SACS Review Compliance Certification

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

September 8, 2006

WESTERN
CAROLINA UNIVERSITY
A University of North Carolina campus

Western Carolina University

SACS Review

Compliance Certification

Submitted to

The Commission on Colleges (COC)

Southern Association of Colleges and Schools (SACS)

September 8, 2006

Western Carolina University
A University of North Carolina Campus
www.wcu.edu

Commission on Colleges
Southern Association of Colleges and Schools

COMPLIANCE CERTIFICATION

Name of Institution **Western Carolina University**

Date of Submission **September 8, 2006**

In order to be accredited by the Commission on Colleges, an institution is required to conduct a comprehensive compliance audit prior to the filing of the Compliance Certification. The comprehensive compliance audit includes an assessment of all programs and courses offered by the institution on-campus and off-campus, and those offered through distance learning. The Compliance Certification, signed by the institution's chief executive officer and accreditation liaison, attests to the institution's honest assessment of compliance with the accreditation requirements of the Commission on Colleges (including Core Requirements, Comprehensive Standards, and Federal Requirements) as applied to all aspects of the institution.

Completion of the Compliance Certification

The Compliance Certification consists of four parts:

Part 1 Signature Page for the institution's chief executive officer and the accreditation liaison;

Part 2 List of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of approval; and

Part 3 The institution's assessment of compliance.

Part 4 An attached and updated "Institutional Summary Form Prepared for Commission Reviews" that (a) lists all locations where coursework toward a degree, certificate, or diploma can be obtained primarily through traditional classroom instruction, and (b) describes distance education credit offerings that can be obtained primarily through electronic means.

For each Part, please follow the directions provided. For Part 2 above, if there have been no institutional changes that required reporting or approval since the institution's last comprehensive review, please indicate it as well.

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That **Western Carolina University** has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

2. That **Western Carolina University** has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That **Western Carolina University** has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison: Ms. Carol Burton

Signature Carol Burton

Date August 31, 2006

Chief Executive Officer

Name of Chief Executive Officer: Dr. John W. Bardo

Signature John W Bardo

Date August 31, 2006

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Chancellor

Kyle R. Carter
Provost

Carol Burton
Director of SACS Review

Brian Gastle
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Instructions for Accessing the Western Carolina University SACS Review Portal

Western Carolina University's SACS Portal is the official location for the results of WCU's internal review and resulting compliance audit, and it presents the findings of our status related to the SACS Principles of Accreditation: Foundations for Quality Enhancement.

Required Software

- *Web Browser*
  Internet Explorer 6 or Firefox recommended
- *Adobe Acrobat Reader* (version 6.0 or higher)
  See instructions at http://www.wcu.edu/sacs to install Adobe Acrobat Reader.

Logging In

Log into the portal by following this link: http://bannerportal.wcu.edu/sites/SACS

You will be prompted to provide a username and password. Temporary usernames/passwords have been created for SACS Reviewers and are provided under separate cover. WCU employees may use their employee usernames and passwords to access the portal.

Navigating the Portal

Once you are inside the Portal, the top horizontal menu is the primary navigation. It includes links to:

- **Home**
  Located in the upper left corner of the screen, this link will take you back to the SACS Review home page on the Portal.
- **Compliance Certification**
  Links to the Core Requirements, Comprehensive Standards, and Federal Requirements
- **Supporting References**
  An alphabetical listing of all supporting references and documents
- **Quality Enhancement Plan**
  Links to documents related to the QEP
- **Search**
  The search box (upper right corner) allows a search of the portal's contents.

On the home page you will also find a vertical menu on the left called the Quick Launch. Here you will find links to the following information:

- **About WCU**
  Fact Books, Catalogs, Organizational Chart, Tour of Physical Facilities, Assessment Manual, Mission Statement and Strategic Plan
- **Faculty Credentials**
  Houses a roster of all WCU faculty, courses, colleges and departments
- **Vitae**
  Houses administrators' and academic program coordinators' curricula vitae

Tips for Using and Accessing Supporting Documents

We have tried to link to specific pages in supporting documents whenever possible. However, in accessing some multi-page PDF documents that you opened earlier, you may be directed to the last page you accessed. In those cases, please scroll to the page indicated on the endnote of the report.

Internet access is necessary even if you use the electronic (CD) version of the report, since you will be directed to external Web pages for many supplemental documents.

Navigating the Faculty Credentials Site

The Faculty Credentials page will open in a new window. This site will allow you to browse faculty credentials data by Course, Department, College, or Faculty Name.

Steps to access faculty credentials:

1. Select a semester (i.e. Spring 2006 or Fall 2005)
2. Choose to browse by College, Course, Department, or Name.

If browsing by Course or Name, you will be taken to alphabetical listings of all courses or all names. If browsing by College or Department, you will be taken to a page where you will choose the college or department. Once you have selected, you will be taken to an alphabetical listing of faculty names sorted by college or department.

On these listings pages, you will see "view credentials" links. Following these links will take you to the individual faculty pages, which describe their credentials. If supporting documentation is required for a faculty member, you will see a link in the "Supporting Doc" column to that documentation.

For Technical Assistance Please Contact

Jed Tate, Web Developer	828-227-2431 (office)	jtate@email.wcu.edu
Carol Burton Director, SACS Review	828-227-7497 (office)	828-227-3019 (voice mail) burton@email.wcu.edu

http://www.wcu.edu/sacs

Abbreviations and Acronyms

The following abbreviations and acronyms are used in this report, in the supporting documentation, and on supporting Web pages.

A&S – College of Arts and Sciences

ABC Express – Asheville, Boone, Cullowhee Express Document Delivery Service

ACE – American Council on Education

AFE – Annual Faculty Evaluation

AY – Academic Year

CAA – Comprehensive Articulation Agreement

CAT Center – Catamount Academic Tutoring Center

CEAP – College of Education and Allied Professions

CEU – Continuing Education Unit

CFC – Myron L. Coulter Faculty Center for Excellence in Teaching and Learning (Coulter Faculty Center)

CIO – Associate Provost for Information Services (Chief Information Officer)

CIP – Classification of Instructional Program

COACHE – Collaborative on Academic Careers in Higher Education

The Code – The Code of the Board of Governors of the University of North Carolina

DCE – Distance and Continuing Education (now known as the Division of Educational Outreach)

DPI – Department of Public Instruction (also NCDPI)

EPA – Exempt from the State Personnel Act (usually "EPA Employees")

FERPA – Family Educational Rights and Privacy Act

The Foundation – Western Carolina University Foundation (formerly the Development Foundation of Western Carolina University, Inc.)

FPAC – Fine and Performing Arts Center

FSSE – Faculty Survey of Student Engagement

FTE – Full Time Equivalent (usually FTE student or FTE faculty)

G.A. – General Administration (of the University of North Carolina)

G.S. – General Statutes of North Carolina

HIPPA – Health Information Portability and Accountability Act of 1996

IHE – Institutions of Higher Education Report from NC Department of Public Instruction

IPS – International Programs and Services

IT – Information Technology

LCE – Lectures, Concerts, and Exhibitions

LMP – Last Minute Productions
LS – Liberal Studies Program
LSOC – Liberal Studies Oversight Committee
MOU – Memo of Understanding
NCCCS – North Carolina Community College System
NCDPI – North Carolina Department of Public Instruction (also DPI)
NSSE – National Survey of Student Engagement
OIRP – Office of Institutional Research and Planning
OSBM – Office of the State Budget Management
Policy Manual – the University of North Carolina Policy Manual
PTR – Promotion, Tenure, Reappointment (also TPR) – may also refer to Post Tenure Review
R&D – Western Carolina University Research and Development Corporation
SAAO – Senior Academic and Administrative Officer
SIS – Student Information System
SITL – Summer Institute for Teaching and Learning
SoTL – Scholarship of Teaching and Learning
SPA – Employees subject to the State Personnel Act (usually "SPA Employees")
SRCI – Special Responsibility Constituent Institution
SRECNA – Statement of Revenues, Expenses, and Changes in Net Assets
SNA – Statement of Net Assets
STAC – Student Technology Assistance Center
The State – The State of North Carolina
TPR – Tenure, Promotion, and Reappointment (also PTR)
UNC – University of North Carolina (System)
VCAA – Vice Chancellor for Academic Affairs (the Provost – effective fall 2004)
WCU – Western Carolina University

Division and Program Name Changes

WCU is currently undergoing internal reorganization and restructuring as part of ongoing development. The following divisions and programs have recently (within the past year) changed their official titles. Supporting documents, references, and reports may refer to these programs by either name depending upon the date of creation for that document.

Art – renamed Department of Art and Design

Criminal Justice – renamed Applied Criminology

Distance and Continuing Education (DCE) – renamed Division of Educational Outreach

Engineering and Technology – renamed to the School of Technology and currently the Kimmel School of Construction Management, Engineering and Technology

University Planning – renamed to Office of Institutional Research and Planning (OIRP)

2.1 Degree-granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment of Compliance

In Compliance

Narrative of Compliance

Pursuant Section 116-4 of the General Statutes of North Carolina (G.S.),[1] Western Carolina University (WCU) is one of sixteen constituent institutions comprising the University of North Carolina (UNC). WCU became a part of the UNC system in 1972.[2] The authority to plan and develop a coordinated system of higher education in North Carolina is vested in the UNC Board of Governors in accordance with Article IX, §8 of the Constitution of North Carolina[3] and G.S. 116-11.[4] G.S. 116-11 specifically authorizes the UNC Board of Governors to determine the functions, educational activities and academic programs of the constituent institutions and to determine the types of degrees to be awarded.

The WCU Board of Trustees determines whether an individual student shall be entitled to receive a particular degree. Granting of degrees is subject to the authority of the UNC Board of Governors, which determines the nature and general content of specific degree programs which an institution may offer. This authority is outlined at Section III of Appendix 1, Delegations of Duty and Authority to Boards of Trustees, of the Code of the Board of Governors of the University of North Carolina.[5]

Currently, WCU is authorized by the Board of Governors to confer degrees at the baccalaureate, master's, intermediate, and (in the area of educational leadership) doctoral levels. The UNC Department of Academic Planning maintains the academic program inventory of degree programs offered by constituent institutions, including the inventory for WCU.[6]

Western Carolina University offers courses internationally; however, it is authorized to grant degrees in only one other country than the United States. The longstanding relationship with the Caribbean nation of Jamaica and the Ministry of Education began in 1970 and led to the establishment of several teacher education and related programs on the island.[7] The formal agreement between Western Carolina University and the Priory School in Kingston, Jamaica, the entity authorized to oversee the program arrangements in Jamaica, was renewed in 1996.[8]

Supporting Documentation and Links

[1] General Statutes (G.S.) of North Carolina
http://www.ncleg.net/gascripts/Statutes/Statutes.asp

G.S. 116-4: Constituent institutions of the University of North Carolina
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-4.html

[2] NC General Assembly – Western Carolina University Institutional Profile
http://www.ga.unc.edu/UNC_Schools/profiles/current/wcu.pdf

[3] Article IX of the Constitution of North Carolina – Education
http://statelibrary.dcr.state.nc.us/nc/stgovt/article_vii-xiv.HTM#IX

[4] G.S. 116-11: Powers and duties generally
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-11.html

[5] The Code of the Board of Governors of the University of North Carolina (The Code)
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[6] UNC Academic Planning – UNC Academic Degree Programs
http://www.northcarolina.edu/content.php/aa/planning/traditional.htm

[7] Jamaica-Western Carolina University Program
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Jamaica-WCU-Agreement.pdf

[8] The Priory School and Western Carolina University – Agreement
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Priory-WCU-Agreement.pdf

2.2 Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Neither the presiding officer of the board nor the majority of other voting members of the board have contractual, employment, or personal or familial financial interest in the institution.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University is governed by two boards:

Board of Governors

The 32 voting members of the University of North Carolina Board of Governors are elected by the North Carolina General Assembly for four-year terms. The Board of Governors meets not less than six times a year in accordance with G.S. 116-9.[1] Special members are non-voting members with varying terms. Such members are former chairs of the Board, former governors, and the president of the UNC Association of Student Governments (or that student's designee). The UNC Board of Governors election provisions are set forth in G.S. 116-6.[2] In accordance with G.S. 116-11,[3] the UNC Board of Governors is the policy-making body legally charged with the general determination, control, supervision, management, and governance of all affairs of the constituent institutions. The UNC Board of Governors is required by statute, and therefore ultimately responsible, to ensure that adequate financial resources are devoted to higher education. Toward that end, the UNC Board of Governors sets tuition and required fees at the 16 constituent UNC institutions. The Board also prepares unified recommended budgets, subject to approval by the Governor and the General Assembly, for these institutions. These budgets prioritize new and expanded programs and activities, enrollment increases, and capital improvements.[4]

Board of Trustees

WCU also is governed by its Board of Trustees. In accordance with G.S. 116-31,[5] the WCU Board of Trustees is comprised of 13 members, chosen as follows:

1. Eight members are elected by the UNC Board of Governors.
2. Four members are appointed by the Governor.
3. The president of the student government serves ex-officio.

The WCU Board of Trustees serves in an advisory capacity to the UNC Board of Governors on matters pertaining to WCU, exercises the authority delegated by the UNC Board of Governors, and serves as advisor to the Chancellor concerning the management of the institution. The Board meets at least once each calendar quarter and additionally as deemed necessary by the Chair.

Neither the UNC Board of Governors nor the WCU Board of Trustees is controlled by a minority of members or outside interests. Both boards have adopted and follow procedural rules necessary to the proper conduct of business, including rules pertaining to the establishment of quorums and the exercise of voting powers, which are set forth in Section 202C and Section 402 of the Code, and Articles IV and V of the Bylaws of the Board of Trustees of Western Carolina University.[6]

Decisions made on behalf of UNC by its governors, trustees, chief executive officers, and chief financial officers are made in the best interest of the institutions and are not influenced by any potential financial gain to the decision-makers. Accordingly, UNC adopted and adheres to a conflict of interest policy that applies to the UNC Board of Governors, the WCU Board of Trustees, the chief executive officers of UNC and WCU, and the chief financial officers of UNC and WCU, which is found in Section 204, Ethics and Conflict of Interest, of the Code,[7] and Section 200.1, Dual Membership and Conflicts of Interest, of the UNC Policy Manual.[8] Standing committees of the UNC Board of Governors and the WCU Board of Trustees oversee application of and compliance with the conflict of interest policy.

Members of the Board of Trustees of Western Carolina University, their terms of office, origins of appointment, professional affiliations or occupations, and personal profiles or resumes are posted on the WCU Board of Trustees Web site.[9] Minutes of all Board of Trustee meetings reflecting the nature of their meeting agendas are also posted on the Web site.[10] A list of the members of the UNC Board of Governors, and minutes of their meetings are posted on the Board of Governors Web site.[11] Institutional matters relating to daily operations are the responsibility of the administration and the faculty; the respective boards have oversight for the fiduciary and legal aspects of the institution. The organizational chart depicting the relationship between the Chancellor's Division, the WCU Board of Trustees, and the UNC Board of Governors is available in the WCU Fact Book.[12]

Supporting Documentation and Links

[1] G.S. 116-9: Meetings of Board of Governors
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-9.html

[2] G.S. 116-6: Election and terms of members of Board of Governors
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-6.html

G.S. 116-6.1: Student member of the Board of Governors
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-6.1.html

[3] G.S. 116-11: Powers and duties generally
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-11.html

[4] The Code of the Board of Governors of the University of North Carolina (The Code)
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[5] G.S. 116-31: Membership of the Boards of Trustees
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-31.html

[6] WCU Board of Trustees – Bylaws
http://www.wcu.edu/chancellor/trustees/ByLaws.html

[7] UNC Policy Manual – Section 204: Ethics and Conflicts of Interest
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[8] UNC Policy Manual – Section 200.1: Dual Membership and Conflicts of Interest
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_200_1.htm

[9] Members of WCU Board of Trustees
http://www.wcu.edu/chancellor/trustees/Members.html

[10] WCU Board of Trustees Meeting Minutes
http://www.wcu.edu/chancellor/trustees/minutes.html

[11] Members of UNC Board of Governors
http://www.northcarolina.edu/content.php/apps/secretary/admin_directory/view_by_org.php?org=1&group=Null

UNC Board of Governors Meeting Minutes
http://www.northcarolina.edu/content.php/bog/minutes/minutes.htm

[12] Organizational Chart – Chancellor's Division
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Chancellor.pdf

2.3 Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

Judgment of Compliance

In Compliance

Narrative of Compliance

The University of North Carolina Board of Governors elects, on nomination of the President, the Chancellor of the institution in accordance with G.S. 116-11(4).[1] In accordance with G.S. 116-34, the Chancellor serves as the chief executive officer of Western Carolina University and is responsible for implementing the policies and directives of the UNC Board of Governors and the WCU Board of Trustees.[2] John William Bardo is Chancellor of Western Carolina University; he is in his eleventh year as Chancellor.[3]

The Chancellor's exclusive responsibility is at all times to the institution. The Chancellor is prohibited by G.S. 116-31(h) and G.S. 116-7(b) from serving on either the UNC Board of Governors or the WCU Board of Trustees while employed by WCU; consequently, the Chancellor may never be elected as a member or serve as the presiding officer of either board.[4] The presiding officers of both the UNC Board of Governors and the WCU Board of Trustees are elected from among their membership in accordance with Section 201A of the Code and Article III, Section I of the WCU Bylaws, respectively.[5]

Supporting Documentation and Links

[1] G.S. 116-11: Powers and duties generally
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-11.html

[2] G.S. 116-34: Duties of chancellor of institution
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-34.html

[3] Chancellor's Office – Chancellor John W. Bardo
http://www.wcu.edu/chancellor/bardo%20resume.htm

[4] G.S. 116-31: Membership of the boards of trustees
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-31.html

G.S. 116-7: General provisions concerning members of the Board of Governors
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-7.html

[5] The Code – Section 201A
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

WCU Board of Trustees – Bylaws
http://www.wcu.edu/chancellor/trustees/ByLaws.html

2.4 Institutional Mission:

The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education, addressing teaching and learning and, where applicable, research and public service.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University's mission statement, currently under review, is published in multiple venues, including *The Record: Undergraduate Catalog*,[1] *The Record: Graduate Catalog*,[2] the Faculty Handbook,[3] and the WCU and UNC Web sites.[4] The mission statement commits the University to the highest standards of knowledge and practice in a broad array of undergraduate and graduate programs in the arts, sciences, and professions. Teaching and learning constitute the central mission of the University, followed by a commitment to service, research and creative activities. The University maintains a special relationship with western North Carolina and is committed to serving the individuals and agencies in the region through the expertise of its faculty, staff, and students, and the availability of its facilities.

The Strategic Planning Committee, charged by the Chancellor, recently conducted a comprehensive, two year review of the institutional mission and the strategic planning process at the University.[5] The resulting mission statement, endorsed by the Chancellor, Faculty Senate, Executive Council, Staff Forum, University Advisory Council, and the greater university community, was submitted to the WCU Board of Trustees (June, 2006) and to the UNC Board of Governors (September, 2006) for approval.

Proposed Mission Statement for Western Carolina University (June, 2006)[6]

University Description

Western Carolina University is a premier regional comprehensive university with nationally and internationally recognized teacher-scholars dedicated to student learning. A constituent member of the University of North Carolina, the University offers courses in the arts, sciences, technologies, humanities, and professions through degree programs at the bachelor's, master's, education specialist, and doctoral levels. WCU offers the advantages of a large university while maintaining its small college atmosphere.

Mission Statement

Western Carolina University creates engaged learning opportunities that incorporate research and service through residential, distance education, and international experiences. The University focuses its academic programs, educational outreach, research and creative activities, and cultural opportunities to improve individual lives and enhance economic and community development in the region, state and nation.

Additional information on the development of WCU's mission is included in Comprehensive Standard 3.1.1.

Supporting Documentation and Links

[1] *The Record: Undergraduate Catalog* – Mission
http://www.wcu.edu/UnivCatalog/Catalog/univ/rolemiss.htm

[2] *The Record: Graduate Catalog* – Mission
http://www.wcu.edu/UnivCatalog/GCatalog/univ.htm

[3] Western Carolina University Faculty Handbook – Mission Statement
http://www.wcu.edu/fachandbook/mission.htm

[4] Western Carolina University – The Chancellor's Web Site
http://www.wcu.edu/chancellor/Strategic%20Planning-Mission%20Statement%202004.htm

UNC – Long Range Planning and Institutional Missions
http://www.northcarolina.edu/content.php/aa/planning/reports/longplan/instmission.htm

[5] WCU Strategic Planning
http://www.wcu.edu/strategicplanning/

[6] WCU Strategic Planning – Proposed Mission
http://www.wcu.edu/strategicplanning/mission.html

Mission Approval – Board of Trustees Minutes – June 6, 2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Board-Of-Trustees-Minutes-6-2-06.pdf

2.5 Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University ensures the effectiveness of its operations as a part of its mission to provide a premier public education experience for its students and to meet its service and research goals. In this context, institutional effectiveness is an outcome as well as a process.

The established structures of strategic planning, budgeting, assessment, and academic program review help define and support the institutional effectiveness goals of WCU. The general philosophy of institutional effectiveness focuses on regular assessment of progress made toward accomplishing strategic priorities derived at the system-level as well as at the institutional-level. Research-based evidence, campus-wide input, and systematic evaluation processes are integral elements of the institutional effectiveness framework employed by WCU.[1]

Planning and Budgeting Processes

The institution's strategic planning and institutional effectiveness framework is aligned with the process established and adhered to by the University of North Carolina.[2] At UNC constituent institutions, achievement of mission requires that budgeting be linked closely with institutional priorities and strategic planning. WCU ensures that budgets, strategic plans, institutional effectiveness, and assessment efforts are meaningfully aligned as demonstrated by WCU's history of activities in these areas.[3]

The UNC General Administration Long Range Planning Process forms the foundation of all subsequent campus strategic planning activities.[4] Long range plans based on the UNC planning process are developed and approved at the institutional level on a regular basis; WCU is beginning a 2006-2011 strategic planning cycle.[5]

WCU adopted the Shirley planning model in 1996; this strategic planning framework was developed specifically for the institution by this nationally recognized planner.[6] The framework provides important contextual considerations for planning and for incorporating internal and external planning activities that are

currently used. The framework calls for the identification of internal strengths and weaknesses as well as external opportunities and threats (SWOT), assessment of the institutional environment, and evaluation of programs, finances, facilities, and other resources in the context of the University's unique characteristics.[7]

Based on the Shirley model, strategic planning at WCU occurs at three levels:

1. Level I – University-Wide[8]
2. Level II – Functional (Cross-Divisional and Divisional)[9]
3. Level III – Individual Unit [10]

Guided by the University Strategic Plan, each unit determines its mission, clientele, programs/services, comparative advantages, and objectives. Unit and division plans are used to develop annual action plans which result in progress reports formulated at the end of each academic year.[11]

The University Strategic Planning Committee, appointed by the Chancellor, is comprised of major university stakeholders and plays a significant role in the strategic planning process.[12] WCU developed comprehensive strategic plans in 1998 and 2006 that included the development of core values, key objectives and strategic directions, and incorporated campus-wide involvement.[13] Examples of other major initiatives related to strategic planning spearheaded by the Strategic Planning Committee include conducting a review of the institutional mission and initiating the last major program review.[14]

In the interest of maintaining a participative, flexible, and responsive process that better formalizes strategic planning, the Chancellor's Executive Council recently developed a statement of principles and objectives and established a new Strategic Planning Committee.[15] Adhering to the principles and objectives as described will better integrate planning with institutional effectiveness measures, including developing a new institutional scorecard and division/unit performance outcomes matrices (see also *Recent Activities Related to Institutional Effectiveness*).

WCU's budget process follows the procedures outlined in the State Executive Budget Act that was passed as part of the Higher Education Reorganization Act of 1971. The UNC Finance Division, overseen by the Board of Governors and the President of the University of North Carolina, has principal responsibility for creating a unified budget in coordination with the individual campuses and for administering UNC's financial affairs. Ultimate decision-making for the campus budgets lies with the Board of Governors, as advised by the system President and campus chancellors. [16]

The UNC General Administration planning and budgeting calendar informs WCU's internal budgeting processes.[17] All requests for budgetary increases must be related to one or more of WCU's strategic institutional priorities as derived

from the broader UNC General Administration strategic goals.[18] Current WCU strategic priorities include:

- Institutional quality;
- Enrollment growth;
- Economic development;
- Engagement.

To ensure that unit budgets are aligned with the institution's planning priorities, annual budget hearings are conducted for all University divisions. Annual action plans serve as the basis for budget requests and allocations and these plans document the links between planning and budgeting.[19]

The operational framework referred to in the introduction to this report illustrates the integration of planning and budgeting within the broader institutional effectiveness framework. Additional information on budgeting and planning processes is presented in Core Requirement 2.11.

Institutional Effectiveness and Improvement

Institutional effectiveness has been monitored routinely by both WCU and UNC General Administration. The institution regularly evaluates student enrollment, semester credit hour production, retention and graduation rates, instructional costs and productivity, student learning, and operational efficiencies.[20] Additional information on institutional review of student achievement and success is available in Federal Requirement 4.1.

Assessment of institutional practices, programs, and policies in these areas has involved internal study groups and/or external consultants including, for example, Pappas Consulting, Eva Klein & Associates, Ltd., Paulien and Woolpert, Inc., and PricewaterhouseCooper.[21] Recent institutional assessment initiatives include examination of the efficiency of business and operational practices at the institutional and system levels.

- WCU's Campus Efficiencies Study is a collaboration between the divisions of Administration and Finance and Academic Affairs. A campus-wide forum generated areas of improvement needed at WCU and a taskforce has been created to implement the recommendations that evolved from the study.[22]
- The UNC President's Advisory Committee on Efficiency and Effectiveness (PACE) has been established to review the UNC System to assure that resources are efficiently and effectively used.[23]

In response to multiple institutional and regional changes, such as institutional growth (of student and academic programs), regional needs, comprehensive program review, the millennial initiative and the campus master plan, the Provost

appointed a task force to engage the faculty and staff in a campus-wide discussion and to make recommendations for restructuring the major academic units at the University.[24] This initiative will result in significant redesign of the current academic structure for several divisions and improve institutional effectiveness.

In addition to the unit action planning and evaluation activities noted previously, key activities related to institutional effectiveness include assessment of program outcomes, assessment of student learning, and academic program review.[25] Outcomes assessment is required of all institutional divisions and allows evidence-based decision making. Program assessment and program review are discussed in Comprehensive Standard 3.3.1.

Examples of other research-based analyses that inform ongoing planning and help to establish priorities include the following:

- High level time series and regression models within a new internal enrollment planning and forecasting model that inform enrollment management decisions[26]
- The Collaborative on Academic Careers in Higher Education (COACHE) survey to supplement tenure, promotion, rewards, and incentive reviews[27]
- The Faculty Survey of Student Engagement (FSSE) and the National Survey of Student Engagement (NSSE) that inform discussions related to student learning and the academic curriculum[28]
- Extensive planning meetings, data analysis, and review of assessment results that led to the selection of *Synthesis: A pathway to intentional learning* as WCU's Quality Enhancement Plan[29]

Recent Activities Related to Institutional Effectiveness

In January 2006, the University changed the name of the Office of University Planning to the Office of Institutional Research and Planning (OIRP) and hired a new Director. The Director oversees the OIRP to assist the University in developing strategic reporting, institutional effectiveness, and applied research functions.[30]

Performance Outcomes Matrices

A key initiative of this new office has been the development of Performance Outcomes Matrices for each division/unit that provide information on critical activities for the coming year.[31] These activities and accompanying outcomes will be reviewed in spring 2007. Although some of the outcomes are project-oriented, other outcomes track the institution's health and progress and will provide longitudinal tracking. The institution has not set benchmarks for all outcomes at this time, however, after the first year of implementation for this new effectiveness

framework, divisions/units will set benchmarks where appropriate. OIRP will assist the divisions/units with data collection strategies used for tracking progress toward benchmarks. This assistance will relieve much of the reporting and data maintenance burden of individual units/divisions. Additionally, OIRP reviewed the performance outcome matrices of divisions/units and used this information to create an institutional scorecard during the summer 2006;[32] the resulting indicators were triangulated with standard measures of performance within the UNC-system, with other higher education systems, and with literature on performance measurements.

OIRP and IT

A critical need addressed during the past year has been improvement of the data management and reporting capacity of the institution. This is based on the recognition that the foundation of any meaningful institutional effectiveness framework rests on data integrity and the validity of data interpretation. For example, during the current migration of data into Banner/Sunguard – a new integrated data (student, finance, financial aid, and human resources) system – OIRP and IT have been able to provide assistance to functional areas with testing and understanding their data.[33] OIRP's SAS data framework is extensive and will account for most reporting needs at present. Additionally, OIRP has also recently purchased the SAS data-mining tool and the Teleforms paper-based survey tool, and partnered with the Coulter Faculty Center to deploy a Web-based survey tool.[34]

Scheduling Software

Another recent institutional effort to improve effectiveness is the implementation of the Series25 software including Resource25, Schedule25, and X25, which will give WCU the ability to schedule space more efficiently and better analyze utilization of campus spaces. This analysis is an important tactical move to support the strategic growth initiative of the University.[35]

Future steps in developing the data and reporting capacity of the institution involve setting up and deploying the Banner data-mart, also known as the Operational Data Store (ODS) and selecting a business intelligence suite (BI tool). The ODS system has been purchased and will be implemented in the late fall/early spring of 2006-2007. The business intelligence suite selection and purchase will ensue in fall 2006; the relevant metadata setup and initial reports will roll out during the spring 2007 term. The ODS will provide a stable view of cleansed and formatted operational data outside of the production system and the BI tool will enable the institution to generate pre-defined reports as well as dynamic on-line analytical processing (OLAP) and reporting tools to the

community. This data decentralization will provide managers with the tools and data necessary to assess their ongoing work, thereby improving operational effectiveness and planning. The BI tool will also enable OIRP to create and deploy more dynamic data frameworks for the purposes of presenting institutional effectiveness indicators, scorecards, benchmarks, data profiles, and the Fact Book. This new infrastructure will enable operational analysts to continue to become more self-sufficient and enable OIRP to focus more on higher level strategic analysis, thereby working with operational areas and unit/department heads to better assess learning and efficiency outcomes.

Supporting Documentation and Links

[1] Office of Institutional Research and Planning (OIRP)

Philosophy of Institutional Effectiveness at WCU
http://planning.wcu.edu/InstEffect/ie_philosophy.htm

Strategic Planning and Institutional Effectiveness: Operational Framework
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Strategic-Planning-IE-Op-Framework.pdf

[2] OIRP – Role of the University of North Carolina
http://planning.wcu.edu/InstEffect/ie_roleofsystem.htm

[3] OIRP – Interface of Budgets, Strategic Planning, & Institutional Effectiveness
http://planning.wcu.edu/budgeting/interfacebspcie.htm

OIRP – Interface of Budgets with Strategic Planning
http://planning.wcu.edu/budgeting/interfacebudgets.htm

OIRP – Program Review Activities 1999-2001
http://www.wcu.edu/assessment/review/activities.html

OIRP – Academic Undergraduate Program Assessment Reports
http://planning.wcu.edu/AssessRpts.htm

[4] UNC – Long-Range Planning Process for 2006-2011
http://intranet.northcarolina.edu/docs/aa/planning/reports/longplan/LRP2006-2011.pdf

Performance Indicator Relationships

http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Strategic-Planning-Performance-Indicator-Relationships.pdf

[5] Western Carolina University Strategic Plan (2006-2011)
http://planning.wcu.edu/SPC/Strategic_Plan_Final_060206.pdf

[6] OIRP – Strategic Planning System
http://planning.wcu.edu/StratgcPlan/model.pdf

[7] OIRP – Strategic Planning
http://planning.wcu.edu/strategicplanning.htm

[8] Western Carolina University Vision Statement
http://planning.wcu.edu/stratgcplan/vision.htm

See also reference #5

[9] OIRP – Level II Strategic Planning Activities & Planning Documents
http://planning.wcu.edu/StratgcPlan/Level_II.htm

OIRP – Strategic Enrollment Management
http://planning.wcu.edu/SEMgt/stratenrollmgt.htm

Strategic Plan for Research and Graduate Studies 2004-2009
http://planning.wcu.edu/SEMgt/2004_2009_StratPlanGradSchool.pdf

[10] Department of Music Strategic Plan 2003-04
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Music-Strategic-Plan-2004-2014.pdf

Applied Criminology Mission Statement
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Unit-Strategic-Plan-Example-Applied-Crim.pdf

[11] OIRP – Action Plans
http://planning.wcu.edu/ActionPlans/index.htm

[12] Strategic Planning Committee Members
http://planning.wcu.edu/SPC/membership.htm

[13] OIRP – Western Carolina University Vision Statement
http://planning.wcu.edu/stratgcplan/vision.htm

Western Carolina University Strategic Plan (2006-2011) June 2, 2006

http://planning.wcu.edu/SPC/Strategic_Plan_Final_060206.pdf

WCU Strategic Planning Campus Forums
http://planning.wcu.edu/SPC/SP_Forum_Minutes_cum.pdf

WCU Faculty Senate Meeting – March 15, 2006
http://www.wcu.edu/facsenate/html/documents/WCUFacultySenateMeetingMA06.doc

WCU Staff Forum Meeting Minutes
http://www.wcu.edu/stforum/lmminutes/0306.html

[14] Strategic Planning – Strategic Planning Committee Charge from Provost
http://www.wcu.edu/strategicplanning/spcommittee/index.html

Strategic Planning Final report
http://planning.wcu.edu/StratgcPlan/Final_Report.PDF

[15] Strategic Planning Committee (SPC) August 31, 2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Strategic-Planning-Committee-Charge-8-31-06.pdf

[16] Summary of the NC System Budget Process
http://planning.wcu.edu/budgeting/summaryprocess.htm

UNC Budget Process
http://intranet.northcarolina.edu/docs/finance/projects/BUDGETPROCESS.pdf

OIRP – Role of the Chancellor
http://planning.wcu.edu/InstEffect/ie_roleofchancellor.htm

[17] The University of North Carolina 2007-09 Budget and Non-Budget Priorities Calendar
http://planning.wcu.edu/budgeting/Budget_Calendar_8_1_06.pdf

[18] UNC Instructions for Preparation of the 2007-09 Budget Priorities
http://intranet.northcarolina.edu/docs/finance/reports/Budget_Memo_3_attachment.pdf

Budget Hearing Instructions for Non-Academic Departments Supported by State Appropriations
http://admfin.wcu.edu/budget/Budget%20Hearing%20Instruction.doc

Office of the Provost – Academic Affairs Budget Process
http://www.wcu.edu/provost/AcademicAffairsBudgetProcess.htm

Elements of the Campus Budget
http://planning.wcu.edu/budgeting/budgetelements.htm

[19] Budgeting Process 2006-2007
http://planning.wcu.edu/budgeting/2006-07_Budgeting_Processes_Revision.xls

[20] WCU Fact Books
http://planning.wcu.edu/factbooks.htm

Delaware National Study of Instructional Costs & Productivity
http://planning.wcu.edu/delaware.htm

UNC Institutional Profiles 2005 – 2006
http://www.northcarolina.edu/content.php/assessment/reports/profiles/current.htm

UNC Peer Lists for Western Carolina University
http://planning.wcu.edu/peers/peerlist.htm
http://planning.wcu.edu/peers/newpeerlist.htm

[21] OIRP – Past Reports
http://planning.wcu.edu/pastreports.htm

North Carolina Higher Education Comprehensive Planning Program – Facilities Inventory and Utilization Study 2004
http://intranet.northcarolina.edu/docs/pres/hefcstudy04.pdf

[22] Efficiencies Spreadsheet
http://www.wcu.edu/provost/documents/WebsiteEfficienciesspreadsheet6-28-06.xls

[23] UNC – President's Advisory Committee on Efficiency and Effectiveness
http://www.northcarolina.edu/content.php/finance/pace/index.htm?submenu=54

[24] Office of the Provost – Millenial Initiative
http://millennial.wcu.edu/

OIRP – University Master Plan
http://planning.wcu.edu/masterplan.htm

Office of the Provost – College Structure Review
http://www.wcu.edu/provost/CollegeStructureReview.htm

[25] OIRP – Program Assessment
http://www.wcu.edu/assessment/programassessment.html

OIRP – Academic Program Review
http://www.wcu.edu/assessment/programreview.html

[26] OIRP – Strategic Enrollment Management
http://planning.wcu.edu/SEMgt/stratenrollmgt.htm

[27] OIRP – Faculty-Related Assessment/Evaluation Resources
http://planning.wcu.edu/tevals/teacherevals.htm

[28] OIRP – National Survey of Student Engagement
http://planning.wcu.edu/nsse.htm

[29] Quality Enhancement Plan Committee Notes from Meetings with University Constituents – Updated Friday, May 13, 2005
http://www.wcu.edu/SACS/QEP/QEPDISCUSSIONSMASTER.pdf

Summary of Suggestions for WCU Quality Enhancement Plan – WCU-SACS Leadership Retreat, September 23, 2004
http://www.wcu.edu/SACS/QEP/SummaryComments.pdf

QEP Draft – *The Synthesis Plan: Integrating the College Experience at Western Carolina University*
http://www.wcu.edu/SACS/QEP/QEPINTRO-4-8-06.pdf

[30] OIRP – Mission Statement and Guiding Principles
http://planning.wcu.edu/

[31] OIRP – Performance Outcomes Matrices
http://planning.wcu.edu/InstEffect/perf_matrices.htm

[32] OIRP – Institutional Scorecard
http://planning.wcu.edu/InstEffect/inst_scorecard.htm

[33] IT – Banner Mission
http://www.wcu.edu/it/banner/index.html

[34] Online Surveys at Western
http://www.wcu.edu/ultimatesurvey/

[35] OIRP – Resource25
http://planning.wcu.edu/resource25.htm

2.6 Operation

The institution is in operation and has students enrolled in degree programs.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University has been in continuous operation with enrolled undergraduate degree-seeking students since it was chartered as a four-year institution in 1929. It has offered master's degrees since 1951 and a doctoral degree in educational leadership since 1995. The institution was designated a regional university by the North Carolina General Assembly in 1967 and became a constituent institution of The University of North Carolina when higher education was reorganized in the State in 1972.[1]

The institution enrolled 8,665 students in fall 2005, including 6,980 undergraduate and 1,685 graduate students.[2]

The Record: Undergraduate Catalog identifies more than 120 undergraduate majors offered at WCU.[3] WCU's 2005 Fact Book includes enrollment data, including junior and senior enrollment by undergraduate major since 2001.[4]

The Record: Graduate Catalog identifies the19 graduate degrees offered at WCU.[5] WCU's 2005 Fact Book details graduate enrollment, including enrollment by graduate program since 2001.[6]

Supporting Documentation and Links

[1] *The Record: Undergraduate Catalog* – History of the University of North Carolina and Western Carolina University
http://www.wcu.edu/UnivCatalog/Catalog/reg/reg.htm

[2] WCU 2005 Fact Book – Detailed Version
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf

Total Enrollment and Total Resident Credit Enrollment and Student Credit Hours (page 32)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=39

Undergraduate Headcount Enrollment (page 41)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=48

Graduate Headcount Enrollment (page 68)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=75

[3] *The Record: Undergraduate Catalog* – Degree Program Requirements – Degree Programs
http://www.wcu.edu/UnivCatalog/Catalog/degpro/index.html

[4] 2005 On-line Fact Book – Brief – Junior-Senior Enrollment by Undergraduate Major including Second Majors (pages 29-31)
http://planning.wcu.edu/2005_Factbook/Brief_Fact_Book_2005.pdf#page=32

[5] *The Record: Graduate Catalog* – Programs/Degrees
http://www.wcu.edu/UnivCatalog/GCatalog/deg.html

[6] WCU 2005 Fact Book – Brief Version – Enrollment by Graduate Program (pages 37-38)
http://planning.wcu.edu/2005_Factbook/Brief_Fact_Book_2005.pdf#page=40

2.7 The Institution

2.7.1 Institutional Effectiveness

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post baccalaureate, graduate, or professional level. The institution provides a written justification and rationale for program equivalency.

Judgment of Compliance

In Compliance

Narrative of Compliance

All undergraduate degree programs at Western Carolina University require at least 120 semester credit hours, and all graduate programs require at least 30 semester credit hours. The University does not offer associate level programs. Minimum credit hour requirements for each degree level are specified in the Faculty Handbook Section 13.02: Curricular Definitions.[1] New programs must meet these minimum requirements in order to gain Faculty Senate and administrative approval during the curricular review process.[2]

Undergraduate Degree Requirements

Undergraduate degree programs range between 120-128 total semester credit hours. *The Record: Undergraduate Catalog* details all undergraduate degree program requirements[3] as well as suggested 4-year completion plans for each degree program.

All undergraduate students are required to satisfy the 42 semester credit hour Liberal Studies Program to receive a bachelor's degree.[4] Majors must total at least 27 credit hours and must provide breadth and depth in an academic discipline, in two or more closely related disciplines, or in an interdisciplinary field of study. In degree programs with 27-45 credit hours, a minor, second major, or other approved program is also required. In degree programs that do not require a minor or second major, at least 46 credit hours are required in the major, including any concentrations, emphases, or specialization options that may be part of the major.[5]

Graduate Degree Requirements

Master's degree programs at WCU require at least 30 semester credit hours. The Education Specialist degree program requires 36 semester

hours beyond the master's degree. The Doctor of Education degree program requires 60 semester hours beyond the master's degree. *The Record: Graduate Catalog* details degree requirements for all graduate programs.[6] This information is summarized in the Graduate Degree Matrix.[7]

Review of Requirements

WCU conducted a comprehensive program review of all undergraduate programs in 2001, which led to the requirement that all undergraduate programs review and justify the credit hours required in their majors based on comparisons with peer institutions and following the guidelines of accrediting agencies as appropriate.[8] The University has adopted an on-going program review process that cycles every five years and includes a review of the credit hours required for all undergraduate and graduate degree programs. Credit hour requirements of many programs are also reviewed as a part of their accreditation process.

WCU does not use any means of determining academic credit other than semester credit hours. Related information on degree requirements can be found within Comprehensive Standard 3.4.10 and Federal Requirement 4.4.

Supporting Documentation and Links

[1] Faculty Handbook 13.02 – Curricular Definitions
http://www.wcu.edu/fachandbook/curricul/sectwo.htm

[2] Faculty Handbook – Curricular Development: Policies and Procedures for Revision
http://www.wcu.edu/fachandbook/policyproc/index.htm

[3] *The Record: Undergraduate Catalog* – General University Degree Requirements
http://www.wcu.edu/UnivCatalog/Catalog/univreq/index.html

The Record: Undergraduate Catalog – Degree Program Requirements
http://www.wcu.edu/UnivCatalog/Catalog/degpro/index.html

[4] *The Record: Undergraduate Catalog*- Liberal Studies Program
(See section on Liberal Studies Program)
http://www.wcu.edu/UnivCatalog/Catalog/degpro/index.html

[5] *The Record: Undergraduate Catalog* – Degree Program Requirements
(See section on Majors)
http://www.wcu.edu/UnivCatalog/Catalog/degpro/index.html

[6] *The Record: Graduate Catalog* – Graduate Programs, Degree Outlines, and Certificates
http://www.wcu.edu/UnivCatalog/GCatalog/grpg/index.htm

[7] Graduate Program Requirements
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Graduate-Program-Requirements.pdf

[8] Program Review Final Report – Recommendation on Review of Degree Hours (page 19)
http://planning.wcu.edu/progrevfinal.pdf#page=19

Office of the Provost: Program Review Procedures
http://www.wcu.edu/provost/documents/ProgramReviewProcedures.pdf

Office of the Provost: Program Review Schedule
http://www.wcu.edu/provost/documents/ProgramReviewSchedule.pdf

Accrediting Agencies Chart
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Accrediting-Agencies-Chart-Additions-and-Sorted-4-2.pdf

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education.

Judgment of Compliance

In Compliance

Narrative of Compliance

The degree programs at WCU help to fulfill the institution's mission as a regional comprehensive university.[1] Programs are offered to promote personal development and to meet the professional needs of the region. The current mission of the University emphasizes quality of academic programs and outreach/regional development. The University's programs reflect these strategic initiatives.

The quality of programs is supported, in part, by the fact that each undergraduate degree program requires completion of the Liberal Studies Program and courses in a major, including prescribed and elective courses. If a major requires 27-45 hours, a minor, second major, or other approved program is also required. These programs constitute a coherent course of study and any deviation from an approved course of study requires adequate cause and approval with the appropriate signatures. Exemptions from departmental requirements require the signature approval of the student's advisor and department head; exemptions from college-wide requirements must also include the dean's signature; and exemptions from Liberal Studies requirements must also include the signature of the Provost.

Outreach is an important component of WCU's mission, and it includes meeting needs beyond the university campus by offering programs such as construction management, entrepreneurship, environmental health, and various areas of teacher education. Undergraduate degree requirements and a complete list of programs can be found in *The Record: Undergraduate Catalog*.[2]

All students receiving a bachelor's degree must meet the following general requirements:

1. A minimum of 120 hours to a maximum of 128 semester hours, under requirements outlined for one of the degree programs, must be earned.
2. A minimum GPA of 2.0 must be earned on all work attempted at Western Carolina University and on all courses in the major.
3. A minimum of 25 percent of semester hours applied toward a bachelor's degree must be earned through regular enrollment in Western Carolina University junior-senior level courses, including a minimum of twelve hours in junior-senior courses in the major field.

4. Fifty percent or more of the credits in the major presented for graduation must be earned on the junior-senior level, unless the degree program being completed by the student is specifically exempted from the requirement.
5. A student must be enrolled at WCU during the intended graduation semester. (Students who wish to pursue an exception to this rule must contact the Registrar's Office.)

To meet the needs of the region, Western Carolina University offers graduate programs in Cullowhee, Asheville, and through distance education. All graduate programs are monitored by WCU's Graduate Council and curriculum issues are monitored by WCU's Curriculum Committee.[3] Graduate program requirements are established by faculty within those programs, and course of study varies based upon individual field of study. These requirements are detailed in *The Record: Graduate Catalog*[4] and on-line through the Office of Graduate Studies.[5]

To verify appropriateness to specific fields of study and to higher education in general, all courses, programs, and course/program revisions are monitored by the faculty at both the college and university levels, and all proposed courses undergo the same rigorous curriculum review process. This process is explained in Section 14 of the Faculty Handbook.[6]

The University of North Carolina General Administration, under the UNC Office of the President, monitors all new programs at UNC system institutions to ensure that those programs are consistent with campus missions and are comparable to similar programs offered at other UNC institutions and non-UNC peer institutions.[7]

The University also initiates periodic internal and external program review to assure that all programs embody a coherent course of study related to its mission and appropriate to the standards of higher education. A major review of undergraduate programs was conducted in 1999-2001.[8] Graduate program review occurs every six years.[9] WCU's new comprehensive review process, currently in development, will combine undergraduate and graduate program review.[10]

Supporting Documentation and Links

[1] Mission Statement – Office of the Chancellor
http://www.wcu.edu/chancellor/Strategic%20Planning-Mission%20Statement%202004.htm

[2] *The Record: Undergraduate Catalog* – Degree Program Requirements
http://www.wcu.edu/UnivCatalog/Catalog/degpro/index.html

[3] University Curriculum Committee – Office of the Provost
(See Minutes of Committee for examples of Curriculum Oversight)
http://www.wcu.edu/provost/resources/Curricul.htm

[4] *The Record: Graduate Catalog*
http://www.wcu.edu/UnivCatalog/GCatalog/index.htm

[5] Graduate Programs – Office of Graduate Studies
http://www.wcu.edu/graduate/gradprog.html

[6] Faculty Handbook – 14.00: Policies and Procedures for Curriculum Development and Revision
http://www.wcu.edu/fachandbook/policyproc/index.htm

[7] UNC Academic Planning
http://www.northcarolina.edu/content.php/aa/planning/index.htm

General Administration Peer Institution List
http://planning.wcu.edu/peers/peerlist.htm

[8] University Planning – Past Reports
http://planning.wcu.edu/pastreports.htm

Paulien Educational Program Analysis
http://planning.wcu.edu/Paulien/cover_page.htm

Academic Undergraduate Program Assessment Reports
http://planning.wcu.edu/AssessRpts.htm

[9] Graduate Program Review and Assessments
http://www.wcu.edu/graduate/assessments.html

[10] Program Review Schedule by Year
http://www.wcu.edu/provost/documents/ProgramReviewSchedule.pdf

Office of Assessment – Academic Program Review
http://www.wcu.edu/assessment/programreview.html

2.7.3 General Education

The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University refers to its general education program as the Liberal Studies Program.[1] The current Liberal Studies Program was implemented in 2001 as a result of a comprehensive review by faculty.

1. Substantial Component of Each Undergraduate Degree

All undergraduate degree programs at WCU require the completion of at least 120 hours, at least 42 hours of which are Liberal Studies courses, which includes courses in humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

2. Breadth of Knowledge

The courses in the Liberal Studies Program are designed to provide each student with the knowledge, skills, and attitudes of an educated person including the ability to think critically, to communicate effectively, to identify and solve problems reflectively, to use information and technology responsibly, to appreciate the creative and performing arts, and to seek personal development and lifelong learning. The program is divided into three different areas including a Freshman Seminar (3 hours), Core requirements (21 hours), and Perspectives requirements (18 hours).

Core requirements focus on skills for critical thinking, communication, and learning:

- C1 – Writing (6 hours)
- C2 – Math (3 hours)
- C3 – Oral Communications (3 hours)
- C4 – Wellness (3 – hours)
- C5 – Physical and Biological Sciences (6 hours)

The Perspectives requirements expose students to a breadth of liberal arts areas as they facilitate modes of inquiry, discovery, and interpretation through the broadened worldview and knowledge base:

- Social Sciences (6 hours)
- History (3 hours)
- Humanities (3 hours)
- Fine and Performing Arts (3 hours)
- World Cultures (3 hours)

One of the Perspectives courses must be an Upper-Level Perspective, to provide students with a more intensive academic experience in at least one discipline outside of their declared majors.

3. Based on a Coherent Rationale

The Liberal Studies Program is based upon a coherent rationale. In part, that rationale states that the Liberal Studies Program is "designed to provide each student with the knowledge, skills, and attitudes of an educated person" and has "to promote a lifelong love of learning" as its primary goal. *The Record: Undergraduate Catalog* provides information on the Liberal Studies Program, its rationale, and its requirements. This rationale was developed and accepted by the Faculty Senate in 1999, revised in April 2004, and revised again in January, 2006.[2]

Oversight of the Liberal Studies Program is provided by the Liberal Studies Oversight Committee of the Faculty Senate. The Liberal Studies Oversight Committee includes representatives from all academic colleges and meets on a regular basis to consider all course and requirement proposals in the Liberal Studies Program as well as the overall design and assessment of the program. All course proposals must address breadth of knowledge.[3] Once proposals have been approved by the Oversight Committee, they must adhere to the procedures and policies outlined in the Faculty Handbook[4] and be approved by the University Curriculum Committee, the Faculty Senate, and the Provost. The committee regularly reviews new and existing courses to verify course equivalency and to assure that courses meet the learning outcomes associated with the Liberal Studies Program, as evidenced in its minutes.[5]

The University Registrar's Office publishes a written justification of and rationale for course equivalency for all university courses, including Liberal Studies courses, and it also provides lists of specific course equivalencies for courses taken at UNC schools and Community Colleges. According to the UNC Comprehensive Articulation Agreement, Liberal Studies requirements are waived for transfer students who have successfully completed the 44 hour core, an associate of arts degree, or associate of science degree at a North Carolina community college. [6]

All requested exemptions from – and course equivalencies for – a Liberal Studies Program requirement must have the approval of the student's advisor, department head, dean, and director of the advising center in consultation with the Provost. Professional advisors in the University's Advising Center as well as advisors in the student's major monitor the student's completion of liberal studies.

Supporting Documentation and Links

[1] *The Record: Undergraduate Catalog* – Degree Program Requirements: Rationale and description of liberal studies program
http://www.wcu.edu/UnivCatalog/Catalog/degpro/index.html

[2] Liberal Studies Oversight Committee
http://www.wcu.edu/liberalstudies/

Liberal Studies Program (Revised January, 2006)
http://www.wcu.edu/liberalstudies/LS_Program%20documentJAN2006.doc

Liberal Studies Program (Revised April, 2004)
http://www.wcu.edu/liberalstudies/FORMS_ON_WEB/LS_Program_Rev_Apr04.pdf#page=14

[3] Liberal Studies Course Proposal Forms
http://www.wcu.edu/liberalstudies/minutes.html

[4] Faculty Handbook – 14.00 Policies And Procedures For Curriculum Development And Revision
http://www.wcu.edu/fachandbook/policyproc/index.htm

[5] Liberal Studies Oversight Committee Minutes
http://www.wcu.edu/liberalstudies/minutes_list.html

[6] Transfer of Credit – Registrar's Office
http://www.wcu.edu/registrar/transfer/default.asp

UNC Comprehensive Articulation Agreement

http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.htm

WCU Liberal Studies Equivalencies at NCCC Institutions
http://www.wcu.edu/registrar/LibStudies/LS_NCCC.asp

2.7.4 Institutional Effectiveness

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia, or uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In all cases, the institution demonstrates that it controls all aspects of its educational program.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU provides instruction for all coursework in all of its degree programs,[1] except for the Bachelor of Science in Electrical Engineering. WCU's dual degree program in electrical engineering is offered through a contractual agreement with the University of North Carolina at Charlotte.[2] All courses in this program are offered on WCU's Cullowhee campus. Courses delivered by UNC-Charlotte faculty use Web-based and teleconference technology. The program, initiated in 2004, mirrors UNC-Charlotte's Accreditation Board for Engineering and Technology (ABET) accredited program, and WCU's program is currently seeking ABET accreditation.

Control over all aspects of WCU's educational programs is detailed in the Curriculum Development and Revision section of the Faculty Handbook.[3] See also Comprehensive Standard 3.4.1 for more information on program oversight.

Supporting Documentation and Links

[1] *The Record: Undergraduate Catalog* – Degree Programs and Requirements
http://www.wcu.edu/UnivCatalog/Catalog/degpro/index.html

The Record: Undergraduate Catalog – General University Degree Requirements
http://www.wcu.edu/UnivCatalog/Catalog/univreq/index.html

The Record: Undergraduate Catalog – Course Descriptions
http://itapp.wcu.edu/course/CoursePrefixGuide.aspx

The Record: Graduate Catalog – Graduate Programs and Degree Outlines
http://www.wcu.edu/UnivCatalog/GCatalog/grpg/index.htm

The Record: Graduate Catalog – Course Descriptions
http://www.wcu.edu/UnivCatalog/GCatalog/course/crsprfguide.htm

[2] *The Record: Undergraduate Catalog* – Department of Engineering and Technology
http://www.wcu.edu/UnivCatalog/Catalog/colleges/as/et.htm

Electrical Engineering
http://et.wcu.edu/ET-CC_EE.htm

Dual Degree Program – Electrical Engineering – Memorandum of Understanding (MOU)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Dual-Degree-Elec-Eng-MOU.pdf

Joint Program – Board of Governors Approval
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Joint-Program-BOG-Approval.pdf

[3] Faculty Handbook – Curriculum Development and Revision
http://www.wcu.edu/fachandbook/curricul/index.htm

2.8 The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs. In addition, upon application for candidacy, an applicant institution demonstrates that it meets Comprehensive Standard 3.7.1 for faculty qualifications.

Judgment of Compliance

In Compliance

Narrative of Compliance

The mission of WCU is to provide educational instruction and programs, research, and cultural opportunities that improve individual lives as well as the quality of life in the region and state.[1] To carry out this mission, WCU provides a well qualified faculty with an assigned workload that enables them to provide strong educational programs while also meeting the research and service expectations of the mission. The Faculty Handbook defines a number of faculty appointment classifications in order to ensure the quality and integrity of academic programs.[2]

Western Carolina University is funded on a student credit hour (SCH) model, as defined and administered by the UNC General Administration, that directly ties new faculty positions to university enrollment.[3] Positions are based on increases or decreases in SCH by level of course and discipline. For example, during AY 2005-2006 undergraduate business courses were funded at 487.37 SCH per position while undergraduate engineering and nursing courses were funded at 230.52 SCH per position. WCU's number of instructional faculty has increased annually in recent years as the institution has grown in enrollment.[4] Adequacy of faculty resources is also considered by the UNC General Administration when evaluating proposals for new programs,[5] and during WCU's review of existing programs.[6]

WCU's commitment to its educational mission is verified by its low student-to-faculty ratio of 14:1.[7] WCU participates in the National Study of Instructional Costs and Productivity (Delaware Study) each year. Full Time Equivalent (FTE) student per FTE faculty ratio ranged from 5.9 to 22.9 across all programs within the University in the most recent study.[8] WCU's ratios were lower than those of its peer institutions in all cases except CIP (Classification of Instructional Program) 31.05, Health and Physical Education.[9] During the fall 2005 term, WCU employed the following:

- 663 total faculty[10]
  - 433 full-time faculty
    - 173 tenured full-time faculty
    - 148 tenure-track faculty

    - 112 visiting or fixed term faculty
  - 230 part-time faculty

WCU also employed 249 graduate assistants, with 12 serving as instructor of record for course instruction. Graduate assistantships provide student financial assistance and enhance graduate students' educational experiences in support of the University's teaching and research mission.[11]

The Faculty Handbook defines faculty teaching workload.[12] Teaching workloads vary depending on expectations of teaching, research and service. Typically, full-time faculty teach 3-4 courses (9-12 credit hours) per semester, as evidenced in the faculty roster.[13]

The faculty roster includes degrees held by each faculty member, instructional rank, academic affiliation, full or part-time status, links to any alternative and supplemental credentials, and assigned courses for each term. Quality and adequacy of faculty are also considered during the accreditation process of discipline-specific accreditation organizations. WCU's academic programs hold numerous specialized professional accreditations.[14] Finally, WCU considers the adequacy of faculty resources by examining the breakdown of undergraduate courses taught by full-time tenured and untenured faculty for the last three years.[15] The quality of the faculty is documented in Comprehensive Standard 3.7.1.

Supporting Documentation and Links

[1] WCU Mission
http://www.wcu.edu/strategicplanning/mission.html

[2] Faculty Handbook – 4.02 Guidelines for Conferral of Academic Rank, Promotion and Tenure – see Section III
http://www.wcu.edu/fachandbook/empl/sectwo.htm

[3] Formula Funding Model
http://planning.wcu.edu/Formula_Funding.pdf

[4] WCU 2005 On-line Detailed Fact Book – Faculty by Rank, Gender and Highest Earned Degree (page 96)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=103

[5] Academic Program Development Procedures (page 24)
http://intranet.northcarolina.edu/docs/legal/policymanual/400.1.1.pdf#page=24

[6] Program Review Guidelines and Schedule
http://www.wcu.edu/provost/resources/documents/UGandGProgramReviewFinal0529062.doc

[7] Common Data Set 2005-06 (Page 24)
http://planning.wcu.edu/CDS2005_2006.pdf#page=25

[8] 2004 National Study of Instructional Costs and Productivity, WCU Student – Faculty Ratios
http://planning.wcu.edu/Delaware_Study/Cost/2004/Delaware_FS_Ratios_WCU.pdf

[9] 2004 National Study of Instructional Costs and Productivity, Peer Student – Faculty Ratios
http://planning.wcu.edu/Delaware_Study/Cost/2004/Delaware_FS_Ratios_Peers.pdf

[10] WCU 2005 On-line Detailed Fact Book – Tenure Status of Full-Time Faculty (page 98)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=105

WCU 2005 On-line Detailed Fact Book – Faculty by Rank, Gender and Highest Earned Degree (page 96)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=103

[11] Graduate Assistant Allocation Plan
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Graduate-Assistant-Allocation-Plan.pdf

[12] Faculty Handbook – 5.01 Teaching Load
http://www.wcu.edu/fachandbook/instr/secone.htm

[13] Faculty Credentials Roster
http://itapp.wcu.edu/Faculty

[14] Accrediting Agencies
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Accrediting-Agencies-Chart-Additions-and-Sorted-4-2.pdf

[15] Percent of Sections by Department Taught by Full-Time Tenure Faculty
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Percent-of-Sections-Taught-By-Faculty-Type.pdf

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)

Judgment of Compliance

In Compliance

Narrative of Compliance

Library

Hunter Library provides access to collections and information resources in support of the educational and research mission of the University.[1] This goal is expressed in the Library's mission statement and in its policy and planning documents available at the Hunter Library Strategic Planning Web page.[2] Resources are made available on campus and to remote locations through the Library's Web pages[3] and on-line catalog.[4] Additionally, access to materials not available in Hunter Library is expedited through cooperative agreements with other libraries,[5] as well as through interlibrary loan and document delivery services.[6]

Access to Library Resources

Hunter Library's primary mission is to support the teaching, research, and public service programs of WCU. The Library is also open to any individual age twelve and over. In accordance with WCU policy, people under the age of twelve must be accompanied by an adult while on campus, which includes Hunter Library.[7] The Library building is open 110 hours in a typical week and operates under a modified schedule during exams, holidays and interim periods.[8] According to Hunter Library Circulation statistics (generated through a count at an electronic gate), 380,418 people came to the Library during FY 2004-2005. On-line access to Library resources is available 24 hours a day every day of the year.

A valid WCU identification card must be presented to check out materials. Borrower cards are available for purchase for individuals who are not affiliated with the University. Loan periods are generally three weeks for students and six months for faculty, depending on the material type. Most materials can be renewed on-line.[9] According to Hunter Library Circulation statistics (generated through a reporting mechanism within the Library's material check out system), 101,469 materials were checked out during FY 2004-2005.

Library Resources

On Campus Resources

Hunter Library had a materials budget of $1.3 million in FY 2004-2005, and a materials budget of $1.7 million for FY 2005-2006. The materials budget will increase commensurate with the University's enrollment growth. The collection contains more than:

- 702,000 books and bound periodical volumes;
- 1.5 million units of microforms;
- 3,330 subscriptions to current periodical titles including regional, national, and international magazines, journals and newspapers;
- 100 subscriptions to online databases, many containing full-text articles, covering all academic subject areas;
- 180,000 government publications (the Library is a selective depository for federal and state government documents).

Specialized Collections

- The Curriculum Materials Center (CMC) in Hunter Library contains state-adopted textbooks, curriculum guides and kits, 14,000 audio-visual items, and a children's literature collection.[10]
- The Library collection contains over 110,000 maps.[11]
- Special Collections houses manuscript collections, books, photographs, and other resources documenting the history and culture of Western North Carolina, Southern Appalachia, and the Cherokee Indians.[12]

Ensuring Library Resources Support Academics

Hunter Library's Collection Development Policy provides guidelines for "the decision-making process regarding routine acquisitions of library materials, standing orders, gifts and exchange assessments, and in establishing priorities to guide decisions on preservation and de-selection."[13] In order to assure collaboration and currency with academic programs, Library Liaisons (subject area specialists) are assigned to all academic programs.[14] Liaisons assist in the selection of library materials (databases, journals, books, audio-visual materials) and stay abreast of departmental needs and curricular and discipline trends. Liaisons are the primary points of contact between academic programs and the Library, and they maintain an active engagement with the academic department.

Resource Assessment

Liaisons review current collections and select appropriate materials in collaboration with departmental faculty representatives to support curriculum and research needs. Respective liaisons and the Collection Development Librarian review course and program proposals from academic departments to ensure adequacy of Library collections and support. Assessment of the collection is conducted regularly by the Collection Development Librarian and the Library's subject liaisons in consultation with the respective academic departments. Materials are evaluated for accuracy and timeliness; outdated materials are withdrawn from the collection. Gaps in subject coverage are identified, and materials are selected to meet the curricular and research needs of the WCU community.

Access to Shared Resources

Hunter Library is a member of the Western North Carolina Library Network (WNCLN), a consortium of three area universities, including the University of North Carolina at Asheville (UNCA) and Appalachian State University (ASU). These institutions share the Innovative Interfaces, Inc. (III) integrated library system. The Library maintains a Web site with access to its collections through an on-line catalog containing the combined holdings of the three libraries. Additionally, Hunter Library participates in shared resource agreements, such as ABC (Asheville, Boone, Cullowhee) Express, with the other WNCLN libraries. ABC Express enables students, faculty, and staff from each of the institutions (UNCA in Asheville, Appalachian State University in Boone, and WCU in Cullowhee) to request materials not held in their respective collections from one of the other institutions. ABC Express usually delivers materials within one to four days. These materials are typically on loan for three weeks and can be renewed once for an additional three week period. For FY 2004-2005, ABC Express filled more than 32,000 requests for material transfer.[15]

Access to Resources Not Owned by the Library Network

Interlibrary loan and document delivery services provide access to materials not locally available. Requests can be submitted on-line through the Library's home page. Hunter Library utilizes Online Computer Library Center (OCLC) Resource Sharing, Clio, and Ariel systems to facilitate borrowing and delivery of materials. The Library also participates in the Copyright Clearance Center to assure compliance with copyright restrictions. Access to the Ingenta database service is available for full-text delivery of periodical articles (usually delivered within 24 to 48 hours). During FY 2004-2005, the Library provided access to materials not in its holdings by filling:

- 26 dissertation requests for WCU borrowers through the Dissertation Express service;
- 2,974 interlibrary loan requests for WCU borrowers;
- 1,074 article orders through the Ingenta online article request system.[16]

Research and Instruction Services

The Reference Department at Hunter Library offers research and instruction services to all WCU faculty, students, and staff. Librarians are available at the reference desk each day for a total of 80 hours per week, and appointments can be arranged for individual research consultations. Inquiries can also be initiated via e-mail or telephone to the reference desk for assistance.[17] Between the years 2000 and 2005, the Reference Department handled between 17,000 and 19,000 reference queries per year, with figures from 2004 and 2005 remaining well above 19,000 each year.[18] Several liaisons also provide on-site reference to the academic programs they serve by maintaining regular reference office hours in the buildings housing those programs.

The reference staff offers multiple sections of research and library instruction for English 101 and 102 classes. In addition, librarians provide course-related instructional sessions tailored to specific assignments, research, information evaluation, or a specific subject overview. Information on library instruction services can also be found in Comprehensive Standard 3.8.2.

Off Campus and Distance Learning Services and Resources

A librarian is assigned responsibility to coordinate access to library services for WCU's distance education students. A Web page specifically designed for remote users is available which provides instructions for accessing resources.[19]

A University Experience course has been developed as an on-line orientation program for distance learning students; it links to remote users' Web pages and responds to FAQ's common to access and use of remote materials and resources.[20]

Hunter Library also provides library resources and services to its students enrolled in distance education programs. WCU students enrolled in the nursing program at Enka have access to the Mountain Area Health Education Center (MAHEC) Library located in Asheville.[21] Hunter's Health Science Liaison is on-site at the Enka campus every other Tuesday to provide reference services in person. The liaison also provides on-site instruction to classes at the Enka campus at the request of instructors. Close communication is maintained via email and telephone between the liaison and students, faculty, and staff based at the Enka campus. The liaison also keeps in close contact with students in distance learning programs through e-mail, telephone, and on-line course management tools to ensure that their research and resource needs are met.

Library services for WCU students taking courses at the University of North Carolina at Asheville are provided by the Library at UNCA per an agreement between these institutions. Hunter Library subject area liaisons also provide on-site instruction to WCU classes held on the UNCA campus at the request of WCU instructors.

Assessment of Library Services and Resources – Association of Research Libraries LibQUAL+ and Other Surveys

Hunter Library conducts an annual quantitative survey of all collections and services, specialized qualitative research of services, and a four-year collection review cycle for each college. One of the core survey items measured in the 2005 LibQUAL+ Survey[22] was Information Control – quality and access to the library's collection of materials. Graduate students and faculty members rated this category below their minimum service level. However, since the time this survey was administered, Hunter Library has increased the number of subscriptions to on-line databases in several subject areas, and redesigned its Web site to improve access to all information resources.

Usability studies and student satisfaction surveys have consistently produced high ratings for Hunter Library. "Highlights from the Graduate Senior Survey December 2003 – August 2004," available on University Planning's Senior Surveys Web page states: "Over 90 per cent of graduates reported library hours of operation, staff responsiveness, and access to databases and collections as excellent or good."[23]

Coulter Faculty Center

The Coulter Faculty Center for Excellence in Teaching and Learning provides services, resources, and sponsored activities that support the University's educational, research, and public service programs.[24] The Center supports faculty in the areas of pedagogy, scholarship, technology, and information. It facilitates both formal and informal faculty development activities, services, events, and resources. The Coulter Faculty Center takes an integrated approach to meeting the needs of faculty and providing pedagogical and andragogical leadership. Information on the resources and services provided by the Coulter Faculty Center for Excellence in Teaching and Learning can also be found in Comprehensive Standards 3.4.9 and 3.7.3.

Information Technology

The Division of Information Technology provides information technology services to the University community supporting faculty, staff and student technology users through help desk, consultation, and problem resolution services.[25] The Technology Service Center provides repair services for student owned computers in support of the University student computer requirement.

Educational Technologies, a unit within Information Technology, provides leadership in the efficient, effective, and timely use of technologies to support instruction.[26] Information on the resources and services provided by Educational Technologies can also be found in Comprehensive Standard 3.4.14.

Supporting Documentation and Links

[1] Hunter Library Collection Development Policy
http://library.wcu.edu/about/departments/collectiondevelopment/index.htm

[2] Hunter Library Strategic Planning Page
http://library.wcu.edu/libraryinsider/StrategicPlanning/index.htm

[3] Hunter Library
http://library.wcu.edu/

[4] Hunter Library Catalog
http://wncln.wncln.org/

[5] Western North Carolina Library Network
http://wncln.lib.unca.edu/

WNCLN Strategic Plan
http://library.wcu.edu/libraryinsider/StrategicPlanning/index.htm

ABC Express
http://library.wncln.org/screens/abc.html

[6] Get Materials Not in Hunter Library
http://library.wcu.edu/finding/othermaterials.htm

[7] Hunter Library Policies
http://library.wcu.edu/about/policies.htm

[8] Hunter Library Hours
http://library.wcu.edu/about/Hours.htm

[9] Hunter Library Circulation Policies
http://library.wcu.edu/libraryservices/circulation.htm

[10] Hunter Library Birth-Grade 12 Curriculum Materials
http://library.wcu.edu/finding/curriculum.htm

[11] Hunter Library Maps
http://library.wcu.edu/finding/maps.htm

[12] Hunter Library Special Collections
http://library.wcu.edu/specialcoll/index.htm

[13] Hunter Library Collection Development Policy – Section I A Introduction
http://www.wcu.edu/library/about/departments/collectiondevelopment/colldevpolicy.htm#intro

[14] Hunter Library Liaisons by Academic Program
http://library.wcu.edu/about/departments/collectiondevelopment/colldevpolicy.htm#directory

[15] Library – ABC Express Statistics
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Library-ABC-Express-Stats.pdf

[16] Library – Interlibrary Loan and Ingenta Statistics
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Library-ILL-Ingenta-DissAbstracts.pdf

[17] Research Assistance
http://www.wcu.edu/library/researchref/researchassistance.htm

[18] Library – Reference Statistics 2000-2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Library-Reference-Stats-2000-2006.pdf

[19] Remote Users Webpage
http://library.wcu.edu/libraryservices/remoteusers.htm

[20] The University Experience Course for Distance Learners
http://edoutreach.wcu.edu/answers/universityexperience.html

[21] MAHEC Agreement
http://library.wcu.edu/LibraryInsider/Pers_Plan/mahec_wcu2005.pdf

[22] LibQUAL Survey Results
http://library.wcu.edu/about/libqual2005.pdf

[23] WCU Student Satisfaction Surveys
http://planning.wcu.edu/surveys.htm

[24] Coulter Faculty Center for Excellence in Teaching and Learning
http://facctr.wcu.edu/

[25] Information Technology
http://www.wcu.edu/it/

[26] Educational Technologies
http://www.wcu.edu/it/faculty.html

2.10 Student Support Services

The institution provides student support programs, services and activities consistent with its mission that promote student learning and enhance the development of its students.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU is committed to providing programs and services that support student learning, enhance student satisfaction and development, support a culturally diverse student population, and encourage interaction and integration of in- and out-of-class experiences. These programs, services, and activities are offered through collaborative relationships among Student Affairs, Academic Affairs, and other student support services. Comprehensive Standard 3.4.9 includes additional information on WCU's academic support services.

Mission and Student Learning

The Division of Student Affairs offers comprehensive programming, services, and outreach activities which enhance the ability of current and prospective students to apply learning outcomes, develop independent thought, become involved in the community, and understand global responsibility.[1]

The Division of Student Affairs utilizes the following foundation documents in the development and implementation of its strategic plan:[2]

- Principles of Good Practice[3]
- The Learning Imperative[4]
- Powerful Partnerships: A Shared Responsibility for Learning[5]
- Council for the Advancement of Standards (CAS)[6]

Student Support Programs and Services

Student Affairs personnel work with faculty, administrators, and staff to provide students with an array of services that enhance educational experiences. These programs, services, and activities are categorized into four primary areas:

1. Student Activities and Involvement

- Fitness Center[7]
- Greek Life[8]
- Intramurals/Sport Clubs[9]

- Last Minute Productions – Student Programs[10]
- Lectures, Concerts, and Exhibitions[11]
- Student Leadership Development Program (WE LEAD)[12]
- Student Organizations[13]

2. Student Life

- Adult Learners Student Organization (ALSO)[14]
- Base Camp Cullowhee – Outdoor Adventures[15]
- CHAMPS/Life Skills (CHallenging Athletes Minds for Personal Success)[16]
- Distance Learning[17]
- First Year Mentoring Program[18]
- International Programs and Services (IPS)[19]
- Multicultural Affairs[20]
- Scholarships and Awards[21]
- Service Learning[22]
- Student Judicial Affairs Center[23]
- Student Orientation[24]
- Campus Ministries[25]
- University Center[26]
- Women's Center[27]

3. Student and Campus Services

- Campus Bookstore[28]
- Campus Transportation[29]
- Co-Curricular Transcript[30]
- Counseling Services and Psychological Services[31]
- Dining Services[32]
- Enrollment Support[33]
- Health Center[34]
- Ramsey Regional Activity Center[35]
- Residential Living[36]
- Resources for Adult Learners[37]
- Safe Zone Program[38]
- Services for Students with Disabilities[39]
- WCU Academic Success Centers
    - Academic Support Services for Student-Athletes[40]
    - Advising Center[41]
    - Catamount Academic Tutoring Center[42]
    - Mathematics Tutoring Resource Center[43]
    - Office of Professional Examinations[44]
    - Student Support Services[45]

  - Student Technology Assistance Center[46]
  - University Writing Center[47]
- WCU Programs in Asheville[48]
  - Bookstore
  - Counseling Services
  - Dining Services
  - Health Services
  - Recreational Facilities

4. Community and Outreach Services

- Educational Talent Search[49]
- Family Association[50]
- Kneedler Child Development Center[51]
- Upward Bound Math and Science Program[52]

Student Affairs has also recently requested funding for a Coordinator of Student Services for Distance Learners to work in conjunction with the Division of Educational Outreach.[53]

Assessment Processes and Procedures

All departments and programs within the Student Affairs Division prepare an assessment plan which is generally updated annually. The Director of Enrollment Support reviews and maintains assessment summaries and plans. The Assessment Team – a group of Student Affairs administrators appointed by the Division leadership – reviews program improvements generated by the assessments. This process allows division-wide priorities to be discussed at the annual Work Session, in which the division action plan for the coming year is established. Other program improvements are implemented at the department level.

The Council for the Advancement of Standards (CAS) in Higher Education is used as a guide for establishing student learning outcomes. Departments also establish satisfaction outcomes based on the nature and type of programs offered. Some departments adhere to licensure/certification requirements and state or federal mandates in assessment of their programs and services. All assessment processes and procedures support the missions of Student Affairs and the University.[54]

Supporting Documentation and Links

[1] Student Affairs
http://www.wcu.edu/studentd/

[2] Student Affairs Strategic Plan
http://www.wcu.edu/studentd/strategicplan.pdf

[3] Principles of Good Practice
http://www.acpa.nche.edu/pgp/principle.htm

[4] The Learning Imperative
http://www.acpa.nche.edu/sli/sli.htm#learning

[5] Powerful Partnerships: A Shared Responsibility for Learning
http://www.naspa.org/resources/partnerships.cfm

[6] Council for the Advancement of Standards (CAS)
http://www.cas.edu/

[7] Fitness Center
http://www.wcu.edu/studentd/fitness

[8] Greek Life
http://www.wcu.edu/univcenter/wcugreeks/

[9] Intramural/Sport Clubs
http://paws.wcu.edu/intramurals/index.aspx

[10] Last Minute Productions
http://lmp.wcu.edu/

[11] Lectures, Concerts, and Exhibitions
http://www.wcu.edu/univcenter/lce/

[12] Student Leadership Development Program (WE LEAD)
http://www.wcu.edu/studentd/lead.asp

[13] Student Organizations
http://paws.wcu.edu/stuorg/

[14] Adult Learner Student Organization (ALSO)
http://www.wcu.edu/univcenter/also/

[15] Base Camp Cullowhee – Outdoor Adventures
http://www.wcu.edu/univcenter/outdoors/

[16] CHAMPS/Life Skills Program
http://catamountsports.collegesports.com/lifeskills/wcar-lifeskills.html

[17] Distance Learning/Education
http://edoutreach.wcu.edu/answers

Distance Learning Forum on Student Services – Action Matrix
http://edoutreach.wcu.edu/facultyresources/dlforumsummary.htm

[18] First Year Mentoring Program
http://www.wcu.edu/studentd/enrollmentsupport/mentoring.asp

[19] International Programs and Services
http://www.wcu.edu/ips

[20] Multicultural Affairs
http://www.wcu.edu/studentd/AAF

[21] Scholarships and Awards
http://www.wcu.edu/studentd/award/

[22] Service Learning
http://www.wcu.edu/studentd/service_learning/

[23] Student Judicial Affairs Center
http://www.wcu.edu/studentd/SJA/

[24] Student Orientation
http://www.wcu.edu/orientation/

[25] United Campus Ministries
http://www.wcu.edu/studentd/ucm/index.asp

[26] University Center
http://www.wcu.edu/UnivCenter

[27] Women's Center
http://www.wcu.edu/womenscenter

[28] Campus Bookstore
http://books.wcu.edu/home.aspx

[29] Campus Transportation
http://www.wcu.edu/cattran/

[30] Co-Curricular Transcript
http://www.wcu.edu/studentd/cct/index_main.asp

[31] Counseling and Psychological Services Center
http://www.wcu.edu/studentd/counsel/

[32] Dining Services
http://www.campusdish.com/en-US/eCampus1/WesternCarolina

[33] Enrollment Support
http://www.wcu.edu/studentd/enrollmentsupport/

[34] Health Center
http://www.wcu.edu/studentd/hlthserv/

[35] Ramsey Regional Activity Center
http://ramsey.wcu.edu

[36] Residential Living
http://housing.wcu.edu/

[37] Resources for Adult Learners
http://www.wcu.edu/studentd/adultlearner.asp

[38] Safe Zone Program
http://www.wcu.edu/studentd/safezone.pdf

[39] Services for Students with Disabilities
http://www.wcu.edu/studentd/disabilities/

[40] Academic Support Services for Student-Athletes
http://catamountsports.collegesports.com/athletic-dept/wcar-academic-services.html

[41] Advising Center
http://www.wcu.edu/advising/

[42] Catamount Academic Tutoring Center
http://www.wcu.edu/catcenter

[43] Mathematics Tutoring Resource Center
http://www.wcu.edu/mathlab

[44] Office of Professional Examinations
http://www.wcu.edu/catcenter/OPE.html

[45] Student Support Services
http://www.wcu.edu/cap/sss/sss.html

[46] Student Technology Assistance Center
http://www.wcu.edu/techassist

[47] University Writing Center
http://www.wcu.edu/writingcenter

[48] WCU Programs in Asheville – Student Services
http://www.wcu.edu/wcuasheville/studentservices.html

[49] Educational Talent Search
http://www.wcu.edu/talentsearch/

[50] Family Association
http://www.wcu.edu/studentd/famassociation/

[51] Kneedler Child Development Center
http://www.wcu.edu/studentd/kneedler/

[52] Upward Bound Math and Science Program
http://www.wcu.edu/ubms/

[53] Student Services Manager / Distance Learner Coordinator
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Stud-Services-Dist-Learn-Coord-Description.pdf

[54] Assessment in the Division of Student Affairs
http://www.wcu.edu/studentd/assessment/index.asp

2.11 Resources

The institution has a sound financial base and demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system wide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and, (c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University's sound financial base and history of financial stability, along with the availability of a variety of resources to invest in the development and renewal of its teaching, research, and student life facilities, position the University well to support its mission and to advance both the quality and scope of its programs and services. WCU's response to Comprehensive Standards 3.10.1 through 3.10.7, Financial and Physical Resources, contains evidence of the University's sound financial base and stability and the adequacy of its physical resources. The institution provides further evidence of its financial resources and management of those resources as outlined below.

a) Institutional Audit

The North Carolina Office of State Auditors audits WCU's financial statements annually. The Independent Auditor's Reports and Management Letters for each of the four fiscal years ending June 30, 2005 provide documentation that the University received unqualified opinions on all of these audits, with no instances of reportable conditions or material weaknesses.[1]

WCU maintains its financial records on a cash basis throughout the fiscal year. In July and August, adjusting entries are posted to convert the

records to an accrual basis and to make other adjusting entries in accordance with generally accepted accounting principles. By August 31 of each year, the University submits the annual Comprehensive Annual Financial Report (CAFR) package to the Office of the State Controller. By September 30, the Statement of Cash Flows and footnotes to the financial report must be completed. The Office of State Auditors conducts the annual audit in the fall of each year. The audit report for fiscal year ended June 30, 2006 is expected to be released by December 31, 2006 and will be submitted to the Commission on Colleges at that time.

b) Statement of Change in Unrestricted Net Assets (Exclusive of Plant Assets and Plant-Related Debt) Attributable to Operations

Each of the institutional audit reports provided in the preceding section includes a Statement of Revenues, Expenses, and Changes in Net Assets (SRECNA). The SRECNA, one of the three basic financial statements required by standards issued by the Governmental Accounting Standards Board (GASB), presents both operating and non-operating revenues and expenses for the year, and the resulting increase or decrease in total net assets. The Statement of Net Assets (SNA) and the Statement of Revenues, Expenses, and Changes in Net Assets for the last four years are provided for review.[2]

In addition, in accordance with this core requirement, the University has prepared a Statement of Financial Position of Unrestricted Net Assets, Exclusive of Plant Assets and Plant-Related Debt, which represents the change in unrestricted net assets attributable to operations, for fiscal year ending June 30, 2005.[3] The statement for the year ending June 30, 2006 will be prepared when the annual audit has been completed and will be submitted to the Commission on Colleges at that time.

c) Annual Budget

The State Operating Budget is the largest component of the University's operating funds. As one of the 16 constituent institutions of the University of North Carolina, Western Carolina University adheres to the policies and procedures established in the University of North Carolina Budget Process.[4] As required by general statute, the UNC Board of Governors presents a single comprehensive budget request on behalf of all institutions comprising the University of North Carolina. This includes requests in three categories:

1. Funds for the continuing operation of each constituent institution (continuation budget);
2. Funds for salary increases for employees Exempt from the (State) Personnel Act (EPA);

3. Funds requested for expansion and improvement items to institutions using the priority process established by the Board of Governors (expansion budget).

Funds for the continuation budget of constituent institutions are appropriated directly to each institution; funds for the salary increases for EPA employees and expansion budgets are appropriated by the State to the Board of Governors for allocation to the institutions.

Both the continuation and expansion budgets are established on a biennial basis. The Office of the State Budget and Management (OSBM) issues instructions that are then tailored specifically for the UNC system by UNC General Administration. The instructions issued for the continuation budget establish inflationary and other adjustments that can be made to the base budget request.

The process for the biennial expansion budget request is prescribed by UNC General Administration and stipulates that all specific requests be prioritized according to the Board of Governors 2007-2009 Capital Improvements Plan[5] and strategic directions as outlined in the UNC Long Range Plan, 2004-09.[6]

A significant portion of the UNC expansion budget request represents funding for regular term and distance education enrollment growth on the sixteen UNC campuses. In 1998, the Board of Governors adopted the Student Credit Hour Enrollment Change Funding Model as the mechanism for funding based on projected enrollment change.[7] WCU received the following enrollment growth funds in the past two academic years and for the upcoming academic year:

- FY 2004-2005
  - $5.7 million ($2.4 million restricted to faculty salaries and benefits)
- FY 2005-2006
  - $10.5 million ($5.2 million restricted to faculty salaries and benefits)
- FY 2006-2007
  - $1.8 million ($762,959 restricted to faculty salaries and benefits)

The UNC Board of Governors is responsible for presenting comprehensive financial plans to the General Assembly, through the Governor and the Advisory Budget Commission, modifying financial plans based on resources made available by the Legislature, and establishing an annual budget that is administered by the constituent institutions.[8]

In 1991, the North Carolina General Assembly enacted the UNC Fiscal Accountability/Flexibility legislation that granted additional authorization in the areas of budgeting, purchasing and personnel administration to constituent institutions that meet the criteria required for designation as a Special Responsibility Constituent Institution (SRCI). WCU has successfully maintained its designation since SRCI's inception.[9]

In accordance with the NC Budget Manual, WCU is required to have the Monthly Report on the Budget (BD701) available electronically to OSBM and the Office of the State Controller by the tenth working day of each month.[10] WCU is also required to submit a Monthly Report on Capital Improvement Funds (BD725) to OSBM.[11]

The report of NC General Assembly appropriations for WCU operations for the fiscal year 2006-07 is reflected in Form BD307.[12]

Planning Process

WCU's internal planning and budget processes have been based on a model adapted specifically for the institution in 1994 by Dr. Robert Shirley, a nationally known strategic planner. Strategic vision statements are developed at three levels:

1. university
2. division
3. individual units

Academic and administrative units are expected to develop annual action plans to facilitate achievement of the strategic goals, which serve as the basis for budget requests and allocations.[13]

The four academic colleges, the Honors College, Research and Graduate Studies, as well as Student Affairs, Administration and Finance, and Advancement and External Affairs conduct annual budget hearings. The appropriate dean or vice chancellor then participates in budget hearings with the Chancellor, Provost, Vice Chancellor for Administration and Finance, and the University Budget Officer to present the prioritized requests for their division. The Budget Office Web site includes instructions for this process as well as other pertinent budget information.[14] Once approved and recorded, the budget is managed using the sound fiscal procedures prescribed by the Office of State Budget and Management and those developed internally by the University.[15]

During spring 2005, a budget advisory committee was created by the Chancellor to seek input from various campus constituencies for the

development of budget principles that would guide the campus budget allocation process. The committee, co-chaired by the Provost and the Vice Chancellor for Administration and Finance, included members of the Chancellor's Executive Council, four academic deans, and representatives of the Student Government Association, the Staff Forum, the University Advisory Council, and the Faculty Senate. Following a series of meetings and hearings, the committee presented the Chancellor with recommended common campus budget principles that focused attention on three primary goals: quality, growth, and engagement/economic development.[16]

In 2006, the University redesigned strategic planning, academic program review and assessment, and administrative support unit assessment to more closely link them with the revised institutional mission. This new process is detailed in Core Requirement 2.5.

Supporting Documentation and Links

[1] North Carolina – Office of the State Auditor – WCU Annual Audit Reports

2005 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2005-6075

2004 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2004-6075

2003 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2003-6075

2002 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2002-6075

2001 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2001-6075

Office of the State Auditor – Management Letters 2002, 2003, 2004, 2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-State-Auditor-Letters-2-11.pdf

[2] Statement of Net Assets (SNA)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocume

nts/Finance-SNA-2002-2005.pdf

Statement of Revenues, Expenses, and Changes in Net Assets (SRECNA)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-SRECNA-2002-2005.pdf

[3] Statement of Financial Position of Unrestricted Net Assets, Exclusive of Plant Assets and Plant-Related Debt
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-Stmt-of-Fin-Position.pdf

[4] UNC Budget Process
http://intranet.northcarolina.edu/docs/finance/projects/BUDGETPROCESS.pdf

UNC Budget Development Process
http://intranet.northcarolina.edu/docs/finance/projects/budget_devel_process.pdf

[5] 2007-2009 Budget Requests for the UNC Board of Governors – Part I
http://intranet.northcarolina.edu/docs/finance/reports/BudgetMemo1.pdf

2007-2009 Budget Requests for the UNC Board of Governors – Part II
http://intranet.northcarolina.edu/docs/finance/reports/BudgetMemo2.pdf

2007-2009 Budget Requests for the UNC Board of Governors – Instructions for Preparation of Budget Priorities
http://intranet.northcarolina.edu/docs/finance/reports/Budget_Memo_3_attachment.pdf

[6] 2004-2009 UNC Board of Governors Long Range Plan – Strategic Directions
http://intranet.northcarolina.edu/docs/aa/planning/longplan/LRP_2004-2009_Strategic_Directions_(V).pdf

[7] UNC Division of Finance Reports – Student Credit Hour Enrollment Change Funding Model
http://www.northcarolina.edu/content.php/finance/projects/projects.htm

[8] UNC Budget Development Process – March 2003
http://intranet.northcarolina.edu/docs/finance/projects/budget_devel_process.pdf

Approval of Annual Budget Examples (2005):

UNC Board of Governors – Allocations of Funds for Capital Improvements
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-Allocation-Funds-Capital-Improvements-2005.pdf

UNC Board of Governors – Allocations of Funds for Academic Salary Increase
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-Allocation-Funds-Academic-Salary-Increase-2005.pdf

UNC Board of Governors – Allocations of Funds for Current Operations
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-Allocation-Funds-Current-Ops-2005.pdf

UNC Board of Governors – Approval of Budget – 2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-UNC-BOG-Budget-Approval.pdf

[9] Special Responsibility Constituent Institution (SRCI) Selection Criteria and Operating Instructions
http://intranet.northcarolina.edu/docs/finance/reports/SRCI_guidelines.pdf

[10] Monthly Report on the Budget (BD701)

June 30, 2004
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-BD701-June-30-2004.pdf

June 30, 2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-BD701-June-30-2005.pdf

June 30, 2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-BD701-June-30-2006.pdf

[11] Monthly Report on Capital Improvement Funds (BD725)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Capital-Improvements-Monthly-Reports.pdf

[12] Current Operations Appropriated Budget (BD 307)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-Budget-Appropriated-Current-Ops-2006-2007.pdf

[13] OIRP – Strategic Planning System
http://planning.wcu.edu/StratgcPlan/model.pdf

[14] 2006-2007 Budget Hearing Instructions – Non-Academic Departments
http://admfin.wcu.edu/budget/Budget%20Hearing%20Instruction.doc

2006-2007 Budget Hearing Instructions – Academic Departments
http://www.wcu.edu/provost/AcademicAffairsBudgetProcess.htm

2005-2006 Budget Allocations Instructions – Recurring
http://admfin.wcu.edu/budget/fy0506/Instructions%20for%20recurring%20allocations.doc

[15] Budget Manual of the State Of North Carolina – Office Of State Budget And Management
http://www.osbm.state.nc.us/files/pdf_files/2003_budget_manual.pdf

UNC Division of Finance – Reports
http://www.northcarolina.edu/content.php/finance/projects/projects.htm

WCU Budget Office
http://admfin.wcu.edu/budget/

[16] 2005 Budget Principles
http://admfin.wcu.edu/budget/2005%20Budget%20Principles.doc

2.12 The institution has developed an acceptable Quality Enhancement Plan and demonstrates that the plan is part of an ongoing planning and evaluation process

Synthesis: A Pathway to Intentional Learning at Western Carolina University

QEP – Executive Summary

1. Overview

WCU's Quality Enhancement Plan, *Synthesis: A Pathway to Intentional Learning*, builds upon successful university initiatives already in place and initiates programs that will provide a more efficient and holistic approach to educating our students. WCU faculty and staff recognize that a major challenge of higher education is the need for students to synthesize their curricular and co-curricular college experiences. The QEP uses *synthesis* – the ability to assemble seemingly unrelated parts of experience and integrate knowledge from different areas into a creative, original whole – as the driving framework for teaching and learning. This emphasis on synthesis enhances the students' educational journey and helps prepare them for life beyond college. Many students view their courses and co-curricular experiences as isolated activities to be approached in check-list fashion. The plan fosters synthesis across the disciplines, coordinating curricular and co-curricular experiences to facilitate students' development of a clearer purpose at the university. QEP implementation will impact academics, residential life, service learning, student leadership, and career planning/education. The outcome of the plan will be students who are motivated, self-directed, and *intentional* participants in their own learning.

2. Learning Outcomes

The learning outcomes identified by the QEP are:

- Students will apply the synthesis concept in key decision-making
- Students will create a learning plan ("Education Briefcase") that reflects their education pathway
- Students will connect the academic and co-curricular components of their university experiences and refine their learning plan in light of those connections
- Students will evaluate their university experiences in relation to their future career/life plans

3. Implementation

The successful implementation of the QEP will rely on a coordinated, intentional university effort centered on the principles of synthesis. The key elements of the implementation are:

- The development of an "Education Briefcase" which is a shared, collaborative, electronic portal through which students will be able to interact with faculty, advisors, and career counselors; it is the literal manifestation of the students' learning plan
- A redesign of the Career Services Office to become a Career Education Center that serves as the primary resource at WCU for major-related experiential learning opportunities
- A reorganization of the current functions of advising, career education, service learning, and international programs into a new unit that merges aspects of these student services
- An enhancement of the services offered by the Coulter Faculty Center for Excellence in Teaching and Learning to include seminars and resources for faculty on synthesis inside and outside of the classroom; the Faculty Center will assist faculty and staff in integrating the principles of synthesis into their teaching and university work
- An improvement in the quality and an increase in the quantity of the culminating academic experiences available to students
- An integration of the synthesis concept into early academic and co-curricular services offered to students

Conclusion

Synthesis: A Pathway to Intentional Learning at Western Carolina University aims to diminish artificial barriers that inhibit students' abilities to identify and benefit from the interrelationships of their curricular and co-curricular experiences. The plan's knowledge base is derived from research on learning conducted by Bloom (1954) and reflected in his taxonomy of learning, Kolb's (1984) model of experiential learning, and it incorporates many precepts presented in *Learning Reconsidered: A campus-wide focus on the student experience* (ACPA/NASPA, 2004), and *Greater Expectations: A new vision for learning as a nation goes to college* (AACU, 2002)

3.1.1 Institutional Mission

The institution has a clear and comprehensive mission statement that guides it; is approved by the governing board; is periodically reviewed by the board; and is communicated to the institution's constituencies.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU's mission statement provides direction for the University's strategic planning process, assessment of its programs and services, development and implementation of its policies, and funding allocations.

Review and Approval

The University's mission statement is reviewed periodically by the university community and is approved by the appropriate governing bodies. The current mission statement was approved by the WCU Board of Trustees on June 4, 1997 and the UNC Board of Governors on January 9, 1998.[1] An expanded mission statement was developed as part of the University's strategic plan with input from the institution's constituents and presented to the Western Carolina University Advisory Council on May 7, 2002, and approved by the WCU Board of Trustees on March 5, 2003, and by the UNC Board of Governors in 2004.[2]

The Strategic Planning Committee began the current revision of the mission statement in the spring of 2005 with a strengths, weaknesses, opportunities, and threats (SWOT) analysis of the external and internal elements affecting the University and through campus-wide discussions.[3] The draft of the mission statement was accompanied by a draft vision statement, core values, strategic directions, and strategic goals. The document has been endorsed by the Chancellor, Faculty Senate, Executive Council, Staff Forum, and the University Advisory Council, and approved by the Western Carolina University Board of Trustees (June, 2006).[4] It is pending approval by the University of North Carolina Board of Governors (submitted for agenda in September, 2006).

Guiding Force

WCU's mission statement has clearly guided the institution's evolution during the past decade of growth and change. Strategic initiatives of the University have been designed to complement the mission statement. The commitment to high standards of teaching and learning (current mission)

and engaged learning opportunities (new mission) is evident in the following initiatives undertaken in recent years:

- Development of a residential Honors College[5]
- Integration of a Service Learning support center[6]
- Creation of the Scholarship of Teaching and Learning (SoTL) program[7]
- Expansion of international studies programming[8]
- Development of a new Liberal Studies Program[9]

WCU's commitment to assisting individuals and agencies in the region (current mission), improving individual lives, and enhancing economic and community development in the region, state, and nation (new mission) is evident in the following:

- Construction of a new Fine and Performing Arts Center and related programming[10]
- Purchase of land and the development of the Millennial Initiative[11]
- Creation of the Institute for the Economy and the Future[12]
- Expansion of Education Outreach division[13]
- Formation of the Center for Integrative Technologies[14]

Communication and Dissemination

The University's mission statement is prominently displayed on WCU's Web site, in multiple print and on-line materials such as *The Record: Undergraduate Catalog*,[15] *The Record: Graduate Catalog*,[16] the Faculty Handbook,[17] and at several other WCU and UNC Web sites.[18]

Additional information on WCU's mission is included in Core Requirement 2.4.

Supporting Documentation and Links

[1] WCU Board of Trustees Meeting Minutes – June 4, 1997
http://www.wcu.edu/chancellor/BOTMinutes/1997-6os.htm

WCU – Chancellor's Updates – Mission – 1997/98
http://www.wcu.edu/chancellor/updates/update_June1997.html

[2] University Advisory Council Meeting Minutes – May 7, 2002
http://www.wcu.edu/uac/documents/5702counmin.html

WCU Board of Trustees Meeting Minutes – March 5, 2003
http://www.wcu.edu/chancellor/BOTMinutes/2003-3os.htm

[3] WCU Strategic Planning Committee – Meeting Agendas and Minutes
http://www.wcu.edu/strategicplanning/spcommittee/agendas/index.html

WCU Strategic Planning Committee – Campus-wide Forums
http://www.wcu.edu/strategicplanning/forums/index.html

[4] WCU Board of Trustees Meeting Minutes – June 2, 2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Board-Of-Trustees-Minutes-6-2-06.pdf

WCU Board of Trustees Meeting Minutes – March 24, 2006
http://www.wcu.edu/chancellor/BOTMinutes/2006-3os.htm

[5] Honors College
http://www.wcu.edu/honorscollege/

[6] Service Learning Department
http://www.wcu.edu/studentd/service_learning/

[7] Scholarship of Teaching and Learning
http://www.wcu.edu/sotl/index.html

[8] International Programs and Services
http://www.wcu.edu/ips/index.html

[9] Liberal Studies Program – Edited January 2006
http://www.wcu.edu/liberalstudies/documents/LS_ProgramdocumentJAN2006.doc

[10] Fine and Performing Arts Center
http://www.wcu.edu/fapac/

[11] Office of the Provost – Initiatives
http://www.wcu.edu/provost/initiatives.html

[12] Institute for the Economy and the Future
http://ief.wcu.edu/

[13] Education Outreach
http://edoutreach.wcu.edu/

[14] Center for Integrative Technologies
http://cit.wcu.edu/

[15] *The Record: Undergraduate Catalog* – Mission
http://www.wcu.edu/UnivCatalog/Catalog/univ/rolemiss.htm

[16] *The Record: Graduate Catalog* – Mission
http://www.wcu.edu/UnivCatalog/GCatalog/univ.htm

[17] WCU Faculty Handbook – Mission
http://www.wcu.edu/fachandbook/mission.htm

[18] The Chancellor's Web Site
http://www.wcu.edu/chancellor/Strategic%20Planning-Mission%20Statement%202004.htm

WCU – Strategic Planning Web Site
http://www.wcu.edu/strategicplanning/mission.html

WCU Board of Trustees Meeting Minutes – June 4, 1997
http://www.wcu.edu/chancellor/BOTMinutes/1997-6os.htm

UNC – Long Range Planning and Institutional Missions
http://www.northcarolina.edu/content.php/aa/planning/reports/longplan/instmission.htm

3.2 Governance and Administration

3.2.1 The governing board of the institution is responsible for the selection and the evaluation of the chief executive officer.

Judgment of Compliance

In Compliance

Narrative of Compliance

In accordance with G.S. 116-11(4) and Section 500B of the Code, the University of North Carolina (UNC) Board of Governors elects, upon the nomination of the UNC President, the Chancellor of WCU.[1]

The UNC Board of Governors established procedures, which are set forth in Sections 200.4 and 200.4.2[G] of the Policy Manual, to assess the performance of the Chancellor and to promote good communication between and build strong working relationships among the Chancellor, the UNC President, the WCU Board of Trustees, and the WCU community.[2]

The UNC President reviews the performance of the WCU Chancellor each year based upon the Chancellor's report assessing his/her goals and accomplishments. The WCU Board of Trustees is provided with a copy of the Chancellor's report.

The WCU Board of Trustees reviews the performance of the Chancellor every other year. An assessment committee of the Board facilitates the evaluation process. The results of the Board's review are shared with the UNC President. Every four years, the UNC President and the WCU Board of Trustees conduct a comprehensive review of the Chancellor's performance that involves major campus constituencies such as faculty, students, and staff. The Chair of the UNC Board of Governors may appoint a member of the Governance Committee or another member of the UNC Board of Governors to participate in the assessment. An assessment committee, which is appointed by the Chair of the WCU Board of Trustees, may retain an outside consultant to facilitate the process, to gather written feedback from the WCU Board of Trustees, to conduct confidential campus interviews, and to assist the assessment committee in the preparation of its final report.[3]

Supporting Documentation and Links

[1] G.S. 116-11(4): Powers and duties generally
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-11.html

The Code
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[2] UNC Policy Manual – Section 200.4
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_200_4.htm

UNC Policy Manual – Section 200.4.2(G)
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_200_4_2g.htm

[3] Evaluation of Chancellor – Documentation
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Chancellor-Eval-Docs.pdf

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 *Institution's mission*

Judgment of Compliance

In Compliance

Narrative of Compliance

The UNC Board of Governors has clearly defined legal authority and operating control for all affairs of WCU, including the development of the institutional mission. The Committee on Educational Planning, Policies, and Programs is one of four standing committees established by the UNC Board of Governors on September 15, 1973.[1] Pursuant to Section 301 C of the Code,[2] the Committee shall make recommendations to the UNC Board of Governors in all areas pertaining to the development of a coordinated system of higher education in North Carolina, including:

1. the definition of mission and assignment of functions of each constituent institution;
2. the review of requests for the initiation of new degree programs and recommendations for the termination of existing programs;
3. the provision of supportive services, facilities, and other resources for the instructional, research, and public service programs of the constituent institutions.

WCU's mission is currently undergoing revision and will be adopted pending approval by the Board of Governors.[3]

Supporting Documentation and Links

[1] Board of Governors Committee on Planning, Policies, and Programs
http://www.northcarolina.edu/content.php/aa/planning/boardCommittee.htm

[2] The Code
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[3] WCU Mission Statement and Draft
http://www.wcu.edu/strategicplanning/mission.html

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.2 *Fiscal stability of the institution*

Judgment of Compliance

In Compliance

Narrative of Compliance

The governing bodies of WCU have clearly defined legal authority and operating control for the fiscal stability of the institution. Pursuant to G.S. 116-11(2), the UNC Board of Governors is responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.[1]

The UNC Board of Governors designated WCU as a special responsibility constituent institution in 1992 (outlined at Section 600.3.2 of the Policy Manual).[2] As a special responsibility constituent institution, WCU has demonstrated satisfactory governance and chief executive oversight and internal financial controls that enable it to competently and responsibly administer financial and other management authority delegated by the UNC Board of Governors. G.S. 116-30.1 and 116-30.2 prescribe the general areas over which WCU may exercise management flexibility.[3] Further, specific standards and safeguards pertaining to budgeting and accounting, personnel, and purchasing are established by the UNC Board of Governors and President as set forth at Section 600.3.1 of the Policy Manual.[4] Consistent with the limitations set forth in the North Carolina statutes and UNC policy (Appendix 1 of the Code),[5] the WCU Board of Trustees adopted clear operating controls pertaining to budget administration, property management, tuition and fees, and other financial matters, as set forth in Article I of the WCU Bylaws.[6]

Supporting Documentation and Links

[1] G.S. 116-11: Powers and duties generally
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-11.html

[2] UNC Policy Manual – Section 600.3.2: Designation of Special Responsibility Constituent Institutions
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_600_3_2.htm

[3] G.S. 116-30.1: Special responsibility constituent institutions
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-30.1.html

G.S. 116.30.2: Appropriations to special responsibility constituent institutions and to the North Carolina School of Science and Mathematics
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-30.2.html

[4] UNC Policy Manual – Section 600.3.1: Selection Criteria and Operating Instructions for Special Responsibility Constituent Institutions
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_600_3_1.htm

[5] The Code
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[6] WCU Bylaws
http://www.wcu.edu/chancellor/BOTMinutes/bylaws.html

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.3 *Institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services.*

Judgment of Compliance

In compliance

Narrative of Compliance

The governing bodies of WCU have clearly defined legal authority and operating control for institutional policy. In accordance with G.S. 116-11(2) and Section 203A of the Code, the UNC Board of Governors is the policy-making body legally charged with the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.[1]

The governing bodies of WCU have similar responsibility for policy development and the control and supervision of auxiliary enterprises and affiliated corporate entities. Pursuant to Appendix 1, Section XVI of the Code, the UNC Board of Governors delegated authority to the WCU Board of Trustees for the adoption of policies applicable to and the control and supervision of auxiliary enterprises and campus utilities and other facilities.

Affiliated corporate entities are privately incorporated entities that have as a primary charitable purpose the provision of support and services to WCU. These affiliates do not receive moneys from WCU; rather, these entities offer financial and other support to the University. WCU is not, however, dependent upon these funds to support the University's core functions. Currently, WCU is supported by two entities:

- Western Carolina University Foundation (formerly the Development Foundation of Western Carolina University, Inc.) (the "Foundation")[2]
- The Western Carolina University Research and Development Corporation ("R&D")[3]

The WCU Board of Trustees exercises control over policy development and operations of these entities through several means.

First, pursuant to Sections 600.2.5 and 600.2.5.1[G] of the Policy Manual, the UNC Board of Governors delegated responsibility to the Chancellor to request and to review annually the audited financial statements of affiliated corporate entities.[4] These statements are also provided to the WCU Board of Trustees.

Second, the Chancellor and the WCU Board of Trustees exercise control over affiliated entities through interlocking directorates and corporate membership provisions contained in Articles IV and V of the Bylaws of the Foundation,[5] and interlocking directorate provisions contained in Article III, Section 3 of the Bylaws of R&D.[6] The WCU Board of Trustees elects the Directors of the Foundation. The Chancellor directs the activities of the Foundation, WCU's principal supporting organization, by virtue of his ex-officio appointment as a member of the Board of Directors and as President of the organization. The relationship between WCU and the Foundation is further described in the response to Comprehensive Standard 3.2.13.

Further, agreements, between R&D and WCU and between the Foundation and WCU, provide that the affiliated entities comply with the rules and directives of the WCU Board of Trustees and that they provide the Chancellor with, among other information, annual audited financial statements.[7]

Finally, on November 16, 2005, the UNC Board of Governors adopted new regulations regarding the required elements of associated entity/constituent institution relationships.[8] The regulations provide that associated corporate entities must comply with the policies and regulations adopted by the supported constituent institution and that they cooperate in periodic compliance reviews.

Supporting Documentation and Links

[1] G.S. 116-11: Powers and duties generally
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-11.html

The Code
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[2] Articles of Incorporation of The Development Foundation of Western Carolina University, Inc., filed May 5, 1971
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Development-Foundation-Articles-of-Incorporation.pdf

[3] Articles of Incorporation of Western Carolina University Research and Development Corporation, filed November 5, 2001
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/R-and-D-Articles-of-Incorp-3-2-13.pdf

[4] UNC Policy Manual – Section 600.2.5: Annual Financial Audits and Oversight of University-Related Private Foundations
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicyman

ual_600_2_5.htm

UNC Policy Manual – Section 600.2.5.1[G]: Guidelines on Annual Financial Audits of University-Related Private Foundations
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_600_2_5_1g.htm

[5] Bylaws of the Development Foundation of Western Carolina University, Inc., approved May 18, 2001.
http://www.wcu.edu/advancement/foundation/bylaws.html

[6] Bylaws of Western Carolina University Research and Development Corporation, adopted 2001
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/R-and-D-Corp-Bylaws.pdf

[7] Agreement by and between Western Carolina University and Western Carolina University Research and Development Corporation, effective November 16, 2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/R-and-D-Agreement-2005.pdf

WCU Foundation Operating Agreement, May 23, 2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/WCU-Foundation-Operating-Agreement-May-2006.pdf

[8] UNC Policy Manual – Section 600.2.5.2[R]: Required Elements of University -Associated Entity Relationship
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_600_2_5_2R.htm

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.4 *Related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.*

Judgment of Compliance

In Compliance

Narrative of Compliance

The governing bodies of WCU have clearly defined legal authority and operating control for related foundations and other corporate entities whose primary purpose is to support the institution. The WCU Board of Trustees and the Chancellor review annually the audited financial statements of affiliated corporate entities, and exercise control over affiliated entities through the following means:

- interlocking directorates and corporate membership provisions contained in the Bylaws of the affiliated corporate entities
- affiliation agreements with the affiliated corporate entities
- policies and regulations delineating the requisite relationship between WCU and its affiliated corporate entities

The specific authority by which the WCU Board of Trustees exercises operating control over affiliated entities is described in detail in the response and supporting documents to Comprehensive Standards 3.2.2.3 and 3.2.13.[1]

Supporting Documentation and Links

[1] G.S. 116-11: Powers and duties generally
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-11.html

The Code
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

Articles of Incorporation of The Development Foundation of Western Carolina University, Inc., filed May 5, 1971
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Development-Foundation-Articles-of-Incorporation.pdf

Articles of Incorporation of Western Carolina University Research and Development Corporation, filed November 5, 2001

http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/R-and-D-Articles-of-Incorp-3-2-13.pdf

UNC Policy Manual – Section 600.2.5: Annual Financial Audits and Oversight of University-Related Private Foundations
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_600_2_5.htm

UNC Policy Manual – Section 600.2.5.1(G): Guidelines on Annual Financial Audits of University-related Private Foundations
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_600_2_5_1g.htm

Bylaws of the Development Foundation of Western Carolina University, Inc., approved May 18, 2001
http://www.wcu.edu/advancement/foundation/bylaws.html

Bylaws of Western Carolina University Research and Development Corporation, adopted 2001
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/R-and-D-Corp-Bylaws.pdf

Agreement by and between Western Carolina University and Western Carolina University Research and Development Corporation, effective November 16, 2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/R-and-D-Agreement-2005.pdf

WCU Foundation Operating Agreement, May 23, 2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/WCU-Foundation-Operating-Agreement-May-2006.pdf

UNC Policy Manual – Section 600.2.5.2[R]: Required Elements of University – Associated Entity Relationship
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_600_2_5_2R.htm

3.2.3 The board has a policy addressing conflict of interest for its members.

Judgment of Compliance

In Compliance

Narrative of Compliance

The University of North Carolina (UNC) Board of Governors adopted a conflict of interest policy that applies to the following:

- the UNC Board of Governors
- the WCU Board of Trustees
- the chief executive officers of UNC and WCU
- the chief financial officers of UNC and WCU

This policy ensures that decisions made on behalf of UNC by its governors, trustees, chief executive officers, and chief financial officers are in the best interest of the constituent institutions and are not influenced by any potential gain, financial or otherwise, to the decision-makers. The policy also outlines procedures for resolving allegations of conflict of interest by the respective board members, chief executive officer, or chief financial officer.

The UNC Board of Governors policies on ethics, dual memberships, and conflicts of interest, published in Section 204 of the Code[1] and Section 200.1 of the Policy Manual,[2] require that the Chairman of the UNC Board of Governors and the Chairman of the WCU Board of Trustees designate a standing committee to determine whether a potential conflict is a permissible or impermissible activity and to make recommended findings as to whether the policy has been violated. In instances where a potential conflict of interest is identified, the WCU Board of Trustees solicits advice from University General Counsel and makes a motion to resolve the issue.[3] The policies further provide for self-disclosure of substantial interests by board members on an annual basis.

Board members, chief executive officers, and chief financial officers are informed of the policies addressing conflict of interest during the orientation meetings held for new board members. Legal Counsel from UNC and Western Carolina University are responsible for communicating the information and for ensuring that the policies are implemented.[4]

Supporting Documentation and Links

[1] The Code – Section 204: Ethics and Conflict of Interest
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[2] UNC Policy Manual – Section 200.1: Dual Memberships and Conflicts of Interest
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_200_1.htm

[3] WCU Board of Trustees Meeting Minutes – June 3, 2005
(See Report Of The Administration And Finance Committee)
http://www.wcu.edu/chancellor/BOTMinutes/2005-06os.htm

[4] Orientation for Board Members – Conflict of Interest
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Curriculum-Ideas-Orientation.pdf

http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Board-of-Trustees-Orientation-1.pdf

http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Board-of-Trustees-Orientation-9.pdf

3.2.4 The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

Judgment of Compliance

In Compliance

Narrative of Compliance

Pursuant to G.S. 116.7, all members of the UNC Board of Governors are selected for the following reasons:

- interest in and ability to contribute to the fulfillment of the purposes of the Board of Governors
- ability to further the educational mission of UNC through their knowledge and understanding of the educational needs and desires of all the State's citizens
- economic, geographic, political, racial, gender, and ethnic diversity

Members are charged with the responsibility of serving the best interests of North Carolina. [1]

Members of the WCU Board of Trustees are charged with promoting the sound development of WCU and with serving the State in a manner that will complement the activities of the other UNC constituent institutions.[2] Additional information on Board of Trustees selection and appointment is included in WCU's response to Core Requirement 2.2.

The UNC Board of Governors adopted and strictly enforces a number of policies regarding member conduct and the discharge of official duties. These policies assure that decisions made on behalf of UNC are in the best interest of the constituent institutions, and that the UNC Board of Governors and the WCU Board of Trustees are not unduly influenced by the personal, financial, religious, political, or other interests of those in decision-making positions. The UNC Board of Governors policies on ethics, dual memberships, and conflicts of interest, which also apply to the WCU Board of Trustees, are published at Section 204 of the Code[3] and Section 200.1 of the Policy Manual.[4]

Furthermore, the Board of Governors adopted rigorous policies regarding academic freedom, which are essential to the university's mission and to the promotion and exchange of free ideas. Adoption and implementation of academic freedom principles ensure that external influences of a partial nature are not supported at the University. The academic freedom policies are published at Sections 600[5] and 601[6] of the Code.

Undue external influences are also mitigated by the North Carolina Open Meetings Act, which governs meetings of public bodies.[7] Under this law, the UNC Board of Governors and the WCU Board of Trustees are required to meet in open session and to keep full and accurate minutes of all official meetings. The minutes of each meeting and all documents made or received pursuant to law in connection with the transaction of public business are public records under the North Carolina Public Records Act.[8]

When they become members of their respective boards, members of the UNC Board of Governors and of the WCU Board of Trustees[9] are educated regarding their fiduciary duties and relevant institutional policies. All Governors and Trustees participate in a mandatory orientation conducted by the Office of General Counsel for UNC; this orientation includes specific information of interest to Trustees such as conflicts of interest, dual office holding, and impermissible gifts.[10] Additionally, WCU Trustees complete an institutional orientation, which includes information pertaining to confidentiality, public records, and open meetings.[11]

Supporting Documentation and Links

[1] G.S. 116-7: General provisions concerning members of the Board of Governors
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-7.html

[2] G.S. 116□33: Powers and duties of the boards of trustees
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-33.html

[3] The Code – Section 204: Ethics and Conflict of Interest
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[4] UNC Policy Manual – Section 200.1: Dual Memberships and Conflicts of Interest
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_200_1.htm

[5] The Code – Section 600: Freedom and Responsibility in the University Community
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[6] The Code – Section 601: Academic Freedom and the Responsibility of Faculty

http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[7] North Carolina Open Meetings Act – G.S. 143-318.10
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_143/GS_143-318.10.html

North Carolina Public Records Law – G.S. 132-1
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_132/GS_132-1.html

[8] WCU Board of Trustees – Meeting Minutes
http://www.wcu.edu/chancellor/trustees/minutes.html

UNC Board of Governors – Meeting Minutes
http://www.northcarolina.edu/content.php/bog/minutes/minutes.htm

[9] WCU Board of Trustees – Members
http://www.wcu.edu/chancellor/trustees/Members.html

UNC Board of Governors – Members
http://www.northcarolina.edu/content.php/apps/secretary/admin_directory/view_by_org.php?org=1&group=Null

[10] Orientation for Board Members
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Board-of-Trustees-Orientation-1.pdf

http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Board-of-Trustees-Orientation-9.pdf

[11] Board of Trustees Presentation
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Board-of%20Trustees-Presentation.pdf

3.2.5 Members of the governing board can be dismissed only for cause and by due process.

Judgment of Compliance

In Compliance

Narrative of Compliance

Members of the UNC Board of Governors and the WCU Board of Trustees can be dismissed only for reasons and in accordance with the procedures prescribed by North Carolina law. G.S. 116-7(c) and Section 200B(1)(b) of the Code[1] provides that a member of the UNC Board of Governors may only be removed from the Board when the member fails, for any reason other than ill health or service in the interest of the State or nation, to be present for four successive regular meetings of the Board, and in that case the member's place shall be deemed vacant. G.S. 116-31(j)[2] similarly provides that a member of the WCU Board of Trustees may only be removed from the Board when the member fails, for any reason other than ill health or service in the interest of the State or nation, to be present for three successive regular meetings of the Board.

Members of the UNC Board of Governors and WCU Board of Trustees may be disciplined for cause and by due process for violations of the UNC Policy on Dual Memberships and Conflicts of Interest.[3] A UNC Board of Governors member or WCU Board of Trustees member who is alleged to have violated this policy is entitled to receive notice of the allegation, to be present to hear the report presented to the designated committee, and to inform the committee of any facts or arguments that demonstrate that he or she did not violate the policy. If the UNC Board of Governors or WCU Board of Trustees finds that one of its members has violated this policy, the Board may take one or more of the following actions:

- reprimand or censure the member
- remove the person from any Board office the person holds or from any committee chairmanship or assignment
- report the violation to the entity that appointed the member

Board members are further prohibited from self-dealing pursuant to G.S. 14-234,[4] which provides that any contract between the University and an entity in which a Board member has a substantial interest, in violation of the conflict of interest statute, is void. There have been no dismissals from the Board of Trustees in the last ten years, as verified by the board minutes.[5]

Supporting Documentation and Links

[1] G.S. 116-7: General provisions concerning members of the Board of Governors
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-7.html

The Code – Section 200B(1)(b)
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[2] G.S. 116-31: Membership of the boards of trustees
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-31.html

[3] UNC Policy Manual – Section 200.1: Dual Memberships and Conflicts of Interest
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_200_1.htm

[4] G.S. 14-234: Public officers or employees benefiting from public contracts; exceptions.
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_14/GS_14-234.html

[5] Board of Trustees – Minutes
http://www.wcu.edu/chancellor/trustees/minutes.html

3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment of Compliance

In Compliance

Narrative of Compliance

There is a clear distinction between the policy-making function of the UNC Board of Governors, the WCU Board of Trustees, and the administrative functions of the WCU Chancellor.

- G.S. 116-11 specifically outlines the governance powers and duties of the UNC Board of Governors.[1]
- G.S. 116-34 generally sets forth the administrative duties of the WCU Chancellor.[2]
- Section 502A of the Code specifically provides that the Chancellor shall be responsible for carrying out policies of the UNC Board of Governors and the WCU Board of Trustees.[3]

Core Requirements 2.2 and 2.3 further elaborate on the roles and responsibilities of these governing entities.

Further, as described in the 2005-2006 Faculty Handbook, the Chancellor, the Chancellor's Office, and central administration provide general administrative leadership for all affairs of the University, including implementation of UNC policies and development and implementation of WCU policies.[4] Central administrative functions are performed by the Executive Council, which is comprised of the Provost/Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, the Vice Chancellor for Administration and Finance, the Vice Chancellor for Advancement and External Affairs, General Counsel, the Chancellor's Chief of Staff, and the Athletics Director. Evidence that practice is consistent with UNC and WCU policies can be viewed in the UNC Office of the President Transmittal Letters,[5] WCU Board of Trustees Meeting Minutes,[6] and the Executive Council Meeting Minutes for 2004-2005.[7]

The role of the faculty in policy development and implementation is described in Section 3.01 of the Faculty Handbook.[8] Evidence that practice is consistent with UNC and WCU policies can be viewed in the Council of Deans Meeting Minutes.[9] When university policies are established they are circulated by e-mail as executive memoranda to the campus community and then posted to the Chancellor's Web site[10] and to the Web site for Human Resources.[11]

Supporting Documentation and Links

[1] G.S. 116-11: Powers and duties generally
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-11.html

[2] G.S. 116-34: Duties of the chancellor of institution
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_116/GS_116-34.html

[3] The Code
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[4] Faculty Handbook 2.01 – The Office of the Chancellor
http://www.wcu.edu/fachandbook/organiz/secone.htm

[5] UNC Office of the President Transmittal Letters
http://www.northcarolina.edu/content.php/legal/policymanual/Updates.htm

[6] WCU Board of Trustees Meeting Minutes
http://www.wcu.edu/chancellor/trustees/minutes.html

[7] Executive Council Meeting Minutes

09-19-2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Exec-Council-minutes-09-19-05.pdf

10-24-2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Exec-Council-minutes-10-24-05.pdf

11-14-2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Exec-Council-minutes-11-14-05.pdf

12-12-2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Exec-Council-minutes-12-12-05.pdf

[8] Faculty Handbook 3.01 – The Role of the Faculty in Policy Development and Implementation
http://www.wcu.edu/fachandbook/facgovern/secone.htm

[9] Council of Deans Meeting Minutes
http://www.wcu.edu/provost/CouncilofDeansminutes_000.htm

[10] Chancellor's Web Site – University Policies Alphabetical Index
http://www.wcu.edu/chancellor/policies/Alphabetical.html

[11] Human Resources Web Site – University Policies
http://admfin.wcu.edu/hr/Policiesandprocedures.htm

3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU's organizational structure clearly reflects the duties and responsibilities of the major divisions of the University, as well as the administrative hierarchy at the University.

Publishing and Dissemination of Organizational Structure

Organizational charts delineating WCU administrative positions and responsibilities are housed and maintained in the Office of Human Resources; they are also published in print and on-line in the Employees section of the WCU Fact Book.[1] The WCU organizational structure is also explained in print and on-line in Section 2 of the Faculty Handbook.[2]

Consistency of Organizational Structure with Written Policies

Sub-sections of the Faculty Handbook covering the Office of the Chancellor,[3] Office of the Provost,[4] Student Affairs,[5] Administration and Finance,[6] Advancement and External Affairs,[7] and Information Technology[8] detail roles and responsibilities of these entities and in what ways these organizations uphold the written policies of the institution. Further, these sub-sections describe the decision making processes of these entities.

Distinctions between Administrative Organizations

The Web sites[9] of the individual administrative entities further describe their procedures, actions, governance structures, and responsibilities.

Official university policy statements, published on-line, delineate responsibility for the administration of policies.[10] A description of the process for policy development is available also on-line.[11] The university community is notified of policy changes or new policies via e-mail.

Supporting Documentation and Links

[1] Organizational Charts – Chancellor
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Chancellor.pdf

[2] Faculty Handbook 2.00: Administrative Organization of the University
http://www.wcu.edu/fachandbook/organiz/index.htm

[3] Faculty Handbook 2.01: The Office of the Chancellor
http://www.wcu.edu/fachandbook/organiz/secone.htm

[4] Faculty Handbook 2.02: The Office of the Provost
http://www.wcu.edu/fachandbook/organiz/sectwo.htm

[5] Faculty Handbook 2.03: Student Affairs
http://www.wcu.edu/fachandbook/organiz/secthree.htm

[6] Faculty Handbook 2.04: Administration and Finance
http://www.wcu.edu/fachandbook/organiz/secfour.htm

[7] Faculty Handbook 2.05: Advancement and External Affairs
http://www.wcu.edu/fachandbook/organiz/secfive.htm

[8] Faculty Handbook 2.06: Information Technology
http://www.wcu.edu/fachandbook/organiz/secsix.htm

[9] Office of the Chancellor
http://www.wcu.edu/chancellor/

Office of the Provost
http://www.wcu.edu/provost/

Student Affairs
http://www.wcu.edu/studentd/

Administration and Finance
http://admfin.wcu.edu/

Advancement and External Affairs
http://www.wcu.edu/advancement/

Information Technology
http://www.wcu.edu/it/

[10] University Policies
http://www.wcu.edu/chancellor/policies/index.html

[11] About University Policies
http://www.wcu.edu/chancellor/policies/About.html

3.2.8 The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

Judgment of Compliance

In Compliance

Narrative of Compliance

According to the Board of Governors of the University of North Carolina, Senior Academic and Administrative Officers (SAAO's) include vice chancellors, provosts, deans, and directors of major educational and public service activities.[1] WCU has defined and published policies for recruiting and hiring qualified administrative employees.[2] In addition, periodic written performance evaluations are conducted on academic and administrative officers as described in Comprehensive Standard 3.2.10. WCU's SACS Review Web site also contains copies of curricula vitae for other academic officers, such as department heads.[3]

Key administrative positions in and officers of Western Carolina University are listed in published organizational charts, and resumes for these officers clearly show their experience and their qualifications for their respective leadership positions.

- John W. Bardo, Chancellor [4]
- Kyle R. Carter, Provost and Vice Chancellor, Division of Academic Affairs[5]
- George "Chuck" W. Wooten, Vice Chancellor, Division of Administration and Finance[6]
- Clifton B. Metcalf, Vice Chancellor, Division of Advancement and External Affairs[7]
- Robert Caruso, Vice Chancellor, Division of Student Affairs[8]
- Joseph "Chip" Smith, Director of Athletics[9]
- Noelle Kehrberg, Dean, College of Applied Sciences[10]
- Robert Kehrberg, Interim Dean, College of Arts and Sciences[11]
- N. Leroy Kauffman, Dean, College of Business[12]
- A. Michael Dougherty, Dean, College of Education and Allied Professions[13]
- Patricia A. Brown, Dean, Distance and Continuing Education[14]
- Brian E. Railsback, Dean, Honors College[15]
- Scott Higgins, Interim Dean, Research and Graduate Studies[16]
- Wilson "Bil" M. Stahl, Associate Provost for Information Services[17]

Job descriptions detail roles, responsibilities, institutional functions, and the requisite educational and experiential background for each senior administrator. Copies of job descriptions for both administrators and for academic officers are

available in Human Resources, and job targets for administrators who report to the Provost are filed in the Office of the Provost.[18]

Supporting Documentation and Links

[1] UNC Policy Manual: 300.1.1 – Senior Academic and Administrative Officers
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_300_1_1.htm

[2] Equal Opportunity Programs – Recruitment and Selection Procedures for EPA Faculty and Administrators
http://www.wcu.edu/eop/recruit_guide.pdf

[3] WCU SACS Review Site
See Vitae (Program Coordinators) and Vitae (Administrators)
http://bannerportal.wcu.edu/sites/SACS/default.aspx

[4] Organizational Chart – Office of the Chancellor
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Chancellor.pdf

Curriculum Vita – John W. Bardo, Chancellor
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-Bardo.pdf

[5] Organizational Chart – Office of the Provost
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Provost.pdf

Curriculum Vita – Kyle R. Carter, Provost and Vice Chancellor, Division of Academic Affairs
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-KCarter.pdf

[6] Organizational Chart – Division of Administration and Finance
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Admin-and-Finance.pdf

Curriculum Vita – George "Chuck" W. Wooten, Vice Chancellor, Division of Administration and Finance
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-Wooten.pdf

[7] Organizational Chart – Division of Advancement and External Affairs
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Advancement.pdf

Curriculum Vita – Clifton B. Metcalf, Vice Chancellor, Division of Advancement and External Affairs
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-Metcalf.pdf

[8] Organizational Chart – Division of Student Affairs
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Student-Affairs.pdf

Curriculum Vita – Robert Caruso, Vice Chancellor, Division of Student Affairs
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-caruso.pdf

[9] Organizational Chart – Athletics
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Athletics-Organizational-Flowchart.pdf

Curriculum Vita – Joseph "Chip" Smith, Director of Athletics
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-Chip%20Smith.pdf

[10] Organizational Chart – College of Applied Sciences
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Applied-Sciences.pdf

Curriculum Vita – Noelle Kehrberg, Dean, College of Applied Sciences
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-NKehrberg.pdf

[11] Organizational Chart – College of Arts & Sciences
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Arts-and-Sciences.pdf

Curriculum Vita – Robert Kehrberg, Interim Dean, College of Arts & Sciences
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-RKehrberg.pdf

[12] Organizational Chart – College of Business
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Business.pdf

Curriculum Vita – N. Leroy Kauffman, Dean, College of Business
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-LKauffman.pdf

[13] Organizational Chart – College of Education and Allied Professions
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Education-and-Allied-Professions.pdf

Curriculum Vita – A. Michael Dougherty, Dean, College of Education and Allied Professions
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-Dougherty.pdf

[14] Organizational Chart – Distance and Continuing Education/Educational Outreach
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/DCE-Organizational-Chart.pdf

Curriculum Vita – Patricia A. Brown, Dean, Distance and Continuing Education/Educational Outreach
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-PBrown.pdf

[15] Organizational Chart – Honors College
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Honors-College.pdf

Curriculum Vita – Brian E. Railsback, Dean, Honors College
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-Railsback.pdf

[16] Organizational Chart – Research and Graduate Studies
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Research-and-Grad-Studies.pdf

Curriculum Vita – Scott Higgins, Interim Dean, Research and Graduate Studies
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-Higgins.pdf

[17] Organizational Chart – Information Technology
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-IT.pdf

Curriculum Vita – Wilson "Bil" M. Stahl, Associate Provost for Information Services
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/VITA-Stahl.pdf

[18] Job Description Example – Provost
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Admin-Job-Duties-Provost.pdf

Job Description Example – Vice Chancellor of Student Affairs
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Admin-Job-Duties-VC-SA.pdf

Job Description Example – Director of Service Learning
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Admin-Job-Duties-Dir-Serv-Learn.pdf

Job Description Example – Director of Enrollment Support
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Admin-Job-Duties-Enr-Support.pdf

Job Target Example – Dean
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Deans-Job-Targets-Example1.pdf

EPA Non-Faculty Performance Guidelines
http://admfin.wcu.edu/hr/EPAevaluationguidelines.htm

EPA Non-Faculty Performance Evaluation Example – Academic Affairs
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Admin-Eval-Example-Academic-Affairs.pdf

EPA Non-Faculty Performance Evaluation Example – Administration and Finance
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Admin-Eval-Example-Admin-Finance.pdf

EPA Non-Faculty Performance Evaluation Example – Student Affairs
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Admin-Eval-Example-Student-Affairs.pdf

3.2.9 The institution defines and publishes policies regarding appointment and employment of faculty and staff.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU and UNC publish on-line and in-print detailed policies regarding the appointment and employment of faculty and staff. The Web site of the Office of Human Resources includes policies and links to key information for all faculty and staff.[1] The Faculty Handbook and the Staff Handbook also provide detailed employment information.[2] New employees receive hardcopies of policies, and all employees have access to policies and procedures via the Web.

New faculty and staff are required to attend orientation sessions, at which these policies are discussed and distributed. The Office of Human Resources e-mails the campus community when new policies or policy changes are approved.

All supervisors must attend Management and Supervisory Essentials (MASE) workshops which cover "need-to-know" information such as supervisory policies and procedures, mandated employee legal training, and performance management. Most of the program is offered on-line, but a 6-hour in-class Performance Management workshop is required.[3]

Appointment and Employment Policies

Faculty

- Faculty Handbook – Section 4.00 Employment Policies, Terms, and Procedures for Faculty[4]
- UNC Policy Manual – Section 400.3 Tenure and Teaching in The University of North Carolina[5]
- UNC Code – Chapter VI Academic Freedom and Tenure[6]
- Recruitment and Selection Procedures for EPA (Exempt from the State Personnel Act) Faculty and Administrators[7]

Senior Academic and Administrative Officers

- UNC Policy Manual – Section 300.1.1 Senior Academic and Administrative Officers [8]
- Recruitment and Selection Procedures for EPA Faculty and Administrators

Employees Subject to the State Personnel Act (SPA) of North Carolina

- WCU Staff Handbook
- Hiring Guide for Classified Staff[9]
- NC State Employee Handbook[10]
- Office of State Personnel Manual[11]

Employees Exempt from the State Personnel Act (EPA non-faculty) of North Carolina

- UNC Policy Manual – Section 300.2 Employees Exempt from the State Personnel Act[12]
- Recruitment and Selection Procedures for EPA Faculty and Administrators

Policy Development and Consistency

WCU policies for employee selection are developed and approved in accordance with previously cited UNC System policies and North Carolina state directives. Compliance with University Policy is a condition of employment for faculty and staff members. This condition ensures consistency between employment practices and policy.

Supporting Documentation and Links

[1] Office of Human Resources Home Page
http://admfin.wcu.edu/hr/

[2] WCU Faculty Handbook
http://www.wcu.edu/fachandbook/

Staff Handbook
http://www.wcu.edu/stforum/Staff_Handbook.pdf

[3] Human Resources – MASE Training
http://www.wcu.edu/hr/training/mase.asp

[4] Faculty Handbook – Section 4.00: Employment Policies, Terms, and Procedures for Faculty
http://www.wcu.edu/fachandbook/empl/index.htm

[5] UNC Policy Manual – Section 400.3: Tenure and Teaching in The University of North Carolina
http://www.northcarolina.edu/content.php/legal/policymanual/contents.htm

[6] UNC Code – Chapter VI: Academic Freedom and Tenure
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[7] Recruitment and Selection Procedures for EPA Faculty and Administrators
http://www.wcu.edu/eop/recruit_guide.pdf

[8] UNC Policy Manual – Section 300.1.1 Senior Academic and Administrative Officers
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_300_1_1.htm

[9] Hiring Guide for Classified Staff
http://admfin.wcu.edu/hr/Hiringguideclassstaff.htm

[10] NC State Employee Handbook
http://www.osp.state.nc.us/emphndbk/final.pdf

[11] Office of State Personnel Manual
http://www.osp.state.nc.us/manuals/dropmenu.html

[12] UNC Policy Manual – Section 300.2: Employees Exempt from the State Personnel Act
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_300_2_1.htm

3.2.10 The institution evaluates the effectiveness of its administrators, including the chief executive officer, on a periodic basis.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University policies and procedures ensure the regular evaluation of all administrators. Pursuant to Section 300.1.1 of the UNC Policy Manual, senior academic and administrative officers of WCU include the Chancellor, Provost, Vice Chancellors, Associate and Assistant Vice Chancellors, Deans, and Directors of major administrative, educational, research, and public services activities.[1]

Evaluation of the Chancellor

As described in Comprehensive Standard 3.2.1, the Chancellor is evaluated in accordance with Sections 200.4 and 200.4.2[G] of the UNC Policy Manual.[2] The most recent evaluation of the Chancellor was completed in October 2004. [3]

Evaluation of Administrators

The University requires a performance evaluation for each EPA (Exempt from the [State] Personnel Act) non-faculty employee except the Chancellor. The purpose of this program is to evaluate the individual employee's work performance, to link employee objectives to the University's goals, and to enhance communication and professional development. Using standard EPA Non-Faculty Performance Evaluation guidelines, supervisors review the overall performance of each EPA non-faculty employee annually (by June 1).[4]

Evaluation of Deans

Supplemental to the EPA Non-Faculty Performance Evaluation, deans, in consultation with the Provost, establish annual job performance targets and outcomes.[5] Deans submit semi-annual self-evaluations detailing progress toward their job targets. The Provost evaluates the deans' performance against their specific job targets at the end of each academic year.

Evaluation of Department Heads

Department heads are evaluated following the Annual Faculty Evaluation process, as described in Compliance Standard 3.7.2. Their role as a department head is considered in addition to the evaluation of their teaching, research, and service performance.[6]

Supplemental College-level Evaluations

Some colleges have adopted bylaws that require periodic evaluation of administrators by faculty. Results of these evaluations are provided to the next-level administrator and used as part of the evaluation procedures described previously.[7]

Supporting Documentation and Links

[1] UNC Policy Manual Section 300.1.1 – Senior Academic and Administrative Officers
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_300_1_1.htm

[2] UNC Policy Manual Section 200.4 – Assessment Process For The Chief Executives And Governing Boards Of The University Of North Carolina
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_200_4.htm

UNC Policy Manual Section 200.4.2[G] – Guidance for Fourth Year Comprehensive Performance Review of the Chancellor
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_200_4_2g.htm

[3] Chancellor Evaluation Documentation
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Chancellor-Eval-Docs.pdf

[4] EPA Non-Faculty Performance Guidelines
http://admfin.wcu.edu/hr/EPAevaluationguidelines.htm

Policy # 94 – EPA Non-Faculty Performance Evaluation Policy
http://www.wcu.edu/chancellor/index/UniversityPolicy/Policy%2094.htm

EPA Non-Faculty Performance Evaluation Example – Academic Affairs
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Admin-Eval-Example-Academic-Affairs.pdf

EPA Non-Faculty Performance Evaluation Example – Administration and Finance
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Admin-Eval-Example-Admin-Finance.pdf

EPA Non-Faculty Performance Evaluation Example – Student Affairs
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Admin-Eval-Example-Student-Affairs.pdf

[5] Example of Job Targets for Deans
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Deans-Job-Targets-Example1.pdf

[6] Department Head Evaluation Forms

Applied Sciences
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Dept-Head-Eval-Form-App-Sciences.pdf

Arts and Sciences
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Dept-Head-Eval-Form-Arts-Sciences.pdf

Business
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Dept-Head-Eval-Form-Business.pdf

Education and Allied Professions
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Dept-Head-Eval-Form-CEAP.pdf

[7] College-level Evaluation of Administrators

College of Applied Sciences – Bylaws – Article IV Section 3 Selection and Review of Officers (Page 2)
http://www.wcu.edu/aps/PDF/CAS-bylaws_2004-05.pdf#page=2

College of Education and Allied Professions – Bylaws – Article VI Section 6 – Evaluation of Administrators Committee
http://www.ceap.wcu.edu/DEANSHOMEPAGE/Bylaws.html

3.2.11 The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University's Chancellor has the ultimate administrative and fiscal responsibility for the University's intercollegiate athletic programs. Pursuant to the authority granted by the UNC Board of Governors, set forth in Appendix 1, Section XIII of the Code,[1] the Chancellor is responsible for the establishment and supervision of WCU's athletic programs, with particular attention to academic values.

The Chancellor's delegated responsibility for athletics is subject to the provisions of Section 1100.1 of the UNC Policy Manual,[2] which set forth policy requirements pertaining to academic standards, compliance with NCAA standards, financial oversight, and reporting to the UNC President and Board of Governors and the WCU Board of Trustees. The Chancellor's authority over the athletics program is further described in Policy #1 of the University Policies.[3]

The Director of Athletics is appointed by, and reports directly to, the Chancellor.[4] As a member of the Chancellor's Executive Council, the Director meets weekly with the Chancellor and other senior university officials. The Athletics Compliance Officer reports directly to the Director of Athletics.[5]

The WCU Athletics Committee, members of which are appointed by the Chancellor, assists the Chancellor in oversight of university athletic programs, including the athletics budget, compliance with NCAA regulations, and gender and minority equity.[6] WCU's Department of Athletics successfully completed the second cycle of the NCAA certification process in 2005.[7] The University's next certification review will be held during the 2013-2014 academic year.

The Catamount Club is the fundraising organization for athletics. The Vice Chancellor for Advancement and External Affairs, who reports directly to the Chancellor, serves as an ex officio member of the Board of Directors of this organization.[8] The "W" Club also supports athletics; this is a booster organization under the Department of Athletics and has no fund-raising function.[9]

Supporting Documentation and Links

[1] The Code – Appendix 1, Section XIII
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_100_1.htm

[2] The Policy Manual – Section 1100.1
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_1100_1.htm

[3] WCU University Policy – Policy #1 – Athletic Staff Appointments, Reappointments, and Tenure
http://www.wcu.edu/chancellor/index/universitypolicy/policy1.html

[4] Organizational Chart – Chancellor's Division
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Chancellor.pdf

[5] Athletics – Organizational Flowchart
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Athletics-Organizational-Flowchart.pdf

[6] WCU Athletics Committee
http://www.wcu.edu/chancellor/committees/athletics.html

[7] NCAA Division I Committee on Athletics Certification
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/NCAA-Certification.pdf

[8] The Catamount Club Board
http://www.wcu.edu/catamountclub/board.htm

[9] The "W" Club Brochure
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/W-Club-Brochure.pdf

3.2.12 The institution's chief executive officer has ultimate control of the institution's fund-raising activities.

Judgment of Compliance

In Compliance

Narrative of Compliance

In accordance with Policy #55 of the University Policies[1] and the Faculty Handbook,[2] the Division of Advancement and External Affairs is responsible for the development of private financial resources beyond state appropriations. The Chancellor has ultimate control of the University's fundraising activities by virtue of the direct administrative reporting relationship of the Vice Chancellor for Advancement and External Affairs, as reflected in the WCU organizational charts.[3]

Additionally, to ensure the efficiency and integrity of the University fundraising programs, the WCU Board of Trustees established the Alumni, Honors and External Affairs Committee as a standing committee of the Board.[4] The Alumni, Honors and External Affairs Committee reviews and makes recommendations to the Board in all areas pertaining to advancement (including athletic fundraising activities), to public affairs, and to alumni affairs efforts of the University.[5]

The WCU Foundation[6] is also involved in fund-raising activities. The Foundation is audited each year and the audit is reviewed by the Board of Trustees and filed with the Board of Governors. Members of the Foundation are appointed by the Board of Trustees on the recommendation of the Chancellor.[7]

The Catamount Club is the fundraising organization for athletics. The Vice Chancellor for Advancement and External Affairs serves as an ex officio member of the Board of Directors of this organization.[8] The "W" Club also supports athletics; this is a booster organization under the Department of Athletics and has no fund-raising function.[9]

All fund-raising functions of the University are under the direct control of the administration, with administrative authority vested in the Chancellor and oversight authority vested in the Board of Trustees. All paid fund-raisers are employees of the University and are subject to normal state evaluation and control processes.

Supporting Documentation and Links

[1] WCU University Policy – Policy #55 – Solicitation of External Funds
http://www.wcu.edu/chancellor/index/universitypolicy/policy55.html

[2] Faculty Handbook 2.05: Advancement and External Affairs
http://www.wcu.edu/fachandbook/organiz/secfive.htm

[3] 2005 Fact Book – Detailed Version – Organizational Chart for Advancement/External Affairs Division
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=120

[4] WCU Standing Committees 2005-2006
http://www.wcu.edu/chancellor/trustees/Committee.html

[5] WCU Bylaws – Article VI, Section II: Duties of Standing Committees
http://www.wcu.edu/chancellor/trustees/ByLaws.html

[6] WCU Foundation
http://www.wcu.edu/advancement/foundation/

[7] WCU Foundation Bylaws
(See Especially Article VIII Section I – Audit Committee)
http://www.wcu.edu/advancement/foundation/bylaws.html

[8] The Catamount Club Board
http://www.wcu.edu/catamountclub/board.htm

[9] The "W" Club Brochure
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/W-Club-Brochure.pdf

3.2.13 Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (a) accurately describes the relationship between the institution and the foundation, and (b) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission.

Judgment of Compliance

In Compliance

Narrative of Compliance

Two organizations currently support the educational mission of the University:

- Western Carolina University Foundation (formerly the Development Foundation of Western Carolina University, Inc.) (the "Foundation")
- The Western Carolina University Research and Development Corporation ("R&D")

The relationship between WCU and the Foundation is described in the Articles of Incorporation[1] and the Bylaws for the Foundation,[2] which is a separately incorporated North Carolina nonprofit corporation. The corporate purposes of the Foundation are limited to the support and enhancement of WCU. The governance structure of the Foundation ensures that:

(a) the purposes and activities of the Foundation will always be consistent with the educational mission of WCU;

(b) risk of liability to WCU is mitigated due to WCU's indirect control of the Foundation's operational direction.

Pursuant to Article IV of the Foundation Bylaws, the WCU Board of Trustees constitutes the membership of the Foundation. Under North Carolina law, members of a nonprofit corporation possess indirect control over the corporation's affairs and assets by virtue of their power to elect directors to the board and to approve certain corporate transactions, reorganizations, and transfers of assets, among other things. Further, the Bylaws provide for the following *ex-officio* appointments to the Foundation Board of Directors: the Chancellor is a voting member of the Foundation Board and serves as President; the Chairman of the WCU Board of Trustees is a voting member of the Foundation Board; the Vice Chancellor for Advancement and External Affairs is a non-voting member of the Foundation Board and serves as Executive Secretary; and the Vice Chancellor for Finance and Administration is a non-voting member of the Foundation Board and serves as Treasurer. Under North Carolina law, the WCU Board of Trustees, as members of the Foundation, are not personally liable for the acts, debts, obligations or liabilities of the Foundation.

(a) The relationship between WCU and the Foundation is further governed by an agreement, dated May 23, 2006,[3] that provides:

- the circumstances whereby the Foundation may use the name, logo, seal, and other symbols or marks of WCU;
- cooperation and coordination requirements between the Foundation and WCU;
- the Foundation's obligation to support WCU, including solicitation of financial support;
- the Foundation's financial reporting, audit, and record inspection requirements;
- the Foundation's compliance with UNC and WCU policies and regulations.

(b) The Foundation indemnifies WCU in the event WCU incurs any liability or loss caused by the Foundation.

The Research and Development Corporation (R&D) is the other organization incorporated for the exclusive purpose of supporting the educational mission of WCU.[4]

(a) The relationship between WCU and R&D is governed by a written agreement between WCU and R&D[5] that provides:

- the circumstances whereby R&D may use WCU's name, logo, seal, and other symbols or marks of the institution;
- cooperation and coordination requirements between WCU and R&D;
- R&D obligations to support WCU activities, which may include the construction of buildings and facilities for use by WCU;
- R&D financial reporting, audit, and record inspection requirements;
- R&D compliance with WCU Board of Trustees' rules and directives.

(b) R&D indemnifies WCU in the event WCU incurs any liability or loss arising out of R&D's negligence or performance under the agreement.

Supporting Documentation and Links

[1] The Development Foundation of Western Carolina University, Articles of Incorporation, filed May 5, 1971
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Development-Foundation-Articles-of-Incorporation.pdf

[2] The Development Foundation of Western Carolina University, Bylaws Inc., approved May 18, 2001
http://www.wcu.edu/advancement/foundation/bylaws.html

[3] WCU Foundation Operating Agreement – May, 2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/WCU-Foundation-Operating-Agreement-May-2006.pdf

[4] Western Carolina University Research and Development Corporation, Articles of Incorporation, filed November 5, 2001
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/R-and-D-Articles-of-Incorp-3-2-13.pdf

Western Carolina University Research and Development Corporation, Bylaws, adopted 2001
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/R-and-D-Corp-Bylaws.pdf

[5] Agreement by and between Western Carolina University and Western Carolina University Research and Development Corporation

Effective November, 2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/R-and-D-Agreement-2005.pdf

Effective March, 2002
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/R-and-D-Agreement-2002.pdf

3.2.14 The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This (policy) applies to students, faculty, and staff.

Judgment of Compliance

In Compliance

Narrative of Compliance

The University of North Carolina defines intellectual property as ". . . anything resulting from intellectual activity that is original or unique (e.g., literature, inventions, advertising designs, manufacturing processes, music, and art)."[1] UNC maintains detailed policies and procedures concerning intellectual property, which are published at Section 500.2 of the UNC Policy Manual.[2] Adherence to the Patent and Copyright Policies of UNC is deemed to be a condition of employment of every employee of each constituent institution, and a condition of enrollment and attendance by every student at each constituent institution.

Patents

The UNC policy pertaining to patents is set forth in Article IV of UNC Policy 500.2. Generally, inventions or discoveries made by university personnel or students involving university time or the use of university facilities or resources are the property of the university. The policy describes the circumstances under which the university may waive, release, or transfer its ownership interests. Further, the policy provides that the inventor must receive at least 15% of the gross income derived from the commercialization of the patent.

Consistent with the UNC Policy, WCU adopted statements of policies and procedures regarding patents and patent applications, ownership interests, public use, waiver of WCU interests, and revenue sharing. The policies and procedures are published in Section 10 of the WCU Faculty Handbook.[3]

Copyrights

The UNC policy pertaining to copyrights is set forth in Article XII of UNC Policy 500.2.[4] Generally, copyright ownership for creative, non-directed works by faculty, staff, and students vests in the creator, with limited exceptions such as those circumstances involving the "exceptional use of institutional resources." Directed works, which include works that are specifically funded or created at the direction of the institution, are owned by the institution. Guidelines on photocopying copyrighted materials are also supplied in the Policy Manual.[5]

Consistent with the guidance of the UNC policy, WCU adopted its own Copyright Policy, published in WCU Policy #84,[6] which applies to faculty, staff, and students of the University. The WCU Copyright Policy provides additional detail regarding the implementation and administration of the UNC policy, and also provides a mechanism to resolve disputes concerning ownership of copyrights.

The University Copyright Committee is comprised of the following individuals:

- A chair appointed by the Chancellor
- Faculty members elected by the Faculty Senate, who constitute a majority of the members
- An SPA employee elected by the Staff Forum
- A student representative elected by student governance
- Members from campus units that are involved in intellectual property matters who are appointed by the Chancellor

The duties of the University Copyright Committee include the following:

- Identifying potential areas for policy development and making recommendations regarding institutional policies
- Monitoring the administration and application of the policies
- Identifying educational needs of faculty, staff, and students relating to copyright policy compliance
- Hearing disputes involving copyright ownership

Publicizing Intellectual Property Policies and Procedures

Intellectual property policies and procedures are published both on-line and in print in the Faculty Handbook. This policy will also be published in the 2006-2007 edition of the Student Handbook as well as through the UNC publications such as the UNC Primer on Copyright Ownership, UNC Policy Manual (500.2 – Patent And Copyright Policies; 500.2.1[R] – Regulations for Establishing a Copyright Use and Ownership Policy; and 500.2.2[G] – Guidelines on Photocopying Copyrighted Materials).

Supporting Documentation and Links

[1] UNC Primer on Copyright Ownership: II. Overview, A. Intellectual Property http://www.northcarolina.edu/content.php/legal/copyright/PrimerOnCopyrightOwnership.htm

[2] UNC Policy Manual: 500.2 – Patent And Copyright Policies http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_500_2.htm

[3] Faculty Handbook Section 10.00 – Western Carolina University Patent and Copyright Procedures
http://www.wcu.edu/fachandbook/copyright/index.htm

[4] UNC Policy Manual: 500.2.1[R] – Regulations for Establishing a Copyright Use and Ownership Policy
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_500_2_1r.htm

[5] UNC Policy Manual: 500.2.2[G] – Guidelines on Photocopying Copyrighted Materials
http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_500_2_2g.htm

[6] WCU Policy #84: Copyright Policy
http://www.wcu.edu/fachandbook/policies/eighty-four.htm

Faculty Handbook Section 10.00 – Western Carolina University Patent and Copyright Procedures
http://www.wcu.edu/fachandbook/copyright/index.htm

(see also Reference #3)

3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes for its educational programs and administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University has a long history of outcomes-based assessment, and improvements to institutional assessment processes and structures are ongoing. WCU's historic, current, and ongoing commitment to defining and assessing expected outcomes in all programs and services allows the institution to use assessment results to make informed programmatic improvements.

The assessment process began at Western Carolina University in the fall of 1987.[1] The Vice Chancellor of Academic Affairs established an Outcomes Assessment Advisory Council consisting of university faculty and administrators. The Council limited its focus to undergraduate education while the Graduate School focused on assessing graduate education. The Council established six areas of assessment:

1. general education (now the Liberal Studies Program)
2. academic majors
3. the summer early enrollment program (now terminated)
4. the honors program (now the Honors College)
5. student perceptions of learned knowledge, attitudes and values
6. productivity in employment

The work of the Outcomes Assessment Council was continued as the Director of University Planning and the Coordinator of Undergraduate Assessment reported assessment data to the committee for review and action.

In 1997, the Director of University Planning organized a new university-wide Assessment Committee with faculty, staff, and administrators from Academic Affairs, Student Affairs, and Business Affairs. The committee reviewed assessment issues and made recommendations about survey schedules, policies, and procedures.[2]

In fall of 2005, WCU initiated a complete restructuring of the institutional assessment function. The major changes resulting from this restructuring included a realignment of the assessment function in the organizational structure reporting directly to the provost, the formation of a separate Office of Assessment, with a

director and full-time administrative support, and an expansion of the scope of that office to include all institutional assessment activities.[3] Currently, outcomes-based assessment at WCU is required of, and occurs in, all institutional divisions including Academic Affairs, Student Affairs, Administration and Finance and Advancement and External Affairs.

Academic Affairs – Assessment of Educational Programs

General Education (Liberal Studies) Program

In 2003, a Liberal Studies Assessment Committee was formed to prepare an assessment model for the Liberal Studies Program that was implemented in fall 2001. At the end of spring 2004, a position paper on the assessment of the Liberal Studies Program was presented to the Faculty Senate, and in the fall of 2004 the Faculty Senate approved the basic assessment strategies outlined in that position paper. In AY 2005-2006, the Liberal Studies Oversight Committee (LSOC) approved a five-year assessment plan based on the 2004 document. Implementation of the assessment plan for the Liberal Studies Program was initiated in AY 2005-2006. Expected outcomes for the Liberal Studies Program and the assessment methods are posted on-line.[4]

Recent assessment activities of the Liberal Studies Program have included the review of national trends in general education, evaluation of the efficacy of WCU Learning Communities, evaluation of student computer technology competencies, and evaluation of student learning outcomes in the Core areas of writing and wellness. In addition, the LSOC has reviewed and evaluated numerous syllabi and course proposals for acceptance into the Liberal Studies Program and has undertaken an assessment of the availability of Liberal Studies courses and the frequency of those course offerings. Liberal Studies assessment reports are posted on-line.[5] See Comprehensive Standard 3.5.1 for additional information on assessment of the Liberal Studies Program.

Academic Departments and Programs

Prior to AY 2005-2006, program assessment of academic units was handled separately for undergraduate and graduate programs. Undergraduate programs identified expected learning outcomes by major, and all paper documentation was housed in the Office of University Planning. When available electronically, these documents were posted on the University Planning Web site.[6] Assessment plans with student learning outcomes for each academic program were initially completed in spring 1994. All subsequent annual plans and reports were submitted to the Office of University Planning at the end of the spring semester. Each

major program developed an annual assessment plan and report incorporating the following components:

- overall unit mission statement
- how the unit mission statement relates to the college and/or university mission
- measurable student learning outcomes
- assessment methods for assessing the outcomes
- assessment methods conducted during the reporting year
- results of assessment conducted during the reporting year
- evidence of improvement based on assessment analysis

Graduate programs identified expected outcomes, and program assessment documentation was housed on the Graduate Studies Web site. In addition, WCU graduate programs completed a comprehensive program review on a six-year cycle. Program reviews were designed to identify strengths and needs of programs in an effort to assure quality educational experiences for students. These reviews consisted of an internal self-study generated by the unit and a report generated by an external review team. Information related to graduate program review processes prior to AY 2005-2006 is available on-line.[7] In spring 2006, the process and schedule were revised to consolidate the reviews of graduate and undergraduate programs, where appropriate, as part of a broader initiative to streamline planning and assessment activities.

As a supplement to programmatic assessment and review, Graduate Studies at WCU was evaluated by the Council of Graduate Schools (CGS) in fall of 2004.[8]

Outcomes-based Program Assessment

As part of the major restructuring of the assessment function in 2005, oversight of assessment of academic units is now consolidated within the newly formed Office of Assessment. A major initiative of that Office has been to streamline assessment activities among academic units and to align those processes with other institutional processes related to program review, planning, and budgeting (see also Core Requirement 2.5). WCU's comprehensive process of program assessment, for both undergraduate and graduate programs, now includes both outcomes-based program assessment planning and periodic program review.

Academic program assessment at WCU occurs on an iterative 5-year cycle that is integrated with program review and other institutional processes related to planning and budgeting. The WCU Program Assessment Handbook is posted on-line.[9] The current assessment cycle began in AY

2005-2006 and will run through AY 2010-2011. Current assessment plans are posted on-line.[10]

Academic Program Review

In addition to outcomes-based assessment, all academic programs (undergraduate and graduate) participate in a comprehensive program review process (which was significantly revised in spring 2006). Each unit assesses its mission, curriculum, operations, and resources relative to the same core effectiveness standards. It is the intent of the program review process that each academic program will have the opportunity to articulate its aspirations and goals and to explain how the program's current curriculum and activities support their accomplishments.[11]

Use of Assessment Results to Make Programmatic Improvements

Academic units have documented and have used assessment results to make programmatic improvements or changes. Documentation of recent assessment-based changes can be found in program assessment reports, program review reports, and development plans.[12]

Administrative and Educational Support Units

Student Support Services

The institution has identified expected outcomes for its administrative and support areas in Student Affairs. Departments and programs within the Student Affairs Division complete annual assessment plans. At the end of fall and spring semesters, units submit summaries of their assessments. The Director of Enrollment Support reviews and maintains assessment summaries and plans for all units within the Student Affairs Division. The Assessment Team – a group of Student Affairs administrators appointed by the Division leadership – reviews program improvements generated by the assessment summaries. This process allows discussion of items that have division-wide significance at the annual work session, at which the division action plan for the coming year is established. Other program improvements are implemented at the department level.

The Council for the Advancement of Standards in Higher Education is used as a guide for establishing most student learning outcomes.[13] Departments establish satisfaction outcomes based on the nature and type of programs offered. Some departments adhere to licensure/certification requirements and state or federal mandates in assessment of their programs and services.

Student support units have used assessment results to make programmatic improvements or changes. For example, assessment in Student Affairs led to changes in the University Center including:

- enhancing reservation software to better serve guests;
- revamping customer service training;
- hiring of a full time general utility worker to assist with setups and take downs;
- augmenting information desk staffing.

Documentation of further recent assessment-based changes from multiple areas of Student Affairs is available on-line.[14]

Administration and Finance

The institution has identified expected outcomes for its administrative and support areas in the Division of Administration and Finance. Planning and assessment in Administration and Finance is accomplished and tracked via annual action plans.[15] Action plans for units within Administration and Finance are established at the beginning of each academic year and status of the action objectives is provided at the end of the fiscal year.[16]

As a supplement to the annual action plans, Administration and Finance units employ assessments of services provided or compliance with state and federal laws and mandates. A summary of these activities follows and examples are posted on-line.

Unit level planning and assessment in Administration and Finance has traditionally been accomplished and tracked via annual action plans. Beginning in AY 2005-2006, these outcomes have been measured via annual assessment plans. Unit outcomes are established at the beginning of each academic year. Progress toward these outcomes is assessed at the end of the year. Administration and Finance units assess services provided as well as compliance with state and federal laws and mandates. Examples of these assessment activities include the following:

- Dining Services conducts periodic satisfaction surveys of dining and catering users, receives periodic reviews by FoodStrategy, Inc. and Aramark, and solicits routine feedback from key campus constituents such as residence hall advisors, students, and orientation leaders.
- The Bookstore conducts periodic satisfaction surveys of faculty and staff, solicits routine feedback from the Textbook Advisory Committee, and completed a book rental system review in 2006.

- The Print Shop solicits routine feedback from campus users and reviews peer operations annually.
- The CatCard Office conducts an annual review of peer operations for comparative data.
- The University Police documents and reports every police action, solicits regular feedback from campus constituents, and completes the annual campus security report for the institution's Student Right-to-Know requirements.
- Facilities Management employs a "door hanger" survey for customer satisfaction upon completion of a work request, runs backlog and other managerial reports, and conducts shop supervisor meetings to address and plan for work completion. In addition, Facilities Management is heavily involved in campus planning and conducts annual operational and condition assessments of campus buildings and facilities.
- Financial Services is audited by the North Carolina State Auditor, produces an extensive array of state and federal reports, and completes the UNC Flexibility Report.
- Human Resources is subject to Equal Employment Opportunity and other federal and state policies and laws. Compliance reports are generated and sent to state and federal agencies on a continuous basis.

At a divisional level, Administration and Finance also periodically assesses the effectiveness of its business practices. In spring 2006, the Division of Administration and Finance (in coordination with the Provost and the UNC Office of the President's Advisory Committee on Efficiency and Effectiveness) conducted a campus efficiency study to determine some of the potential process inefficiencies on campus. The study collected feedback from campus constituents at an April 2006 Campus Efficiency Forum and electronically via the Web. The resulting recommendations are being tracked and reviewed for future action.[17]

Advancement and External Affairs

The institution has identified expected outcomes for its administrative and support areas in the Division of Advancement and External Affairs. Unit level planning and assessment in the Division of Advancement and External Affairs has traditionally been accomplished and tracked via annual action plans.[18] Since AY 2005-2006, these outcomes have been measured via annual assessment plans.[19] Unit outcomes are established at the beginning of each academic year. Progress toward these outcomes is assessed at the end of the year.

Academic Affairs

Academic Affairs requires assessment plans from its support units. Examples of these assessment activities – and subsequent improvements based upon those activities – include the following:

- *Information Technology*
  As detailed in the 2003 IT Management Flexibility Plan, the 2001 PricewaterhouseCooper report, entitled *Information Technology Organizational Assessment*, led to the hiring of the University's first CIO, and in fall 2002, the Executive Council, Chancellor, and WCU's Board of Trustees approved the CIO's proposal for a Division of Information Technology.[20]
- *Educational Outreach*
  An on-line assessment of Emergency Management students enrolled in the first University Experience Course showed that students credited the course with increasing their familiarity and comfort with on-line learning, some to the point where they moved from "complete unfamiliarity" to "knowledgeable."[21]
- *Coulter Faculty Center*
  In AY 2005-2006, the Center conducted a needs assessment, relying on interviews, surveys, and open forums; the results and recommendations of which are presented in its annual report.[22]

General Institutional Assessment Activities

In addition to the aforementioned unit and division level assessment activities, WCU also routinely engages in institutional assessments of:

- student perceptions of learned knowledge, attitudes, and values such as UNC Freshman, Sophomore, Senior and Alumni surveys, NSSE, and Your First College Year;[23]
- faculty perceptions of student engagement, campus climate and use of technology, such as FSSE and various institutional faculty surveys on climate and technology;[24]
- special projects that seek to evaluate larger campus issues related to business processes, institutional climate, and university facilities and organization, such as the Space Needs Inventory and the College Reorganization Project.[25]

Supporting Documentation and Links

[1] Faculty Handbook – Western Carolina University's Assessment Program
http://www.wcu.edu/fachandbook/assess/index.htm

[2] Assessment Advisory Council Minutes (AY 1997 – 1998)
http://www.wcu.edu/assessment/AACMinutes.htm

[3] Office of Assessment
http://www.wcu.edu/assessment/

[4] Liberal Studies Program Assessment Plan (2006-2011)
http://www.wcu.edu/assessment/documents/LSAssmtPlan2006_000.pdf

[5] Liberal Studies Assessment Reports
http://www.wcu.edu/assessment/LiberalStudiesAssessment.htm

[6] Academic Undergraduate Program Assessment Reports (AY 2000-2001 to AY 2003-2004)
http://planning.wcu.edu/AssessRpts.htm

[7] Graduate Program Review and Assessments
http://www.wcu.edu/graduate/assessments.html

[8] Report on Graduate Education and Research
http://www.wcu.edu/graduate/documents/RepotonGraduateEducationandResearch.pdf

[9] Handbook for Program Assessment
http://www.wcu.edu/assessment/docs/Assessment%20Handbook.pdf

[10] Office of Assessment
(See links within the following college assessment plans)

College of Applied Sciences Assessment Plans and Reports (2004-2005 to 2006-2007)
http://www.wcu.edu/assessment/academic/CASprograms.htm

College of Arts & Sciences Assessment Plans and Reports (2004-2005 to 2006-2007)
http://www.wcu.edu/assessment/academic/ASprograms.html

College of Business Assessment Plans and Reports (2004-2005 to 2006-2007)

http://www.wcu.edu/assessment/academic/COBprograms.html

College of Education and Allied Professions Assessment Plans and Reports (2004-2005 to 2006-2007)
http://www.wcu.edu/assessment/academic/CEAPprograms.html

[11] Academic Program Review Guidelines
http://www.wcu.edu/assessment/docs/Program%20Review%20Procedures.pdf

Office of Assessment – Academic Program Review
http://www.wcu.edu/assessment/programreview.html

[12] Office of Assessment
(See Program Assessment Reports and Program Review Reports listed under individual programs within colleges)

College of Applied Sciences Assessment Plans and Reports (2004-2005 to 2006-2007)
http://www.wcu.edu/assessment/academic/CASprograms.htm

College of Arts & Sciences Assessment Plans and Reports (2004-2005 to 2006-2007)
http://www.wcu.edu/assessment/academic/ASprograms.html

College of Business Assessment Plans and Reports (2004-2005 to 2006-2007)
http://www.wcu.edu/assessment/academic/COBprograms.html

College of Education and Allied Professions Assessment Plans and Reports (2004-2005 to 2006-2007)
http://www.wcu.edu/assessment/academic/CEAPprograms.html

[13] Council for the Advancement of Standards in Higher Education
http://www.cas.edu/

[14] Assessment in the Division of Student Affairs
http://www.wcu.edu/studentd/assessment/index.asp

Division of Student Affairs Spring 2006 Assessment Summaries Reported Program Improvements
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Affairs-Assess-Spring06.pdf

[15] Office of Institutional Research and Planning (OIRP) – Action Plans
(See Administration and Finance Action Plans for 2003-2006 and general University action plans for 1996-2002)
http://planning.wcu.edu/ActionPlans/index.htm

[16] Administration and Finance Assessment
http://www.wcu.edu/assessment/AFAssessment.htm

Action Plans
http://planning.wcu.edu/ActionPlans/index.htm

[17] Campus Efficiency Study
http://www.wcu.edu/provost/documents/WebsiteEfficienciesspreadsheet5-29-06_000.xls

Data Collection Instrument
http://itaserver1.wcu.edu/efficiency/

[18] OIRP Action Plans
(See Advancement and External Affairs Plans for 2003-2006 and general University action plans for 1996-2002)
http://planning.wcu.edu/ActionPlans/index.htm

[19] Advancement and External Affairs Assessment Activities
http://www.wcu.edu/assessment/AEAAssessmentActivities.htm

[20] Information Technology – Strategies and Planning
http://www.wcu.edu/it/strategies.html

PricewaterhouseCooper 2001 Report
Information Technology Organizational Assessment
http://www.wcu.edu/it/cio/planning/PwCTechReport.pdf

IT Management Flexibility Plan
http://www.wcu.edu/it/cio/planning/flexplan.pdf

[21] Distance and Continuing Education Division Report 2004 – 2005 (page 13)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/DCE-Annual-Report-04-05.pdf#page=14

[22] Faculty Center Annual Report
http://www.wcu.edu/assessment/documents/FacultyCenterAnnualReort_2005-06.pdf

[23] Office of Assessment – Surveys
http://www.wcu.edu/assessment/surveys.html

2001 National Survey of Student Engagement
http://planning.wcu.edu/Assessment/Surveys/nsee_results.asp

2006 National Survey of Student Engagement
http://www.wcu.edu/assessment/NSSE2006.htm

2003-2004 Graduating Senior Survey
http://planning.wcu.edu/Assessment/Surveys/seniorsvy0304.htm

2005-2006 Graduating Senior Survey
http://planning.wcu.edu/Assessment/Surveys/seniorsvy0506.htm

2004 Sophomore Survey
http://planning.wcu.edu/Assessment/Surveys/Sophomore/SophSurv2004.htm

2006 Sophomore Survey
http://planning.wcu.edu/Assessment/Surveys/Sophomore/SophSurv2006.htm

[24] 2006 Faculty Survey of Student Engagement
http://www.wcu.edu/assessment/FSSE2006.htm

[25] Space Needs Inventory
http://www.wcu.edu/provost/documents/SpaceNeedsInventory.xls

College Reorganization Project
http://www.wcu.edu/provost/CollegeStructureReview.htm

3.4 Educational Programs

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

Judgment of Compliance

In Compliance

Narrative of Compliance

A) Faculty and Administrative Approval

All for-credit educational programs and courses at Western Carolina University require faculty and administrative approval. A detailed description of this process is published in the Faculty Handbook[1] and is also discussed in Comprehensive Standard 3.4.12. The curriculum process includes review by faculty and administrators at department, college, and university levels, including the following faculty committees, as appropriate to the proposal and level of change:

- Departmental committees
- College curriculum committees
- Liberal Studies Oversight Committee[2]
- Graduate Council[3]
- Professional Education Council[4]
- Faculty Senate[5]

B) Program Learning Outcomes

Western Carolina University's academic program assessment process includes identification and measurement of learning outcomes for each academic program. Academic programs are required to submit annual assessment reports that include program learning outcomes, evaluation results, and program improvements resulting from assessment.[6] Copies of the annual assessment reports are maintained in the University Assessment office, and electronic versions are posted on-line.[7] The University has also developed a process for periodic external program review.[8] Program assessment and improvement, including annual assessment reports by programs, is embedded in this review process.

WCU also identifies and measures learning outcomes for its Liberal Studies Program.[9] Assessment of the Liberal Studies Program is discussed further in Comprehensive Standard 3.3.1.

To further encourage and support authentic program assessment and improvement of institutional programs and curricula, the University reorganized its assessment function, previously a component of the University Planning Office, and established an Office of Assessment during spring 2006.[10] Its mission is to:

> . . . promote excellence in student learning, educational practices and quality of service by establishing and maintaining a campus culture of self evaluation and improvement [at] all levels of the institution. The Office provides leadership and support to the campus community in efforts to demonstrate that the University is fulfilling its institutional mission and to enhance Western Carolina University as a community of scholarship.[11]

The Office maintains a listing of learning outcomes for all academic programs. Functions of the Office are further described in Comprehensive Standard 3.3.1.

Supporting Documentation and Links

[1] Faculty Handbook – Section 14.00 Policies and Procedures for Curriculum Development and Revision
http://www.wcu.edu/fachandbook/policyproc/index.htm

[2] Liberal Studies Oversight Committee
http://www.wcu.edu/liberalstudies/

[3] Curriculum
http://www.wcu.edu/provost/resources/Curricul.htm

[4] Professional Education Council – Curriculum Approval Example from December, 2005
http://ceap.wcu.edu//DEANSHOMEPAGE/pecminutes/minutes%2012-6-05.pdf#page=2

[5] Faculty Senate Councils AY 2005-2006
http://www.wcu.edu/facsenate/html/councils.html

Council on Instruction and Curriculum
http://www.wcu.edu/facsenate/html/councils.html#cic

[6] Faculty Handbook – 16.04 Academic Program Assessment and Review
http://www.wcu.edu/fachandbook/assess/secfour.htm

Office of Assessment – Program Assessment
http://www.wcu.edu/assessment/programassessment.html

Office of Assessment – Planning and Reporting Process
http://www.wcu.edu/assessment/docs/Overview%20of%20WCU%20Assessment%20Process.pdf

Office of Assessment – Program Assessment Plan – Template
http://www.wcu.edu/assessment/docs/Assessment%20Plan%20Template_academic%20units.pdf

Office of Assessment – Annual Assessment Report Template for Academic Units
http://www.wcu.edu/assessment/docs/Annual%20Assessment%20Report%20Template_academic%20units.pdf

[7] Academic Program Assessment Reports

AY 2004-2005 to AY 2006-2007
http://www.wcu.edu/assessment/academicaffairs.html

AY 2003-2004
http://planning.wcu.edu/AssessRpts.htm

[8] Academic Program Review
http://www.wcu.edu/assessment/programreview.html

Academic Program Review Schedule 2006-2012
http://www.wcu.edu/assessment/docs/Program%20Review%20Schedule.pdf

[9] Liberal Studies Assessment
http://www.wcu.edu/assessment/LiberalStudiesAssessment.htm

Liberal Studies Assessment Plan
http://www.wcu.edu/assessment/documents/LSAssmtPlan2006_000.pdf

[10] Office of Assessment
http://www.wcu.edu/assessment/index.html

[11] Office of Assessment – Mission
http://www.wcu.edu/assessment/about/mission.html

3.4.2 The institution's continuing education, outreach and service programs are consistent with the institution's mission.

Judgment of Compliance

In Compliance

Narrative of Compliance

In accordance with WCU's mission of support to western North Carolina,[1] regional needs determine continuing education and outreach course offerings, programs, and services. WCU's Division for Distance and Continuing Education is currently being redefined as the Division of Educational Outreach.[2] This redefinition of the Division is "intended to reflect the integrative nature of distance learning as both a method of course and program delivery and a means to expand educational access for place-bound students to the programs and learning opportunities of the University."[3]

Continuing Education and Outreach

WCU offers cooperative initiatives, services, and cutting-edge facilities to the citizens and visitors of the region. Examples of these outreach activities include the following:

- Center for Integrated Technology[4]
- Fine and Performing Arts Center[5]
- Institute for the Economy and the Future[6]
- Mountain Heritage Center[7]
- Public Policy Institute[8]

The Division for Distance and Continuing Education is responsible for continuing education, including non-credit learning options that offer Continuing Education Units (CEU's).[9] The Division serves as a means of recording non-credit courses, programs, and activities. Programs are hosted, sponsored, or offered by the University based upon interest and demand.

WCU further serves its community through public programs designed to meet the needs and interests of regional inhabitants. Service programs are hosted, sponsored, or offered by the University through the Division of Distance and Continuing Education. Service programs are offered in response to area demand and interest and are consistent with the mission of the University. The University has long focused on outstanding service to the community with enrichment, youth, and skills programs.[10] The Division also supports a wide range of conferences and workshops serving the diverse needs of western North Carolina's communities.[11]

Distance Education

Distance education at WCU supports the University's mission by offering for-credit educational opportunities to the region's residents. Distance education includes programs delivered by off-campus face-to-face instruction, interactive television, Web-enhanced off-site instruction, and fully on-line instruction. All courses and programs are sponsored by academic units and taught by faculty employed in the respective units. Off-campus degree programs and courses are subject to the same standards, procedures, and policies as on-campus programs.

Off-Campus Sites

In partnership with local community colleges, WCU offers undergraduate and graduate degree programs at fourteen regional institutions and community centers in North Carolina:[12]

1. Asheville Buncombe Technical Community College, Asheville
2. Blue Ridge Community College, Flat Rock
3. Cherokee Center, Cherokee
4. Gaston Community College, Dallas
5. Guilford Technical Community College, Greensboro
6. Haywood Community College, Clyde
7. Hickory Metropolitan Higher Education Center, Hickory
8. Isothermal Community College, Spindale
9. Mayland Community College, Spruce Pine
10. Mountain Area Resource Center, Waynesville
11. Pardee Memorial Hospital, Hendersonville
12. Stanly Community College, Albemarle
13. Tri-County Community College, Murphy
14. Western Piedmont Community College, Morganton

On-line Degree Programs

WCU also offers on-line degree programs and courses at the undergraduate and graduate levels.[13] Programs include the following:

- Master of Project Management
- Master of Construction Management
- Master of School Administration
- Master of Science in Human Resources
- Master of Entrepreneurship
- Master of Science in Nursing
- Master of Teaching in Special Education
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Emergency Management

- Bachelor of Science in Emergency Medical Care
- Bachelor of Science in Nursing (RN completion)

To assure that WCU's continuing education, outreach, and service programs are consistent with the institution's mission, the Division for Distance and Continuing Education maintains the Distance Learning Council. Membership in the Distance Learning Council includes the Dean of Distance and Continuing Education, the Dean of Graduate Studies, the four academic deans, and the Associate Provost for Information Services (WCU's CIO). The Council meets every two weeks during the academic year, in conjunction with the Council of Deans. The Division's strategic initiatives are developed in conjunction with this Council.[14]

Supporting Documentation and Links

[1] WCU Strategic Planning – Proposed Mission
http://www.wcu.edu/strategicplanning/mission.html

[2] Distance and Continuing Education
http://edoutreach.wcu.edu/

Distance and Continuing Education Organizational Chart
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/DCE-Organizational-Chart.pdf

[3] Division of Educational Outreach – Description and Role
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/DCE-Description.pdf

[4] Center for Integrated Technology
http://cit.wcu.edu/

[5] Fine and Performing Arts Center
http://fapac.wcu.edu/

[6] Institute for the Economy and the Future
http://ief.wcu.edu/

[7] Mountain Heritage Center
http://www.wcu.edu/mhc/

[8] Public Policy Institute
http://www.wcu.edu/ppi/

[9] About Continuing Education Units (CEUs)
http://edoutreach.wcu.edu/continuing/ceu/index.html

Professional Development
http://edoutreach.wcu.edu/continuing/index.html

[10] Community Courses
http://edoutreach.wcu.edu/community/index.html

Youth Programs
http://edoutreach.wcu.edu/conted/youth/youth.html

Senior College
http://edoutreach.wcu.edu/seniorcollege/index.html

[11] Conference Services
http://edoutreach.wcu.edu/conted/conference/conference.html

[12] Off-Site Programs
http://edoutreach.wcu.edu/offsite/index.html

Cherokee Center
http://edoutreach.wcu.edu/cherokeecenter/index.html

[13] On-line Programs
http://edoutreach.wcu.edu/online/index.html

Additional On-line Course Listing
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Additional-On-line-Course-Listing.pdf

[14] Division of Distance and Continuing Education Annual Report AY 2004-2005
(See especially Summary – page 33)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/DCE-Annual-Report-04-05.pdf#page=34

3.4.3 The institution publishes admission policies consistent with its mission.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU provides a number of admission categories in order to better meet its institutional mission as a regional comprehensive university to serve the people of North Carolina and to do so without regard to race, sex, color, national origin, religion, age, sexual orientation, or disability.[1] Western Carolina University's admission requirements are published in *The Record: Undergraduate Catalog*[2] and in *The Record: Graduate Catalog*.[3] These requirements are also available on the Office of Admissions' Web site[4] and in other print and electronic media, such as the View Book.[5] Institutional and program specific requirements are published in these catalogs, as well as on departmental forms and on-line.[6]

Undergraduate Admission

The UNC Board of Governors sets minimum admission requirements, but constituent institutions may set higher standards.[7] Western Carolina University (WCU) admission policies are developed and implemented in accordance with the University's mission as a regional comprehensive institution. WCU accepts those applicants who provide evidence of a high potential for success. WCU freshman admission requirements include the submission of the following items:

- Undergraduate application form
- Application processing fee
- Complete official academic records (transcripts)
- Completion of the minimum UNC course requirements
- SAT scores or ACT scores

Undergraduate students may be admitted according to one of the following categories:

- Regular Freshman Admission
- Home School Admission
- Transfer Admission
- International Admission
- Transient Admission
- Readmission of Former WCU Students
- Provisional Admission

- Post-Baccalaureate and Second Undergraduate Degree Students
- Non-Degree Seeking Students
- Teacher Licensure Students
- Dual Enrollment Students
- Extension Students
- Persons Over the Age of 65
- Special Consideration

For example, a person applying for Regular Freshman Admission is evaluated on the basis of individual strengths and weaknesses for placement into the regular course sequence. Factors used in the evaluation process include courses selected by the student in high school and the grades achieved in those courses. A strong college preparatory curriculum is recommended. All students who are admitted must meet the minimum unit requirements of the UNC System, and special attention may be given to work completed during the senior year. A complete description of these undergraduate admission categories may be found in print and on-line in *The Record: Undergraduate Catalog* – Admission.[8]

Admission to majors may also require additional criteria as specified by the discipline. These criteria are also available in print and on-line in *The Record: Undergraduate Catalog* as well as in specific departmental publications, such as check sheets.[9]

Graduate Admission

The Dean of Research and Graduate Studies is responsible for the admission of all graduate students. All students taking graduate courses, whether for credit, noncredit, or audit, must make formal application to the Graduate School prior to enrolling in any graduate course work. All applicants to graduate studies at WCU are required to complete a self-managed application packet prior to admission. This packet includes:

- completed application for admission
- completed application for a graduate assistantship
- official copies of transcripts
- required test scores for the chosen program
- letters of recommendation (required for most programs)
- application fee

Admission to one degree program does not guarantee admission to another degree program. A student may not be admitted to more than one program at the same time. Admission requirements to the Graduate School include the following:

- Applicants must hold a bachelor's degree from a regionally accredited college or university and must have an undergraduate background appropriate for graduate study in the proposed field.
- Applicants may be required to take additional coursework to strengthen the undergraduate background.
- Applicants must have earned an overall grade point average of 3.0 on a 4.0 scale for the last 60 hours of undergraduate work, or a 2.85 on a 4.0 scale cumulatively and obtained a satisfactory score on the standardized graduate test for the program selected (e.g., GRE, GMAT) to qualify for regular admission to a graduate program.
- Applicants for Education Specialist (Ed. S.) and Doctor of Education (Ed. D.) programs must hold a master's degree in the approved field from a regionally accredited college or university.

Each student's application must be approved by the department(s) in which the student proposes to major. Persons applying for admission to the Graduate School, if accepted, may be admitted in one of several categories:

- Regular Admission
- Provisional Admission
- Special Admission
- Non-degree Admission
- Guest Matriculant
- Undergraduates
- International Students

A complete description of these categories is published in-print and on-line in *The Record: Graduate Catalog* – Categories of Admission.[10]

Supporting Documentation and Links

[1] WCU Mission
http://www.wcu.edu/strategicplanning/mission.html

[2] *The Record: Undergraduate Catalog* – Admission
http://www.wcu.edu/UnivCatalog/Catalog/admis/admissions.htm

[3] *The Record: Graduate Catalog* – Admission
http://www.wcu.edu/UnivCatalog/GCatalog/admg/index.htm

[4] Office of Admissions – Admission Requirements
http://admissions.wcu.edu/requirements.html

[5] Office of Admissions – View Book
http://admissions.wcu.edu/

See especially the on-line (pdf) versions available on this site:

Your academic options
http://admissions.wcu.edu/PDF/academics05.pdf

Where the action is (extracurricular activities)
http://admissions.wcu.edu/PDF/action05.pdf

Student successes
http://admissions.wcu.edu/PDF/success05.pdf

How to apply
http://admissions.wcu.edu/PDF/apply05.pdf

Come see for yourself
http://admissions.wcu.edu/PDF/comevisit05.pdf

Request a Print Copy of the View Book
http://admissions.wcu.edu/moreinfo.html

[6] Undergraduate Admission Requirements
http://www.poweryourmind.com/requirements.html

Graduate Admission Requirements
http://www.wcu.edu/graduate/admissions.html

Graduate Programs Requirement Chart
http://www.wcu.edu/graduate/documents/GraduateProgramRequirementChart.doc

[7] The UNC Policy Manual, Chapter 700.1 – Undergraduate Admissions
http://www.northcarolina.edu/content.php/legal/policymanual/contents.htm

[8] *The Record: Undergraduate Catalog* – Admissions
(See "Admissions Procedure" and "Other Eligible Persons" for a description of undergraduate admissions categories)
http://www.wcu.edu/UnivCatalog/Catalog/admis/admissions.htm

[9] Example of Additional Requirements for Admission to Majors
The Record: Undergraduate Catalog – College of Applied Sciences
(See Emergency Medical Care)
http://www.wcu.edu/UnivCatalog/Catalog/colleges/as/index.htm

Health Sciences Undergraduate Program – Emergency Medical Care Application
http://hs.wcu.edu/HS_UG-EMC_application.htm

[10] *The Record: Graduate Catalog* – Categories of Admission
http://www.wcu.edu/UnivCatalog/GCatalog/admg/coa.htm

3.4.4 The institution has a defined and published policy for evaluating, awarding and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University has defined and published policies for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates consistent with its mission. These policies can be found in the print and on-line versions of *The Record: Undergraduate Catalog*[1] and *The Record: Graduate Catalog*.[2] Information regarding policies is also available on a number of WCU Web pages.[3]

Undergraduate Programs

Transfer Students

Transfer student applicants must provide the Office of Admissions with official transcripts from all institutions previously attended. Applicants must meet freshman admission requirements, submit an official high school transcript with SAT or ACT test results, and generally must have earned a minimum 2.0 GPA on all work attempted. Transfer students who have not attended any institution for a period of two or more years prior to the intended semester of enrollment will be considered for admission subject to review by the Director of Admissions.

The Office of the Registrar coordinates the evaluation of transfer, College Level Examination Program (CLEP), advanced placement credits, and other course work, once the student has been accepted for admission and all of the official student records have been received. The University will accept or transfer appropriate undergraduate credits earned through the following:

- advanced placement
- armed forces service schools
- CLEP
- college level courses completed prior to graduation from high school

- correspondence courses
- credit by examination
- enrollment at a regionally accredited college or university
- experiential learning
- extension courses
- military training

The amount and level of credit applied toward a degree is determined by the academic department head of the student's major and maintained by the Registrar's Office. Except for consortium agreements, only work passed with a grade of C or better may be transferred. Credit will not be awarded for courses determined to be below the collegiate level at WCU. Undergraduate credit will not be awarded for graduate-level courses.

WCU participates in a Comprehensive Articulation Agreement (CAA)[4] which has been approved by the North Carolina Community College System (NCCCS) and the UNC General Administration.[5] The agreement provides that a student who enrolls at a NCCCS institution (since fall 1997) and completes the home institution's general education requirements with a grade of C or better in each course is guaranteed that those courses will apply toward a baccalaureate degree at any UNC institution and that these hours will be used to satisfy the new institution's general education requirements.

WCU faculty also work with faculty at community colleges to develop articulation agreements between programs. These articulation agreements are reviewed and approved by the respective department head, dean, and Senior Associate Vice Chancellor for Academic Affairs to ensure that the agreement meets accreditation and university policy guidelines. Hard copies of these agreements are maintained by the respective institutions and information is also available at the WCU Office of Admissions Transfer Articulation Agreement Web site.[6]

A regularly enrolled student who requests to take courses at another institution on a transient basis for transfer to WCU must complete a Transient Permission Form[7] and secure the appropriate approvals from the student's adviser, the department head for the discipline into which the course will be transferred, and the Registrar's Office.

Credit by Examination and Experiential Learning

A student may apply to be examined in any course identified by a department head as available for credit by examination. In order to receive credit by examination at WCU, students must earn a grade of A (4.0) or B (3.0). Those earning a grade of C (2.0) do not receive credit, but are eligible for a waiver of a course requirement. With a D or F, credit may be

earned only by regular enrollment during a subsequent semester. The GPA will not be affected by the grade earned on the examination. All credit by examination attempts must be completed prior to the semester of graduation, and the examination procedure may be attempted only once for any one course.

Western Carolina University endorses the concept of undergraduate credit for experiential learning in recognition of valid learning experiences. To receive credit for experiential learning, a student must submit a request to the department head of the program in which the course applies. A faculty committee named by the department head will review the request. If the request is appropriate, the student will be provided with guidelines for preparing a portfolio which the committee will review to determine the conditions and amount of credit to be awarded. This credit award does not alter other university requirements, or major, minor, concentration, or liberal studies requirements. Recent examples of programs in which credit has been awarded for experiential learning include Emergency Medical Care and Criminal Justice.[8]

The Record: Undergraduate Catalog addresses the specific policies regarding credit by examination and credit for experiential learning (including military training).[9]

Graduate Programs

Transfer credit policies for graduate students vary according to the graduate program. Up to six semester hours of graduate credit with grades of B or higher may be transferred from other regionally accredited graduate schools.[10] The forms to request transfer of credit are available from the Office of Research and Graduate Studies.[11] Graduate level transfer credit must:

1) be appropriate to the student's program and approved by the student's adviser;
2) be completed within the six-year limit for course work applicable toward the degree;
3) have been offered by a regionally accredited institution.

A graduate student may enroll at other regionally accredited graduate level institutions for course work applicable to his or her program, provided the student has obtained approval from his or her adviser(s) and from the Dean of Research and Graduate Studies. The approval forms are available in the Office of Research and Graduate Studies.[12]

Supporting Documentation and Links

[1] *The Record: Undergraduate Catalog* – Academic Regulations
http://www.wcu.edu/UnivCatalog/Catalog/acadreg/acadreg.htm

[2] *The Record: Graduate Catalog* – Academic Regulations
http://www.wcu.edu/UnivCatalog/GCatalog/acrg/index.htm

[3] The Registrar's Office – Transfer of Credit
http://www.wcu.edu/registrar/Transfer/default.asp

Undergraduate Admission's Office – Transfer Information
http://www.wcu.edu/Admissions/transfer/index.html

The Registrar's Office – NC Community College Transfer Equivalencies
http://www.wcu.edu/registrar/Transfer/NCCC_A_D.asp

Credit for Military Education
http://edoutreach.wcu.edu/military/credit.html

[4] Registrar's Office – Comprehensive Articulation Agreement NCCC
http://www.wcu.edu/registrar/Transfer/comprehensive_articulation_policy.asp

[5] UNC Comprehensive Articulation Agreement
http://www.northcarolina.edu/content.php/assessment/reports/student_info/caa.htm

[6] Undergraduate Admissions Office – Articulation Agreements
http://www.wcu.edu/Admissions/transfer/articulation.html

[7] Registrar's Office – Transient Permission Form
http://www.wcu.edu/registrar/Transfer/transient_permissions_procedures.asp

[8] Experiential Learning Example – Emergency Medical Care
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Experiential-Learning-EMC.pdf

Experiential Learning Example – Criminal Justice
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Experiential-Learning-CJ.pdf

[9] *The Record: Undergraduate Catalog* – Credit by Examination
http://www.wcu.edu/UnivCatalog/Catalog/acadreg/acadreg.htm#CE

The Record: Undergraduate Catalog – Credit for Experiential Learning (including Military Training)
http://www.wcu.edu/UnivCatalog/Catalog/acadreg/acadreg.htm#CEL

[10] *The Record: Graduate Catalog* – Credit Policies
http://www.wcu.edu/UnivCatalog/GCatalog/acrg/cp.htm

[11] Graduate Studies – Application for Transfer Credit
http://www.wcu.edu/graduate/forms/GS_Trans_Credit_App.pdf

[12] Graduate Studies – Permission to Take Coursework Elsewhere
http://www.wcu.edu/graduate/forms/GS_Take_Elsewhere_App.pdf

3.4.5 Academic Policies

The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University publishes academic policies in both print and on-line versions:

- *The Record: Undergraduate Catalog*[1]
- *The Record: Graduate Catalog*[2]
- Student Handbook[3]
- WCU Faculty Handbook[4]
- Schedule of Classes Bulletin[5]

The Provost annually requests deans, department heads, and directors to review and update academic policy information so that policies will adhere to principles of good educational practice. All proposals for new academic policies or policy revisions or deletions must be reviewed and approved by the Faculty Academic Policy and Review Committee, the Faculty Senate,[6] the Provost, and the Chancellor. In some cases, such as personnel-related policies, proposals are also reviewed by legal counsel prior to approval by the Faculty Senate.

In order to adhere to principles of good educational practice, the Assistant Director for Student Media and Marketing annually requests that departments review information in the Student Handbook and provide updated information. New or revised policies are reviewed and approved by the Executive Council and legal counsel when necessary.

The Record: Undergraduate Catalog and *The Record: Graduate Catalog* contain policies related to the following areas:

- undergraduate and graduate admissions
- student services
- fees
- financial aid
- academic regulations
- degree programs and requirements

Revisions to update the catalogs are submitted to the Office of the Provost. The on-line versions are updated monthly, and the print/CD versions are updated annually. The undergraduate catalog is available in on-line, print, and CD formats. The graduate catalog is available in on-line and print formats. The Office of Admissions is responsible for distributing CD catalogs to newly admitted students. Printed copies of the undergraduate catalog are provided to the Academic Advising Center, One Stop Student Service Center and to academic department heads. Printed copies of the graduate catalog are available through the Graduate Studies office and at the WCU Programs in Asheville office.

The Student Handbook contains policies related to the following areas:

- student life
- student services
- student rights
- student responsibilities

Print copies of the Student Handbook are distributed to newly admitted students during orientation and are available during Valley Ballyhoo, an opening-of-school celebration held on the University Center lawn each August. Additional copies are available in the Academic Advising Center, One Stop Student Service Center, A.K. Hinds University Center, and the WCU Programs in Asheville office. University departments are notified when they may pick up copies for faculty, staff, and student use at the beginning of the academic year. Distance and Continuing Education at WCU also offers the University Experience Course for Distance Learners specifically designed, in part, to serve as policy and resource orientation for distance education students.[7] The WCU Programs in Asheville office distributes the Student Survival Guide in classes during the first week of fall classes in Asheville. The Student Survival Guide includes general orientation and services information for students enrolled in WCU classes in Asheville. Additional copies are available in the WCU Programs in Asheville office.[8]

The Faculty Handbook contains university policies, including the following:

- employment
- curriculum development and assessment
- instructional responsibilities

The Faculty Handbook is revised annually, and new faculty, vice chancellors, deans, and department heads are provided a revised print copy annually.

All print and other media materials undergo approval processes as outlined in Federal Requirement 4.6.

Supporting Documentation and Links

[1] *The Record: Undergraduate Catalog*
http://www.wcu.edu/UnivCatalog/catalog/index.htm

[2] *The Record: Graduate Catalog*
http://www.wcu.edu/UnivCatalog/Gcatalog/index.htm

[3] Student Handbook
http://www.wcu.edu/univcenter/handbook/

[4] Faculty Handbook
http://www.wcu.edu/fachandbook/

[5] Schedule of Classes Bulletin
http://www.wcu.edu/registrar/registration_information1a.asp

[6] Faculty Senate Documents
(See Actions and Minutes)
http://www.wcu.edu/facsenate/html/Senatedocs.htm

[7] University Experience Course for Distance Learners – Distance and Continuing Education
http://edoutreach.wcu.edu/answers/universityexperience.html

[8] Student Survival Guide
http://www.wcu.edu/wcuasheville/StudentSurvivalGuide,2006-07.pdf

3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment of Compliance

In Compliance

Narrative of Compliance

The amount of credit awarded for courses is carefully reviewed within the University, and good practices and standards are used throughout each review. New courses are developed by faculty within the discipline who identify the number of credits to be awarded based on the content, objectives, format, and learning outcomes of the course.[1] Proposed new courses are then reviewed by the following:

- college faculty committee and the Dean (or designee)
- if applicable, a committee of graduate, teacher education, or liberal studies faculty (depending on the type of course)
- a university-level curriculum committee

The Academic Policy Review Council (a Faculty Senate committee) and the entire Faculty Senate also review credit awarded for courses, and the Provost (or the Provost's designee) conducts a final review.

All new course proposals must include a course syllabus, which must include (at a minimum): [2]

- course purposes and content (goals and objectives are also helpful);
- course requirements;
- procedures used to evaluate student work;
- calendars or schedules of course activities/topics.

This information allows careful consideration of requested credit value at each level of review.

Most lecture courses at WCU carry three semester credit hours. UNC policy requires a minimum of 750 scheduled minutes of instructional time or the equivalent per credit hour,[3] and WCU adheres to that scheduling policy. At WCU, "A semester hour represents one lecture-recitation hour or a minimum of one, two, or three laboratory hours a week for a semester. In experiential courses, a minimum of three hours is required per hour of credit."[4]

Standard lecture classes meet 50 minutes per week for 15 weeks (including final examination week) for each credit hour awarded, while meeting times for

laboratories range from 50 to 170 minutes per credit hour per week. This semester-based practice is common across higher education institutions.

The mission of WCU includes a responsibility to meet the educational needs of non-traditional and place-bound learners. Thus the University offers selected courses in compressed time frames:

- two-and-a-half-week "mini-mesters"
- five-week summer sessions
- ten-week summer sessions

All irregularly scheduled course offerings meet at least the minimum amount of time described in the policies in the preceding paragraph.[5]

The commitment to reaching non-traditional learners is also achieved through on-line and distance education courses that may not schedule standard meeting times.[6] In all cases, instructors are expected to structure their courses to provide virtual interaction and instruction that is equivalent to that required by on-site courses. Although the delivery methods of these courses differ, the academic rigor and student learning outcomes of these courses are equivalent to regularly scheduled courses. On-line courses are approved following the same curricular review described previously. In addition, courses proposed for on-line development must follow an approved protocol that includes specific consideration of learning goals.[7]

Policies for determining the level and amount of credit awarded for transfer courses are discussed in Comprehensive Standard 3.4.4.

Supporting Documentation and Links

[1] Faculty Handbook Section 14.00 – Policies And Procedures For Curriculum Development And Revision
http://www.wcu.edu/fachandbook/policyproc/index.htm

[2] Faculty Handbook Section 13.03.02 – Curriculum Development – The Curricular Process – Course Syllabi
http://www.wcu.edu/fachandbook/curricul/secthree.htm

[3] University of North Carolina Academic Calendar
http://intranet.northcarolina.edu/docs/legal/policymanual/400.1.6.pdf

[4] *The Record: Undergraduate Catalog* – Definition of credit hour
http://www.wcu.edu/UnivCatalog/Catalog/acadreg/acadreg.htm#CGQP

See also (for similar wording) *The Record: Graduate Catalog* – Credits and

class meetings; Independent Study; Special Topics Course Policy
http://www.wcu.edu/UnivCatalog/GCatalog/crsnumb.htm

[5] Distance and Continuing Education
http://edoutreach.wcu.edu/index.html

[6] Distance Education Programs Open for Enrollment
http://edoutreach.wcu.edu/online/summer06bulletin.pdf

[7] Distance and Continuing Education – Online Course Proposal Form
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/DCE-Online-Course-Prop-Form.pdf

3.4.7 Consortial and contractual educational programs (includes all on-campus, off-campus, and distance learning programs and course work)

The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

Judgment of Compliance

In Compliance

Narrative of Compliance

In keeping with the mission of Western Carolina University, the institution strives to meet the needs of its students and the citizens of North Carolina by offering learning opportunities that incorporate research and service through residential, distance education, and international experiences. The University focuses its academic programs, educational outreach, research and creative activities, and cultural opportunities to improve individual lives and enhance economic and community development in the region, state, and nation.[1] While most of the courses and programs offered by the University are delivered by WCU, there are a few cases where students and other constituents are better served by other arrangements such as consortial or contractual educational opportunities.

Western Carolina University defines consortial relationships as legal agreements akin to joint ventures or cooperative agreements between two or more institutions. Contracts are the legal agreements between two or more such institutions.[2] University policy #62 defines responsibility for the execution of contracts.[3] The Chancellor is responsible for the execution of all contracts, and University Legal Counsel reviews all contracts. In addition, all contracts involving academic functions must also be reviewed and approved by the appropriate department head and dean. Furthermore, WCU courses and programs offered by other entities are subject to WCU's curriculum review processes. For further discussion of curriculum development and approval processes, see Comprehensive Standard 3.4.12.

International Programs

The Office for International Programs and Services[4] coordinates study abroad opportunities for WCU students through five general initiatives:

1. Direct enrollment
2. University of North Carolina Exchange
3. International Study Student Exchange
4. WCU Study Abroad

5. Summer International Study/Summer Internship Programs

WCU maintains current agreements (contracts) with the institutions or organizations associated with these international programs in order to ensure that WCU and the respective institutions or organizations adhere to mutually agreed-upon standards and procedures.[5]

WCU students who participate in these programs must secure approval from their academic advisors and department heads prior to enrolling in the program. Students must also identify the courses in which they intend to enroll so that those courses may be evaluated and approved by the appropriate academic department at WCU in advance.[6] Furthermore, all WCU programs that are established abroad require advanced approval at the institutional level, evaluation by appropriate departments, and evaluation by the participants.[7]

Undergraduate Program in Electrical Engineering

WCU offers a dual degree program in electrical engineering through a contractual agreement with the University of North Carolina at Charlotte: the WCU-UNC Charlotte Joint Program in Electrical Engineering (JPEE).[8] The memo of understanding (MOU) details the specific obligations and responsibilities of both institutions, the steps for evaluating the quality of the program and the courses offered, the role of faculty within the program, and steps for annually reviewing the program as it relates to the purposes of WCU and UNC Charlotte. The agreement specifies the commitment of both institutions to achieving accreditation from the Accreditation Board for Engineering and Technology (ABET) in order to ensure a high quality program. Further discussion of this program is detailed in the response to Core Requirement 2.7.4.

WCU Programs in Jamaica

WCU offers degree programs and courses to students in Jamaica, W.I., through an ongoing agreement with the Ministry of Education in Jamaica.[9] All courses in these programs, regardless of whether they are taught in Cullowhee or in Jamaica, are taught by WCU faculty who meet the SACS guidelines established for instructional faculty. The courses and programs are developed and approved through the curriculum process described in Comprehensive Standards 3.4.1 and 3.4.12.

Other Relationships

WCU uses a number of sites and institutions external to the institution to provide clinical/field experiences or other services for students. Educational program agreements include the following:

- Teacher Education[10]
- Clinical Experiences[11]
- Co-Operative Education and Internships[12]
- Service Learning[13]

In all cases, the students are formally supervised by WCU faculty and grades are only awarded by WCU faculty.

Supporting Documents and Links

[1] WCU Proposed Mission
http://www.wcu.edu/strategicplanning/proposedmission051006.html

[2] WCU Legal Counsel – University Contracts – FAQ's
http://www.wcu.edu/legal/contractfaq.html

[3] WCU Policy #62 – Execution of Contracts
http://www.wcu.edu/chancellor/index/universitypolicy/policy62.html

[4] WCU International Programs and Services (IPS)
http://www.wcu.edu/ips/index.html

IPS – Where Can I Go?
http://international.wcu.edu/Study_Abroad/Where_Can_I_Go.html

[5] International Programs – Agreements

Centers for Academic Programs Abroad – London
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IPS-CAPA-London-Agreement.pdf

Euro American Institute of Technology
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IPS-EAI-Tech-Agreement.pdf

Galway-Mayo Institute of Technology – Ireland
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IPS-GMIT-Agreement.pdf

International Business School at the Hogeschool Brabant- Netherlands
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IPS-IBS-HB-Agreement.pdf

Intercambios Linguisticos y Culturales – University of Grenada – Spain
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IPS-ILYC-Agreement.pdf

International Student Exchange Program
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IPS-ISEP-Agreement.pdf

[6] Permission to Study Abroad and Course Approval Forms
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IPS-Permission-Form-3-4-7.pdf

[7] Guidelines for Establishing New Study Abroad Programs
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IPS-Exchange-Program-Docs.pdf

Exchange Evaluation Forms
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Exchange-Eval-Form-3-4-7.pdf

[8] Dual Degree Program – Electrical Engineering – Memorandum of Understanding (MOU)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Dual-Degree-Elec-Eng-MOU.pdf

[9] Jamaica-WCU Programs – Agreement
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Jamaica-WCU-Agreement.pdf

[10] Teacher Education Contract Example
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Teacher-Ed-Contractual-Agreement.pdf

[11] Clinical Education Contract Example – Charlotte-Mecklenburg Hospital Authority
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Ed-Contract-Example-Clinical-Ed.pdf

Clinical Education Contract Example – Mission Hospitals
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Ed-Contract-Example-Mission-Hospital.pdf

[12] Cooperative Education/Internship Memorandum of Understanding
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Co-Op-Ed-Employer-MOU-Form.pdf

[13] Service Learning Affiliation Agreement
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Service-Learning-Affiliation-Agreement.pdf

3.4.8 The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University's policies on awarding undergraduate academic credit for course work taken on a noncredit basis are provided on-line and in-print in *The Record: Undergraduate Catalog*.[1] Only course work taken for credit is considered for graduate credit.[2]

Courses recommended through the American Council on Education (ACE) are subjected to a rigorous review process described on ACE's Web site[3] and must be aligned with the ACE National Guide to College Credit for Workforce Training or military training.[4] Credit is awarded if appropriate to the desired degree program and approved by the department head. Credit awards do not exceed the recommendations of the American Council of Education. Students interested in receiving credit must submit an ACE transcript, or relevant military education documentation, along with their request for credit consideration.

Comprehensive Standard 3.4.4 provides more information on WCU's transfer credit policies and practices.

Supporting Documentation and Links

[1] *The Record: Undergraduate Catalog* – Credit by Examination
http://www.wcu.edu/UnivCatalog/Catalog/acadreg/acadreg.htm#CE

The Record: Undergraduate Catalog – Credit for Experiential Learning (including Military Training)
http://www.wcu.edu/UnivCatalog/Catalog/acadreg/acadreg.htm#CEL

[2] *The Record: Graduate Catalog* – Credit Policies
http://www.wcu.edu/UnivCatalog/GCatalog/acrg/cp.htm

[3] American Council on Education (ACE)
www.acenet.edu

[4] ACE National Guide to College Credit for Workforce Training
https://www.acenet.edu/nationalguide/

ACE Military Programs
http://www.acenet.edu/AM/Template.cfm?Section=Military_Programs

3.4.9 Academic Support

The institution provides appropriate academic support services.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University provides support services to further each student and faculty member's academic and social development. The Office of the Provost works cooperatively with other divisions on campus to enhance the personal, social, and intellectual development of students and faculty at WCU. The University's programs, services, outreach activities, and facilities enhance the ability of students to develop independent thought, take advantage of community involvement, and understand global responsibility.

Centralized Services to Students

Students can access academic support services through One Stop, a physical location as well as a virtual environment housing a wide array of services in one location.[1] Information about academic support services is provided during Student Orientation[2] and distributed through in-classroom visits, campus outreach, and a wide range of print and electronic media. The following are examples of academic support opportunities at WCU. Core Requirements 2.9 and 2.10 also contain information on support services to students and faculty.

Academic Services to Students throughout the University Experience

Services to assist students academically begin when they enter the University. During their first year at WCU, students may choose to enter a mentoring relationship with a member of the staff or faculty.[3] The First Year Mentoring Program provides extra support for individual students, creates an additional way in which they can connect to WCU, and instills in them a sense of community characterized by pride, interdependency, commitment to success, and care.

Academic Services to Students through Advisement

Student advising is a key part of overall academic success. The Advising Center offers comprehensive academic advising to all undeclared undergraduate students at WCU.[4] The Advising Center also provides programs such as an early alert system for at-risk students and serves as a campus resource for academic issues including deciding on a major. The Honors College provides academic advising to all students who are

members of the Honors College.[5] Individual programs and majors assign advisors to students in the major.[6]

Academic Services to Students through Support Centers

Academic support services continue throughout the student's career at WCU. Student Support Services assists students in achieving the three major goals of transition, retention, and graduation. Services offered include advising, tutoring, academic/career/personal counseling, mentoring, and providing accommodations for students with disabilities.[7] Tutoring services are available through the Catamount Academic Tutoring (CAT) Center[8] and the Mathematics Tutoring Resource Center (MTRC).[9] WCU's Writing Center provides one-to-one support in composition and editing to students.[10] Students receive individualized help dealing with the use of various software packages, campus network tools, and the Internet through the Student Technology Assistance Center (STAC)[11] while Information Technology (IT) Services offers computer information services and assistance to WCU faculty, staff, and students.[12]

Academic Services to Special Student Populations

A number of programs offer support to special student populations. For example, Distance and Continuing Education supports learners enrolled in distance learning programs or distance learning-limited course offerings.[13] Project C.A.R.E. (Committed to African-American Retention in Education) provides programs to improve the academic performance and retention of African-American students at WCU.[14] For individuals with an interest in studying abroad, International Programs and Services (IPS) works closely with students, academic programs, and advisors to select international universities and/or programs that best suit students' goals.[15] To support academic success in WCU's student-athletes, the Office of Academic Support Services for Student-Athletes collaborates with the Athletics Department to meet the unique academic needs of student-athletes. [16] In addition, the Challenging Athlete's Minds for Personal Success (CHAMPS) / Life Skills Program at WCU enhances the student-athlete's college experience and prepares student-athletes for the challenges of life beyond the playing field.[17]

Academic Services to Students through Experiential, Cooperative, and Professional Education

WCU also supports academic development by offering students experiential and cooperative education as well as professional school preparation. The Service Learning department provides academic support services to facilitate student learning through experiential education activities on campus and in the wider community.[18] The Career

Services/Cooperative Education Office provides opportunities for students to participate in a variety of developmental activities that help them define realistic career choices, integrate choice of major with career related experience, develop job search skills, encourage meaningful employment opportunities, and promote life skills planning.[19] Pre-Professional Programs works with all WCU students who are interested in pursuing further studies at a professional school after completing their baccalaureate degree,[20] while the Office of Professional Examinations (OPE) serves students and members of the community by providing current registration information and testing environments that are friendly, nondiscriminatory, and free from disturbance.[21]

Centralized Academic Services to Faculty

WCU's Coulter Faculty Center for Excellence in Teaching and Learning serves full and part-time faculty and Graduate Teaching Assistants in the areas of teaching and learning.[22] Activities and services offered through the Center include a variety of learning and professional development opportunities. The Center supports faculty in the areas of pedagogy, scholarship, technology, and information. It facilitates both formal and informal faculty development activities, services, events, and resources. The Coulter Faculty Center takes an integrated approach to meeting the needs of faculty which is enabled by the Center's relationship to both Academic Affairs and Information Technology.

Instructional Design for Faculty

The Coulter Faculty Center supports faculty with pedagogical and andragogical methodologies as well as instructional technologies. Available faculty support in the form of resources, consultation, training, and assistance is based upon the seven dimensions of teaching as defined by Arreola and Centra.[23] Those areas of support include content, instructional delivery, instructional design, course management, evaluation, faculty/student relationships, and the facilitation of student learning.

Scholarship of Teaching and Learning (SoTL) for Faculty

A focus of the Coulter Faculty Center is the Scholarship of Teaching and Learning that encourages a holistic approach to faculty development while promoting the importance of faculty and an appreciation for their commitment to student learning.[24]

Publications, Web Sites, and Listservs for Faculty

The Coulter Faculty Center provides publications, maintains Web sites, and manages listservs to serve as venues for faculty to share teaching, learning, and research interests and discoveries.[25]

Instructional Technology Training and Support for Faculty

The 2005-2006 Coulter Faculty Center Annual Report[26] reflects activities and utilization of technology training and support for faculty. Faculty are encouraged to contact the Center in order to develop resource materials, to work on extended projects, to participate in a variety of workshops, to make appointments with staff consultants, and to utilize computers, multimedia equipment, and other technologies in the teaching and learning spaces. The training area of the Center provides guidance and support in a wide array of software and instructional technologies, including the Microsoft Office suite, graphics, statistical packages, geographic information systems, and teaching tools such as Respondus, TurnItIn, WebCT, and on-line interactive learning management systems such as Wimba. Software training classes are also available to students to further support the University's student computer requirement and the Center provides computer "Jumpstart" computer training to new freshmen and transfer students in the fall and spring semesters.

Distance Learning Support for Faculty

The WebCT group supports faculty in the development of both hybrid and fully on-line courses and provides general support for faculty teaching at a distance, including over interactive television. The staff works one-on-one and in group sessions creating materials and assisting faculty in publishing courses and lessons developed in conjunction with the Instructional Design team.

Assessment of Services

Service centers track the numbers of individuals they serve on a yearly basis. For example, the CAT Center end of year data (AY 2004 -2005) reflects that over 700 students in 95 different classes were served while more than 2,160 individual student contacts were recorded. In addition, the CAT Center provided over 1,500 hours of tutoring and offered 39 special workshops for over 900 attendees. In another example from AY 2004-2005, STAC provided assistance to approximately 1,374 students with software packages, campus network tools, or Internet use.

Service centers also administer and use evaluations to measure service compatibility with needs. In the case of the CAT Center, AY 2004-2005 evaluations show that 100% of students who attended 15 or more tutoring sessions performed above the class average. Sixty-nine percent of students who attended four or more sessions performed at or above the class average. Ninety-seven percent of students who completed an evaluation during AY 2004-2005 agree with the statement, "Tutoring has been helpful to me." Ninety-six percent of the those students agree that they would return to the CAT Center in the future if they need assistance, and 94% say they would recommend the CAT Center to other students.

The Coulter Faculty Center assesses its services and publishes findings each year in its Annual Report.[27] Following this assessment, the Center also publishes its goals for the upcoming year. A number of other assessment activities measure academic support services provided to faculty. For example, the Collaborative on Academic Careers in Higher Education (COACHE) study,[28] performed in AY 2005-2006, assessed the satisfaction and experiences of full-time, pre-tenure, tenure-track faculty, and paid particular attention to the following five themes:

1. Tenure
2. Nature of the Work
3. Policies and Practices
4. Climate, Culture, and Collegiality
5. Global Satisfaction

Furthermore, in 2006 WCU adopted the Faculty Survey of Student Engagement (FSSE),[29] which WCU plans to administer regularly. While FSSE focuses on student engagement issues, it also contains data on adequacy of instructional support and will provide direction for improving services to faculty.

Supporting Documentation and Links

[1] Virtual One Stop
http://www.wcu.edu/vos/

[2] Student Orientation
http://www.wcu.edu/orientation

[3] First Year Mentoring Program
http://www.wcu.edu/studentd/enrollmentsupport/mentoring.asp

[4] Advising Center
http://www.wcu.edu/advising/

[5] Honors Advising
http://www.wcu.edu/honorscollege/

[6] Faculty Advising Manual
http://www.wcu.edu/advising/pdf/AdvisingManualforFaculty.pdf

WCU Graduate Program Advisors
http://www.wcu.edu/graduate/documents/ProgramDirectorList_002.pdf

[7] Student Support Services
http://www.wcu.edu/cap/sss/sss.html

[8] Catamount Academic Tutoring Center
http://www.wcu.edu/catcenter

[9] Mathematics Tutoring Resource Center
http://www.wcu.edu/mathlab

[10] University Writing Center
http://www.wcu.edu/writingcenter

[11] Student Technology Assistance Center
http://www.wcu.edu/techassist

[12] Information Technology Services
http://www.wcu.edu/it/

[13] Distance Education
http://edoutreach.wcu.edu/answers

[14] Project C.A.R.E.
http://www.wcu.edu/studentd/AAF/projectcare.html

[15] International Programs and Services
http://www.wcu.edu/ips

[16] Academic Support Services for Student-Athletes
http://catamountsports.collegesports.com/athletic-dept/wcar-academic-services.html

[17] CHAMPS/Life Skills Program
http://catamountsports.collegesports.com/lifeskills/wcar-lifeskills.html

[18] Service Learning
http://www.wcu.edu/studentd/service_learning/

Student Affairs – Service Learning Mission
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Affairs-Service-Learning-Mission.pdf

Student Affairs – Unit Plan for 2005-2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Affairs-Unit-Plan-Outline-2005-2006.pdf

[19] Career Services/Cooperative Education Office
http://careers.wcu.edu

[20] Pre-Professional Programs
http://www.wcu.edu/honorscollege/professional.htm

[21] Office of Professional Examinations (OPE)
http://www.wcu.edu/catcenter/OPE.html

[22] Coulter Faculty Center for Teaching and Learning
http://facctr.wcu.edu/

[23] Seven Dimensions of Teaching
http://www.wcu.edu/fachandbook/empl/secfive.htm

[24] Coulter Faculty Center – SoTL Activities
http://www.wcu.edu/SoTL/

[25] *MountainRise* (Coulter Faculty Center Publication)
http://mountainrise.wcu.edu/

[26] 2005-2006 Annual Report – Coulter Faculty Center
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Coulter-Faculty-Center-Final-Report-05-06.pdf

[27] Coulter Faculty Center – Assessment Report
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Coulter-Faculty-Center-Assessment.pdf

[28] Collaborative on Academic Careers in Higher Education (COACHE) study

Executive Summary
http://www.wcu.edu/stratplan/tevals/COACHE/UNC-

WesternCarolina_COACHE_ExecutiveSummary.pdf

Full Report
http://www.wcu.edu/stratplan/tevals/COACHE/UNC-WesternCarolina_COACHE_Report_Complete.pdf

[29] Faculty Survey of Student Engagement (FSSE) 2006
http://www.wcu.edu/assessment/FSSE2006.htm

National Survey of Student Engagement (NSSE) 2006
http://www.wcu.edu/assessment/NSSE2006.htm

NSSE-FSSE 2006 Comparisons
http://www.wcu.edu/assessment/NSSE-FSSE2006Comparisons.htm

3.4.10 The institution defines and publishes general education requirements for its undergraduate degree programs and major program requirements for all its programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU has well planned and clearly defined requirements for its general education, undergraduate, and graduate programs.

General Education / Liberal Studies

Western Carolina University refers to general education requirements as Liberal Studies requirements. Courses in the 42-hour Liberal Studies Program are designed to engender and enhance students' critical thinking, communication, and problem solving skills as well as their responsible use of information and technology, their appreciation of creative and performing arts, and their desire to pursue personal development and lifelong learning. A detailed overview of the Liberal Studies Program, including its mission and its goals, is published on-line as well as in print materials.[1] For a more detailed overview of WCU's Liberal Studies Program, see Core Requirement 2.7.3.

The Liberal Studies Program is administered by the Associate Vice Chancellor for Academic Affairs who appoints an oversight committee composed of nine faculty representatives. This Liberal Studies Oversight Committee[2] reviews all courses before those courses are accepted into the Liberal Studies Program, and individual departments determine appropriate content and methodology for the courses. The Committee is responsible for assessing the Liberal Studies Program and for verifying that Liberal Studies courses continue to meet the Liberal Studies Program goals. As further demonstrated in Comprehensive Standard 3.5.1, WCU identifies competencies and evaluates student attainment of those competencies in the Liberal Studies curriculum.

Major and Graduate Programs

WCU's undergraduate and graduate catalogs provide detailed information on major and graduate program requirements.[3] Courses in the programs are designed to develop specific knowledge and skills in a chosen profession or field of study, and faculty monitor course and program modifications in accordance with the process described in the Faculty

Handbook.[4] Comprehensive Standard 3.4.12 further discusses faculty responsibility for the content, quality, and effectiveness of curriculum.

All undergraduate and graduate programs undergo regular review according to an established schedule and a faculty developed review process.[5] Additionally, many programs are accredited and/or reviewed by discipline-related organizations.[6] Comprehensive Standard 3.3.1 provides additional information on expected outcomes and assessment of those outcomes while Comprehensive Standard 3.4.1 details identification and evaluation of student learning outcomes.

Supporting Documentation and Links

[1] Liberal Studies Program
http://www.wcu.edu/liberalstudies/documents/LS_ProgramdocumentJAN2006.doc

The Record: Undergraduate Catalog – Degree Program Requirements
http://www.wcu.edu/UnivCatalog/Catalog/degpro/index.html

WCU Advising Center – Information for Current Students
http://www.wcu.edu/advising/students.html

[2] Liberal Studies Oversight Committee
http://www.wcu.edu/liberalstudies/

[3] *The Record: Undergraduate Catalog* – Degree Program Requirements
http://www.wcu.edu/UnivCatalog/Catalog/degpro/index.html

The Record: Graduate Catalog – Graduate Programs, Degree Outlines, and Certificates
http://www.wcu.edu/UnivCatalog/GCatalog/grpg/index.htm

[4] Faculty Handbook – Section 14 Policies and Procedures for Curriculum Development and Revision
http://www.wcu.edu/fachandbook/policyproc/index.htm

[5] Office of the Provost – Program Review
http://www.wcu.edu/provost/ProgramReview.htm

[6] Accrediting Agencies
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Accrediting-Agencies-Chart-Additions-and-Sorted-4-2.pdf

3.4.11 The institution protects the security, confidentiality, and integrity of its student academic records and maintains special security measures to protect and back up data.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU protects the security, confidentiality, and integrity of student academic records consistent with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA)[1] and WCU University Policy #72.[2] Under the University policy, student academic records, wherever they are maintained, are confidential and subject to access, use, and disclosure only as provided by policy and applicable law. The Registrar's Office is the administering office for the University's student records policy, and the Registrar's student records management policies and practices follow the guidelines established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).[3]

Academic Records – Physical Data

Undergraduate academic records are maintained by the Registrar's Office. Physical security of the records is ensured by maintaining records in secure file cabinets located in locked storage rooms. Graduate academic records are maintained by the Office of Research and Graduate Studies. Physical security of graduate records is ensured by maintaining records in locked file cabinets. Access to these academic records is restricted to those individuals who have legitimate academic interests as are determined by the Registrar or the Dean of Research and Graduate Studies. Academic transcripts are released only to official University employees or at the request of the student in accordance with University policy and when they are accompanied with a signed release form.[4]

Academic Records – Electronic Data

The Division of Information Technology (IT) ensures the security, confidentiality, and integrity of electronic student records and maintains special security measures to protect and back up data.[5]

Access to the Student Information System (SIS) is password protected and requires multilevel administrative approval. Employees who have a legitimate need to access and use student information must complete an Administrative Computer User Authorization Form,[6] and the employee's request must be approved by the responsible supervisor(s) and by the

Registrar. Employees who have access to SIS must be trained in FERPA regulations and must submit a signed FERPA confidentiality agreement,[7] which outlines the proper use and disclosure of academic information and acknowledges the University's compliance with FERPA. The security of SIS information is subject to periodic review by the WCU Internal Auditor and the North Carolina State Auditor (see below). Further, WCU utilizes audit processes to ensure the integrity of the data stored in SIS. The Student Information System automatically maintains an audit of all substantive changes to any student record, and the Registrar distributes confirmation reports to faculty to ensure that student grades are recorded accurately.

The Division of Information Technology has processes in place to create nightly backups of core computing systems. These systems are consistent with industry standards and are subject to periodic review by the WCU Internal Auditor and the North Carolina State Auditor. WCU recently engaged an information security solutions expert to assess the vulnerability of university information technology systems. Engagement deliverables included electronic vulnerability scans, limited penetration scans, compliance gap analyses, and the development of control-based risk management programs that measure the effectiveness of existing security controls and identify residual risks for correction.

Finally, WCU ensures the confidentiality, security, and integrity of academic records in the event of disasters. The WCU Internal Auditor[8] is responsible for ensuring that each department maintains a viable disaster recovery plan that includes contingencies for the loss of centralized communication and computing. In the event of a disaster, these plans will be used to determine appropriate actions until normal procedures can be resumed. These plans and processes are subject to periodic review by the WCU Internal Auditor and the North Carolina State Auditor.[9]

Faculty and Staff Training

WCU ensures that faculty and staff are familiar with the various laws, regulations, and policies pertaining to confidentiality, integrity, and security of student academic records by providing department-specific, periodic, campus-wide, and new employee orientation FERPA training.[10] Employees are required to sign a Training Acknowledgement and Confidentiality Agreement which is maintained in their personnel record. Violations of the WCU student records policy may constitute just cause for disciplinary action.

Supporting Documentation and Links

[1] *The Record: Undergraduate Catalog* – Family Educational Rights and Privacy Act
http://www.wcu.edu/UnivCatalog/Catalog/acadreg/acadreg.htm#FERPA

[2] WCU University Policies – Policy #72: Student Records
http://www.wcu.edu/chancellor/index/universitypolicy/policy72.html

[3] American Association of Collegiate Registrars and Admissions Officers
http://www.aacrao.org/

[4] Transcript Release procedures and Form
http://www.wcu.edu/registrar/acad_tran_req.asp

[5] WCU Information Technology – Policies and Standards
http://www.wcu.edu/it/policies.html

[6] WCU Registrar – Forms for Faculty and Staff
Administrative Computer Use Authorization Request
http://www.wcu.edu/registrar/Forms/faculty.asp

[7] WCU Training Acknowledgement and Confidentiality Agreement
http://www.wcu.edu/legal/documents/FERPA.doc

[8] WCU Internal Audit Office – Responsibilities
http://www.wcu.edu/internalaudit/charter.html#responsibilities

[9] North Carolina Office of the State Auditor
http://www.ncauditor.net/

[10] WCU Office of Legal Counsel – FERPA Training
http://www.wcu.edu/legal/documents/FERPA.ppt

3.4.12 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

Judgment of Compliance

In Compliance

Narrative of Compliance

The development of and changes to courses and programs at WCU are the responsibility of the faculty. Requests for changes to the curriculum and for new programs are generated by departments and routed for approval to appropriate committees at the college and university levels.

As stated in the Faculty Handbook:

> The responsibility for curriculum development and revision rests with the faculty. Primary responsibility resides in the department and college in which the curriculum is housed and delivered. Four university-wide groups have responsibility for reviewing proposed changes in the curriculum. These are the Liberal Studies Committee, the Graduate Council, the Professional Education Council, and the Faculty Senate.[1]

Membership listings of Faculty Senate committees[2] and the Liberal Studies Oversight Committee[3] show faculty involvement and responsibility. The UNC system also oversees program development, modification, or discontinuation at all 16 constituent institutions.[4] The curriculum development process is discussed in detail in Comprehensive Standard 3.4.1.

Curriculum quality and effectiveness are monitored through a program review process[5] endorsed by Faculty Senate. This review includes development of a self-study by faculty followed by a review team visit. Numerous programs hold specialized accreditations requiring regular program review.[6] Program faculty are responsible for maintaining these specialized accreditations.

Curriculum effectiveness is also monitored through assessment, as described in Comprehensive Standard 3.3.1. Identification of learning outcomes and program assessment are the responsibility of program faculty. The Liberal Studies Oversight Committee ensures Liberal Studies curriculum effectiveness; this function is described in detail in Standard 3.5.1.

Supporting Documentation and Links

[1] Faculty Handbook – 14.00 Policies And Procedures For Curriculum Development And Revision
http://www.wcu.edu/fachandbook/policyproc/index.htm

[2] Faculty Senate Councils 2005-06
http://www.wcu.edu/facsenate/html/councils.html

[3] Liberal Studies Oversight Committee
http://www.wcu.edu/liberalstudies/

[4] UNC Policy Manual 400.1.1 – Academic Program Development Procedures
http://intranet.northcarolina.edu/docs/legal/policymanual/400.1.1.pdf

[5] Office of Assessment – Academic Program Review
http://www.wcu.edu/assessment/programreview.html

[6] Accrediting Agencies
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Accrediting-Agencies-Chart-Additions-and-Sorted-4-2.pdf

3.4.13 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment of Compliance

In Compliance

Narrative of Compliance

Program coordination, curriculum development, and review are the responsibilities of academically qualified faculty, as determined by university curriculum and employment practices and by assignment of responsibilities. Comprehensive Standard 3.4.1 details the role of faculty and administration in approving and assessing educational programs. Article V Section 1.2 of the Faculty Constitution of Western Carolina University includes the following statement:

> The departmental faculty shall have primary responsibility, within broader policy guidelines of the college, the faculty senate, and the university, for curriculum, courses, methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.[1]

Section 14.0 of the Faculty Handbook (Policies and Procedures for Curriculum Development) details the direct roles and responsibilities of the departmental faculty in the curriculum process:

> The responsibility for curriculum development and revision rests with the faculty. Primary responsibility resides in the department and college in which the curriculum is housed and delivered. Four university-wide groups have responsibility for reviewing proposed changes in the curriculum. These are the Liberal Studies Committee, the Graduate Council, the Professional Education Council, and the Faculty Senate.[2]

University faculty are well qualified to fulfill these responsibilities, as documented in Comprehensive Standard 3.7.1.

Direct oversight of academic programs is the responsibility of the department head. Article V Section 4.3 of the Faculty Constitution of Western Carolina University specifies that the department head is responsible for

> …oversight of all matters pertinent to the departmental curriculum, including instructional standards, methods, materials, and quality,

> advisement and other work with students, and the planning, evaluating, and proposing changes and additions in courses and programs….

In departments that offer degrees at several levels, or offer degrees in more than one discipline, program oversight may be delegated to a program director. Duties of program directors include curriculum oversight and program assessment.[3]

Regardless of whether direct responsibility of program curriculum and assessment is assigned to a program director or a department head, the responsible individual must hold academic qualifications appropriate to the field.[4] A discussion of appropriate academic qualifications is included in Comprehensive Standard 3.7.1.

Supporting Documentation and Links

[1] Faculty Handbook – Constitution of Western Carolina University
http://www.wcu.edu/fachandbook/facgovern/sectwo.htm

[2] Faculty Handbook Section 14 – Policies and Procedures for Curriculum Development
http://www.wcu.edu/fachandbook/policyproc/index.htm

[3] Program Director Guidelines
http://www.wcu.edu/provost/documents/ProgramDirectorPositionsGuidelines7-12-05_001.doc

[4] Undergraduate Program Directors – Fall 2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/UnderGraduate_Program_Directors_fall_2005_2_27_06.pdf

Graduate Program Directors – Fall 2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Graduate-Program-Directors-fall-2005.pdf

3.4.14 The institution's use of technology enhances student learning, is appropriate for meeting the objectives of its programs, and ensures that students have access to and training in the use of technology.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University's use of technology enhances student learning by providing appropriate technology initiatives that support and meet the objectives of its programs and enhance teaching and learning activities. Additionally, the University systematically plans its technology initiatives and provides policies, standards, and networking security through the use of various advisory committees, open meetings to discuss Information Technology's (IT) plans, and participation in the University's annual planning processes.[1] In 2001, PricewaterhouseCooper was contracted to analyze the University's information technologies arena.[2] Based on the recommendations of the review, Information Technology implemented a strategic planning process, established the Information Technology Policy Council, increased the quality and offerings for instructional technology training, and reorganized many of its existing processes, procedures, and organizational structures. Additionally, a new position, the Associate Provost for Information Services, was created in the spring semester, 2006.

WCU's technology initiatives are classified in the following manner: access to technology, technical support, and training in the use of technology for learning.

Access to Technology

WCU provides for and facilitates access to appropriate educational technologies in a number of ways.

Computer Requirement

Since 1998, the University has maintained a computer ownership requirement, which requires all newly admitted degree-seeking undergraduate students to have a computer that meets the University's minimum standards for computer hardware and software.[3] WCU was the first public institution in North Carolina to require students to own a computer. IT's Student Computer Requirement Committee,[4] whose membership includes both faculty and staff/administrators, is charged to:

> review purposes for the student computer requirement—and computer competency requirement—and monitor best practices in

this educational domain in order to ensure the currency and appropriateness of the requirements.[5]

Network Access for Student Learning

All residence hall rooms have been wired with a "port by each pillow" which ensures all students have residence hall connectivity (ResNet) for computers in their rooms.[6] Students are issued a University e-mail account for academic use. The University's Information Technology division also provides a Web site containing various software programs determined to be necessary for computer use at WCU.[7]

MyCat is a portal software product that provides WCU students quick, easy, and secure access to WCU resources such as e-mail, academic transcript information, financial account information, library resources, and class related information. Additionally, MyCat also serves as a link between advisors, students, and degree requirements by providing degree audits. These audits provide students with information about course completion and progress towards meeting degree objectives.[8]

On-line access to a wide variety of academic resources and sources is available through Hunter Library.[9]

Computer Labs and Classrooms

Three open access computer labs are located on campus. One of these labs is open 24 hours a day during regularly scheduled academic weeks. IT publicizes the hours of availability and hardware available in each lab.[10] Faculty members are encouraged to place curriculum-specific software in these labs to help reduce software and book costs. A total of 159,601 log-ins occurred in these three labs during the 2004-2005 academic year.

IT maintains eight electronic classrooms (EC's) located in six of the academic buildings on campus.[11] Classrooms contain at least the following:

- 24 networked, Internet-ready computers
- networked printers
- teaching stations:
    - computer
    - DVD player
    - digital presentation unit
    - sound system
    - VCR
    - LCD projector

Furthermore, two multimedia classrooms (one PC and one MAC) support design and production of multimedia projects associated with curriculum areas; both multimedia classrooms are available for lab work outside of regular classroom hours. Other units, such as the Library and individual academic programs, maintain a number of electronic classrooms dedicated to specific instructional purposes. For example, the Kimmel School maintains several labs designed to address discipline specific technologies.[12]

More than 330 individual classes used the electronic classrooms during AY 2004 -2005. Some classes met only once a week and some met for each class period, resulting in 7,438 class meetings in EC's. A total of 5,879 students used the electronic classrooms during AY 2004-2005. Although the number of class meetings exceeds the number of students using the electronic classrooms, IT indicates that approximately 1,500 students used the electronic classrooms more than once as a class setting.

In addition to the electronic classrooms, there are multiple portable laptop carts available for faculty and students to use in general classroom settings.[13] The portable carts contain 10-16 laptop computers and wireless hubs. The mobility of the carts allows faculty to use them in different classrooms and provides students with wireless Internet connectivity in general classroom settings. Currently, there is no requirement for students to own wireless technology to access the wireless networks; however, Hunter Library now loans wireless laptop computers to students for use in Hunter Library, which is a wireless environment.

Throughout the University's colleges, over 90 computer demonstration classrooms provide students and faculty with a presentation computer, sound system, projector, and display unit.[14] Each academic building contains at least one demonstration classroom and most buildings have approximately half of their general classrooms outfitted with demonstration units. Colleges are also installing Smart Board technology in various academic areas. Smart Board technology provides instructional technology capabilities beyond those available in the demonstration classrooms.

The 2003-2004 Graduating Senior Survey indicated the following:

- Over 85% of graduates reported good or excellent hours of operation for the computer center, labs, help desk, and technology services overall.
- 90% of graduating seniors reported good or excellent access to up-to-date technology facilities.[15]

Technical Support

Technical hardware support is provided by WCU in two primary forms: ResNet Computing Consultants (RCCs), trained student assistants who staff the open computer labs, and the IT Helpline.

ResNet Computing Consultants are located in each of the residence hall buildings and are responsible for educating residents on all aspects of network computing at WCU. They are available for consulting with residents on network computer-related problems and for supporting in-room network connections.[16]

The Helpline serves as a triage center that routes students to experts in the needed area. During the 2004-2005 year, 14,596 trouble tickets were resolved by the Helpline (this number includes the entire campus community). The Helpline is available Monday – Thursday 8:00 a.m. – 10:00 p.m. and Friday 8:00 a.m. – 5:00 p.m. The IT Division is currently studying the feasibility of extending these hours and providing a 24 hour a day, seven days a week service.

The 2003-2004 Graduating Senior satisfaction survey indicates that 84% of graduating students reported good or excellent access to trained staff for help.

Training in the Use of Technology

Ninety percent of entering freshmen at WCU are graduates of North Carolina high schools. The profile for North Carolina high school graduates includes students that have successfully completed a computer proficiency test prior to graduation.

All new undergraduate students (regardless of admission date) are required to attend a computer training program (Jumpstart) prior to the beginning of classes. Jumpstart familiarizes students with the following: basic computing concepts; accessing the University's networks; using e-mail, Web browsers, and the University's administrative software; and information concerning the use of Web space for designing Web pages.

The Student Technology Assistance Center (STAC), centrally located in Hunter Library, assists students having problems completing assignments requiring use of computer programs. During AY 2004-2005, 831 students received individual tutoring sessions at the STAC. The Center also provides regularly scheduled workshops on a variety of software programs. During AY 2004-2005, the STAC conducted 28 workshops in which 216 students participated. Workshop topics included Web page design and development, design and development of electronic presentations, and spreadsheet utilization. Students receive information about STAC workshops and individual services during Jumpstart training, and this information is also available on-line[17] and through faculty distribution.

The 2003-2004 Graduating Senior survey indicated that 82% of graduating students reported good or excellent technology training classes.

Distance Learning

A number of WCU academic departments have developed distance learning courses and degree programs. Delivery methods of courses within these program areas vary. Some courses use course management software while others use combinations of face-to-face delivery, course management software tools, and video conferencing technology. The University offers on-line undergraduate-related program offerings and on-line graduate-related program offerings. Additionally, many on-campus and off-campus courses and programs use variations of Web-enhanced technology tools. Fall 2005 course delivery offerings included:

Table 3.4.14 – 1
Technology Use in Distance Learning Instruction

	Fall 2004	Spring 2005	Summer 2005	Fall 2005
Asynchronous on-line courses	54	67	48	68
Asynchronous on-line degree programs	4	7	9	11
ITV courses	11	12	5	9
Web-enhanced or hybrid courses	22 (11+ITV)	23 (11+ITV)	18 (13+ITV)	20 (11+ITV)

(Information provided by the Division of Distance and Continuing Education)

Distance learning students have access to community college partner computer labs when appropriate; this is possible through formal ongoing agreements between the University and community college partners. As funding permits, additional video conferencing systems and equipment are updated or installed in community college partner facilities.

Some distance education classes participate in preliminary on-campus training, which includes technology training in support of teaching and learning. For example, WCU's on-line Emergency Medical Care program requires a two-day

orientation session for new students each August. During this session, "students will be oriented to the program, registered for classes, and instructed in the use of the on-line course materials."[18]

The University supports distance learning students and faculty by providing access to course management software (WebCT)[19] and technical assistance using distance learning software programs to enhance teaching and learning activities. Faculty members using course management software and other distance learning tools have access to an instructional designer who offers course design assistance and on-line methodology. IT, in conjunction with the Coulter Faculty Center, provides assistance, such as course templates, to faculty teaching with WebCT.

Distance and Continuing Education also provides a number of distance learning facilities on campus that are staffed by a full-time director who facilitates scheduling, operates the classrooms, and assists faculty in the utilization of the rooms and equipment.[20]

Assessment of Technology Use for Teaching and Learning

A fall 2002 survey reported faculty use of technology in teaching and learning.[21] The survey reports that as a result of using technology to enhance student learning:

- 60% of faculty responding indicated increased interactions with students and the ability to provide rapid, frequent feedback to students;
- 50% of faculty responding reported that other effects of technology utilization included an increase in active learning opportunities for students and an increase in faculty expectations of students;
- 46% of faculty responding reported that their teaching effectiveness increased as a result of computer technology.

In 2004, as a follow-up to the 2002 survey, IT conducted additional assessment of educational technology.[22] The report presented to the Faculty Senate describes interviews with 98% of all campus departments in order to assess technology use and needs at the University (especially educational and research needs). The following developments occurred as a result of this assessment:

- Six college-based support positions have been added to IT to work with people within the colleges and at off-campus locations.
- Media equipment checkout services in Hunter Library in support of teaching and learning activities are now offered.
- Increased funding to the Faculty Sandbox (faculty technology assistance center) for hardware, software, and student assistants has been allocated.
- WebCT student support in the development stage has been increased.
- Laptop checkout in Hunter Library for students has been implemented.

Plans are also underway to merge the Student Technology Assistance Center (STAC) with the Hunter Computer Lab facility to increase hours of coverage as well as services. This move will make STAC services more available to students working in the Hunter Computer Lab.

Additionally, in fall 2005, the Coulter Faculty Center for Excellence in Teaching and Learning conducted an assessment study[23] that resulted in a number of technology-based teaching and learning initiatives, including the following:

- transferred ten positions into the Center, including the following teaching and learning with technology positions:
  - three full-time WebCT positions and one part-time position
  - four instructional support positions
  - a part-time Faculty Fellow for Digital Media
- added seven positions to the Center, including the following teaching and learning with technology positions:
  - four part-time Faculty Fellows for Online Learning
  - two instructional designer positions
- implemented a new on-line course management system, Vista 4
- began offering a summer E-Learning Conference
- began co-sponsoring a Web cast with the Institute for the Economy and the Future.
- began offering support for SPSS and SAS statistical software use
- provided financial support to pilot software for Qualitative Data Analysis
- initiated the Laptop Classroom Pilot Project

Furthermore, based upon Faculty Senate recommendations, the Information Technology Policy Council[24] has been formed with sub-committees that include the Academic Technology Advisory Committee, the Student Computer Requirement Committee and the WebCT Course Management System Advisory Committee. The Student Computer Requirement Committee completed assessments of student technology competencies in AY 2005-2006.[25]

Supporting Documentation and Links

[1] WCU Information Technology – Strategies and Planning
See especially the Strategic Plan
http://www.wcu.edu/it/strategies.html

[2] PricewaterhouseCooper 2001 Report
http://www.wcu.edu/it/cio/planning/PwCTechReport.pdf

[3] Computer Ownership Requirement
http://www.wcu.edu/it/requirement.html

[4] IT – Student Computer Requirement Committee
http://www.wcu.edu/it/compreq/

[5] IT – Student Computer Requirement Committee – Charge
http://www.wcu.edu/it/compreq/committeecharge.doc

[6] IT – ResNet
http://www.wcu.edu/it/ResNet

[7] IT – Software
http://www.wcu.edu/it/downloads.html
http://www.wcu.edu/it/news/webtools.html

[8] MyCat
https://mycat1.wcu.edu/cp/home/displaylogin

[9] Hunter Library
http://library.wcu.edu/

[10] IT – Open Access Computer Labs
http://www.wcu.edu/it/edtech/labs/location/index.html

[11] IT – Electronic Classrooms
http://www.wcu.edu/it/edtech/eclass/index.html

[12] Kimmel School Labs
http://et.wcu.edu/BSET_labs.htm

[13] Wireless Mobile Lab Description – Technology Catalog of Support
http://www.wcu.edu/it/edtech/tcs/files/tcs20052006.pdf#page=22

Instructional Technology Calendar
(used to sign out the Wireless Mobile Lab)
http://webevent.wcu.edu/scripts/we3.1/webevent.pl?cmd=opencal&cal=cal62&

[14] Demonstration Classrooms – IT
http://www.wcu.edu/it/edtech/eclass/democlass.html

For a complete list see:
http://www.wcu.edu/it/edtech/tcs/files/tcs20052006.pdf#page=19

[15] 2003-2004 Graduating Senior Survey – Technology
http://planning.wcu.edu/Assessment/Surveys/seniorsvy0304.htm#Technology

[16] IT – ResNet RCC Job Description
http://www.wcu.edu/it/resnet/jobdesc.html

[17] Student Technology Assistance Center (STAC)
http://www.wcu.edu/techassist/services.html

[18] On-line Program in Emergency Medical Care
See especially the FAQ link – "Will I have to travel to the Cullowhee campus?"
http://edoutreach.wcu.edu/online/emc/index.html

[19] WebCT Frontpage
https://online2.wcu.edu/

[20] Continuing Education – Outreach Center Map
(Click on links at the bottom of the page to see photos and descriptions of facilities)
http://edoutreach.wcu.edu/tour/map.html

[21] Faculty Technology Survey – Fall 2002
http://planning.wcu.edu/Assessment/Surveys/faculty_tech_2002.htm

[22] IT – 2004 Educational Technologies Report
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IT-2004-Educational-Technologies-Report.pdf

[23] Coulter Faculty Center for Excellence in Teaching and Learning Reorganization Report
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Coulter-Faculty-Center-Reorganization.pdf

[24] Information Technology Policy Council
http://www.wcu.edu/it/Governance/ITPC.html

[25] Assessment of Student Technology Competencies
http://www.wcu.edu/assessment/documents/StudentTechnologyCompetenciesReport2006.pdf

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

Judgment of Compliance

In Compliance

Narrative of Compliance

The Liberal Studies Program at WCU offers its students a general education experience that conforms to commonly-accepted standards of higher education. Core competencies, clear program oversight, and the development and assessment of measurable outcomes are components of the program.

College-Level Competencies

The goals of the Liberal Studies Program are designed to be consistent with the Western Carolina University mission.[1] Liberal studies prepare students to become contributing and informed citizens in a global community. Specifically, the Liberal Studies Program prepares students to:

- attain the knowledge, skills, and attitudes of an educated person, including the ability to think critically;
- communicate effectively;
- identify and resolve problems reflectively;
- use information and technology responsibly;
- acquire an appreciation for the creative and performing arts;
- create a basis for continued personal development and lifelong learning.[2]

In addition to drawing on the University's mission, WCU faculty and its administration relied on the fundamental principles of general education to identify and build competencies. The institution demonstrates these competencies are college-level by blending theory, analysis, and hands-on experimentation that require higher level thought processes by students. The core and perspectives components of the 42-credit hour Liberal Studies Program include coursework and associated learning outcomes in the following areas:

- communication
- fine and performing arts
- history
- humanities

- mathematics
- physical and biological sciences
- social sciences
- wellness
- world cultures
- writing[3]

Oversight and Assessment

Established by WCU's Faculty Senate in 1999, the Liberal Studies Oversight Committee monitors compliance with Liberal Studies Program goals.[4] The committee reviews and approves all courses in the program to assure that the course objectives and learning outcomes reflect the core competencies of the program. During AY 2005-2006, the committee implemented a process for assessing the program's learning outcomes, beginning with writing (first year composition), and wellness competencies. Additionally, the Faculty Senate assessed student computer technology competencies.[5]

WCU's assessment of its Liberal Studies Program includes:

- reviewing syllabi and student work;
- analyzing faculty and student perception surveys, such as the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE);[6]
- evaluating other student learning measurements, such as curricular portfolios.[7]

This assessment is performed continually by faculty review teams in conjunction with the Office of Assessment. Minutes of the Liberal Studies Oversight Committee, referring to the program assessment plan and to course review, are published on-line.[8]

Supporting Documentation and Links

[1] WCU Mission
http://www.wcu.edu/strategicplanning/mission.html

[2] The Record: Undergraduate Catalog – Degree Program Requirements: Rationale and description of liberal studies program
http://www.wcu.edu/UnivCatalog/Catalog/degpro/index.html

Liberal Studies Program
http://www.wcu.edu/liberalstudies/LS_Program%20documentJAN2006.doc

[3] Fundamental Principles of General Education
http://www.wcu.edu/liberalstudies/FORMS_ON_WEB/GE_PRINCIPLES.PDF

[4] WCU Liberal Studies Oversight Committee
http://www.wcu.edu/liberalstudies/

Liberal Studies Program – Functions of the Administrative Component
http://www.wcu.edu/liberalstudies/FORMS_ON_WEB/LS_Program_Rev_Apr04.pdf#page=14

[5] Liberal Studies Assessment Reports

C1 – Writing
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/LS-Assessment-Report-C1-FYC.pdf

C4 – Wellness
http://www.wcu.edu/assessment/documents/WellnessAssessment2006.pdf

Technology Competencies
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/LS-Student-Tech-Competencies-Report.pdf

[6] National Survey of Student Engagement (NSSE)
http://planning.wcu.edu/nsse.htm

Faculty Survey of Student Engagement (FSSE)
http://www.wcu.edu/assessment/FSSE2006.htm

[7] Liberal Studies Assessment Plan
http://www.wcu.edu/liberalstudies/LS%20Assmt%20Plan.5-31-06.doc

[8] Liberal Studies Oversight Committee Minutes
http://www.wcu.edu/liberalstudies/minutes_list.html

3.5.2 Educational Programs: Undergraduate Programs

The institution awards degrees only to those students who have earned at least 25 percent of the credit hours required for the degree through instruction offered by that institution.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU's degree requirements state that, to be awarded a bachelor's degree, a minimum of 25 percent of semester hours applied toward the degree must be earned through regular enrollment in WCU junior-senior level courses.[1] Undergraduate degree programs range from 120 to 128 hours of credit, thus students are required to earn 30 (for 120 hour programs) to 32 (for 128 hour programs) semester credit hours through instruction offered by WCU.

Adherence to this requirement is monitored through the graduation application process.[2] The Registrar's Office is ultimately responsible for ensuring this graduation requirement is met by reviewing the transcript and the electronic degree audit[3] prior to conferral of a bachelor's degree.

Supporting Documentation and Links

[1] *The Record: Undergraduate Catalog*
http://www.wcu.edu/UnivCatalog/Catalog/univreq/index.html

[2] Registrar's Office – Graduation (see Application Process)
http://www.wcu.edu/registrar/Graduation/commencement1a.asp

[3] Electronic Degree Audit Example
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Degree-Audit-Example.pdf

3.6.1 The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than undergraduate programs.

Judgment of Compliance

In Compliance

Narrative of Compliance

The UNC Board of Governors and the Office of the President of the UNC System has authorized Western Carolina University to offer programs leading to degrees at the master's, education specialist, and the education doctorate levels. Graduate programs provide experiences beyond topics covered at the undergraduate level appropriate to each discipline. Graduate degrees offered by Western Carolina University are listed in *The Record: Graduate Catalog*.[1]

To assure appropriate content and rigor, the Graduate Council and the Faculty Senate must approve graduate courses and curricula. In addition, the UNC Board of Governors and the Office of the President of the UNC System must also approve new graduate programs. The process for developing new programs and modifying existing graduate program curricula is discussed in Comprehensive Standard 3.4.12.

The institution has developed curricular definitions that delineate the differences between undergraduate and graduate programs and courses.[2] Graduate-level degree programs are expected to prepare students to do original work and to gain mastery of the field. Graduate-level courses are designed to extend the knowledge and intellectual maturity of the students beyond the baccalaureate level.

To ensure that students are prepared to work at a graduate level, the Graduate School holds high standards for admissions.[3] All applicants must have completed a bachelor's degree from a regionally accredited institution in an appropriate discipline; applicants for the Ed. S. or Ed. D. programs must hold master's degrees as well.

Graduate programs require between 30 and 74 hours of coursework, as discussed in Core Standard 2.7.1. Because of the advanced content covered in graduate courses, the maximum course load for graduate students is 15 hours per semester, compared to 19 hours for undergraduates. The typical graduate course load is 12 hours per semester, compared to 16 hours for undergraduates.[4]

Certain graduate programs at WCU offer classes that are dual listed at the undergraduate (400 series) and graduate (500 series) levels. A student may only receive credit for either the 400 or the 500 level class, and at least half the credits earned for a graduate degree program must be from courses numbered 600 or

higher.[5] A written syllabus must be prepared for every graduate course offered.[6] An analysis of dual listed syllabi indicates that students in graduate sections are expected to perform additional work compared to their undergraduate classmates. This extra work typically includes research projects, research papers, oral presentations, laboratory work, and field work.[7] Dual listed courses often include more rigorous exams for graduate students and a more stringent grading scale.

WCU holds its graduate faculty members to a high standard. The Faculty Handbook outlines procedures for appointing graduate faculty.[8] WCU had 186 members of the graduate faculty in during AY 2005-2006.

Supporting Documentation and Links

[1] *The Record: Graduate Catalog*
http://www.wcu.edu/UnivCatalog/GCatalog/index.htm

[2] Faculty Handbook – 13.02 Curricular Definitions
http://www.wcu.edu/fachandbook/curricul/sectwo.htm

[3] *The Record: Graduate Catalog* – Admissions
http://www.wcu.edu/UnivCatalog/GCatalog/admg/index.htm

[4] Graduate Program Requirements
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Graduate-Program-Requirements.pdf

The Record: Graduate Catalog – Course and Grade Policies
http://www.wcu.edu/UnivCatalog/GCatalog/acrg/index.htm

[5] *The Record: Graduate Catalog* – Graduate Programs, Degree Outlines, And Certificates
http://www.wcu.edu/UnivCatalog/GCatalog/grpg/index.htm

[6] 2005-2006 New/Revised Graduate School Policies
(See page 5, Number 6)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Graduate-School-Policies-Passes-for-06-07-Catalog.pdf#page=5

[7] Syllabi Examples – 400/500 Level Dual Listed Courses

History 442 Syllabus
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Syllabus-History442-3-6-1.pdf

History 542 Syllabus

http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Syllabus-History542-3-6-1.pdf

Biology 415/515
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Syllabus-Biology-415-515-3-6-1.pdf

Geology 405/505
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Syllabus-Geology-405-505-3-6-1.pdf

[8] Faculty Handbook – 4.08 Criteria for Appointment of Graduate Faculty
http://www.wcu.edu/fachandbook/empl/seceight.htm

3.6.2 The institution ensures that its graduate instruction and resources foster independent learning, enabling the graduate to contribute to a profession or field of study.

Judgment of Compliance

In Compliance

Narrative of Compliance

Graduate programs at WCU assure that students are prepared to meet the standards of graduate education through collaborative research with and mentorship by the graduate faculty and through instructional learning experiences that incorporate independent projects, practica, and/or theses or dissertations.

Admission

The admission standards required by the Graduate School assure that students are prepared to meet the higher standards of graduate study and to develop the skills required for independent learning. To qualify for regular admission, a student must have earned an overall grade point average of at least 3.0 on a 4.0 scale for the last 60 hours of undergraduate work, or have earned a grade point average of at least 2.85 on a 4.0 scale cumulatively.[1] Students not meeting these qualifications may be admitted provisionally. To move from provisional to regular degree status, part-time students must earn at least a 3.0 GPA in their first twelve semester hours and full-time students must earn at least a 3.0 GPA in their first term. Individual graduate programs also have specific requirements for admission such as minimum standardized test scores (GRE or GMAT), letters of recommendation, a personal interview, and/or the submission of a writing sample.[2]

Instruction

Graduate instruction focuses on the highest level of study in an academic discipline. Many programs require out-of-class experiences and independent study courses to help students develop independent learning skills. For example:

- Master of Arts in Teaching (MAT) programs requires clinical experiences.
- Master of Music (MM) program requires presenting public lectures and/or performing recitals.
- Master of Science in Nursing (MSN) and Master of Physical Therapy (MPT) programs require clinical internships.
- Master of Public Affairs (MPA) program requires a 150 clock-hour internship for pre-service students and students in the public history

program complete a 150 clock-hour internship and reflect in writing on their experiences.

- Master of School Administration (MSA) program requires an intensive 6-credit hour internship in a public school setting. This experience leads to the development of a portfolio containing an environmental scan of a school as well as an action research project.
- Master of Entrepreneurship (ME) students participate in independent study classes working with business clients.

Student Research and Independent Projects

Many masters' degree programs require preparation of a thesis or offer a thesis option. Programs that offer a non-thesis or project option require students to engage in independent learning experiences that possess an equal degree of rigor.[3] The following examples reflect such experiences:

- The Master of Science in Technology (MST) program requires completion of a directed project. Students must obtain approval from the graduate faculty member and submit thorough written documentation of the completed project. A formal presentation is typically required. Each student must demonstrate independent learning through a variety of activities:
  - submitting research proposals
  - developing acceptable research designs
  - identifying standard methods for measurement and data collection
  - conducting analyses based on theoretical models
  - developing sound conclusions based on established theory

  Student projects have been recognized for their contributions to local economic development.[4]
- The Master of Science in Nursing project guidelines illustrate the independent learning requirements of the non-thesis and the thesis options. Examples of recent graduate nursing projects include the following:[5]
  - Hefner, K. (2004). "Comparison of patient satisfaction between patients seen by a nurse practitioner and those seen by a physician in a emergency department" (Unpublished research project)
  - Bryant, J. & Rector, K. (2004). "The impact of education on nutritional choices of teenagers in a rural community" (Unpublished research project)
- Gerontology students are required to complete a capstone student project as a part of the certificate program.[6]
- The Master of Business Administration (MBA) program requires students to complete a business plan during their last semester. MBA students also complete marketing audits for local businesses. Master of

Accountancy (MAc) program students also conduct independent research as part of their course of study.[7]

- Individual courses in the History program provide opportunities to learn independently. The two required core courses emphasize independent learning in the primary projects assigned in each:
  - In the first semester, students master a specific field of historiography (of their choice) and write a detailed historiographical essay.
  - In the second semester, students research and write a proposal with an appended bibliography, reflecting independent research and reading.
- The Master of Fine Arts (MFA) program in Studio Art requires non-thesis independent work appropriate to the discipline, including gallery shows of graduate candidate work and participation in "The Contemporary Studio: MFA @ WCU Lecture Series" in which MFA students present contemporary points of view, discuss issues surrounding the creation of their work, and answer questions from the audience.[8]

The Doctoral Program in Educational Leadership requires preparation of a dissertation.[9] In addition to completing dissertations, doctoral students enrolled in the educational leadership program have presented their work at the North Carolina Association for Supervision and Development, the North Carolina Association of School Administrators Conference, and the American Educational Research Association.

The Graduate School sponsors an annual Graduate Research Symposium. In Spring 2006, the symposium included 92 graduate students presenting original research.[10] Research submissions to the symposium include dissertation, thesis, and non-thesis project work.

The university community sponsors a number of publication outlets for graduate students to present their work including the English Department's *Nomad* literary magazine and the History Department's Tuckaseigee Valley Historical Review.[11]

Resources

The Graduate School provided 304 graduate assistantships in AY 2004-2005 resulting in approximately $1,440,000 in funding to graduate students. Many graduate assistantships require graduate students to conduct research with WCU faculty members as part of their responsibilities.

Graduate faculty members are an important resource for graduate students. Appointment to the graduate faculty entails consideration of terminal degree, excellence in teaching, and a record of current scholarly and/or creative activities.[12] The screening processes for graduate faculty increase the likelihood

that faculty will be prepared to mentor graduate students in independent learning, internships, and career counseling.

Learning resources are adequate to support graduate education at the University. WCU maintains substantial library staffing, holdings, and research materials to support graduate learning and development (see also Core Requirement 2.9 and Comprehensive Standard 3.8.1 for further information. Technology support for student learning is discussed in Comprehensive Standard 3.4.14.)

Assessment and Review

Annual assessment reports include learning outcomes that refer to independent learning.[13] For example, the Master of Public Affairs program requires that students develop and demonstrate awareness of appropriate research methods. The Master of Health Sciences (MHS) program requires students to apply research to clinical and organizational problems.

Supporting Documentation and Links

[1] *The Record: Graduate Catalog* – Graduate Admissions Requirements
http://www.wcu.edu/UnivCatalog/GCatalog/admg/index.htm

[2] Graduate Admissions Requirement Chart
http://www.ncmentor.org/applications/NC_Grad_Common_App/pdf/WCU/programs.pdf

[3] *The Record: Graduate Catalog* – Thesis
http://www.wcu.edu/UnivCatalog/GCatalog/admg/thes.htm

Graduate Program Requirements
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Graduate-Program-Requirements.pdf

Graduate Student Research in Biology
http://www.wcu.edu/as/biology/graduate_research.html

[4] Master of Science in Technology – student project
http://www.wcu.edu/pubinfo/news/rapidprotolab05.htm

[5] MS Nursing – Non Thesis Research Projects

"Comparison of Patient Satisfaction Between Patients Seen by Nurse Practitioner and Those Seen by a Physician in the Emergency Department"
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Non-Thesis-Research-Nursing1.pdf

"The Impact of Education on Nutritional Choices of Teenagers in a Rural Community"
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Non-Thesis-Research-Nursing2.pdf

[6] Gerontology Student Projects
http://gerontology.wcu.edu/G_student-projects.htm

[7] Master of Accountancy Program – Non-Thesis Research

"Electronic Arts: Business Analysis"
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Non-Thesis-Research-Accounting1.pdf

"Nike Inc.: Business Analysis and Valuation"
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Non-Thesis-Research-Accounting2.pdf

[8] MFA Studio Art On-line Student Gallery
http://www.wcu.edu/as/arts/mfaStudents.html

The Contemporary Studio: MFA @ WCU Lecture Series
http://www.wcu.edu/as/arts/Studio.pdf

[9] Department of Educational Leadership and Foundations – Ed. D Handbook (See Page 13 – Dissertations)
http://www.ceap.wcu.edu/ELF/documents/2005-2006Ed.D.Handbook_003.doc

The Record: Graduate Catalog – Dissertation
http://www.wcu.edu/UnivCatalog/GCatalog/admg/dis.htm

[10] Graduate Research Symposium – 2006 Program
http://www.wcu.edu/graduate/GRS2006/index.html

[11] Tuckaseigee Valley Historical Review
http://www.wcu.edu/as/history/tuck.htm

[12] Faculty Handbook – 4.08 Criteria for Appointment of Graduate Faculty
http://www.wcu.edu/fachandbook/empl/seceight.htm

[13] Graduate Assessment and Review Information
http://www.wcu.edu/graduate/assessments.html

3.6.3 The majority of credits toward a graduate or a post-baccalaureate professional degree is earned through the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits from the participating institutions. (See Commission policy "The Transfer or transcripting of Academic Credit.").

Judgment of Compliance

In Compliance

Narrative of Compliance

The majority of credits toward a graduate degree must be earned through Western Carolina University.[1] Graduate programs range from 30-74 hours[2] and a graduate student may only transfer a maximum of six hours of graduate credit from another institution.

Credit toward a graduate degree does not automatically transfer. Courses for transfer credit must be appropriate to the student's program, approved by the advisor, completed within a six-year time limit, and taken at an institution regionally accredited to offer graduate courses. Non-degree seeking students may transfer up to 12 hours into a degree program. All requests to transfer credit must be signed by the advisor, department head, and graduate dean.[3] Course credits used to satisfy degree requirements for a previous degree, either at WCU or at another college or university, may not be used to satisfy degree requirements for a master's, education specialist, or the doctorate degree at Western Carolina University. The Graduate School does not grant graduate academic credit for the life experiences of students.

Policies describing the awarding of credit are outlined in *The Record: Graduate Catalog*. Copies of the catalog are distributed to campus constituents including graduate students, faculty, and departmental offices. An electronic copy of the catalog is also posted at the Registrar's Web site and the Research and Graduate Studies Web site. The Research and Graduate Studies staff works with graduate faculty to interpret and enforce policies related to the awarding of graduate credit.

Western Carolina University does not offer any joint-degrees at the graduate level.

Supporting Documentation and Links

[1] *The Record: Graduate Catalog* – Credit Policies
http://www.wcu.edu/UnivCatalog/GCatalog/acrg/cp.htm

[2] WCU Graduate Program Requirements
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Graduate-Program-Requirements.pdf

[3] Application to Transfer Credit from Another Institution – Form
http://www.wcu.edu/graduate/forms/GS_Trans_Credit_App.pdf

Application for Permission to Take Coursework Elsewhere – Form
http://www.wcu.edu/graduate/forms/GS_Take_Elsewhere_App.pdf

3.7.1 Faculty

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 in accordance with the guidelines listed below. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and 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.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University's primary mission is teaching and learning; this mission is further extended by faculty scholarship and service.[1] The University ensures faculty are qualified and competent to address this mission through its faculty recruitment and appointment, development and evaluation, and credential verification processes.

Faculty Recruitment and Appointment

The faculty appointment process is carefully controlled so that the most qualified candidates are identified, recruited, and employed. Procedures are clearly stated in the Recruitment and Selection Procedures for EPA Faculty and Administrators handbook maintained by the Office of Human Resources.[2] National searches are required for all tenure-track faculty positions and follow all Affirmative Action guidelines. Typically, candidates are required to present a guest lecture or seminar to assist in evaluating their abilities to teach at a level consistent with the institutional mission.

Faculty Development and Evaluation

Faculty evaluation and development policies and procedures are in place to ensure faculty are qualified for their assigned duties. Comprehensive Standard 3.7.2 provides information on faculty evaluation, and Comprehensive Standard 3.7.3 provides information on faculty scholarship and development. Faculty teaching at the graduate level are approved for graduate faculty appointment and reappointment through the Graduate School. This approval process considers academic degrees,

teaching performance, and scholarly activity.[3] Many programs at WCU maintain accreditations and/or memberships in external professional organizations; many of these organizations require that faculty in accredited programs demonstrate discipline-related standards of quality.[4]

Credential Verification

Department heads must verify the credentials of all faculty recommended for employment by completing the "Certification of Credentials and Qualifications for a Faculty Appointment."[5] This process requires department heads to:

- verify the terminal degree of faculty;
- identify qualifications for instruction at the graduate level, as appropriate;
- justify alternative qualifications in cases where a terminal degree in field is not possessed by the candidate.

Alternative justifications must be approved by the college dean, graduate school dean (in cases involving graduate instruction), and the Provost before a contract for employment is issued.

The Office of Human Resources maintains permanent personnel files on all employees. Faculty files must include official copies of degree transcripts. Additionally, a resume, the Certification of Credentials form, and documentation of licenses, etc., must be included in personnel files of candidates employed after August 2005.

The majority of WCU faculty hold terminal degrees in the discipline of their teaching responsibilities. However, several disciplines recognize alternative credentials that are commonly held by faculty.[6] Alternative qualifications are also recognized in selection of endowed professors.[7] These positions are used to attract nationally-recognized individuals to engage students and faculty in a specialty area of scholarship or professional practice. These professors have distinguished themselves in their areas of expertise but may not have traditional academic backgrounds. Documentation of their alternative qualifications ("Certification of Credentials and Qualifications for a Faculty Appointment" form) must be submitted and approved prior to their appointment.

Faculty Qualifications

Qualifications of faculty employed during the fall 2005 and spring 2006 terms are presented in the Roster of Instructional Faculty.[8]

The roster includes a listing of all faculty, their degrees, and their assigned courses by term. In cases where the terminal degree is in a discipline other than that of an assigned course, additional justification and documentation is provided. WCU judges its faculty to be appropriately qualified to carry out their assigned duties.

Approximately 71% of the full-time faculty hold a terminal degree,[9] and all except one undergraduate program has over 25% of the coursework provided by faculty with a terminal degree in the discipline. This exception is the Health Information Management Program, in which all faculty members hold certifications commensurate with requirements from the accrediting organization for the discipline as well as terminal degrees in an applicable subject area. [10]

Graduate teaching assistants are rarely used as instructors of record at Western Carolina University, in keeping with the mission focus on teaching and faculty-student interaction. All graduate students who are instructors of record have completed at least 18 hours of coursework in the discipline.

Supporting Documentation and Links

[1] WCU Mission Statement
http://www.wcu.edu/strategicplanning/mission.html

[2] Hiring Guide for Faculty and Non-Faculty Administrative
http://admfin.wcu.edu/hr/InfoHiringOfficials.htm

[3] Faculty Handbook – 4.08 Criteria for Appointment of Graduate Faculty
http://www.wcu.edu/fachandbook/empl/seceight.htm

[4] Accrediting Agencies Chart
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Accrediting-Agencies-Chart-Additions-and-Sorted-4-2.pdf

[5] Form AA21 Certification of Credentials and Qualifications for a Faculty Appointment
http://www.wcu.edu/provost/resources/documents/AA21Form02-13-061_000.doc

[6] Alternative Qualifications for Selected Disciplines
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Alternative-Qualifications-Selected-Programs.pdf

[7] Professorships
http://www.wcu.edu/chancellor/professorships.html

[8] Roster of Instructional Faculty
http://bannerportal.wcu.edu/sites/SACS/External%20Pages/Faculty%20Credentials.aspx

[9] 2005 Detailed Fact Book – Highest Earned Degree of Full-Time Faculty by College
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=104

[10] American Health Information Management Association – Certification
http://www.ahima.org/certification/

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment of Compliance

In Compliance

Narrative of Compliance

Faculty members at Western Carolina University are regularly evaluated following established criteria. Evaluations include one or more of the following:

- annual evaluation
- consideration for reappointment
- tenure and promotion
- appointment and reappointment to the graduate faculty
- post-tenure review

The Faculty Handbook contains a description of policies for all of these evaluations and is available on-line.[1]

Evaluation of Tenured/Tenure-Track Faculty

Each full-time, tenured/tenure-track faculty member must be evaluated once each year. This evaluation is conducted at the department level, using policies and procedures established by the faculty and published in the Faculty Handbook.[2] This Annual Faculty Evaluation (AFE) process includes consideration of teaching, research, and service. The evaluation of teaching must, at the minimum, include data from the following:

- students' assessments of teaching
- instructor's self-report and assessment
- colleagues' review of teaching (classroom observation and/or teaching materials)

Definitions of these three data sources are included in the Faculty Handbook. All data sources are judged against the seven dimensions of good teaching as stated within the Faculty Handbook policies.[3] In order to improve the reliability and validity of student assessments of teaching, the Faculty Senate has approved implementation of a new evaluation instrument for use by all departments across the University.[4] The new instrument will be pilot tested during AY 2006-2007 and be fully implemented by AY 2007-2008.[5]

While the Faculty Handbook provides policy and general evaluation procedures, specific procedures and criteria for the evaluation of teaching, research, and service are established by departments through preparation of their departmental

AFE plans. Although the departmental AFE criteria must meet those of the University, each department may also define discipline-specific expectations for performance. Guidelines for preparing the AFE plan and annual procedures for implementing the process are provided by the Provost.[6] The AFE plan is developed in conjunction with the departmental Tenure, Promotion and Reappointment (TPR) plans.[7]

Evaluation of Non-Tenure Track Faculty

The Faculty Handbook publishes general guidelines, which must include both student and direct peer observation of teaching, for the evaluation of full and part-time non-tenure-track instructors.[8] Additionally, each department is required to develop and implement written procedures for the evaluation of non-tenure track faculty.[9] In order to improve the reliability and validity of student assessments of teaching, the Faculty Senate has approved implementation of a new evaluation instrument for use by all departments across the university. Implementation of this instrument, to be used for tenured, tenure-track, and non-tenure track faculty, is described in the preceding section (*Evaluation of Tenured/Tenure-Track Faculty*).

Tenure, Promotion, and Reappointment (TPR)

The Faculty Handbook includes general criteria for tenure, promotion, and reappointment.[10] Discipline-specific criteria are developed by each department in their departmental AFE/TPR Guidelines and Procedures. Files submitted by faculty for reappointment, tenure, or promotion consideration include materials supporting and documenting effectiveness according to both University and departmental criteria.[11]

Graduate Faculty Appointment and Reappointment

Faculty are evaluated as a part of the process of appointment and reappointment to the graduate faculty. This evaluation is based on their effectiveness in teaching at the graduate level, possession of a terminal degree (as defined by the departmental AFE document), and on their scholarly/creative activities.[12]

Post Tenure Review

Tenured faculty are formally evaluated every five years following conferral of tenure. The post-tenure review policy is designed to promote continuing professional development, academic vitality, and scholarly excellence. Policies for this evaluation are published in the Faculty Handbook.[13] The tenured faculty of each department develop specific procedures for peer review which must be based on the four most recent AFE statements and a current curriculum vitae provided by the faculty member.[14]

Supporting Documentation and Links

[1] Faculty Handbook 4.00 – Employment Policies, Terms, and Procedures for Faculty
http://www.wcu.edu/fachandbook/empl/index.htm

[2] Faculty Handbook 4.05 – Annual Evaluation Process of Faculty Members
http://www.wcu.edu/fachandbook/empl/secfive.htm

[3] Faculty Handbook 4.05 – Annual Evaluation Process of Faculty Members (See Section II.A – Evaluation of Teaching – Teaching Defined)
http://www.wcu.edu/fachandbook/empl/secfive.htm

[4] Faculty Senate Meeting Minutes – February 16, 2005
http://www.wcu.edu/facsenate/html/documents/MinutesoftheFacultySenateFEB06.doc

[5] Faculty Senate – Report of the Task Force on Developing a Student Evaluation System July 11, 2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Fac-Sen-Task-Force-Student-Eval-Report.pdf

[6] AFE/TPR Guidelines and Procedures

AY 2005-2006 AFE/TPR Guidelines and Procedures
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/AFE-TPR-Guidelines-Procedures-3-7-2.pdf

AY 2005-2006 Guidelines for Preparation of the Files of Candidates for Reappointment, Promotion, and Tenure
http://www.wcu.edu/provost/documents/TPRPreparationGuidelines2005-06_002.doc

[7] AFE/TPR Guidelines and Procedures – Example from Human Services
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/AFE-TPR-Human-Services.pdf

AFE/TPR Guidelines and Procedures – Example from Political Science
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/AFE-TPR-Pol-Sci.pdf

AFE/TPR Guidelines and Procedures – Example from Physical Therapy
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/AFE-TPR-Physical-Therapy.pdf

AFE Faculty Example – Tenure Track Faculty Member
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/AFE-Faculty-Example-Tenure-Track.pdf

AFE Faculty Example – Tenured Full Professor
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/AFE-Faculty-Example-Tenured.pdf

[8] Faculty Handbook 4.05 – Annual Evaluation Process of Faculty Members (See Section II.B Sources Of Data For Evaluating Teaching)
http://www.wcu.edu/fachandbook/empl/secfive.htm

Office of the Provost – AFE Guidelines for Tenure and Non-Tenure Track Faculty
http://www.wcu.edu/provost/resources/AFEGuidelinesforNonTenure-Trackfaculty.htm

Department guidelines for developing AFE documents for Non-Tenure Track Faculty
http://www.wcu.edu/provost/resources/documents/NTT.AFE.Guidelines.doc

AFE Guidelines

College of Applied Sciences
http://www.wcu.edu/provost/resources/CollegeofAppliedSciences.htm

College of Arts and Sciences
http://www.wcu.edu/provost/resources/CollegeofArtsandSciences.htm

College of Business
http://www.wcu.edu/provost/resources/CollegeofBusiness.htm

College of Education and Allied Professions
http://www.wcu.edu/provost/resources/CollegeofEducationandAlliedProfessions.htm

[9] Department AFE Guidelines

Non Tenure-Track Evaluation – Example from Accountancy, Finance and Entrepreneurship
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/AFE-Non-TT-Example-Account.pdf

Non Tenure-Track Evaluation – Example from Biology
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/AFE-Non-TT-Example-Biology.pdf

AFE Faculty Example – Part Time Faculty
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/AFE-Faculty-Example-Part-Time.pdf

[10] Faculty Handbook 4.02 – Guidelines for Conferral of Academic Rank, Promotion and Tenure
http://www.wcu.edu/fachandbook/empl/sectwo.htm

[11] TPR File Examples

Hunter – Criminology
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/TPR-Example-Hunter.pdf

Thompson – Music
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/TPR-Example-Thompson.pdf

Hambrecht – Human Services
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/TPR-Example-Hambrecht.pdf

[12] Faculty Handbook 4.08 – Criteria for Appointment of Graduate Faculty
http://www.wcu.edu/fachandbook/empl/seceight.htm

[13] Faculty Handbook 4.06 Post-Tenure Review Policy
http://www.wcu.edu/fachandbook/empl/secsix.htm

[14] Post Tenure Review Process Example – History
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Post-Tenure-Review-Procedure-History.pdf

3.7.3 The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University expects and supports ongoing professional development for all faculty members. As a regional comprehensive university, WCU expects its faculty to be teachers and scholars who integrate scholarship into their teaching, service, and research activities. The Faculty Handbook includes Principles of Professional Development to guide the activities of the faculty.[1] These expectations are evident in the general university guidelines and procedures for reappointment, promotion, and tenure (see also Comprehensive Standard 3.7.2). The Faculty Handbook also includes a list of resources and programs to support faculty development in teaching, scholarship, and service.

Teaching and Learning

In 1988, the Coulter Faculty Center (CFC) for Excellence in Teaching and Learning was created with the primary purpose of supporting faculty development in the areas of teaching and scholarship. The Coulter Faculty Center supports faculty growth by creating and/or maintaining a variety of resources for faculty development, including workshops, publications, grants and awards, roundtables, and formal and informal evaluation consultations.[2] These resources are readily accessible to full-time and part-time faculty and span a broad spectrum of interests.

The CFC supports the Scholarship of Teaching and Learning (SoTL) which operates to improve teaching through the convergence of teaching, scholarship, and collegiality.[3] As such, the CFC emphasizes that successful teaching cannot occur in isolation and that faculty development must occur through ongoing participation in the teaching of others, the evaluation of one's own teaching, and the dissemination of successful teaching practices. Resources for accomplishing this goal include the CFC Library and Reading Rooms where faculty may take advantage of a number of published teaching resources; these include several CFC publications (available in print and on-line versions) directed toward the convergence of teaching and scholarship:[4]

- *Faculty Forum* – monthly essay(s) by faculty members on teaching and learning issues; distributed to all faculty and administrators
- *Notes & Quotes* – monthly calendar, responses to the Faculty Forum, and teaching suggestions distributed to all faculty and administrators

- *Mountain Rise* – Peer-reviewed, international e-Journal on the scholarship of teaching and learning (international review board)
- *Renaissance of Teaching & Learning Booklet Series* – 1 to 2 booklets per semester
- *Buzzard's Roost Road Review* – CFC newsletter distributed to all faculty and administrators each semester
- *The Teaching Quest* – Newsletter for new faculty published each fall semester (distributed to new faculty)

Other resources include the following:

- Teaching discussion listserv – 47 faculty subscribed
- New faculty discussion listserv – 24 faculty subscribed
- Teaching and videotaping consultation
- Workshops on educational technologies
- Faculty Learning Communities (FLC)
    - 24 faculty participated in FLC's during AY 2003-2004
    - 32 faculty participated in FLC's during AY 2004-2005
    - 100 faculty participated in FLC's during AY 2005-2006
- Open Classroom Circles (formerly the Open Classroom Project)
    - 92 faculty opened 206 classes during fall 2004
    - 61 faculty opened 140 classes during spring 2005
    - 20 faculty participated in Open Classroom circles in AY 2005-2006
- On-line teaching and learning resources
- Learning opportunities and workshops – average attendance of 15 to 25 faculty per semester
- Certificate of professional development in teaching and learning – 18 faculty enrolled
- Faculty collaborative groups:
    - Qualitative Research Group – meets regularly each semester averaging eight faculty per meeting
    - Forum on Quantitative Research – meets each semester averaging 10-12 faculty
    - Faculty Writing Circle – meets each semester
    - Untenured Faculty Organization – meets several times per year with approximately 30 faculty
- Faculty fellow positions in the following areas (one fellow per area):
    - Part-Time Faculty Development
    - Mentoring
    - Scholarship of Teaching and Learning
    - Significant Student Learning
    - Publications

A mentoring program for new faculty is available through the CFC, as is a development program for part-time and non-tenure track faculty. Seventy-eight faculty participated in the mentoring program during AY 2004-2005. The CFC also maintains a WebCT site for part-time faculty support; twenty-two part-time faculty accessed the site during AY 2005-2006. The WCU Part-Time Faculty Handbook is available on this site as well as from the Provost's Web site.[5]

In accordance with its mission, the CFC also sponsors the Summer Institute of Teaching and Learning (SITL), [6] a 3-4 day summer workshop for faculty, and SoTL Faire. Over 60 faculty made 18 presentations and developed four poster displays in the inaugural 2005 SoTL Faire. At the 2006 SoTL Faire, approximately 70 faculty and student presenters came from 16 schools and seven states to give 22 presentations (attended by a total of 287 attendees from eight states) and five poster displays. The presentations were co-chaired by 23 WCU faculty.

Western Carolina University offers a variety of faculty grants and awards to support and reward teaching. Teaching Microgrants, sponsored by the Provost's Office, provide faculty travel funds to support teaching improvement.[7] Twenty-three Microgrants were awarded for AY 2006-2007. The Provost's Instructional Improvement Grants provide funding to support innovative course and curriculum development.[8] There were five grants provided for AY 2006-2007. University-wide teaching awards include the following:

- Board of Governors Award for Excellence in Teaching[9] – one recipient of $7,500
- Chancellor's Distinguished Teaching Award[10] – one recipient of $1,000
- Integration of Learning Award – one recipient of $2,000
- Excellence in Teaching Liberal Studies Award[11] – one recipient of $1,500
- SoTL Award for Excellence in Teaching[12] – one recipient of $1,000
- Teaching Research Award – one recipient of $1,000

Individual undergraduate colleges, academic departments, and the Graduate School recognize and reward faculty for meritorious teaching as well.[13]

Research and Scholarship

Numerous funds and awards are available to support and recognize scholarship. The Scholarly Development Assignment Program provides opportunities, including opportunities away from campus, for tenured faculty members to pursue full-time independent study, research, or creative work, designed to promote scholarly growth and development.[14] Recipients may be released from their usual duties to pursue scholarly assignments for one semester at full salary or for the academic year at half salary. Five faculty participated in the Scholarly

Development Assignment Program in AY 2003-2004, ten participated in AY 2004-2005, four participated in AY 2005-2006, and two were awarded for AY 2006-2007.

Research and Graduate Studies administers several funding opportunities for faculty scholarship, including the Hunter Scholar Award, Teaching-Research Awards, and the University Scholar Award.[15] Research and Graduate Studies also provides support with identification of, application to, and administration of external funding sources.[16] Grant and contract activity information for the last five academic years is available in the Fact Book.[17]

Internal funding opportunities for research offered through the Institute for the Economy and the Future[18] include the Economic Development Policy Paper Series and the Scholarly Engagement Economic Development Grants. During AY 2005-2006, $5,500 was awarded to 15 faculty who participated in the Economic Development Policy Paper Series. Approximately $39,000 was awarded to 13 faculty who participated in the Scholarly Engagement Economic Development Grant Program.

Travel funds for conference presentations are available from multiple sources including the Chancellor's Special Travel Funds, individual colleges, and individual departments. Since AY 2003-2004, the Chancellor's Office has awarded $25,000 in travel funds per academic year to faculty who are presenting at academic conferences ($500 available per faculty with approximately 50 faculty funded per year). Funds allocated at the college and departmental levels vary. The Honors College supports faculty research collaboration with students by allocating travel funds and paying registration fees for faculty to participate in the National Conference for Undergraduate Research (NCUR). During spring semester 2006, 27 faculty members sponsored student presentations at this conference.

In further support of faculty scholarly development, full-time faculty may enroll in one course per semester at any of the 16 constituent UNC campuses during the regular academic year (fall or spring) on a tuition free basis, subject to approval by the Department Head, Director/Dean, and Vice Chancellor.[19]

Service

In addition to faculty development in the areas of teaching and scholarship, Western Carolina University strongly encourages service to the university and to the region in the form of applied work and engagement. The Paul A. Reid Distinguished Service Award[20] recognizes faculty for teaching excellence as well as contributions in the areas of scholarly activities and service.

The Department of Service Learning also facilitates faculty service. Its mission is to "organize and manage a comprehensive program in collaboration with faculty,

administrators, staff, students, and community partners to encourage academic excellence and, at the same time, foster civic responsibility and the scholarship of engagement."[21] During AY 2004-2005, 26 faculty worked with the Department of Service Learning to incorporate service learning into their courses (31 courses total). Through these courses, a total of 830 students participated in service learning at 23 agencies. During AY 2005-2006, five faculty fellows were involved in the implementation of service learning. Thirty-nine faculty incorporated service learning into their courses (42 courses total). Through these courses, a total of 1,426 students participated in an average of three service learning hours per week at 47 agencies for a value estimated at $2.4 million.

The Speaker's Bureau provides another opportunity for faculty and staff to extend their knowledge into practice.[22] Sponsored through Distance and Continuing Education, the Speaker's Bureau facilitates faculty and staff service to clubs, schools, and organizations throughout western North Carolina.

The Institute for the Economy and the Future[23] provides faculty with the opportunity to be involved in regional service through faculty fellowships. There were three faculty fellows during AY 2003-2004, six faculty fellows during AY 2004-2005, and four faculty fellows during AY 2005-2006.

Supporting Documentation and Links

[1] Faculty Handbook: 6.01 Professional Development Opportunities
http://www.wcu.edu/fachandbook/profdev/secone.htm

[2] Coulter Faculty Center
http://facctr.wcu.edu/
http://facctr.wcu.edu/TCFC/About.htm

Coulter Faculty Center Mission Statement
http://facctr.wcu.edu/TCFC/Strategic.html

[3] Scholarship of Teaching & Learning (SOTL)
http://facctr.wcu.edu/SOTL/index.html

[4] Coulter Faculty Center Resources – Publications
http://facctr.wcu.edu/publications/index.htm

[5] Part-Time Faculty Handbook
http://www.wcu.edu/provost/resources/PoliciesandProcedures.htm

[6] Summer Institute for Teaching and Learning (SITL)
http://facctr.wcu.edu/SOTL/Events/SITL/index.html

2006 Summer Institute for Teaching and Learning (SITL)
http://facctr.wcu.edu/SOTL/Events/Faire/sotlfaire06/index.htm

2005 Summer Institute for Teaching and Learning (SITL)
http://facctr.wcu.edu/SOTL/Events/SITL/summerinstitute05.html

[7] Microgrants
http://facctr.wcu.edu/OtherFacultyServices/GrantsAwards/micrograntguidelines.html

[8] Provost's Instructional Improvement Grants
http://facctr.wcu.edu/OtherFacultyServices/GrantsAwards/piig.html

[9] Board of Governors Award for Excellence in Teaching
http://facctr.wcu.edu/OtherFacultyServices/GrantsAwards/boardofgov.html

[10] Chancellor's Distinguished Teaching Award
http://facctr.wcu.edu/OtherFacultyServices/GrantsAwards/CDTA/index.html

[11] Excellence in Teaching Liberal Studies Award
http://facctr.wcu.edu/OtherFacultyServices/GrantsAwards/LiberalStudies/index.html

[12] Scholarship of Teaching & Learning Award
http://facctr.wcu.edu/OtherFacultyServices/GrantsAwards/SoTLAward/index.html

[13] Faculty Meeting and Awards Convocation 2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Faculty-Awards-Program-2006.pdf

[14] Scholarly Development Assignment Program
http://www.wcu.edu/provost/resources/ScholarlyDev.AssignmentProg.htm

[15] Research & Graduate Studies: Internal Awards
http://www.wcu.edu/research/R_fund_int_awrds.htm

[16] Research & Graduate Studies: Professional Development Workshops
http://www.wcu.edu/research/R_prof_develp.htm

Research & Graduate Studies: Proposal Development Process
http://www.wcu.edu/research/R_prop.htm

[17] 2005 Brief Fact Book – Grant and Contract Activity (page 68)
http://planning.wcu.edu/2005_Factbook/Brief_Fact_Book_2005.pdf#page=66

[18] Institute for the Economy and the Future
http://ief.wcu.edu/index.php?option=com_content&task=view&id=12&Itemid=85

[19] Tuition Waiver Program
http://admfin.wcu.edu/hr/TuitionWaiverprogram.htm

WCU Tuition Assistance Participation Fall 2004 – Spring 2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Tuition-Assistance-Participation.pdf

[20] Paul A. Reid Distinguished Service Award
http://www.wcu.edu/chancellor/awards/reid.html

[21] Department of Service Learning
http://www.wcu.edu/studentd/service_learning/

[22] Distance and Continuing Education: Speaker's Bureau
http://edoutreach.wcu.edu/speakout2/index.htm

[23] Institute for the Economy and the Future – Faculty Fellows and Associates
http://ief.wcu.edu/index.php?option=com_content&task=view&id=50&Itemid=101

3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University fosters a climate of intellectual freedom where faculty, students, and staff freely engage in the exchange of ideas and the pursuit of knowledge. The institution takes steps to ensure that the prevailing attitude toward academic freedom is protected and maintained.

The Code of the Board of Governors of the University of North Carolina defines academic freedom as the free "inquiry, discourse, teaching, research, and publication for all members of the academic staffs of the constituent institutions" within the law.[1]

The Code also states that "The University and each constituent institution shall protect faculty and students in their responsible exercise of the freedom to teach, to learn, and otherwise to seek and speak the truth" and that "the University and its constituent institutions shall not penalize or discipline members of its faculties because of the exercise of academic freedom in the lawful pursuit of their respective areas of scholarly and professional interest and responsibility."[2]

Further, WCU "supports and encourages freedom of inquiry for faculty members and students to the end that they may responsibly pursue these goals through teaching, learning, research, discussion, and publication, free from internal and external restraints that would unreasonably restrict their academic endeavors."[3]

Faculty and students who believe their rights to academic freedom have been violated have recourse through the official grievance, hearing, and appeals processes of the University.

WCU publishes its policies on academic freedom on-line and in-print in the Faculty Handbook as well as in the Student Bill of Rights and Code of Student Conduct sections of the Student Handbook.[4]

WCU has had no instances involving violations of academic freedom since the last SACS review in 1995.

Supporting Documentation and Links

[1] The Code – Chapter VI – Academic Freedom and Tenure – Section 601 Academic Freedom And Responsibility of the Faculty
http://intranet.northcarolina.edu/docs/legal/policymanual/The_Code.pdf#page=26

[2] The Code – Chapter VI – Academic Freedom and Tenure – Section 600 Freedom and Responsibility in the University Community
http://intranet.northcarolina.edu/docs/legal/policymanual/The_Code.pdf#page=26

[3] Faculty Handbook 4.02 – Guidelines for Conferral of Academic Rank, Promotion, and Tenure
http://www.wcu.edu/fachandbook/empl/sectwo.htm

[4] Faculty Handbook 4.02 – Guidelines for Conferral of Academic Rank, Promotion, and Tenure
http://www.wcu.edu/fachandbook/empl/sectwo.htm

Student Handbook 2005-06 – Student Bill of Rights (page 75)
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=41

Student Handbook 2005-06 – Code of Student Conduct (page 79)
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=43

3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment of Compliance

In Compliance

Narrative of Compliance

The responsibilities and authority of faculty in academic and governance matters are clearly detailed in the Faculty Handbook.[1] The Faculty Senate is the chief policy-making body of the faculty.[2] The Bylaws of the Faculty further clarify the organizational structure and role of the faculty in university governance and decision making.[3] These policies are available on-line and a hard copy of the Faculty Handbook is provided to all new faculty members. The Faculty Senate maintains a Web site that includes current activities, memberships, meeting times, and minutes of the Senate and its councils.[4] The faculty of the colleges determine the bylaws under which each college functions; these bylaws are posted on-line.[5]

The relationship between the faculty, the Chancellor, WCU Board of Trustees, and the UNC General Administration is described in Comprehensive Standard 3.2.6. The WCU faculty elect members to serve on the UNC Faculty Assembly each year.[6] The Assembly gathers and exchanges information of interest to the faculty of the constituent institutions and serves as an advisory body to the President and General Assembly of the University of North Carolina.[7]

Supporting Documentation and Links

[1] Faculty Handbook – Section 3.02 The Faculty Constitution of WCU
http://www.wcu.edu/fachandbook/facgovern/sectwo.htm

[2] Faculty Handbook – Section 3.01 The Role of the Faculty in Policy Development and Implementation
http://www.wcu.edu/fachandbook/facgovern/secone.htm

[3] Faculty Handbook – Section 3.03 Bylaws of the General Faculty of WCU
http://www.wcu.edu/fachandbook/facgovern/secthree.htm

[4] Faculty Senate
http://www.wcu.edu/facsenate/

[5] College of Applied Sciences – Bylaws
http://www.wcu.edu/aps/PDF/CAS-bylaws_2004-05.pdf

College of Arts and Science – Bylaws

http://www.wcu.edu/as/DeanOffice/bylaws.html

College of Business – Bylaws
http://www.wcu.edu/cob/documents/bylaws.htm

College of Education and Allied Professions – Bylaws
http://www.ceap.wcu.edu/DEANSHOMEPAGE/Bylaws.html

[6] Faculty Assembly
http://www.wcu.edu/assembly/index.html

[7] About the UNC Faculty Assembly
http://uncfacultyassembly.northcarolina.edu/html/about.htm

3.8 Library and Other Learning Resources

3.8.1 The institution provides facilities, services, and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment of Compliance

In Compliance

Narrative of Compliance

Support services at Western Carolina University work to meet the needs of all programs they serve. Facilities and services at Hunter Library, the Coulter Faculty Center, and Information Technology (IT) Services provide support to the students, faculty, and staff of WCU.

Hunter Library

Hunter Library adheres to the Association of College and Research Libraries' (ACRL) Standards for Libraries in Higher Education[1] in its effort to provide appropriate facilities, services, and resources to serve the needs of the WCU community. The University's mission of teaching, research, and service and these Standards shape not only the Library's services, but its facilities and information resources as well.

Facilities and Equipment to Support Teaching, Research, and Service

The Library provides physical services to all WCU students, faculty, and staff in a three story building with additional mezzanine levels, ample seating capacity, group and individual study facilities, and an electronic classroom.[2] There are multiple computer terminals located throughout the building for patron use. Additional computers are available in the building through check-out at the Library's Circulation Desk, in the Hunter Computer Lab and the Student Technology Assistance Center (STAC), which are operated by the Information Technology Division. Wireless technology was installed during the fall 2005 semester, and 24 laptop computers are available for use throughout the building.

Services to Support Teaching and Research

Research and instruction services are offered by the Reference Department and are available to all WCU faculty, students, and staff.[3] The reference staff offers multiple sections of library instruction for English Composition I and II (English 101 and 102) classes. In addition, librarians provide course-related instructional sessions tailored to specific

assignments or designed to provide information on a subject. Librarians travel to educational centers to provide on-site instruction to students and faculty based off the Cullowhee campus. Libraries located at or near some of these remote educational centers provide services to WCU students as well. Librarians at WCU work with on-line courses by participating in virtual discussions, providing research assistance to students and faculty, and by offering on-line research instruction through guides and tutorials.[4]

Information and Learning Resources to Support Teaching, Research, and Service

Hunter Library maintains a Web site[5] with access to its collection through an on-line catalog.[6] The on-line catalog is shared with the other members of the Western North Carolina Library Network, (University of North Carolina at Asheville and Appalachian State University) and contains the combined holdings of all three libraries. Through a delivery system (ABC Express), students, faculty, and staff from each of the institutions request materials not held in their respective collections from one of the other institutions. ABC Express can usually deliver materials in one to four days.[7] Interlibrary loan and document delivery services provide access to materials not available through the Library's on-line or print holdings.[8]

Hunter Library's Web site also provides access to over 100 on-line databases, many containing full-text articles, covering all subject areas.[9] Databases are evaluated and added following consultation with faculty, staff, and students from the subject areas those databases cover.

Appropriateness of Facilities, Services, and Learning and Information Resources

Hunter Library administered the Association of College and Research Libraries LibQUAL+ survey during the spring 2005 semester.[10] Survey participants were asked to provide three ratings for each of the survey questions. Each rating measured the minimum acceptable level of service, perceived current level of service, and desired level of service. The core survey items measured service quality in three dimensions:

1. Effect of Service – quality of services received from the library staff
2. Information Control – quality and access to the library's collection of materials
3. Library as a Place – quality of our space for individual and group study

Respondents rated levels of satisfaction on a scale from one to nine with one meaning "strongly disagree" and nine meaning "strongly agree." In

the survey summary, Hunter Library ranked above the minimum level of service expectations in all of the categories. The overall score for the perceived level of current services is 7.33.[11]

Hunter Library also scored well in other student satisfaction surveys conducted by WCU.[12] Results of the "Your First College Year Survey," a national first-year student survey designed by the Higher Education Research Institute administered at WCU in 2004, indicate that "first-year students at WCU reported higher percentages of satisfaction than other four-year college or university students for all listed university services in the survey including classroom and computer facilities, [and] library facilities and services . . . ." In the WCU Graduating Senior Survey administered in 2000, 2001, 2002, 2003, and 2004, over 90% of graduates reported library hours of operation, staff responsiveness, and access to databases and collections as excellent or good. Ninety-four percent of seniors rated overall library services as being good or excellent.

In addition, to ensure that the needs of each academic program are met, subject liaisons are assigned to each program and, in collaboration with departmental faculty, are responsible for reviewing current collections and resources and selecting appropriate materials and resources to support curriculum and research needs.

Off Campus and Distance Learning Services and Resources

A librarian is assigned responsibility to coordinate access to library services for WCU's distance education students. A Web page (specifically designed for remote users) provides instructions for accessing resources.[13] A University Experience course provides an on-line orientation program for distance learning students; it links to remote users' Web pages and responds to FAQ's common to access and use of remote materials and resources.[14]

Hunter Library also provides library resources and services to its students enrolled in distance education programs. WCU students enrolled in the nursing program at Enka have access to the Mountain Area Health Education Center (MAHEC) Library located in Asheville.[15] Hunter's Health Science Liaison is on-site at the Enka campus every other Tuesday to provide reference services in person. The liaison also provides on-site instruction to classes at the Enka campus at the request of instructors. Close communication is maintained via email and telephone between the liaison and students, faculty, and staff based at the Enka campus. The liaison also keeps in close contact with students in distance learning programs through e-mail, telephone, and online course management tools to insure that their research and resource needs are met.

Library services for WCU students taking courses at the University of North Carolina at Asheville are provided by the Library at UNCA per an agreement between these institutions. Hunter Library subject area liaisons also provide on-site instruction to WCU classes held on the UNCA campus at the request of WCU instructors.[16]

Coulter Faculty Center for Excellence in Teaching and Learning

The Coulter Faculty Center, located in Hunter Library, provides facilities, services, and learning/information resources that support its teaching, research, and service mission. The Coulter Faculty Center offers meeting areas, professional development resources and facilities, and professional development opportunities in the areas of pedagogy, andragogy, instructional technology integration, and research.[17] Examples of these activities and services include the following:

- Grants and Awards[18]
- Educational Technologies[19]
- Department Head Development[20]
- Scholarship of Teaching and Learning (SoTL) Activities and Conference[21]

The Faculty Center houses an area known as the Faculty Sandbox. The Sandbox is staffed with a full-time person who works one-on-one with faculty on instructional technology integration and project development.[22]

The Coulter Faculty Center provides a wide array of resources to support teaching and promote pedagogical and andragogical growth.[23] Examples of information and learning resources offered by the Coulter Faculty Center include the following:

- Faculty Learning Communities
- Publications & Organizations
- Instructional Design
- Instructional Technology Integration
- On-line Teaching and Learning Support

The Center was established in 1988 after review of professional literature on improving college teaching and the sponsoring of numerous teaching enrichment events. The Center has evolved since its inception to meet the changing needs of the WCU teaching and learning community.[24] An advisory committee assists in the governance of the Center's mission and activities. In January of 2006, the Coulter Faculty Center was restructured to accommodate the needs of a growing faculty and the changing educational landscape at the institution. The new director conducted an assessment of current services and solicited feedback from faculty on desired changes in the Center, prior to their implementation in spring, 2006.[25]

Information Technology (IT) Services

The Division of Information Technology (IT) supports the University's mission by providing a reliable, comprehensive information technology environment to enhance teaching, learning, research, services, and business operations. The Division encourages effective, innovative, and ethical uses of technology while assuring efficient use of University resources.[26]

Facilities and Equipment to Support Teaching, Research, and Service

IT Services manages and operates three computer labs for WCU students. The labs are staffed with trained student lab assistants to aid students using the computer workstations.[27] Two multimedia classrooms are also available to support design and production of multimedia projects associated with curriculum areas; both classrooms are available for lab work outside of regular classroom hours. The University has also established nine electronic classrooms in six academic buildings.[28] Eight of the nine classrooms contain at least 24 networked, Internet-ready computers, networked printers, and a teaching station (housing a computer, DVD player, digital presentation unit, audio system, VCR, and LCD projector). Three-hundred and thirty-three individual classes used the electronic classrooms during AY 2004-2005. Some classes met only once a week while others met for each class period. This resulted in 7,438 class meetings in the electronic classrooms. The total number of students using the electronic classrooms during AY 2004-2005 was 5,879.

Services to Support Teaching and Research

A variety of computing support services is available to both students[29] and faculty and staff[30] through IT Services. Examples of such support services include help with on-line course management software, assistance with electronic mail, and assistance in working with a developmental Web server to gain Web development experience. Technology support is also available over the phone and via email through IT Services' Help Desk.[31] IT Services also provides students, faculty, and staff with workshops on a variety of WCU supported software products.

Information and Learning Resources to Support Teaching, Research, and Service

In addition to the electronic classrooms, multiple portable laptop carts are available for faculty and students to use in general classroom settings[32] and computer demonstration classrooms provide students and faculty with a presentation computer, audio system, projector, VCR, and display unit.[33]

Resources to Support Distance Learning

In Asheville, faculty may schedule the Karpen Hall computer lab at UNCA for classroom instruction four evenings a week and on Saturday. From this lab, the instructor's station and twenty student computers can access resources located on the main campus n Cullowhee. A lab technician is available for assistance at the WCU-Asheville office from 5:00 – 9:00 pm., when classes are in session. In addition to this lab, students and faculty have access to eleven other computer labs on the UNCA campus.[34] Computer carts and audio-visual equipment are available four nights a week and on Saturday, as are fourteen classrooms equipped with teaching stations (computer, DVD, audio, VCR, LCD projector). At Enka, the nursing faculty use four classrooms equipped with similar teaching stations and have access to other classrooms as needed. The nursing student resource room houses ten student computers.

Appropriateness of Facilities, Services, and Learning and Information Resources

IT services are governed and advised by several councils and committees, depending upon service area.[35]

Information on learning resources provided by IT Services at WCU, including a more detailed discussion of Distance Learning support, can also be found in Comprehensive Standard 3.4.14.

Supporting Documentation and Links

[1] ACRL Standards for Libraries in Higher Education
http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm

[2] Notes and Facts about Hunter Library
http://library.wcu.edu/about/factsheet.htm

[3] Research Assistance
http://www.wcu.edu/library/researchref/researchassistance.htm

[4] Information Literacy Instruction Program – Hunter Library
http://www.wcu.edu/library/libraryservices/informationliteracy/missiongoalspolicies.html

[5] Hunter Library
http://library.wcu.edu/

[6] On-line Catalog
http://wncln.wncln.org/

[7] ABC Express
http://wncln.wncln.org/screens/abc.html

[8] Get Materials Not in Hunter Library
http://library.wcu.edu/finding/othermaterials.htm

[9] Alphabetical Listing of Databases
http://library.wcu.edu/finding/articledatabases/titledb.htm

[10] LibQUAL+ Results Summary
http://hunterlibrarynews.blogspot.com/2005/04/libqual-results-summary.html

[11] LibQUAL+ Results (sections 3.3 & 3.5)
http://library.wcu.edu/about/libqual2005.pdf

[12] WCU Student Satisfaction Surveys
http://planning.wcu.edu/surveys.htm

[13] Remote Users Webpage
http://library.wcu.edu/libraryservices/remoteusers.htm

[14] The University Experience Course for Distance Learners
http://edoutreach.wcu.edu/answers/universityexperience.html

[15] MAHEC Agreement
http://library.wcu.edu/LibraryInsider/Pers_Plan/mahec_wcu2005.pdf

[16] Library Resources in Asheville
http://www.wcu.edu/wcuasheville/library.html

[17] Coulter Faculty Center
http://facctr.wcu.edu/

[18] Coulter Faculty Center – Grants and Awards
http://facctr.wcu.edu/OtherFacultyServices/GrantsAwards/index.html

[19] Coulter Faculty Center – Educational Technologies
http://facctr.wcu.edu/InstructionalTechnology/Index.htm

[20] Coulter Faculty Center – Department Head Development
http://facctr.wcu.edu/TeachingandLearning/DepartmentHeadDevelop.html

[21] Coulter Faculty Center – Scholarship of Teaching and Learning
http://facctr.wcu.edu/SOTL/index.html

[22] Faculty Sandbox
http://facctr.wcu.edu/InstructionalTechnology/Sandbox.html

[23] Coulter Faculty Center – Teaching Resources
http://facctr.wcu.edu/TeachingandLearning/Index.htm

[24] Coulter Faculty Center – History
http://facctr.wcu.edu/TCFC/History.html

[25] Coulter Faculty Center – Assessment
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Coulter-Faculty-Center-Reorganization.pdf

[26] Information Technology – Mission Statement
http://www.wcu.edu/it/about.html

[27] Open Access Labs
http://www.wcu.edu/it/edtech/labs/

[28] Information Technology – Electronic Classrooms
http://www.wcu.edu/it/edtech/eclass/index.html

[29] Information Technology – Student Computing
http://www.wcu.edu/it/studentComputing.html

[30] Information Technology – Faculty Computing – Teaching Resources
http://www.wcu.edu/it/faculty.html

[31] Information Technology – Help Desk
http://www.wcu.edu/it/helpDesk.html

[32] Mobile Computer Carts
http://www.wcu.edu/it/edtech/eclass/mobileclass.html

[33] Demonstration Classrooms
http://www.wcu.edu/it/edtech/eclass/democlass.html

[34] Computer Support in Asheville
http://www.wcu.edu/wcuasheville/computer.html

Computer Labs Available to WCU Students in Asheville
http://www.unca.edu/compcenter/labs/hours.pdf

[35] Information Technology Governance
http://www.wcu.edu/it/Governance/index.html

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment of Compliance

In Compliance

Narrative of Compliance

Learning/information resources provide instruction to the Western Carolina University community using a variety of methods.

Hunter Library

At Hunter Library, personalized assistance is available in the building at the reference desk, as well as by telephone and e-mail. Individual consultations are also available.[1] At the beginning of each semester students enrolled in English Composition I (English 101) attend an orientation session to familiarize them with the various resources and services available through Hunter Library. Course-related instruction classes are also available upon request. Library subject liaisons work closely with academic departments to customize instruction to best meet the needs of students and faculty in their respective areas.[2] The Library's Web site also provides guides and tutorials to finding and using appropriate library resources.[3]

Information Literacy Instruction Program

Hunter Library has a formal information literacy instruction program designed to integrate information literacy skills into the academic curriculum. From AY 2001-2002 to AY 2003-2004, library faculty taught more than 300 instruction sessions each year including English Composition orientation sessions and academic major and course-related instruction. During AY 2004-2005, the number of English Composition library orientation sessions was reduced from two sessions per class to one because of the growing need for subject-specific instruction in information literacy.

For AY 2004-2005, library faculty taught 271 instruction sessions; 87 of these were orientation sessions for English Composition while 184 were major course-related.[4] The Information Literacy Program accepts the definition of information literacy as described by the Association of College and Research Libraries (ACRL) and uses its *Information Literacy Competency Standards for Higher Education* as a general guide.[5] As stated on the Hunter Library Information Literacy Instruction Program Web page, "The mission of Hunter Library's Information Literacy

Instruction Program is to teach members of the Western Carolina University community to find, evaluate, and use information effectively."[6] Education and lifelong learning is a core value of Hunter Library.

Information Literacy Services for Remote Users

Remote users are included in the Information Literacy Program's mission. To meet the information literacy needs of remote students, Hunter Library provides a Web page and tutorial on the Library's Web site.[7] Email reference and a toll-free number are also available for remote users who need assistance. Librarians travel to remote locations to provide face-to-face information literacy sessions. Locations include community colleges and other sites such as Asheville and Enka, and Jamaica, W. I.

Planning for Information Literacy Instruction

The Coordinator of Information Literacy Instruction meets each fall semester with library faculty members involved in providing instruction to set goals for the Library Orientation for English Composition I (English 101). At the end of each semester, the group meets to discuss these goals and makes suggestions for improvements. This meeting also provides an opportunity to share teaching tips and best practices.

Assessment of Information Literacy Instruction

The annual faculty evaluation process provides the official ongoing assessment of the effectiveness of the library faculty.[8] The "Hunter Library Teaching Observation and Evaluation" instrument has recently been drafted for optional use to help library faculty further develop their teaching skills. The Faculty Evaluation of Library Instruction at Hunter Library is another optional tool that librarians can use to receive additional feedback from instructors about the class sessions. Other means of assessing the instruction program have included administering a pre-test/post-test instrument to English Composition I students in 2003.[9] The Coordinator of Instruction used results of the 2003 pre-test/post-test and comments from debriefing sessions in planning future instruction sessions, with an emphasis on library orientation sessions.

Librarians also seek additional informal feedback by collecting student work (for example, bibliographies or essays about student library experiences), providing in-class evaluations and activities, or surveying students and faculty. Librarians use feedback they receive from individual evaluations to improve their teaching. Several librarians use optional evaluation forms for additional assessment. An introduction to information literacy as well as other data can be found on the Hunter Library Information Literacy Instruction Program Web page.[10]

Hunter Library administered the Association of College and Research Libraries LibQUAL+ survey during the spring semester of 2005.[11] Levels of satisfaction were rated by respondents on a scale from one to nine with one meaning "strongly disagree" and nine meaning "strongly agree." Five questions on the survey addressed information literacy outcomes assessment. Scores ranged from 6.24 to 7.00 for these questions. Three additional questions were added which also addressed assessment of the library's instruction program and teaching of information literacy skills. These scores ranged from 5.50 to 6.68.[12]

As part of Hunter Library's strategic planning process, an Education Futures Group was formed to identify and discuss trends and challenges regarding library instruction issues. The report of this group is available on the Hunter Library Strategic Planning Web page.[13]

Electronic Classroom Instruction

Most instruction sessions are conducted in the Library's electronic classroom which is equipped with 24 student computers and a teacher workstation with an overhead projector for displaying materials from a computer monitor or from a display panel. A CD player and a VCR are also available. This technology facilitates active learning for students in information literacy instruction sessions. Accommodations are also available for off-site instruction classes.

Student Technology Assistance Center (STAC)

STAC is available to assist students having problems completing assignments requiring utilization of computer programs.[14] During AY 2004-2005, 831 students received individual tutoring sessions at STAC.

The Center also provides regularly scheduled workshops on a variety of software programs. During AY 2004-2005, STAC conducted 28 workshops in which 216 students participated. Workshop topics included:

- Web page design and development;
- design and development of electronic presentations;
- spreadsheet utilization.

Types of Services and Assistance Available

All new undergraduate students are required to attend a computer training program, Jumpstart, prior to the beginning of classes. Jumpstart familiarizes students with the following:

- basic computing concepts
- accessing the University's networks
- using e-mail, Web browsers, and the University's administrative software
- information concerning the use of Web space for designing Web pages

During AY 2004-2005, 107 Jumpstart sessions were offered with over 1,900 students attending.

Evaluation of Services and Assistance

A survey administered during AY 2003-2004 indicated that 82% of graduating students reported good or excellent technology training classes.

Coulter Faculty Center for Excellence in Teaching and Learning

The Coulter Faculty Center recognizes the importance of technology and encourages faculty to engage the Center for participation in a variety of workshops or appointments with staff consultants to support the use of computers, multimedia equipment, and other technologies in the teaching and learning spaces.[15]

Types of Services and Assistance Available

The Training area of the Center provides guidance and support in a wide array of software, including campus support for the Microsoft Office suite for faculty. Instructional training support offers developmental opportunities with multi-disciplinary software including graphics, statistical packages, geographic information systems, and teaching tools such as Respondus and TurnItIn, and provides training in the use of WebCT and the campus' online interactive learning management systems such as Wimba.

Evaluation of Services and Assistance

The Coulter Faculty Center's Advisory Committee, which is authorized by faculty governance, assesses the training efforts of the Center.[16] Additionally, training is assessed via surveys, meetings with the various college committees dealing with technology, and through one-on-one consultation. Information on the Coulter Faculty Center can also be found in Comprehensive Standard 3.4.9 and 3.8.1.

Information Technology (IT) Services

IT Services provides a wide variety of technology utilization support for students, faculty, staff, and administrators.[17]

Types of Services and Assistance Available

IT workshops are held throughout the academic year and cover a wide variety of University-supported software applications.[18] Technology assistance to students also includes support through:

- authenticated access to online services;
- the residential network;
- computing labs;
- technical support in person, via telephone, and online.[19]

Technology assistance to faculty also includes support in the areas of:

- instructional technology tools;
- faculty development;
- instructional facilities;
- computing technology.[20]

Governance and Advisement of IT

IT services are governed and advised by several councils and committees, depending upon service area.[21] Information on IT services at WCU can also be found in Comprehensive Standard 3.4.14.

Supporting Documentation and Links

[1] Research Assistance
http://library.wcu.edu/researchref/researchassistance.htm

[2] Library Instruction
http://library.wcu.edu/libraryservices/facultyguide.htm#instruction

[3] Hunter Library Homepage
http://library.wcu.edu/

[4] Assessment: Information Literacy Presentations 2001-2005
http://library.wcu.edu/libraryinsider/assessment/infolitpresentations.html

[5] ACRL Information Literacy Competency Standards for Higher Education
http://www.ala.org/acrl/ilcomstan.html

[6] Hunter Library Information Literacy Instruction Program – Mission
http://library.wcu.edu/libraryservices/informationliteracy

[7] For Remote Users
http://library.wcu.edu/libraryservices/remoteusers.htm

[8] Hunter Library Tenure, Promotion, Appointment, and Reappointment Criteria
http://library.wcu.edu/LibraryInsider/Pers_Plan/TPRAFEPTR%20for%202005%202006.doc

[9] Hunter Library Information Literacy Instruction Program – Assessment
http://library.wcu.edu/libraryinsider/assessment

[10] Hunter Library Information Literacy Instruction Program – Introduction and Data
http://library.wcu.edu/libraryservices/informationliteracy

[11] LibQUAL+ Results Summary
http://hunterlibrarynews.blogspot.com/2005/04/libqual-results-summary.html

[12] LibQUAL+ Results (sections 3.3 & 3.5)
http://library.wcu.edu/about/libqual2005.pdf

[13] Hunter Library Strategic Planning Page
http://library.wcu.edu/libraryinsider/StrategicPlanning/index.htm

[14] Student Technology Assistance Center (STAC)
http://www.wcu.edu/techassist/

[15] Coulter Faculty Center for Excellence in Teaching and Learning
http://facctr.wcu.edu/

[16] Coulter Faculty Center Advisory Board
http://facctr.wcu.edu/TCFC/Advisoryboard.htm

[17] Information Technology
http://www.wcu.edu/it/

[18] IT Workshops
http://www.wcu.edu/it/workshops.html

[19] Student Computing
http://www.wcu.edu/it/studentComputing.html

[20] Technology Resources for Faculty
http://www.wcu.edu/it/faculty.html

[21] Information Technology Governance
http://www.wcu.edu/it/Governance/index.html

3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.

Judgment of Compliance

In Compliance

Narrative of Compliance

Hunter Library

Hunter Library supports the University's teaching and learning mission in recruiting and hiring its staff members. Position qualifications are clearly stated in job announcements and candidates are selected based on their ability to successfully perform the duties of the respective positions. Library staff contribute to the community of scholarship through their professional activities and demonstrate high standards of knowledge and practice in their job performance.

Qualifications and Credentials

Western Carolina University accepts the Association of College and Research Libraries (ACRL) Statement on the Terminal Professional Degree for Academic Librarians which states that, "The master's degree in library science from a library school accredited by the American Library Association (ALA) is the appropriate terminal professional degree for academic librarians."[1] The Hunter Library Tenure, Promotion, Appointment, and Reappointment Criteria document further elaborates the requirements for library faculty positions at WCU based on ACRL Guidelines.[2] This document states that the "basic considerations for appointment, reappointment, promotion, and the award of tenure are the ability to perform at a high professional level in areas that contribute to the educational and research mission of WCU, and the promise for sustained professional achievement."[3]

Hunter Library presently has over 15 librarians with faculty status who have earned master's degrees in library science from ALA accredited institutions.[4] There are also three administrative employees and 28 support staff members. These staff members, selected to fill positions based on their education and experience, have varied qualifications depending on the responsibilities outlined in their job descriptions and they are evaluated annually using established guidelines.[5]

WCU maintains one of the highest librarians per student ratios when compared to 15 similar universities identified as peer institutions.[6]

Additional positions are in both proposal and recruitment phases in response to changes in University enrollment and educational needs.

Effectiveness of Service

Hunter Library administered the Association of Research Libraries LibQUAL+ survey during the spring semester 2005. The WCU community gave high ratings to the quality of services received from the library staff, whom they perceive as attentive, courteous, knowledgeable, dependable, responsive, and caring.[7] Also, Hunter Library staff members have consistently scored high on WCU student satisfaction surveys.[8]

Coulter Faculty Center for Excellence in Teaching and Learning

The University maintains qualified staff in the Coulter Faculty Center for Excellence in Teaching and Learning.[9]

Qualifications and Credentials

Coulter Faculty Center staff possess experience, training, and education commensurate with the requirements of their positions.

- The Center Director is employed full-time, possesses a terminal degree, has considerable university teaching experience, a background that includes extensive use of educational technology, a commitment to the scholarship of teaching and learning, and an understanding of the Center's role in a university.
- The Associate Director possesses a master's degree in the area of instruction and considerable teaching experience at the university level.
- Other Center staff members include instructional designers with a minimum of a master's degree in an instructional field as well as university teaching experience.
- The Center also employs two half-time faculty fellows, one to direct the activities surrounding the scholarship of teaching and learning and the second to direct the Center's planned activities and publications. Both of these fellows hold faculty rank at WCU.
- Other Center staff include individuals with terminal degrees, several with master's degrees, and most with bachelor's degrees. All staff members have experience in their areas of work.

Effectiveness of Service

In recognition of the Coulter Faculty Center's accomplishment in supporting the learning community of WCU the Center was the recipient of the competitive 2005 Support Program of Excellence Award.[10]

Supporting Documentation and Links

[1] ACRL Statement on the Terminal Professional Degree for Academic Librarians
http://www.ala.org/ala/acrl/acrlstandards/statementterminal.htm

[2] ACRL Guidelines for the Appointment, Promotion and Tenure of Academic Librarians
http://www.ala.org/ala/acrl/acrlstandards/promotiontenure.htm

ACRL Guidelines for Academic Status for College and University Librarians
http://www.ala.org/ala/acrl/acrlstandards/guidelinesacademic.htm

[3] Hunter Library Tenure, Promotion, Appointment, and Reappointment Criteria
http://library.wcu.edu/LibraryInsider/Pers_Plan/TPRAFEPTR%20for%202004%202005%208_6_04.doc

[4] Hunter Librarians
http://library.wcu.edu/about/librarians.htm

[5] Human Resources – Performance Management Policy
http://admfin.wcu.edu/hr/perfmgt.htm

Human Resources – Performance Management Guidelines
http://admfin.wcu.edu/hr/Performancemanguides.htm

[6] Peer Institutions Librarian/Student Ratios
http://library.wcu.edu/LibraryInsider/Pers_Plan/librarianratios.htm

[7] LibQUAL+ 2005 Survey
http://library.wcu.edu/about/libqual2005.pdf

[8] WCU Student Satisfaction Surveys
http://planning.wcu.edu/surveys.htm

[9] Coulter Faculty Center Staff
http://facctr.wcu.edu/Staff/Staff.htm

[10] University Awards – Program of Excellence Award
http://www.wcu.edu/chancellor/awards/excellence.html

University Awards – Program of Excellence Award, Criteria and Guidelines
http://www.wcu.edu/chancellor/awards/excelprocedure.htm

3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment of Compliance

In Compliance

Narrative of Compliance

Students enrolled at Western Carolina University are entitled to all rights granted under the Constitution of the United States and are entitled to the protection of the law. Separate from those rights, enrollment in the University carries with it special privileges and responsibilities. Western Carolina University enforces established policies and procedures essential to an atmosphere of mutual respect. These policies and procedures are published both on-line and in-print in the Student Rights and Responsibilities section of the Student Handbook.[1]

Western Carolina University publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community; this statement includes policy implementation procedures and sections on the following:

- Student Bill of Rights[2]
- Code of Student Conduct[3]
- Student Discipline Process[4]
- Campus Security Act[5]
- Residential Living Policies and Regulations[6]

The Office of Student Judicial Affairs[7] and the Office of Student Affairs[8] are responsible for developing, evaluating, disseminating, and implementing the statement of student rights and responsibilities. Questions of interpretation regarding student rights and responsibilities are referred to the Vice Chancellor for Student Affairs.[9]

The Student Rights and Responsibilities statement is published annually in the Student Handbook and on the WCU Student Judicial Affairs Web site.[10] The Student Handbook contains a comprehensive set of policies that clearly articulate students' rights and responsibilities. All students who attend orientation programs are directed to the Student Handbook regarding these rights and responsibilities. Western Carolina University provides all incoming freshmen with a copy of the Student Handbook during summer orientation; transfer students receive a copy of the Student Handbook during transfer orientation. All continuing residential students receive a copy of the Student Handbook during the opening of fall semester. Off campus students can receive a copy of the Student Handbook at the University Center during the first two weeks of the semester. Additional copies of

the Student Handbook are available in the Office of Student Affairs and the Office of Student Judicial Affairs.

The electronic version of the Student Handbook allows distance learning and students with disabilities access to the statement. E-mails are sent to the campus community at the start of each fall semester indicating the availability of printed copies of the Student Handbook and its Web site link. University policies relating to students' rights and responsibilities are routinely reviewed and revised as needed under the direction of the Vice Chancellor of Student Affairs.

Supporting Documentation and Links

[1] Student Handbook – Student Rights and Responsibilities, pgs. 74-128
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=41

[2] Student Handbook – Student Rights and Responsibilities, pgs. 75-79
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=41

[3] Student Handbook – Student Rights and Responsibilities, pgs. 79-84
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=43

[4] Student Handbook – Student Rights and Responsibilities, pgs. 84-89
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=46

[5] Student Handbook – Student Rights and Responsibilities, pg. 100
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=54

[6] Student Handbook – Student Rights and Responsibilities (pages 111-120)
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=59

[7] Student Judicial Affairs
http://www.wcu.edu/studentd/SJA/

[8] Student Affairs
http://www.wcu.edu/studentd/

[9] Student Affairs Division Leaders
http://www.wcu.edu/studentd/directors.asp

[10] Student Judicial Affairs – Student Bill of Rights
http://www.wcu.edu/studentd/SJA/billofrights.asp

Student Handbook – Student Rights and Responsibilities (page 75)
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=41

3.9.2 The institution protects the security, confidentiality, and integrity of its student records.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU protects the security, confidentiality, and integrity of its student records in the following ways:

Student Education Records

WCU protects the security, confidentiality, and integrity of student education records consistent with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA)[1] and WCU University Policy #72.[2] Under the policy, student education records, in whatever form and wherever maintained, are confidential and subject to access, use, and disclosure only as provided by policy and applicable law. In addition to complying with FERPA, certain WCU departments follow other regulations and requirements pertaining to the confidentiality, security, and integrity of student information, as indicated below.

Student Health Care Records

Health care records and mental health care records are confidential and privileged records under both North Carolina state law and the Health Insurance Portability and Accountability Act (HIPAA). The WCU Health Center and Counseling and Psychological Services are health care components covered under HIPAA and, accordingly, each department strictly complies with the HIPAA Privacy Rules as described in the department's HIPAA Privacy Manual. The Privacy Manual is maintained in the Health Center's Director's Office. The Health Center publishes the requisite privacy policy, and notifies students, by several means.[3] Similarly, Counseling and Psychological Services publishes additional privacy policies and the Electronic Communication Policy at its Web page.[4]

Student Financial Aid Records

Student financial aid records are confidential pursuant to FERPA and the Gramm-Leach-Bliley Act (GLBA). WCU recently engaged an information security solutions expert to assess the vulnerability of University information technology systems and assist in the development of information security and risk management programs consistent with

GLBA requirements. WCU does not use third party services to administer Perkins Loans or any other student financial aid programs.

Student Conduct Records

The Office of Student Judicial Affairs maintains all student conduct records in compliance with FERPA. Student conduct records are maintained in locked cabinets in the Office of Student Judicial Affairs for a period of three years. Thereafter, records are maintained in a locked cabinet, in a locked file room located in the Department of Residential Living. Student conduct records are destroyed after five years. Any information pertaining to a student conduct record is disclosed only with the written permission of the student or as permitted or required by applicable state and federal law, including the Jeanne Clery Act and the Campus Sex Crimes Prevention Act.

Residential Living Records

The Department of Residential Living maintains all student records in compliance with FERPA. Student records such as the Residential Living Contract are maintained in a locked cabinet, in a locked file room located in the Department of Residential Living. Student records are destroyed in office after five years.

Policies governing student records are included in the Student Handbook,[5] published annually, as well as included in the documents indicated above. See Comprehensive Standard 3.4.11 for further discussion of data security at WCU.

Supporting Documentation and Links

[1] *The Record: Undergraduate Catalog* – Family Educational Rights and Privacy Act (FERPA)
http://www.wcu.edu/UnivCatalog/Catalog/acadreg/acadreg.htm#FERPA

[2] WCU University Policies – Policy #72: Student Records
http://www.wcu.edu/chancellor/index/universitypolicy/policy72.html

[3] WCU Health Center – HIPAA Notice of Privacy Practices
http://www.wcu.edu/studentd/hlthserv/privacypractices.html

[4] WCU Counseling and Psychological Services – HIPAA Notice of Privacy Practices
http://www.wcu.edu/studentd/counsel/pages/hipaa.html

WCU Counseling and Psychological Services

http://www.wcu.edu/studentd/counsel/

WCU Counseling and Psychological Services – Policies on Electronic Communication
http://www.wcu.edu/studentd/counsel/PDF%20Files/Electronic%20Communications.pdf

[5] WCU Student Handbook – Family Educational Rights and Privacy Act (Page 102)
http://www.wcu.edu/univcenter/handbook/pdf/student%20handbook.pdf#page=55

3.9.3 The Institution provides services supporting its mission with qualified personnel to ensure the quality and effectiveness of its student affairs programs.

Judgment of Compliance

In Compliance

Narrative of Compliance

In support of the mission of the University, the Division of Student Affairs is committed to the personal, social, and intellectual development of students as they learn and live within a diverse community. A descriptive listing of available student support services, activities, and opportunities and unit mission statements are available on the Student Affairs Web site.[1] Core Requirement 2.10 and Comprehensive Standard 3.4.9 outline in detail the various student support programs and services.

Western Carolina University employs qualified personnel to ensure the quality of its student affairs programs. The division's organizational chart shows the reporting lines of key student services units,[2] and vitae for directors in the division are posted on the division's Web site.[3] Student Affairs staff members are well qualified to perform the duties to which they are assigned.[4]

The Division of Student Affairs uses multiple strategies to improve the job performance of all employees and to enhance the effectiveness of each department.

Orientation and Training

At the division level, all new support, clerical, and professional staff members are invited to attend an employee orientation held twice each year in July/August and January/February. The primary goals of the orientation are to introduce staff to the vision, mission, and organization of the division, to support participation in realizing the division's mission, and to foster involvement in the division's staff development activities.[5]

New staff members receive training in their individual departments. For example, Health Center staff members are trained on departmental policy and procedure addressing such issues as HIPAA, quality control, and other standards of good practice. Counseling Center staff receive training on psychotherapy models and issues as well as on departmental protocols related to privacy, electronic records, and emergency response. Residential Living offers a two-week Resident Director/Assistant Resident Director training program which includes such topics as team building, FERPA, emergency and crisis response protocols, supervision, and assessment.

Professional Development

The Staff Development Committee for Student Affairs provides opportunities for staff growth and development.[6] For example, a session entitled "Intentional Professional Development in Student Affairs" is offered to new professionals employed in the Division.

The Division invites all professional and support staff members to an annual spring semester work session. The primary purpose of the work session is to draft the Division's annual action plan. Additional topics for the session range from reviewing the Division's progress on meeting its strategic plan and addressing departmental best practices. In the fall, senior leaders within the Division offer "Action Plan Information Sessions" for anyone in the division who desires further information about the division action plan, especially those who are unable to attend the work session.

In addition, the Division holds bi-monthly meetings for all department directors. Recently, the Division initiated a series of joint staff meetings with both the Enrollment Management and Administration and Finance Divisions. These meetings provide opportunities for staff to build collegial relationships, learn about campus issues and new initiatives, and collaborate on projects and topics of interest to the divisions, to students, and to the campus community.

The Vice Chancellor for Student Affairs hosts a division-wide breakfast meeting each fall. At this session, the Vice Chancellor for Student Affairs outlines the Division's progress over the past year, comments on enrollment and retention issues, and discusses key goals and initiatives from individual departmental action plans. The goal is to reinforce the elements of the action planning process, using an additional forum to reach a large audience within the Division.

Members of the Division are involved in professional development activities at both regional and national levels as verified in their vitae. For example, the Vice Chancellor for Student Affairs is part of the Senior Practitioners Program of the American College Personnel Association. The Director of the University Center serves as Region Five Coordinator for the Association of College Unions International, and the Director of Service Learning serves on the review board of the international *Journal of Teaching and Learning in Higher Education*.

In all areas, supervisors support attendance at training sessions offered through the Office of Human Resources.[7]

Annual Evaluation

All full-time staff in the Division of Student Affairs receive annual written evaluations.[8] As part of the evaluation, supervisors help staff members develop

departmental, professional, and personal goals to enhance professional development and departmental effectiveness. Council for the Advancement of Standards in Higher Education (CAS) principles for the employee's functional area are also discussed in the evaluation process.

Program Assessment

Assessment activities regularly contribute to improvement of staff performance and unit effectiveness.[9] All units within the division have current mission statements that support the unit and the institutional missions, identified program goals, and current assessment plans that measure outcomes against goals and mission.[10] Recent examples of assessment outcomes or program improvements as a result of assessment for departments within Student Affairs include the following:

- Kneedler Child Development Center[11]
  Parents are surveyed about satisfaction with teachers and staff and results are shared in supervisory meetings.
- Multicultural Center Unit Assessment Plan[12]
  Assessment measures include program evaluations and focus groups which led to increased collaboration with local/community functions.
- Residential Living[13]
  Community evaluations provide information from residents on the quality of services and programs offered.

Information collected through these assessment approaches provide the division with opportunities to review the performance of employees, make changes or re-evaluate services, improve community building and programming efforts, and provide recognition to exemplary employees. A summary of the various assessment and planning procedures show this relationship between assessment and planning.[14] Strategic goals and resulting action plans guide the direction and quality of the services offered by the division.[15]

Supporting Documentation and Links

[1] Division of Student Affairs
http://www.wcu.edu/studentd/

[2] Division of Student Affairs Organizational Chart
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Student-Affairs.pdf

[3] Vitae – Student Affairs Directors
http://www.wcu.edu/studentd/directors.asp

[4] Student Affairs Personnel Roster
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Affairs-Personnel.pdf

[5] New Employee Orientation PowerPoint Presentation
http://www.wcu.edu/studentd/staff/info/orientation.ppt

[6] Student Affairs Staff Development Committee
http://www.wcu.edu/studentd/staff/

[7] Training Opportunities for Faculty and Staff
http://www.wcu.edu/hr/training/

[8] Performance Management (SPA) and EPA Non-Faculty Evaluation Information
http://admfin.wcu.edu/hr/Performancemanagement%20.htm

[9] Student Affairs Summary of Assessment – Form
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Affairs-Assessment-Summary-Form.pdf

Assessment in the Division of Student Affairs
http://www.wcu.edu/studentd/assessment/index.asp

[10] Student Affairs Assessment Summaries – Spring 2006
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Affairs-Assess-Spring06.pdf

Student Affairs Assessment Outcomes AY 2006-2007
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Affairs-Assessment-Obj-Outcomes.pdf

[11] Kneedler Child Development Center Assessment Plan
http://www.wcu.edu/studentd/kneedler/assessment/index.html

[12] Multicultural Center Unit Assessment Plan
http://www.wcu.edu/studentd/aaf/assessment/index.asp

[13] Residential Living Assessment Plan
http://housing.wcu.edu/Assessment.asp

[14] Student Affairs Assessment and Planning
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Affairs-Assessment-Planning.pdf

[15] Student Affairs Strategic Goals 2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Affairs-Strategic-Goals-2005.pdf

Student Affairs Unit Plans Outline 2006-2007
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Affairs-Unit-Plan-Outline-2006-2007.pdf

Student Affairs Action Plans 2006-2007
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Affairs-Action-Plan-2006-2007.pdf

3.10.1 Recent Financial Stability

The institution's recent financial history demonstrates financial stability.

Judgment of Compliance

In Compliance

Narrative of Compliance

Financial Statements

Western Carolina University's recent financial history demonstrates its financial stability as evidenced by the University's annual audited financial statements for the following fiscal years: 2004 – 2005; 2003 – 2004; 2002 – 2003; 2001 – 2002; and 2000 – 2001.[1] These statements show consistent patterns of growth in net assets, operating revenues, and expenses, as well as effective use of available resources. The audited financial statements for these five fiscal years also indicate that the University received unqualified opinions with no instances of noncompliance or material weaknesses.

Operating Expenses and Revenues

In the four years ending June 30, 2005 the University's operating revenues increased by approximately $23 million and its operating expenses increased by more than $29 million.[2] Total net assets increased by more than $61 million between 2002 and 2005. During this same period, the University experienced over $1.3 million of growth in unrestricted net assets, reflecting the University's ability to fund day-to-day operations without dependence on reserves or non-recurring resources.[3]

Sources of Revenue

The two primary sources of revenues that support the daily operations of the University are unrestricted state appropriations and tuition and fees, approximately 39% and 17% respectively (in 2005).[4] North Carolina allocates State appropriations for higher education based on projected increases in enrollment. An increase of 1,562 FTEs at WCU between fall 2001 and 2005 resulted in a net increase of approximately $6.8 million in State appropriations.[5] Net tuition and fees increased by more than $14.8 million between 2001 and 2005 which can be attributed to the increase in student enrollment as well as local and state level increases in tuition and fees.[6]

The passage of North Carolina's Higher Education Bond Referendum in November, 2000 provided the University with more than $100 million

over a six-year period, beginning in 2001, to fund land acquisition, construction and renovation projects, and infrastructure improvements.[7] Funds generated from capital grants and student fees have supported additional construction projects.[8]

In December, 2004, the University doubled the size of the Cullowhee campus by acquiring two adjacent parcels of land totaling approximately 344 acres. The acquisition created the Millennial Initiative, which affords new educational opportunities for students and faculty as well as partnership opportunities with the private sector.[9]

Endowments and Gifts

Capital and non-capital gifts generated revenues of $1.5 million in 2002, $1.5 million in 2003, $2.3 million in 2004, and $2.6 million in 2005. Investment income for the same period was $1.5 million, $3.1 million, $4.9 million, and $3.4 million respectively. The value of the University's true endowments is nearly $15 million at June 30, 2005 – an increase of $2.1 million since 2001.

During the fall 2005 semester, WCU received a $6.92 million commitment from Kimmel and Associates, a leading firm in the construction industry, to support faculty, supplement program activities, and provide scholarships in the Construction Management Program. This investment will leverage an additional $3.49 million in matching State funds and other support; $9 million of the $10.4 million generated will be earmarked for endowments.[10]

Western Carolina University adheres to endowment and foundation management policies as outlined in the Endowment Fund and the WCU Foundation Investment Policy Manuals. The spending rate for the Endowment Fund and the WCU Foundation is 4.5% of the 3-year simple moving average of investment assets as of December 31 each year.[11]

Supporting Documentation and Links

[1] North Carolina – Office of the State Auditor – WCU Annual Audit Reports

2005 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2005-6075

2004 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2004-6075

2003 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2003-6075

2002 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2002-6075

2001 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2001-6075

[2] Four-year Comparative Statement of Revenues, Expenses, and Changes in Net Assets (SRECNA)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-SRECNA-2002-2005.pdf

[3] Four-year Comparative Statement of Net Assets (SNA) – 2002-2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-SNA-2002-2005.pdf

[4] 2005 Online Fact Book – Detailed – Revenues by Source (Page 118)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=149

[5] 2005 Online Fact Book – Detailed – Enrollment History – Fall Term (Page 29)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=36

2005 Online Fact Book – Detailed – Revenues and Expenditures (Page 117)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=124

[6] 2005 Online Fact Book – Detailed – Revenues and Expenditures (Page 117)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=124

[7] Capital Construction – Bond Referendum Projects – Western Carolina University
http://admfin.wcu.edu/capconstruction/Bonds/Bond_Projects.htm

[8] Capital Construction – Local and Grant Projects – Western Carolina University
http://admfin.wcu.edu/capconstruction/Local/Local_and_Grant.htm

[9] Millennial Initiative – Western Carolina University
http://millennial.wcu.edu/

[10] Kimmel Endowment – Press Release – December 1, 2005
http://www.wcu.edu/pubinfo/news/KimmelSchool05.htm

[11] WCU Endowment Fund Investment Policy Guideline Statement, March 17, 2004 (Page 11)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Endowment-Fund-Investment-Policy.pdf#page=11

WCU Foundation Investment Policy Guideline Statement, April 2, 2004 (Page 12)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/WCU-Foundation-Investment-Policy.pdf#page=12

3.10.2 Financial Statements

The institution provides financial statements and related documents, including multiple measures for determining financial health as requested by the Commission, which accurately and appropriately represent the total operation of the institution.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University has maintained a healthy financial profile for the past ten years. The University completes an annual Financial Profile for, and provides other data as requested by, the Commission on Colleges.[1] Additionally, the following documents accurately and appropriately represent the operation of Western Carolina University and provide evidence of its financial health.

Audited Financial Statements

The University produces an annual financial report in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and as recommended by the National Association of College and University Business Officers (NACUBO). The annual financial report is audited by the North Carolina Office of State Auditors and provides documentation that the University received unqualified audit opinions, with no audit findings, for the fiscal years ending June 30, 2005, 2004, 2003, 2002, and 2001.[2]

The overall financial health of the institution is positive, as reflected by the following statement excerpted from the Management's Discussion and Analysis Section of the Independent Auditor's Report for the year ending June 30, 2005:

> The Statement of Revenues, Expenses, and Changes in Net Assets reflects a positive year ending June 30, 2005, with an increase in net assets of $24.6 million.[3]

An additional measure used to support the institution's claim of financial health is student enrollment trends. The following excerpt is also taken from the Management's Discussion and Analysis Section of the Independent Auditor's Report for the year ending June 30, 2004:

> A significant factor in the University's capacity to generate resources relates to its ability to recruit and retain high quality

> students. In an effort to boost enrollment and to improve the quality of education available at Western, the University continues its emphasis on new, career-focused programs of study. Programs added during FY 2004-2005 included construction management, emergency management, and telecommunications engineering technology . . . and the University continues vigorously to pursue growth in all categories of enrollment: resident credit and distance learning enrollments at both the undergraduate and graduate levels. With the total enrollment for Fall 2005 reaching an all-time high of nearly 8,700 students, a 3.4% increase over last fall's enrollment of 8,396, the total enrollment target of 10,000 by the year 2009 appears reachable.[4]

Audited Financial Statements – Western Carolina University Foundation

Western Carolina University's Foundation, established in 1971, is a legally separate unit of the University. However, the financial statements of the Foundation are reported under the umbrella of the University as prescribed by the Governmental Accounting Standards Board (GASB).

Dixon Hughes, a Professional Limited Liability Company of Certified Public Accountants and Advisors (formerly Crisp Hughes Evans, LLP), performed the external audits of the separate financial statements of the Foundation for the fiscal years ending June 30, 2002, 2003, and 2004. Burleson, Earley & Keel, PLLC, conducted the independent audit of the WCU Foundation for fiscal year ending 2005. The Foundation received unqualified opinions with no material findings or weaknesses.[5]

Audited Financial Statements – Western Carolina University Research & Development (R & D) Corporation

The Western Carolina University Research & Development (R & D) Corporation is a legally separate non-profit Corporation formed in 2003. The R & D Corporation is reported as a discrete component unit in the University's financial statements for the fiscal year ending June 30, 2004, the first year for which it conducted financial transactions. The financial statements of the Corporation are audited by Burleson, Earley & Keel, PLLC (formerly Burleson Keel). For fiscal years ending June 30, 2004, and 2005, the Corporation received unqualified opinions with no material findings or weaknesses.[6]

Audited Financial Statements – Western Carolina University Student Supply Store

Dixon Hughes, PLLC, was contracted in fiscal years ending June 30, 2003, and 2004, and Burleson, Earley & Keel, PLLC, in fiscal year ending

June 30, 2005, respectively, to perform external audits of the University's Student Supply Store, which includes Catamount Clothing and Gifts. Financial statements for these fiscal years demonstrate that these operations of the University received unqualified opinions with no material findings or weaknesses.[7]

Other Financial Information

Additional documentation supporting the financial health of the University includes the following:

- 2005 Fact Book – Financial Data Section[8]
- Four-year comparative Statement of Net Assets (SNA)[9]
- Four-year Statement of Revenues, Expenses, and Changes in Net Assets (SRECNA)[10]

Supporting Documentation and Links

[1] WCU Financial Profile – July 17, 2006 – Prepared for SACS
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Financial-Profile-COC-2006.pdf

WCU Financial Profile – July 14, 2005 – Prepared for SACS
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Financial-Profile-COC-2005.pdf

[2] North Carolina – Office of the State Auditor – WCU Annual Audit Reports

2005 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2005-6075

2004 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2004-6075

2003 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2003-6075

2002 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2002-6075

2001 Audit Report

http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2001-6075

[3] 2005 Audit Report (page 7)
http://149.168.96.10/EPSWeb/Reports/Financial/FIN-2005-6075.pdf#page=11

[4] 2005 Audit Report (page 12)
http://149.168.96.10/EPSWeb/Reports/Financial/FIN-2005-6075.pdf#page=16

[5] Western Carolina University Foundation Financial Statements and Audit Results

2005
http://admfin.wcu.edu/control/WCUFoundationBasicFinancialStmts.pdf

2004
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/WCU-Foundation-Basic-Financial-Statements-2004.pdf

2003
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/WCU-Foundation-Basic-Financial-Statements-2003.pdf

2002
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/WCU-Foundation-Basic-Financial-Statements-2002.pdf

[6] Western Carolina University Research & Development Corporation Financial Statements and Management Letters for Fiscal Years ending June 30, 2004 and 2005

2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/R-and-D-Financial-Statements-2005.pdf

2004
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/R-and-D-Financial-Statements-2004.pdf

[7] Western Carolina University Supply and Clothing Store Financial Statements and Audit Results

2005
http://admfin.wcu.edu/control/SupplyandClothingStoreBasicFinancialStmts.pdf

2004
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Supply-Store-Financial-Statements-2004.pdf

2003
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Supply-Store-Financial-Statements-2003.pdf

[8] 2005 Fact Book – Financial Data Section
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=123

[9] Four-year Comparative Statement of Net Assets (SNA)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-SNA-2002-2005.pdf

[10] Four-year Statement of Revenues, Expenses, and Changes in Net Assets (SRECNA)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Finance-SRECNA-2002-2005.pdf

3.10.3 The institution audits financial aid programs as required by federal and state regulations.

Judgment of Compliance

In Compliance

Narrative of Compliance

North Carolina law authorizes the Office of the State Auditor to post-audit all accounts and financial records of state government agencies under Article 5A Chapter 147 (64.3) of the North Carolina General Statutes.[1] The audit procedures are conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States. WCU's financial records are audited each year by the Office of the State Auditor.

The Office of the State Auditor audits financial aid programs annually, in accordance with the Single Audit Act Amendment of 1996[2] and with the Office of Management and Budget (OMB) Circular 133,[3] Audits of States, Local Governments, and Non-Profit Organizations. These annual audits include tests of compliance with applicable federal laws and regulations, as well as a review of internal controls used in administering federal financial assistance programs.

The Financial Aid Office at Western Carolina University has received no material findings for the past ten years. The United States Department of Education has imposed no limitations, suspensions, or terminations with respect to student financial aid or other financial aid programs at the institution. Western Carolina University operates on the electronic transfer/advance payment method with respect to its federal funds.

Supporting Documentation and Links

[1] G.S. 147 5A (64.3): Auditor – Legislative and management control system
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByArticle/Chapter_147/Article_5A.html

[2] Single Audit Amendment Act of 1996
http://www.ignet.gov/single/saamend.html

North Carolina Single Audit Report – Year Ending June 30, 2005
http://www.ncauditor.net/Epsweb/Reports/Financial/FIN-2005-8730.pdf

North Carolina Single Audit Report – Year Ending June 30, 2004
http://www.ncauditor.net/Epsweb/Reports/Financial/FIN-2004-8730.pdf

North Carolina Single Audit Report – Year Ending June 30, 2003
http://www.ncauditor.net/Epsweb/Reports/Financial/FIN-2003-8730.pdf

North Carolina Single Audit Report – Year Ending June 30, 2002
http://www.ncauditor.net/Epsweb/Reports/Financial/FIN-2002-8730.pdf

[3] Office of Management and Budget (OMB) Circular 133
http://gaqc.aicpa.org/Resources/OMB+Circular+A-133/

3.10.4 Control over Financial and Physical Resources

The institution exercises appropriate control over all its financial and physical resources.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University exercises appropriate control over its financial and physical resources by two primary means:

1. adherence with procedures developed in the Division of Administration and Finance
2. internal and external audits

Administration and Finance

The Division of Administration and Finance establishes and implements procedures that procure, maintain, and protect the financial and physical resources at Western Carolina University.[1] The division hires qualified employees who are charged with responsibility and control of the fiscal and physical affairs of the institution as indicated on the Administration and Finance personnel chart and the organizational chart for the unit.[2] The following departments within this division are charged with specific oversight of the University's financial resources and physical assets.

Controller's Office

The University Controller's Office oversees, records, and processes the institution's financial transactions through accounting and accounts payable systems.[3] The Office of the State Controller establishes business and financial policies and procedures that further safeguard moneys. All revenues and expenditures at the University are subject to State and institutional controls and require appropriate supervisory approvals.[4] The management and distribution of endowment funds are subject to additional controls as outlined in the Investment Policy Guidelines for the WCU Foundation and for the Endowment Fund.[5]

The University conducts an annual inventory of physical assets that is evidence of its control over equipment, and employees who wish to remove property from University premises are required to secure prior permission, as per University Policy #75.[6]

Budget Office

The Budget Office disseminates information on State and institutional policies affecting the development of budget plans and the allocation of funds in budget lines. The Budget Office also maintains the University's budget and approves and processes budget amendments occurring during the course of the fiscal year. All budget actions are subject to the published guidelines for operating new and continuing budgets.[7]

Purchasing Department

The University Purchasing Department guarantees that commodities, equipment, and services are acquired with appropriate levels of institutional and State controls. Purchasing procedures are published on-line.[8]

Under the authority delegated by the State of North Carolina and the administration of Western Carolina University, the University Purchasing Department has exclusive responsibility for making all purchase contracts entered into for the University, except for University Bookstore purchases for resale, the purchase of University Library holdings, and authorized Capital Improvements Project purchases made by applicable managers. The Director of Purchasing and Departmental Purchasing Agents are the only individuals authorized to make purchasing commitments for the University. Property that is identified as surplus by the assigned department is subject to the North Carolina Surplus Property procedures.[9]

Purchasing actions of the University are reviewed by the North Carolina Department of Administration's Division of Purchase and Contract. The last compliance review, conducted in 2003, indicated that the Purchasing Department met all quality indicators and the reviewer commended the staff members for their work in handling the purchasing commitments of the University.[10]

Facilities Management

Facilities Management oversees and maintains the University's buildings, land, and capital construction projects, including infrastructure.[11] During AY 2003-2004, the University of North Carolina conducted an Operational Assessment of facilities at its 16 campuses, focusing on organization, management, systems, and documentation of the facilities and equipment of each institution. Western Carolina University received a rating of "Good" for this assessment. The UNC system also conducts an annual Facilities Inventory and Utilization Study (coordinated by the State of North Carolina Higher Education Comprehensive Planning Program). This study includes the Facilities Condition Assessment Program (FCAP),

a recurring baseline study of conditions of facilities for UNC institutions and North Carolina Community Colleges. The study provides a dollar assessment of deferred maintenance and repairs for buildings and other assets of the institution.[12] In addition, Facilities Management adheres to internal standards and guidelines for preventive maintenance.[13]

Risk management is an important aspect of the unit, and procedures and reports addressing the unit's oversight in this area are published on the unit's Web site.[14] Additional information on risk management is discussed in Comprehensive Standard 3.10.6.

Additional information on physical facilities and resources of the University is presented in Comprehensive Standard 3.10.7.

Internal and External Auditors

The University is audited annually by the North Carolina Office of the State Auditor under the authority of Article 5A of Chapter 147 of the North Carolina General Statutes.[15] The State auditor's most recent audit report contained no material findings and provides additional assurance that controls over financial and physical resources comply with accepted auditing standards.[16] In addition to the State auditor, WCU's Office of Internal Audit reviews colleges, departments, offices, and individuals to ensure compliance with established policies and procedures.[17]

Supporting Documentation and Links

[1] Administration and Finance – General Web Site
http://admfin.wcu.edu/

[2] Administration and Finance Personnel Chart – Job Titles and Qualifications
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Administration-and-Finance-Personnel.pdf

Organizational Chart – Administration and Finance Division
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Organizational-Chart-Admin-and-Finance.pdf

[3] Accounts – Controller's Office
http://admfin.wcu.edu/control/frschgs.htm

[4] Controller's Office – Expenditures and Revenues
http://admfin.wcu.edu/download/expcodes.pdf
http://admfin.wcu.edu/download/revcodes.pdf

Office of State Budget and Management – Manual
http://www.osbm.state.nc.us/files/pdf_files/2003_budget_manual.pdf

Check Requests
http://admfin.wcu.edu/control/chkreq.htm

Travel Policies and Procedures
http://admfin.wcu.edu/download/TravelManual.pdf

Approval of Expenditures
http://admfin.wcu.edu/download/approvalofexpendituredocuments.doc

[5] WCU Foundation Fund – Investment Policy Guideline Statement
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/WCU-Foundation-Investment-Policy.pdf

WCU Endowment Fund – Investment Policy Guideline Statement
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Endowment-Fund-Investment-Policy.pdf

[6] Physical Inventory
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Physical-Inventory-Evidence-3-10-4.pdf

Permission to Remove University Assets from Campus – Form
http://admfin.wcu.edu/control/permission.doc

Policy #75 – Removal Of University Assets From The Campus
http://www.wcu.edu/chancellor/index/universitypolicy/policy75.htm

[7] Budget Office
http://admfin.wcu.edu/budget/

[8] Purchasing Department – University Purchasing Activities
http://admfin.wcu.edu/purchase/documents/purchasing2.pdf

[9] Purchasing Department – University Purchasing Activities (p. 18)
http://admfin.wcu.edu/purchase/documents/purchasing2.pdf#page=18

[10] NC Department of Administration – Purchasing and Contract Office Compliance Review
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Purchasing-Compliance-Review2003-3-10-4.pdf#page=3

[11] Facilities Management
http://admfin.wcu.edu/plant/

[12] 2004 Facilities Inventory and Utilization Study
http://intranet.northcarolina.edu/docs/pres/hefcstudy04.pdf

[13] WCU Preventive Maintenance Policies and Procedures Manual
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Prevent-Maint-Policies-and-Procedures.pdf

[14] Facilities Management – WCU Safety and Risk Management
http://admfin.wcu.edu/plant/safety.htm

[15] G.S. – Chapter 147 Article 5a: Auditor
http://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByArticle/Chapter_147/Article_5A.html

[16] 2005 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2005-6075

[17] Office of the Internal Audit
http://www.wcu.edu/internalaudit/

3.10.5 The institution maintains financial control over externally funded or sponsored research and programs.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU maintains appropriate policies and procedures for post-award financial management of externally funded research.[1] The Office of Sponsored Research, administered by a highly qualified Director,[2] coordinates the entire proposal process through the final award, including proposal submission, negotiations, budget development, and review. The Office of Grants and Contracts (a unit of the Controller's Office) processes the award, establishes approved budgets, monitors expenditures and prepares required invoices and financial reports.[3] The Office of the Controller[4] reports directly to the Associate Vice Chancellor of Administration and Finance.

Grant Account Management Compliance Training is required of faculty and staff receiving external funding. The training component consists of the following:

- internal budgets for grants
- funding agency policies and procedures
- University, state, and federal policies, procedures, and regulations governing grant expenditures
- transfers and budget revisions
- invoicing
- financial reporting
- time and effort reporting

The post-award financial aspects for external or sponsored Research programs are administered by the Office of Grants and Contracts. The Office administers grant expenditures in accordance with University and funding agency regulations and policies as well as federal and state laws. The Office is also responsible for the timely submission of financial reports.[5]

The Office of Grants and Contracts works closely with Principal Investigators to assist with interpreting financial data and with reporting functions to sponsors. The Principal Investigator is responsible for the timely submission of programmatic reports. A summary of grant activity is available annually in the WCU Fact Book.[6]

Supporting Documentation and Links

[1] Policy #55 Solicitation of External Funds
http://www.wcu.edu/chancellor/index/universitypolicy/policy55.html

Policy #88 Facilities and Administration Receipts Policy (also known as Indirect Costs or Overhead Receipts)
http://www.wcu.edu/chancellor/index/UniversityPolicy/policy88.htm

Research and Graduate Studies – Proposal Development and Approval Process
http://www.wcu.edu/research/R_prop_appr.htm

Policy #62 Execution of Contracts
http://www.wcu.edu/chancellor/index/universitypolicy/policy62.html

Faculty Handbook 7.04 – Process for Grant and Contract Applications
http://www.wcu.edu/fachandbook/geninfo/secfour.htm

[2] Curriculum Vita – Michelle Hargis, Director of Sponsored Research
http://bannerportal.wcu.edu/sites/SACS/Vitae%20Administrators/Vita-Hargis.pdf

[3] WCU Research Home Page
http://www.wcu.edu/research/

Funding Opportunities
http://www.wcu.edu/research/R_fund.htm

Forms, Policies, and Reference
http://www.wcu.edu/research/R_ref.htm#policies

Proposal Development
http://www.wcu.edu/research/R_prop.htm

Budget Preparation
http://www.wcu.edu/research/R_prop_budgt.htm

[4] WCU Controller's Office
http://admfin.wcu.edu/control/

[5] 2004 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2004-6075

2003 Audit Report
http://149.168.96.10/EPSWeb/EDSreportdetail.asp?RepNum=FIN-2003-6075

[6] 2005 Fact Book – Competitive Grants and Contracts 2002-2005 (page 119-122)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=126

3.10.6 Health & Safety

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University strives to provide a safe, secure, and healthy working and learning environment for its students, faculty, staff, and visitors. A number of offices and committees support these efforts through a variety of policies, services, and programs.

Health Initiatives

The University Health Center, as well as the Counseling and Psychological Services Center, helps to ensure a healthy, safe, and secure campus by providing the WCU community with primary health care services, wellness education and disease prevention information, and psychological and counseling services.[1]

The University of North Carolina has initiated a system-wide response plan to protect the health and safety of students and employees of constituent institutions in the event of a Pandemic Flu outbreak. WCU has created a taskforce to develop a plan that will prepare for and respond to an influenza pandemic.[2]

Institutional Safety and Security

University Police

The University Police Department is the primary law enforcement agency for the campus and is staffed by academy trained and sworn law enforcement officers who are present on campus year-round, 24 hours a day.[3] The Department complies with the Clery Act and publishes crime statistics for the previous three years.[4] The University Police Department offers services such as the following:

- Public Safety Programs[5]
- University Shuttle Service[6]
- Commuter and Parking Safety[7]
- Community Policing[8]
- Workplace Violence Management Team[9]

Critical Incident Communication Team (CICT)

The Division of Student Affairs maintains a Critical Incident Communication Team (CICT) to enhance institutional response to critical incidents involving students and to foster efficient and effective lines of communication in emergency situations.[10]

Emergency Management Services (EMS)

WCU's Emergency Management Services (EMS) team operates under the general guidance and license of Jackson County EMS and is a student-run volunteer ambulance service that handles emergencies for the campus community. Its services are available 24 hours a day, seven days a week, when classes are in session.[11]

Department of Safety and Risk Management

The Department of Safety and Risk Management, within the Office of Facilities Management, administers campus-wide programs including occupational safety and health, laboratory safety, fire and life safety, motor fleet safety, environmental protection, and emergency response.[12] Safety procedures manuals and emergency plans are published on the Office of Facilities Management Safety and Risk Management Web site.[13] Examples of reports generated from routine safety inspections are available for review.[14] Safety and Risk Management, University Police, and Facilities Management work in unison to maintain readiness of emergency systems. In addition, Facilities Management conducts annual drinking water and waste water studies that include information on origin of campus water, its contents, and comparison of its quality with standards established by regulatory agencies, as well as formal inspection and cleaning of all waste water systems and repairs and upgrades of leaks in University sewer systems. Reports for both studies are updated annually and posted on-line.[15]

Human Resources and Student Affairs Training

The Office of Human Resources[16] coordinates safety training for all employees and disseminates information to employees on new policies and procedures related to safety as they are adopted. The Division of Student Affairs also collaborates with other University units to offer programs and conferences dealing with safety and risk management to the campus community.[17]

All students are expected to abide by the policies and regulations that detail safety procedures established by the Department of Residential

Living and by Western Carolina University and as stated by the Code of Student Conduct in the Student Handbook.[18]

The annual "Take Back the Night" program sponsored by the Women's Center is an example of one program that focuses on safety concerns on campus.[19] The Women's Center also focuses on sexual assault awareness and sponsors other programs on health and safety issues.

Office of the Chancellor

The Office of the Chancellor promotes a healthy, safe, and secure environment by administering or sponsoring several programs and policies, such as equal opportunity programs, illegal drug and smoking policies, and sexual harassment and discriminatory personal conduct policies.[20]

Disaster Plans

The institution maintains a master disaster plan to be implemented in the event of a major threat to the campus. For security reasons, the entire plan is not available to external audiences. An overview and executive summary are available for review.[21] The following divisions maintain disaster plans that are specific to their units: Administration and Finance and Instructional Technology, whose plan also contains sensitive material related to disaster recovery; copies of the IT disaster plan are available to external reviewers from the Chief Information Officer.[22] Each Student Affairs department maintains its own IT disaster recovery plan; these plans are filed with the Office of Internal Audit.

Supporting Documentation and Links

[1] Health Center – About the Health Center
http://www.wcu.edu/studentd/hlthserv/aboutHS.html

University Policy #80 – University Health Center Services
http://www.wcu.edu/chancellor/index/universitypolicy/policy80.html

Counseling and Psychological Services
http://www.wcu.edu/studentd/counsel/

[2] Pandemic Flu Response Plan
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Pandemic-Flu-Response-Plan.pdf

[3] University Police and Traffic Services Web Site
http://police.wcu.edu/

Status of Police Officers
http://police.wcu.edu/policeindex.html

[4] Crime Reports and Information
http://cowee.wcu.edu/hypermail/push-wcupd/

Crime Statistics
http://www.wcu.edu/studentd/safety/

[5] University Police
(See, for example, Additional Services Provided)
http://police.wcu.edu/policeindex.html

[6] Shuttle System Information
http://www.wcu.edu/cattran/

[7] Catamount Rangers
http://police.wcu.edu/policeindex.html

Blue Light Radiophones
http://police.wcu.edu/policeindex.html

[8] Jackson County Domestic Violence/Sexual Assault Response Team
http://www.thesylvaherald.com/dom-violence.htm

[9] Policy #63 – Violence In The Workplace
(See Section V: Workplace Violence Management Team)
http://www.wcu.edu/chancellor/index/universitypolicy/policy63.html

[10] Critical Incident Communications Team (CICT) – Click on Committee descriptions
http://www.wcu.edu/studentd/staff/info/

CICT Protocol
http://www.wcu.edu/studentd/cict.pdf

CICT Flow Chart
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Crit-Incid-Comm-Flow-Chart.pdf

[11] WCU Emergency Management Services (EMS)
http://www.wcu.edu/studentd/hlthserv/ambulance.html

[12] University Policy #12 – Fire Protection
http://www.wcu.edu/chancellor/index/universitypolicy/policy12.html

University Policy #44 – Safe and Healthful Working Conditions
http://www.wcu.edu/chancellor/index/universitypolicy/policy44.html

University Policy #66 – Guidelines for Use of Radioactive Materials
http://www.wcu.edu/chancellor/index/universitypolicy/policy66.html

[13] Office of Facilities Management, Safety and Risk Management – Safety and Health manuals
http://admfin.wcu.edu/plant/safety.htm

[14] Safety Inspection Report – Belk Building
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Safety-Inspection-Report-Belk06-3-10-6.pdf

Safety Inspection Report – Hinds University Center
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Safety-Inspection-Report-UC06-3-10-6.pdf

[15] Annual Water Quality Reports – Drinking Water and Waste Water Studies
http://admfin.wcu.edu/plant/test/reports.htm

[16] Training Opportunities for Faculty and Staff, Office of Human Resources
http://www.wcu.edu/hr/training/

[17] Conference Flyer Example
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Risk-Management-Program-Flyer.pdf

[18] Residential Living – Policies and Regulations
http://housing.wcu.edu/policies_Regs.asp

[19] Women's Center & Women's Programs
http://www.wcu.edu/womenscenter/

[20] University Policy #10 – Office of Equal Opportunity Programs
http://www.wcu.edu/chancellor/index/universitypolicy/policy10.html

University Policy #38 – Illegal Drugs
http://www.wcu.edu/chancellor/index/universitypolicy/policy38.html

University Policy #45 – Smoking in Campus Facilities

http://www.wcu.edu/chancellor/index/universitypolicy/policy45.html

University Policy #53 – Sexual Harassment and Other Forms of Discriminatory Personal Conduct
http://www.wcu.edu/chancellor/index/universitypolicy/policy53.html

University Policy #70 – Unlawful Workplace Harassment – SPA Employees
http://www.wcu.edu/chancellor/index/universitypolicy/policy70.html

University Policy #63 – Violence in the Workplace
http://www.wcu.edu/chancellor/index/universitypolicy/policy63.html

[21] WCU Disaster Plan – Executive Summary Excerpt
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Disaster-Plan-Excerpt.pdf

[22] WCU Disaster Recovery – Business Continuity Plan – Excerpt
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Disaster-Plan-Business-Cont-Excerpt.pdf

3.10.7 Physical Facilities

The institution operates and maintains physical facilities that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities.

Judgment of Compliance

In Compliance

Narrative of Compliance

As a regional, comprehensive university, WCU serves its mission by offering educational, cultural, and service programs year-round. The campus is located on more than 580 acres in Cullowhee, North Carolina. Comprising approximately 90 buildings, its current replacement value is more than $300 million, which also includes the replacement value for campus infrastructure, including roads, parking, and utilities.[1] Facilities Management, a unit within the division of Administration and Finance, oversees and maintains the University's buildings, land, and capital construction projects, including infrastructure.[2]

Facilities

In 2004, the University maintained 1,790,542 square feet of space distributed by function as indicated in Table 3.10.7-1.

Table 3.10.7-1: Western Carolina University Space (2004)

Space Type	Assignable Square Feet (ASF)
Classroom Facilities	89,516
Laboratory Facilities	149,450
Office Facilities	259,610
Study Facilities	135,989
Special Use Facilities	151,944
General Use Facilities	263,691
Support Facilities	68,152
Health Care Facilities	3,288
Residential Facilities	617,806
Unclassified Facilities	51,096
Total ASF	**1,790,542**

Source: The UNC Commission on Higher Education Facilities, Facilities Inventory and Utilization Study (Fall 2004), Table 15, pp. 96, 98[3]

WCU's on-line Fact Book contains detailed information regarding facility use, replacement cost, building age, and gross and assignable square footage.[4]

In addition to the Cullowhee campus, WCU offers programs and services at several other locations. While they are not branch campuses, these facilities help to advance the mission of the institution by offering programs and courses off-site, including at the following locales:

- *Cherokee*
  Established in 1975, undergraduate courses are offered on the Cherokee Reservation at a center designed for this purpose for residents of Cherokee.
- *Asheville*
  WCU Undergraduate and graduate courses and programs are offered year-round in educational facilities provided by the University of North Carolina at Asheville and through an affiliation with the Asheville Graduate Center.
- *Enka*
  WCU offers courses in nursing and birth-kindergarten utilizing over 10,000 square feet of office, classroom, and laboratory space at the Haynes Center on the Enka Campus of Asheville-Buncombe Technical College.
- *Hendersonville*
  Through an agreement with Pardee Hospital in Hendersonville, WCU offers classes and administrative support services in a 2,000 sq ft space on the hospital grounds.

A number of WCU courses and programs are held on community college campuses throughout North Carolina. Additional information on these offerings is available in comprehensive standard 3.4.2.

Facilities Planning

Western Carolina University's physical facilities are subject to and supported by policies and actions implemented by UNC General Administration and the State of North Carolina. In 1998, the North Carolina General Assembly mandated that the Board of Governors of The University of North Carolina conduct a Study of Capital Equity and Adequacy and prepare a 10-Year Capital Plan.[5] The Facilities Profile and 10-Year Capital Plan for The University of North Carolina, prepared by an external consultant, outlines the current status of facilities and capital improvements needs for the 16 UNC institutions. Among other findings, the study determined that WCU's facilities management program was well-developed to support the institution.[6]

The institutional profiles developed as supporting documentation for the UNC Capital Equity and Adequacy Study conducted in 1998-99 became the basis of the

2000 Higher Education Bond Program. Phase I of the Bond Referendum was passed in 2001 and provided $100,336,744 for Western Carolina University to fund land acquisition, construct new facilities, and upgrade existing facilities and infrastructure. The University supplemented $13,458,810 from other sources to the bond funding for a total of $113,795,554 in new capital spending. That funding, in addition to more than $66,921,629 of other construction projects in progress, amounted to more than $180 million in total construction. Additionally, funds from capital grants and student fees have supported other construction projects.

During the last three years, a 122,000 square foot state-of-the-art Fine and Performing Arts facility, a six building Residence Life Village housing 250 students, and two new residence halls accommodating more than 600 students have been constructed. A 2005-2007 Capital Plan for WCU was generated as part of the UNC Facilities Plan that will be addressed by Phase II of the Bond Referendum (scheduled to be on the ballot by 2008).[7]

In December, 2004, the University doubled the size of the Cullowhee campus by acquiring two adjacent parcels of land totaling approximately 344 acres. The acquisition created the Millennial Initiative, which affords new educational opportunities for students and faculty as well as partnership opportunities with the private sector, further supporting the mission of WCU.[8]

The Campus Master Plan, originally developed in December 1999 and updated in 2006, guides the development of WCU.[9] By implementing the master plan, the University addresses the capital needs and facilities upgrades identified in the Capital Plan. In addition to the Campus Master Plan, the department of Residential Living is in the final stages of developing its Master Plan.[10] The Residential Living Master Plan, in conjunction with the Campus Master Plan, will guide the University in planning for future residence halls and the continuing renovation of existing residence halls.

Repair and Renovations

Western Carolina University's repair and renovations (R & R) projects to buildings are dependent on the NC Legislature for funding. Allocations for R & R are made to all State property using a common formula in the form of a legislative appropriation at an amount equal to 2% of the total replacement value of public buildings. The appropriation is made to State agencies, including the UNC system on a pro rata, square foot basis. The UNC system typically receives about 46% of the State R & R appropriation and Western Carolina University generally receives about 4% of the UNC appropriation. While the State Legislature does not fully fund the R & R program annually, in 2003 the Legislature approved a $300 million bond for R & R for all State agencies; Western Carolina University received $5,144,000 of this funding for roof replacements, energy efficiency, and governmental mandated projects. In August of 2004, an independent review of the

repair and renovations funding for 1993 to 2003 was performed at the request of UNC General Administration. This report concluded that Western Carolina University's R & R expenditures were appropriate to the scope and nature of R & R projects and accurately represented the requirements of the Facility Condition Assessment Program (FCAP).

Western Carolina University's Facilities Management conducts regular inspections of buildings and generates reports on WCU's condition and improvement needs as a way to prioritize R & R projects.[11] The North Carolina Department of Administration's State Construction Office also conducts regular facility condition assessments as a part of its Facility Condition Assessment Program (FCAP), noting facility conditions, estimated cost, and approximate date of repair needs.[12] The current value of identified R & R needs for WCU is $52,399,000.

Facilities Maintenance

WCU's Facilities Management utilizes computerized maintenance management software to systematically manage, plan, and execute preventative and routine maintenance. Work requests from departments and offices on campus are initiated by calling the Facilities Management work control center or by entering a work request online via the Facilities Management Web site.[13] Facilities Management also utilizes internal standards and guidelines for preventive maintenance.[14] In 2003-2004, the UNC General Administration conducted an Operational Assessment of the 16 campuses focusing on the organization, management, systems, and documentation of the facilities and equipment of each campus.[15] Western Carolina University received a rating of "Good" for this assessment.

Additional means of assessing the physical facilities and maintenance of those facilities include satisfaction surveys, deans reports, 30-day reports on capital projects provided to the NC Office of State Budget Management, and door hang tags that are utilized for gathering customer feedback on services performed.[16]

The Department of Residential Living (DRL) provides general building maintenance (i.e. replacement of light bulbs, furniture repair, phone and data port repair, painting, etc.) for its residence halls. Students and Residential Living staff enter repair request via an online request system.[17] These requests are routed daily by the Assistant Director for Facilities to Facilities Management or to DRL in-house maintenance staff. The DRL in-house staff includes 3 full-time employees and several student employees. The target turn around time is 24 hours; statistical evaluations rated this service at a very high satisfaction rate.[18] Weekly request summaries are sent to Resident Directors in each building for confirmation of completion. Monthly building tours are conducted by the Assistant Director for Facilities along with individual building Resident Directors to assess building conditions. Housekeeping staff also submit repair requests as needed.

Repairs, renovations, and capital improvements continue to take place at WCU, thereby allowing the institution to meet its goals and mission by continuously adding to and improving its physical facilities.

Supporting Documentation and Links

[1] Facilities Tour
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Facilities-Tour-PPT-3-10-7.pdf

Office of Admissions – Virtual Tour
http://www.wcu.edu/Admissions/tour/index.html

[2] Facilities Management – Web Site
http://admfin.wcu.edu/plant/

[3] UNC Commission on Higher Education Facilities, Facilities Inventory and Utilization Study (Fall 2004)
http://intranet.northcarolina.edu/docs/pres/hefcstudy04.pdf

[4] WCU 2005 Fact Book – Detailed Version – Physical Plant (Page 135)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=141

[5] UNC Study of Capital Equity and Adequacy – Building for the New Millennium, 1999
http://intranet.northcarolina.edu/docs/finance/reports/bldg_for_newmillennium.pdf

[6] WCU Facilities Profile and 10-Year Capital Plan (December 1999).
http://intranet.northcarolina.edu/docs/finance/reports/profiles/WCU_Profile.pdf

[7] UNC-WCU 2005-2007 Capital Plan
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Facilities-UNC-Capital-Plan.pdf

[8] WCU Millennial Initiative – Web Site
http://millennial.wcu.edu/about.html

WCU Millennial Initiative – News Article, February 22, 2005
http://www.wcu.edu/pubinfo/news/millennial05.htm

[9] WCU Master Plan (December 1999)
http://admfin.wcu.edu/capconstruction/MasterPlan/Master_Plan.cfm

WCU Master Plan (pdf)
http://planning.wcu.edu/Exec_Summary.pdf

Campus Master Plan (April 2006)
http://planning.wcu.edu/MasterPlan/MI_Master_Plan_April_2006.pdf

[10] WCU Residential Living Master Plan Excerpt
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Residential-Living-Master-Plan-Excerpt.pdf

[11] WCU Request to the Board of Governors – Repair & Renovation Request (Fall 2005)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Facilities-Repair-Replacement-Request-2005.pdf

WCU Request to the Board of Governors – Repair & Renovation Request (Fall 2002)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Facilities-Repair-Replacement-Request-2002.pdf

Facility Condition Analysis – Helder Hall
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Facility-Condition-Analysis-Helder.pdf

Facility Condition Analysis – The Village
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Facility-Condition-Analysis-Village.pdf

[12] NC Department of Administration State Construction Office – Facility Condition Assessment Program (FCAP) – April 2005

Cover Letter and Executive Summary
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Facilities-CAP-Cover-Letter-3-10-7.pdf

FCAP Report
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Facilities-CAP-2005-3-10-7.pdf

[13] Facilities Management Online Work Request – Form
http://www.wcu.edu/busafrs/plant/login.htm

[14] WCU Preventive Maintenance Policies and Procedures Manual
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Prevent-Maint-Policies-and-Procedures.pdf

[15] UNC Office of the President – Operational Assessment of 16 Campuses
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/UNC-Operational-Assessment-3-10-7.pdf

[16] Office of Facilities Management Customer Service Hang Tag
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Facilities-Maint-Door-Ticket.pdf

[17] Residential Living On-line Maintenance Request
http://housing.wcu.edu/maintenance.asp

[18] Facilities – Student Satisfaction Survey Summary
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Facilities-Student-Satisfaction-Survey-Summary.pdf

4.1 When evaluating success with respect to student achievement in relation to the institution's mission, the institution includes, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University considers several indicators when evaluating student achievement relative to its mission. On an institutional level, the Office of Institutional Research and Planning (OIRP) collects and disseminates data on retention and graduation rates, course completion rates, and grade distributions.[1] On a college and program level, select programs collect and consider data related to professional licensure and, to the extent possible, job and graduate school placement rates as part of their program assessment.

Retention and Graduation Rates.

WCU considers student success, as measured by retention and graduation, as an indicator of institutional effectiveness. The University routinely reviews retention and graduation rates during the strategic planning and budgeting processes.[2] These data have been used to inform decision-making across the institution.

Course Completion and Grade Distributions.

WCU collects and disseminates data on course completion and distribution of grades to inform campus discussions related to retention, faculty performance, and level of academic challenge. These data are posted online.[3]

Professional Licensure, Job, and Graduation School Placement.

On an institutional level, WCU tracks its alumni through the National Student Clearinghouse to determine whether (and if so where) they continued their education after receiving a degree from WCU.[4]

In addition to institutional activities, some academic programs track the job placement and professional licensure rates of their alumni as required by state, national, or professional accreditation agencies. The programs in education, accounting, engineering, nursing, and other health or medical disciplines are most affected in these areas. For example, licensure pass

rates for Nursing (BSN) generally exceed both the State and national pass rates.[5]

Program level information regarding licensure and placement are often included in program assessment plans and are used routinely to determine program quality and productivity.[6] For example, performance on licensure exams, as well as other assessment data, informed programmatic changes in the Bachelor of Science in Nursing program. These changes led to an increase (to 88%) in the NCLEX-RN pass rate for the 2004 class.[7]

WCU also evaluates student achievement, especially in relation to the institution's mission, while conducting strategic planning activities. For example, the 2001 Report of the External Scanning Subcommittee of the University Strategic Planning Committee identified a need for greater collaboration of universities with K-12 educational institutions in the preparation of teachers.[8] The resulting implementation of *IHE Performance Reports* serves as one measure of the emphasis on this need. The *IHE Performance Reports* document, among other things, student demographic information, program completion information, content area examination scores, and job placement demographics.[9] Additionally, graduating seniors are surveyed twice annually regarding plans following graduation.[10]

Supporting Documentation and Links

[1] Office of Institutional Research and Planning (OIRP)
http://planning.wcu.edu/

[2] UNC – Retention, Graduation and Persistence Rates of First-Time Full-Time Freshmen
http://www.northcarolina.edu/content.php/assessment/reports/student_info/retention.htm

2005 Fact Book – Brief Version (Page 30)
http://planning.wcu.edu/2005_Factbook/Brief_Fact_Book_2005.pdf#page=37

[3] OIRP – Data Sets
http://planning.wcu.edu/datasets.htm

[4] OIRP – Completion Data Analysis of Student Clearinghouse Data
http://planning.wcu.edu/Reports/Completers_Report.pdf

[5] NC Nursing Board – Five Year NCLEX Pass Rates
http://www.ncbon.org/LicStat-PassRates.asp

[6] OIRP – Academic Affairs
(See assessment reports for individual units)
http://www.wcu.edu/assessment/academicaffairs.html

[7] Bachelor of Science in Nursing – Program Assessment Report for AY 2004-2005 (Page 11)
http://www.wcu.edu/assessment/academic/documents/NursingBSNAssessmentReport200405.pdf#page=11

[8] 2001 Report of the External Scanning Subcommittee of the University Strategic Planning Committee (Page 20)
http://www.wcu.edu/stratplan/StratgcPlan/EXTSCAN5.pdf#page=20

[9] 2001 *IHE Performance Report* – Undergraduate and Graduate
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IHE-2001-undergraduate-graduate-wcu.pdf

2002 *IHE Performance Report* – Undergraduate
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IHE-2002-undergraduate-wcu.pdf

2002 *IHE Performance Report* – Graduate
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IHE-2002-graduate-wcu.pdf

2003 *IHE Performance Report* – Undergraduate
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IHE-2003-undergraduate-wcu.pdf

2003 *IHE Performance Report* – Graduate
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IHE-2003-graduate-wcu.pdf

2004 *IHE Performance Report* – Undergraduate
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IHE-2004-undergraduate-wcu.pdf

2004 *IHE Performance Report* – Graduate
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IHE-2004-graduate-wcu.pdf

2005 *IHE Performance Report* – Undergraduate
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IHE-2005-undergraduate-wcu.pdf

2005 *IHE Performance Report* – Graduate
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/IHE-2005-graduate-wcu.pdf

[10] Senior Surveys
http://planning.wcu.edu/senior.htm

4.2 The institution maintains a curriculum that is directly related and appropriate to its purpose and goals of the institution and the diplomas, certificates or degrees awarded.

Judgment of Compliance

In Compliance

Narrative of Compliance

In keeping with its role as a regional comprehensive university and as a constituent institution of the University of North Carolina, Western Carolina University offers courses in the arts, sciences, humanities, applied technologies, and professions.[1] Degrees are awarded at the bachelor, master, intermediate, and doctoral levels.[2] At all levels the University aspires to prepare students to be responsible citizens in a global community.

WCU reviews all undergraduate and graduate curricula to ensure that they are appropriate to its purpose, goals, and degrees. Curriculum development and curricular changes are usually initiated at the department level. After departmental and college approval, four university-wide groups review proposed changes in curriculum, as appropriate to the type of course or program:

1. The Liberal Studies Oversight Committee[3] considers all changes in the Liberal Studies Program. This committee also reviews and assesses the Liberal Studies Program and may also initiate changes in program requirements.
2. The Graduate Council[4] considers all changes in the graduate curricula.
3. The Professional Education Council[5] considers all changes in undergraduate and graduate education programs.
4. The Faculty Senate[6] considers new programs, new degrees, new majors, new minors, general education changes, program deletions, and changes to university-level curriculum policies and requirements.

The Faculty Handbook details the curriculum development process.[7]

All students who receive undergraduate degrees are required to complete a set of courses in Liberal Studies and foundational and specialized work in at least one discipline (i.e. a major). The curriculum for the foundational and specialized work in the disciplines is determined by the faculty in those disciplines and is consistent with national and international norms (see Core Requirement 2.7.3 for more detail). Undergraduate curricula are reviewed at the college level and by the Academic Policy and Review Council of the Faculty Senate[8] before being sent to the Office of the Provost for approval.

Curricula at the graduate level require advanced work in a discipline as well as demonstration of competence in independent research and/or the application of knowledge to the work of a profession. Graduate curricula are reviewed by the Graduate Council before being sent to the Academic Policy and Review Council of the Faculty Senate.

Requests to plan new programs and degrees are reviewed and approved by the UNC General Administration after the relevant college curriculum committee, the Academic Policy and Review Council, and the Faculty Senate have reviewed the proposal.[9]

To ensure programs reflect best practices, all programs are regularly reviewed (see Comprehensive Standard 3.3.1). These reviews require systematic self-study by relevant departmental and extra-departmental faculty members and evaluation by external reviewers.

High program standards are also maintained by seeking external professional accreditation for virtually all programs eligible for national or regional accreditation. The University has been accredited by more than 20 agencies and is a member of more than 30 state and national associations and organizations.[10] Most of these organizations regularly evaluate the curricula of the relevant programs and determine if sufficient resources are in place to deliver the curricula. For example, WCU's Department of Music is currently fully accredited by NASM (National Association of Schools of Music). This national accrediting agency assesses the Music Department's curriculum regularly and has judged that the curriculum meets the Graduate compliance standards set forth by NASM in section IX of its Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs.[11]

Supporting Documentation and Links

[1] WCU Mission Statement
http://www.wcu.edu/strategicplanning/mission.html

[2] Office of the Provost – Degree Programs
http://www.wcu.edu/provost/academics.html

[3] Liberal Studies Oversight Committee
http://www.wcu.edu/liberalstudies/

[4] Graduate Council
http://www.wcu.edu/graduate/Committees.htm

[5] Professional Education Council – Bylaws
http://www.ceap.wcu.edu/DEANSHOMEPAGE/TechEducCommittee/Professional%20Ed%20Council%20Bylaws.htm

[6] Faculty Senate
http://www.wcu.edu/facsenate/

[7] The Faculty Handbook, Section 14.00 Policies and Procedures for Curriculum Development and Revision
http://www.wcu.edu/fachandbook/policyproc/index.htm

[8] Academic Policy and Review Council
http://www3.wcu.edu/~mabel/aprc.html

[9] UNC General Administration – Academic Planning
http://www.northcarolina.edu/content.php/aa/planning/index.htm

UNC General Administration – Authorization of New Programs
http://www.northcarolina.edu/content.php/aa/planning/newDegreePrograms.htm

[10] Accrediting Agencies Chart
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Accrediting-Agencies-Chart-Additions-and-Sorted-4-2.pdf

The Record: Undergraduate Catalog – Accreditations
http://www.wcu.edu/UnivCatalog/Catalog/univ/accred.htm

[11] Department of Music Graduate Program Annual Assessment Report 2004-2005 – Part III Assessment Activities
http://www.wcu.edu/graduate/assessments/Music%202004-2005.pdf#page=3

4.3 Public Documents

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU makes widely available both print and on-line versions of academic calendars, grading policies, and refund policies which are routinely included in the following publications.

The Record: Undergraduate Catalog for undergraduate students and the Student Handbook are distributed to all new students at orientation, and additional copies are available in the Academic Advising Center. Copies of the Student Handbook are also available in A.K. Hinds University Center, One Stop Student Service Center, and the WCU Programs in Asheville office.

The Record: Graduate Catalog is available on-line, and print copies are distributed to advisors; additional copies are available in the Graduate Studies office and in the WCU Programs in Asheville office.

The Registrar's Office provides the Academic Advising Center, One Stop Student Service Center, the WCU Programs in Asheville office, and each academic department with copies of the Schedule of Classes Booklet.

Calendars

The academic calendar is published and available both in print versions and on-line in the following documents:

- *The Record: Undergraduate Catalog* – Academic Calendar[1]
- *The Record: Graduate Catalog* – Graduate Academic Calendar[2]
- The Student Handbook – Calendar[3]
- The Schedule of Classes Booklet – The Registrar's Office – Calendars[4]

Grading Policies

Grading policies and academic re-evaluation policy/procedures are available both in print versions and on-line in the following documents:

- *The Record: Undergraduate Catalog* – Academic Regulations[5]
- *The Record: Graduate Catalog* – Academic Regulations[6]

Refund Policies

WCU refund policies are available both in print versions and on-line in the following sources:

- *The Record: Undergraduate Catalog* – Fees, Expenses, and Financial Aid[7]
  The Record: Graduate Catalog – Fees, Expenses, and Financial Aid[8]
- Student Handbook – Academic Policies[9]
- Schedule of Classes Booklet – The Registrar's Office – Tuition, Fees, Refund Policy[10]

Supporting Documentation and Links

[1] *The Record: Undergraduate Catalog* – Academic Calendar
http://www.wcu.edu/UnivCatalog/Catalog/calen/acadcal.html

[2] *The Record: Graduate Catalog* – Graduate Academic Calendar
http://www.wcu.edu/UnivCatalog/GCatalog/cal/

[3] The Student Handbook – Calendar (Page 32)
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=20

[4] The Schedule of Classes Booklet – The Registrar's Office – Calendars
http://www.wcu.edu/registrar/registration_information1a.asp

[5] *The Record: Undergraduate Catalog* – Academic Regulations
http://www.wcu.edu/UnivCatalog/Catalog/acadreg/acadreg.htm

[6] *The Record: Graduate Catalog* – Academic Regulations
http://www.wcu.edu/UnivCatalog/GCatalog/acrg/

[7] *The Record: Undergraduate Catalog* – Fees, Expenses, and Financial Aid
http://www.wcu.edu/UnivCatalog/Catalog/fees/index.html

[8] The Record: Graduate Catalog – Fees, Expenses, and Financial Aid
http://www.wcu.edu/UnivCatalog/GCatalog/fees/index.htm

[9] Student Handbook – Academic Policies (Page 46)
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=27

[10] Schedule of Classes Booklet – The Registrar's Office – Tuition, Fees, Refund Policy
http://www.wcu.edu/registrar/Registration/Fall05/TuitionFees.asp

4.4 The institution demonstrates that program length is appropriate for each of the degrees offered.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University has well-established and rigorous standards for degree program requirements. The Faculty Handbook includes curricular definitions for length of program for each level of degree offered.[1] Baccalaureate programs must include a minimum of 120 semester credit hours; master's programs must have a minimum of 30 semester credit hours; the Ed. S. program must include 36 semester credit hours beyond the master's degree, and the Ed. D. must include a minimum of 60 semester credit hours beyond the master's degree. Typically, baccalaureate programs require four years to complete; graduate degrees require between one and three years to complete. Degree requirements and time-to-degree are the same for residential and distance education programs. Degree program lengths conform to SACS Principles of Accreditation Core Requirement 2.7.1.

The curriculum and program requirements for all degree programs are developed by the faculty in the discipline and reviewed through the university curriculum process.[2] This process is detailed in Comprehensive Standard 3.4.12. The review process includes consideration of the size of the degree program, the sequencing of courses and the course prerequisite requirements. Syllabi must be provided when new programs or courses are initiated or significant program changes are requested. Frequently this process includes comparison of requirements to those of peer institutions and/or UNC constituent institutions.[3] These processes ensure appropriateness of program length, depth, and rigor.

Baccalaureate programs range from a minimum of 120 to a maximum of 128 semester credit hours. Fifty percent or more of the credits in the major must be at the junior-senior level unless the program is specifically exempt.[4] The following programs are exempt from this requirement: Art (B.A., B.F.A, B.S.Ed.); Chemistry (B.A., B.S.); Computer Science (B.S.); Geology (B.S.); Music (B.A., B.M., B.S.Ed.); Science Education (B.S.Ed.); and Social Sciences Education (B.A., B.S., B.S.Ed.).

All undergraduate students must satisfy the 42 semester credit hour Liberal Studies component to receive a bachelor's degree. [5] Courses in the major must total at least 27 hours and must provide breadth and depth in an academic discipline, in two or more closely related disciplines, or in an interdisciplinary field of study. In degree programs with 27 to 45 credit hours, a minor, second major, or other approved program also is required. In degree programs that do not

require a minor or second major, at least 46 credit hours are required in a major, including any concentrations, emphases, or specialization options that may be part of the major.[6] Full-time undergraduate students must enroll in at least 12 credit hours per semester; an average course load for a full-time undergraduate student is 16 credit hours, and the maximum course load is 19 credit hours. With permission, undergraduate students may enroll in up to 24 credit hours. Policies on course loads for undergraduates are listed in *The Record: Undergraduate Catalog*.[7]

The specific requirements for all undergraduate programs are included in *The Record: Undergraduate Catalog*.[8] The catalog includes a typical four-year course sequence for each major program in addition to a listing of program requirements.

Master's programs require at least 30 semester credit hours. The education specialist degree program (Ed. S.) requires 36 hours, and the doctorate in education degree (Ed. D.) requires 60 credit hours.[9] *The Record: Graduate Catalog* describes all graduate programs and requirements.[10] Full-time graduate students typically enroll in 9 to 15 credit hours per semester; policies for course loads are provided in *The Record: Graduate Catalog*.[11]

Supporting Documentation and Links

[1] Faculty Handbook 13.02 – Curricular Definitions
http://www.wcu.edu/fachandbook/curricul/sectwo.htm

[2] Faculty Handbook 14.00 – Policies and Procedures for Curriculum Development and Revision
http://www.wcu.edu/fachandbook/policyproc/index.htm

[3] Nutrition and Dietetics Program Peer Comparison Sample
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Nutrition-and-Dietetics-Program-Peer-Comparison-Sample.pdf

[4] *The Record: Undergraduate Catalog* – General University Requirements
http://www.wcu.edu/UnivCatalog/Catalog/degpro/index.html

[5] *The Record: Undergraduate Catalog* – Liberal Studies Program
(Please scroll down to Liberal Studies Program)
http://www.wcu.edu/UnivCatalog/Catalog/degpro/index.html

[6] *The Record: Undergraduate Catalog* – Majors
http://www.wcu.edu/UnivCatalog/Catalog/univreq/index.html

[7] *The Record: Undergraduate Catalog* –Academic Regulations: Credits, Grades and Quality Points
http://www.wcu.edu/UnivCatalog/Catalog/acadreg/acadreg.htm#CGQP

[8] *The Record: Undergraduate Catalog* – Colleges
http://www.wcu.edu/UnivCatalog/Catalog/index.htm

[9] Graduate Program Requirements
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Graduate-Program-Requirements.pdf

[10] *The Record: Graduate Catalog* – Graduate Programs and Degree Outlines
http://www.wcu.edu/UnivCatalog/GCatalog/grpg/index.htm

[11] *The Record: Graduate Catalog* – Course load policies for graduate students
http://www.wcu.edu/UnivCatalog/GCatalog/acrg/index.htm

4.5 Complaint Procedures for the Commission or its Accredited Institutions

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

Judgment of Compliance

In Compliance

Narrative of Compliance

WCU administers a number of policies and procedures relating to specific types of student complaints.

Academic Appeals

Undergraduate students may submit written complaints pertaining to grade assignments and other instructional concerns in accordance with the Academic Appeals Procedure outlined in *The Record: Undergraduate Catalog*.[1] Similar appeal procedures for graduate students are published in *The Record: Graduate Catalog*.[2] The appeals procedure provides for multiple-level administrative review of written student complaints, involving the instructor, the academic department head and dean, and the Academic Problems Committee. Recommendations of the committee may, in turn, be reviewed by the Provost and ultimately the Chancellor. Students may also appeal academic suspensions by submitting a written request to the Admission and Appeals Board.

Students who have academic complaints unrelated to grade assignments may submit complaints to the Senior Associate Vice Chancellor for Academic Affairs as outlined in the Student Handbook.[3] The complaint procedure provides for multiple-level administrative review beginning with the academic advisor/instructor, the academic department head and dean, and the Senior Associate Vice Chancellor for Academic Affairs.[4]

Admissions

Admissions decisions may be appealed by filing a written request for reconsideration to the Director of Admissions as set forth in *The Record: Undergraduate Catalog*.[5] Appeals relating to academic preparation are referred to the Admissions, Readmissions, and Retention Committee, which is comprised of representatives from the faculty, enrollment management, student support services, Student Affairs, the Advising Center, and admissions, for consideration and final decision.

Student Athletes

A student athlete may appeal decisions relating to the cancellation or reduction of athletic scholarships and may have his or her grievance heard by the Student Athlete Grievance Committee in accordance with the requirements of the Western Carolina University Student Athlete Grievance and Appeal Procedure.[6]

Judicial Appeals

A decision reached by Student Judicial Affairs (SJA) and its related hearing bodies may be appealed consistent with the procedures detailed in Article V, Section D. Appeals, of the Code of Student Conduct of the Student Handbook.[7]

Student Life

The Student Complaint procedure in the Student Handbook describes procedures to address student complaints about student life issues other than those pertaining to academic issues.[8] Initially, verbal or written complaints are addressed by the professional staff member in charge, and then by the supervisor/director of the department. Unresolved complaints are addressed by the Associate Vice Chancellor for Student Affairs for final resolution.

Title IX

The Title IX Grievance Procedure is published in the Student Handbook.[9] The WCU Title IX Coordinator is responsible for investigating the student's grievance consistent with the requirements of applicable federal law. Upon the conclusion of the initial investigation and disposition of the matter, the student may appeal any remedy or action to the Title IX Appeals Committee, comprised of the Associate Vice Chancellor of Student Affairs, one faculty member appointed by the Faculty Senate, and one student appointed by the Student Government Association.

Discrimination and Harassment

Students having complaints concerning illegal discrimination, including sexual harassment, may file complaints with either the Director of Student Judicial Affairs or the Vice Chancellor for Student Affairs, pursuant to the Code of Student Conduct,[10] or to the Assistant to the Chancellor for Equity pursuant to WCU University Policy #53.[11]

Financial Aid

Students who believe they have special conditions that could affect their eligibility for financial aid may file a special conditions appeal in accordance with the Department of Financial Aid guidelines.[12] Guidelines are available for three major types of special conditions:

1) special conditions related to loss of income
2) special conditions related to loss of aid due to lack of academic progress
3) special conditions regarding overriding the federally designated dependency status of the student

Disability Support Services

A grievance procedure exists for individuals who believe they have experienced discrimination on the basis of a disability. Students with disabilities who believe they have been discriminated against, or who believe they have not received reasonable accommodations from an instructor after disclosing a disability via a Disability Accommodation Letter, may file a grievance pursuant to the procedures in the Student Handbook.[13]

Supporting Documentation and Links

[1] *The Record: Undergraduate Catalog* – Academic Appeals Procedure (Page 60)
http://www.wcu.edu/UnivCatalog/Catalog/acadreg/acadreg.htm#WPP

[2] *The Record: Graduate Catalog* – Academic Regulations (Page 30)
(Scroll down to Academic Appeals Procedure)
http://www.wcu.edu/UnivCatalog/GCatalog/acrg/index.htm

[3] Student Handbook – Student Complaints (Page 45)
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=26

[4] Student Complaint Example and Documentation
(N.B. Confidential and identifying information has been removed)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Student-Complaint-Record-Example.pdf

[5] *The Record: Undergraduate Catalog* – Appeal of Admissions Decisions
(Scroll down to bottom of page for this section)
http://www.wcu.edu/UnivCatalog/Catalog/admis/admissions.htm

[6] Department of Athletics – Student Athlete Grievance and Appeal Procedure
(Page 17)
http://www.cstv.com/auto_pdf/p_hotos/s_chools/wcar/genrel/auto_pdf/2005-06StudentHandbook

[7] Student Handbook – Code of Student Conduct – Article V Section D: Appeals (Page 88)
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=48

[8] Student Handbook – Academic Policies (Page 46)
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=27

[9] Student Handbook – Title IX Grievance Procedure (Page 127)
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=67

[10] Student Handbook – Sexual Harassment (Page 126)
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=67

[11] WCU University Policies – Policy #53: Sexual Harassment and Other Forms of Discriminatory Personal Conduct
http://www.wcu.edu/chancellor/index/universitypolicy/policy53.html

[12] Department of Financial Aid – Special Conditions Guidelines
http://finaid.wcu.edu/forms.html

Financial Aid Termination Letter
(See Paragraph 4 for appeal procedure reference)
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Financial-Aid-Termination-Letter.pdf

[13] Student Handbook – Disability Support Services Grievance Procedure (Page 101)
http://www.wcu.edu/univcenter/handbook/PDF/Student%20Handbook.pdf#page=54

4.6 Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University's recruitment and marketing initiatives clearly and accurately represent the institution's practices and policies. Recruitment materials communicate WCU's mission[1] and policies by highlighting such topics as quality education, engaged learning and international study opportunities, award-winning faculty, and small average class size. Recruitment materials also emphasize hands-on, involved learning opportunities and WCU's commitment to provide individual attention to students.

Recruitment Materials

WCU recruitment publications include the following:

- *The Record: Undergraduate Catalog*[2]
- *The Record: Graduate Catalog*[3]
- The View Book[4]
- Search Mailer
- Undergraduate and Graduate application form for admissions[5]
- University Web Sites[6]
  - Honors College Web Site[7]
  - International Programs Web Site[8]
    - International Student Application Form[9]
  - Open House Web Site[10]
  - Transfer Student Admissions Web Site[11]
  - Distance and Continuing Education[12]
  - Research and Graduate Studies[13]
- Program Web Sites and Print Material[14]

Appropriate recruitment materials are distributed at both off-campus and on-campus events to students, parents, counselors, and alumni. On-campus Open House events are scheduled at least six times per year. In addition to on-campus events, WCU holds numerous off-campus regional recruitment events, and individual recruiters distribute materials at high school visits and at college fair events.

Research and Graduate Studies and academic program directors coordinate graduate recruitment both on- and off-campus. Materials and

practices used to recruit graduate students include Web sites, catalogs, brochures, and site visits.

Review of Materials

According to WCU Policy #16,[15] the Office of Public Information produces all University-funded publications "in consultation with the appropriate administrator, faculty or staff member, and assist them in the preparation of content." Furthermore, vice chancellors are responsible for content of publications within their area. For example, graduate program promotional materials are developed, verified, and approved according to a procedure established by Research and Graduate Studies, which details appropriate administrative and faculty review and oversight.[16]

An enrollment management team, appointed by the Provost, develops university-wide freshmen, transfer, and graduate recruitment material (such as the View Book) for the upcoming academic year. This team receives direction from the Provost and from the Vice Chancellor of Advancement and External Affairs. The Executive Council reviews the recommendations of this team. Print versions of such recruitment literature are revised at least annually to update the list of degree programs, academic requirements, cost, and other data that change.

In order to ensure that the on-line enrollment materials accurately reflect the printed material, the Director of Web Services has been appointed to both the Enrollment Management Committee and the Recruiting Marketing Committee. Each of these committees includes representation from the Office of Public Information to ensure that print and on-line versions are comparable. WCU's Web site, including the pages associated with recruiting new students, is currently under revision.[17] The consulting firm, mStoner, is reviewing the content and developing a new design and information architecture for the site. During that process all the pages currently on the University Web site will be reviewed for accuracy, usability, and compliance with Web standards.

Supporting Documentation and Links

[1] WCU Mission Statement
http://www.wcu.edu/strategicplanning/mission.html

[2] *The Record: Undergraduate Catalog*
http://www.wcu.edu/UnivCatalog/Catalog/index.htm

[3] *The Record: General Catalog*
http://www.wcu.edu/UnivCatalog/GCatalog/index.htm

[4] The View Book – Office of Admissions
(click "Learn More About Western")
http://www.wcu.edu/Admissions/

[5] Undergraduate Application Forms – Office of Admissions
http://www.poweryourmind.com/apply.html

Graduate Application Forms – Office of Graduate Studies
(click "Apply Online Now")
http://www.wcu.edu/graduate/

[6] WCU Web Site – Home Page
http://www.wcu.edu

[7] Honors College
http://www.wcu.edu/honorscollege/

[8] International Programs
http://www.wcu.edu/ips/

[9] International Student Application Form
http://www.poweryourmind.com/interntlundergrapplic.pdf

[10] Office of Admissions – Open House
http://www.poweryourmind.com/forms/openhouse.asp

[11] Transfer Student Admissions
http://www.poweryourmind.com/transfer/index.html

[12] Distance and Continuing Education
http://edoutreach.wcu.edu/

[13] Research and Graduate Studies
http://www.wcu.edu/graduate/

[14] Program Specific Web Site Example – English
http://www.wcu.edu/as/english

Program Specific Web Site Example – Physical Therapy
http://pt.wcu.edu/

Program Specific Print Material Example – Online Graduate Program in School Administration

http://www.ceap.wcu.edu/elf/schadm_online.pdf

Teacher Education Transfer Guide
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Teacher-Transfer-Marketing.pdf

Nursing Education Magazine
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Nursing-Education-Magazine.pdf

[15] WCU Policy #16 – Responsibility for University Publications
http://www.wcu.edu/chancellor/index/universitypolicy/policy16.html

[16] Graduate Program Publications Pipeline
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Graduate-Program-Publications-Pipeline.pdf

[17] Web Redesign Project
http://www.wcu.edu/it/webredesign/news/projectstart.html

4.7 The institution publishes the name of its primary accreditor and its address and phone number. (The publication of this information is presented so that it is clear that inquiries to the Commission should relate only to the accreditation status of the institution, and not to general admission information.)

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University has been accredited by the Southern Association of Colleges and Schools since 1946. The institution publishes its SACS accreditation status in a number of print and on-line venues, including but not limited to the following:

- *The Record: Graduate Catalog*[1]
- *The Record: Undergraduate Catalog*[2]
- The University Profile[3]
- Graduate Studies Web Site[4]
- Office of the Provost Web Site[5]
- College of Education and Allied Professions Web Site[6]

These documents, as well as a number of recruitment materials, include the following statement:

> Western Carolina University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501; www.sacscoc.org) to award bachelor's, master's, education specialist, and doctor's degrees.

Supporting Documentation and Links

[1] *The Record: Graduate Catalog*
http://www.wcu.edu/UnivCatalog/GCatalog/accred.htm

[2] *The Record: Undergraduate Catalog*
http://www.wcu.edu/univcatalog/catalog/univ/accred.htm

[3] WCU Web Site – Profile
http://www.poweryourmind.com/profile.html

[4] Graduate Studies Web Site
http://www.wcu.edu/graduate/

[5] Office of the Provost Web Site
http://www.wcu.edu/provost/

[6] College of Education and Allied Professions Web Site
http://www.ceap.wcu.edu/accreditation/index.html

4.8 The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Secretary of Education.)

Judgment of Compliance

In Compliance

Narrative of Compliance

Western Carolina University complies with the federal rules, regulations, and program responsibilities identified under the Higher Education Act of 1965, as amended. The United States Department of Education has imposed no limitations, suspensions, or terminations with respect to student financial aid or other financial aid programs.[1] The Financial Aid Office has been audited by the North Carolina Office of the State Auditor as required and has received no material findings for the past ten years.

For AY 2004-2005, 74% of the student body at WCU received financial aid (from all sources), and an average of 70% received financial aid from AY 2001-2002 to AY 2003-2004.[2] Annual reviews of the Federal Family Education Loan Programs cohort default rate for Western reflect a range of 3.1% to 4.1% for the most recent three years.[3]

Reconciliation records with federal aid programs for the most recent three academic years reflect a rate of 100% for the Federal Pell Grant Program and the William D. Ford Direct Loan Program[4] which demonstrates the institution's ability to manage its federal aid allocations. WCU has received only unqualified reports from the Department of Education, and the University is scheduled for recertification in September, 2006. Western Carolina University awarded $29,837,463 in federal financial aid during AY 2004-2005.

Supporting Documentation and Links

[1] Student Financial Aid Web Site
http://finaid.wcu.edu/

[2] 2005 Fact Book – Detailed Version (page 127)
http://planning.wcu.edu/2005_Factbook/Detailed_Fact_Book_2005.pdf#page=134

[3] United States Department of Education – Federal Family Education Loan Programs cohort default rate for WCU

http://wdcrobcolp01.ed.gov/CFAPPS/COHORT/cohortdata_detail.cfm?Record_ID=3784&record=1&TOTAL_REC=1

[4] Federal Pell Grant Program and the William D. Ford Direct Loan Program reconciliation rates

Pell Grant 2003
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Pell-grant-statement-02-03-Fed-4-8.pdf

Pell Grant 2004
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Pell-grant-statement-03-04-Fed-4-8.pdf

Pell Grant 2005
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Pell-grant-statement-04-05-Fed-4-8.pdf

Direct Loan Statement 2002
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Direct-loan-statement-01-02-Fed-4-8.pdf

Direct Loan Confirmation of Zero Balance 2002
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Direct-loan-zero-balance-confirm-01-02-Fed-4-8.pdf

Direct Loan Statement 2003
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Direct-loan-statement-02-03-Fed-4-8.pdf

Direct Loan Confirmation of Zero Balance 2003
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Direct-loan-zero-balance-confirm-02-03-Fed-4-8.pdf

Direct Loan Statement 2004
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Direct-loan-statement-03-04-Fed-4-8.pdf

Direct Loan Confirmation of Zero Balance 2004
http://bannerportal.wcu.edu/sites/SACS/Supporting%20ReferencesDocuments/Direct-loan-zero-balance-confirm-03-04-Fed-4-8.pdf