE processes during the 2007-2008 academic year to reflect their disciplines, they will all be generally organized according to the preceding four elements, pending approval by the president of the University of North Carolina. The new model for annual faculty evaluation incorporates the suggestions made by the SACS review team members for an increased emphasis on the professional development of faculty as educators and will more accurately reflect the level of faculty engagement necessary for implementation of the QEP.

**2.12** The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. (**Quality Enhancement Plan**).

**Note:** The Visiting Committee made no formal recommendations regarding the Quality Enhancement Plan, but did offer three suggestions for the institution's consideration. WCU has voluntarily provided an institutional response to those suggestions below.

**Suggestion 3:**

**ASSESSMENT:** While the institution has developed a plan for both formative and summative assessment, it needs to be strengthened and expanded to better impact the effectiveness of the QEP. The institution has a mechanism (the Education Briefcase) for collecting the data it needs about student learning, and has developed a draft rubric for assessing what students generate in their EB.

While the basic assessment tasks have been outlined in the institution's QEP report, the committee encourages the institution to continue the development of appropriate rubrics, to collect the necessary feedback from various constituencies for interim assessment, and to "close the loop" by using this feedback to make necessary program changes –as noted above in the section on assessment.

**Institutional Response:**

During the summer of 2007, the associate vice chancellor for institutional research and planning, the director of assessment, and the assistant vice chancellor for undergraduate studies created a more detailed plan to establish appropriate rubrics for the QEP, identified additional ways to collect necessary feedback from stakeholders during the implementation, and outlined a process for using the results of the assessment and evaluation to make improvements.

Assessment and evaluation of the QEP will include multiple approaches across different populations including formative and summative methodologies. The following actions related to assessment of the QEP will be instituted during the course of the 2007-2008 academic year, and beyond:

1. Specific competency levels for learning goals that cut across developmental level (i.e., fresh, sophomore, junior, senior, graduate), disciplines/majors, liberal studies, and QEP outcomes will be developed for all undergraduate students. In

addition, soft skills such as leadership, communication, reflection, and critical thinking learning goals will be included.

2. Department guides with key guiding questions and criteria will be developed to assist faculty in developing appropriate discipline-related synthesis outcomes and inform the subsequent development of rubrics for measuring student success in achieving those outcomes at key thresholds (first year, mid-point, senior).
3. The education briefcase will be created to capture the necessary elements that will foster and coalesce student engagement and integrated learning as well as promote ease of review by faculty and advisors.
4. Baselines of non-cognitive learning criteria will be established using the following instruments:
  - A. Pre/post administration of ASSIST (Approaches and Study Skills Inventory for Students) to first year ASP (Academic Success Program), Western PEAKS (first year students in learning communities), USI 101 (university experience) and USI 130 (honors forum) students during the first two weeks of classes annually in fall semester;
  - B. BCSSE (Beginning College Student Survey of Engagement) administered to groups of first year students in USI 101, 130, and 140 (learning community classes) during the first week of classes annually in fall semester;
  - C. NSSE (National Survey of Student Engagement) to first year and senior students in spring, 2008 and every other spring semester thereafter.
5. Baselines of cognitive learning goals will include the following:
  - A. CLA (Collegiate Learning Assessment) administered to 100 first year and 100 senior students in October, 2007 and in subsequent fall terms.
  - B. Major Field Tests: Undergraduate Educational Assessments administered to seniors in pilot departments initially then expanded to all students (targets discipline/major-specific skills and outcomes).
  - C. Watson-Glaser Critical Thinking Appraisal (WGCTA) administered to undergraduates (captures inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments). We will use the Watson-Glaser Critical Thinking Appraisal to assess the key element of synthesis.
  - D. Faculty developed, subject-specific assessments of student learning by department and/or program.
6. Qualitative data centered on faculty and staff efficacy will include:
  - A. Faculty/Teaching on-line evaluations
  - B. Advisor evaluations, including student perceptions AdvisorTrac
  - C. Career consultation satisfaction
  - D. Student focus groups and individual interviews

7. Simple, point-in-time measurements will be gathered and analyzed:
  - A. Student retention rates
  - B. Student course attendance rates
  - C. Student and faculty participation rates in service learning
  - D. Faculty and staff participation rates in QEP workshops sponsored by the Coulter Faculty Center