DIVISION OF
STUDENT AFFAIRS
2016-2017 ANNUAL REPORT
INTRODUCTION

Student Affairs at Western Carolina University is a dynamic group of professionals making a difference in the lives of students and the greater WCU community. With an annual operational budget of approximately $63 million, the Student Affairs Division is comprised of approximately 200 full-time staff along with a handful of part-time employees working alongside over 500 student staff members. Our areas of focus include Undergraduate Enrollment, Health and Wellness, Student Programs and Activities and Campus Services which includes Residence Life and Dining Services. Our responsibilities include several dozen facilities and an array of services designed to support our community and our students as they live and learn in a diverse environment.

This was an impactful year for the Student Affairs team. We facilitated another record breaking undergraduate recruitment cycle, completed two major facility construction projects (Noble and Brown Halls), staffed and launched the Greek Student Engagement and Development office and worked to streamline business processes and improve service delivery to our growing student population. As part of our improvement efforts, we fully implemented a formal External Unit Review process and had five units undergo program reviews. We also fully supported the university’s SACSCOC reaffirmation and development of the Quality Enhancement Plan, DegreePlus.

This report contains descriptive narrative from each of our key areas of focus and is supported by performance dashboards from each of our departments which begin on page 20. It was a dynamic and challenging year for Student Affairs with significant successes.

On behalf of my colleagues in the division, thank you for taking the time to learn more about the Western Carolina University’s Division of Student Affairs.

H. Sam Miller
Vice Chancellor for Student Affairs
Fall 2016 enrollment set new records at Western Carolina University. Total enrollment at WCU was 10,805 students, smashing the old record of 10,382 students set in the fall of 2014. The fall 2016 freshman class totaled 1,913 students, surpassing the old mark of 1,859 students set in 1972 during an enrollment boom near the end of the Vietnam era.

For the first time in recent history, housing, course scheduling, and service capacity concerns have arisen in this year’s recruitment cycle. Coming off of a year in fall 2015 where first-year and total enrollment was down slightly, numerous strategies were employed to ensure that the fall 2016 class would not come in under projections. And it didn’t. Fall 2016 set first-year student, total undergraduate, and total student enrollment records, which set the stage for the 2016-17 recruitment cycle.

In 2016-2017, the Undergraduate Enrollment unit (Undergraduate Admissions, Financial Aid, University Scholarships and New Student Orientation) experienced significant change on the heels of unprecedented growth. Operation system migration in every department, federal changes to financial aid awarding (the early launch of the FAFSA), looming cuts to financial aid programs that could undercut financial aid operations, demographic shifts, early effects of new legislation (the announcement of NC Promise), managing record application submission and enrollment, UNC shared service initiatives (e.g., implementation of a new Residency Determination System), calendar and capacity issues related to event management (e.g., open house scheduling and attendance), and increased competitiveness for admission and scholarships were just a few of the highlights in this cycle. Managing an increase in new student applications and enrollment growth has presented challenges in all areas within Undergraduate Enrollment. Capacity became a concern for New Student Orientation. Freshman Orientation sessions reached capacity and sessions previously designed for transfer students had to be modified to accommodate first-year and transfer students.

Financial aid application submission and processing began earlier than ever and surged to record levels. As of late June 2017, more than 11,574 student financial aid packages had been processed and more than $107 million in aid had been disbursed by the Financial Aid office. More than 7,000 students initiated a scholarship application in 2016-2017, a 55% increase in applications from the prior year. Workload, system, and process capacities reached critical operational levels.
Assessment led to amended strategic priorities designed to address scalability of communication plans, work flow, processing, tracking, reporting, and decision making. The Office of Admission initiated conversion of its customer relation management system that will provide better data collection and management, communication, and admission decision making related to new strategic directions and class shaping priorities. Orientation played a key role in the university converting from antiquated orientation and pre-registration systems (Gateway and CatWalk) to an online system managed within myWCU. Work still needs to be completed on some of the behind-the-scenes reporting and management aspects of the system, but the new system is much more customer oriented and has more potential for pre-registration and orientation functionality. Orientation also piloted a WCU app through Guidebook that has the potential to be more efficient, user-friendly, real-time, and useful while reducing print costs significantly. Scholarships is implementing a new scholarship management system, Next Gen, that will reduce manual labor in the scholarship review and awarding process. The system will be in place for the 2017-2018 awarding cycle and the anticipated labor reduction is very timely given the significant increase in the number of current and prospective students who are submitting scholarship applications and university efforts to provide more scholarships.

In the midst of all of this change and because of the myriad campus initiatives and improvements that have built momentum, admit-to-enrolled melt and yield rates do not appear to be following normal patterns. Based on yield data and targets, the goal of 2,200 first time, full time undergraduate students was surpassed by the May 1 tuition deposit deadline and a wait list was implemented for those admitted students who failed to meet the publicized, national deadline but who still desired to enroll. As of late June, just over 10% of those who requested to be placed on the wait list have been offered a seat in the entering fall class. The remaining students were given the option to enter in the spring 2018 semester.

The Undergraduate Enrollment unit dashboards provide more data and insight into this unprecedented year. Assessment will serve as the catalyst for continued strategic planning to adjust to and thrive with the paradigm shifts of the coming year (e.g., full NC Promise implementation). WCU will be faced with doing more than celebrating record enrollment; the university will need to strategically control record enrollment.
To say that 2016-2017 was a busy year across the Campus Services units (Bookstore, Dining, Residential Living and Auxiliaries), would be an understatement. The year began with another record-breaking enrollment at WCU, which lead to more students not only attending the University, but also living on campus. As would be expected, staff throughout Campus Services saw increased demand for attention from students, as well as, a demand for better or increased services. While balancing these increased demands, staff continued planning for renovation and/or replacement of aging facilities, all while seeing the completion of projects that included a new Chili’s on campus and a renovated Brown Hall that will offer additional dining venues and the creation of office space for Campus Services and Student Community Ethics offices.

Residential Living

Residential Living began the year pushing for the on-time completion of Noble Hall, a 419-bed residence hall with retail office space located on first floor. Noble Hall was constructed and is operated under the framework of a public-private partnership. Residential Living leases the residence hall space from the Collegiate Housing Foundation which owns this facility. Upon Noble’s completion and opening, there were significant issues with the fire alarm system causing 40+ fire alarms. Residential Living helped facilitate the process to identify the issues and repair the system. In the end, the manufacturer of the smoke detectors swapped out all the detectors to address and fix the issues.

To address enrollment growth and an aging housing infrastructure, Residential Living worked with Facilities Management and Administration and Finance to seek authorization to start the design process for a new 600-bed residence hall in upper campus. Authorization from the Board of Governors was granted, a designer and contractor were selected and early design began. Design is still underway with a desired completion date of July 2019. With support from Facilities Management, the results from several contracted housing studies, and input from administrators related to enrollment projections, a Housing Capacity Plan was developed providing a beginning outline for renovation, demolition, construction and a subsequent preferred timeline for those projects.
Based on the Housing Capacity Plan, Residential Living partnered with Facilities Management and Administration and Finance to seek authorization to evaluate possible sites and begin design on the next residence hall project. This project is expected to be complete in July 2020. Anticipating future renovations and/or demolitions, new office space was included as part of the Brown Hall renovation project. The office suite in Brown was completed and several offices moved to Brown Hall in late May. Moving Residential Living from the first floor of Scott Hall West allows for the wing to be renovated and returned to student housing.

Beginning in July 2016 with professional staff training and following with Resident Assistant training for over 120 RAs, there was a major focus on promoting civility and responsible dialogues in our campus community despite the challenges presented by the at times difficult national election discourse. With heated discourse on the national stage related to the Presidential election, we wanted to do our best to support our staff as they facilitated interactions between students with differing views and backgrounds.

Finally, Residential Living’s residence life team underwent a significant reorganization over the last year. The reorganization established positions that are more competitive in regional and national markets and better prepares the department for success once the Executive Director position is filled.

Dining Services

A new Resident District Manager joined the Dining Services team in the early part of the academic year and Dining Services spent this year implementing a variety of improvements to everyday services. These improvements included more staff being hired earlier to reduce lines in the fall rush periods, the purchase of a new soft-serve ice cream machine being located upstairs at Courtyard and the implementation of the mobile ordering app, Tapingo. Dining Services staff also worked throughout the fall semester to complete the design and construction of a full-service Chili’s within the retail space in Noble Hall. Although construction in the retail space was delayed as the remainder of the building was completed, staff worked closely with the owner and the contractor to open the restaurant on the first day of classes in Spring 2017. Dining Services staff worked throughout the winter break, including New Year’s Eve and New Year’s Day to setup and train for a successful opening. In preparation for the successful opening of newly renovated Brown Hall in the summer, staff spent much of the year creating menus for the Lodge at Brown Hall as well as researching and ordering equipment for all of the dining locations that will be located at Brown Hall.

Bookstore

Bookstore staff continued working with College Bookstore Consulting (CBC) throughout this past year. Staff explored textbook sourcing and were able to implement this with the assistance of CBC. The implementation of this project allows us to compare textbook sources available and to purchase textbooks at a lower price. The resulting savings will then be passed onto students. Bookstore staff also implemented a pilot project within the Book Rental system that allowed select courses to place more than one book into the rental system for Spring 2017. Three courses were selected in the initial pilot, with two courses being allowed to place two books into the system and one course being allowed as many books as they chose. Overall, the results of the pilot appear to indicate that the two book model is feasible and successful. The original pilot project has been extended for fall 2017 and will include an additional five courses.
The Health and Wellness unit provides essential services for the overall wellbeing of our diverse campus population. The departments within the unit, Campus Recreation and Wellness, Counseling and Psychological Services, and Health Services, intentionally collaborate to encourage students to stay involved, healthy and well. This year’s theme, “Focus and Intentionality”, provided the foundation for many achievements and improvements this year. As a unit, we responded to continued increasing demands in service provision and found creative solutions in acquiring appropriate space to meet student needs.

Given the increase in the number of students arriving on campus with pre-existing health and mental health conditions, as well as the increase in the severity of these conditions, we have worked to provide leadership and education to our campus colleagues to meet the needs of these students. Our unit is meeting student needs by maximizing service provision hours and monitoring the impact of increasing student service demands on our business systems and processes. As appropriate, we are restructuring departments to improve communication and business efficiencies. We are also implementing appropriate software and online systems to further enhance service delivery and business efficiency. As student enrollment continues to grow, it is important that our business processes are efficient and allow us to focus on keeping students involved, healthy and well.

Campus Recreation and Wellness

Improvements the Campus Recreation and Wellness (CRW) department made during 2016-2017 include posting field signage for enhanced risk management of intramural fields, restructuring the department’s organizational chart to improve communication and efficiencies, increasing intentionality within programming by eliminating low enrollment activities and focusing on quality outcomes, and completing a small weight room expansion which increased the amount of fitness space and allowed for added squat racks to address student feedback. In addition, CRW completed a departmental program review, assisted in the coordination and development of a low ropes course, instituted an annual equipment replacement schedule for large-scale fitness equipment, and acquired coordination of two additional field spaces on campus.

In the upcoming year, CRW will be making improvements to business processes by implementing a comprehensive recreation management software, enhancing storage solutions for field spaces, improving risk management on the WCU trail system, reevaluating and adjusting membership, program eligibility and rates. CRW will also increase the professional development of student workers by implementing a department-level student development program.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) emphasizes holistic wellness for students through referrals between departments in the Health and Wellness unit, such as, referring students to CRW for personal training to treat anxiety and depression, and cross referral of students to Health Services (HS) as appropriate. CAPS and HS also met weekly for case consultation and collaboration on care for students. The continuing increase in demand for services impacted CAPS business systems. Leadership monitored and adjusted processes to accommodate the flow of students.

In the last year, there was increased discussion of and attention to the mental health needs of students by faculty and staff across campus. Unfortunately, with this increased awareness, faculty and staff seem less comfortable in addressing the concerns of students who may be in distress. While it is imperative that students are referred to appropriate services, it is important not to “pathologize” natural reactions, such as grief about a loved one’s passing or distress over a bad grade, as a result of the rising concern of mental health related issues. To address campus needs, Health and Wellness professional staff members were trained in Mental Health First Aid. This 8-hour training provided essential information to build skills in working with students in distress. This training will be provided to others on campus as a means of helping to build capacity and provide faculty and staff with appropriate tools and skills in working with students in distress. Campus EMS, recently trained in Mental Health First Aid, provided critical services to students in mental health emergencies after hours.
Health Services began the fall semester with a reallocation of nursing staff to move one additional RN to aid with the triage/patient intake process. Prior to this, a single dedicated triage nurse was assessing over 35 patients/day on average and help was needed. Forty-five percent of patients access Health Services as they would Urgent Care, by walking in without making an appointment. The triage nurses are able to prioritize the severity of patient illness to ensure the sickest patients are receiving the fastest care possible. The two RN triage model functioned well in the spring semester which brought the busiest flu season in over ten years. Health Services saw record numbers of patients in February, several days of over 170 patients per day. It was a challenge to match patient care resources with patient demand throughout the spring semester during which patient visits increased by 12.8%. Continued expansion of triage duties should equip Health Services with processes that carry forward into a new year of continued growth in enrollment and students accessing health care.

In the spring 2017 semester, a patient satisfaction survey was conducted focusing specifically on wait times that patients experience at various points through the patient flow process. Last year’s survey results suggested that over 20% of students felt the wait time to see the medical provider was too lengthy. The average wait time from check-in to provider was 11.3 minutes. This year’s survey asked targeted questions about wait time in each segment of the visit, along with questions to determine what students felt was an appropriate wait time. Of the 512 responses, 97% of patients reported that the wait time was acceptable and appropriate, the longest wait was between check-in and the nurse getting the patient in the lobby. An improvement project to expand triage and create more of a rapid intake process will be implemented on July 1, 2017 to assist in continuing to address the wait time feedback.

WCU EMS was busy with several projects over the past year, including hosting a professional association meeting in November with attendees from universities across the southeast. The National Collegiate EMS Foundation’s Southeast Regional Meeting was successful and helped shine the spotlight on the work that WCU EMS does on campus. In the spring, the EMS team launched an initiative to provide community peer health education to various student groups and organizations on campus, including offering by-stander CPR training for over 500 students on campus. WCU was awarded the HeartSafe Campus designation in February in recognition of the preparedness and rapid response on our campus and the ability to provide care in case of a cardiac event.
Research has shown that extra-curricular student engagement enhances the overall university experience, satisfaction levels, and development of life-skills for students. The Division of Student Affairs assumes primary responsibilities for the comprehensive planning, implementation, and assessment of extra-curricular activities, events, and programs. Through divisional and campus-wide collaborations the division sponsors thousands of activities, events, and programs intended to develop well-rounded alumni, citizens, and professionals who can succeed in a global society. Examples of our large scale, multi-day events include Week of Welcome, Family Weekend, Homecoming, and Cultural Immersion Excursion trips. Student Affairs programs also include support for fraternities and sororities, under-represented populations and registered student organizations.

**Intercultural Affairs**

Intercultural Affairs (ICA) continues to focus on working with all members of the University community to provide a campus environment where students from different backgrounds and culture groups feel appreciated, respected, and valued. Through educational, social, and leadership programs, ICA promotes inclusive values of social justice and human dignity, while preparing students to thrive in a diverse and interconnected world. Throughout the year, over 5,000 students, faculty, and staff members participated in a variety of events sponsored by ICA. Highlights of the year include CASE discussion series, cultural emersion trips, MLK, Jr. March, MLK, Jr. Speaker, SAFE Zone training, and the Tunnel of Oppression.

**Greek Student Engagement and Development**

Greek Student Engagement and Development (GSED) experienced a year of foundational growth and transition. In its first year as a stand-alone department, WCU welcomed a new director, assistant director, and administrative support staff member. The team focused on evaluating the strengths, areas for possible improvement, and opportunities for efficiencies related to GSED. Highlights include the implementation of a new recognition program (with ten student organizations being recognized as “excellent”), revitalization of Greek Week, sponsoring 40 students to attend a national conference, and working with the three councils to enhance effectiveness and community connectivity.

To enhance service and program delivery, the Department of Campus Activities (DCA) has expanded professional development training for both student and professional staff. Training this past year included Active Shooter Training with the University Police Department and a review of the Title IX Cleary Act with Legal. DCA enhanced student employee training by adding important topics such as Emergency Training, Customer Service, and Diversity. In addition to staff training, the department underwent a program review in late spring which focused on business and operations efficiency and the Leadership minor. The program review team will provide the department with formal feedback and recommendations that will be implemented in the coming year.

As part of a strategic goal to establish new relationships on campus, DCA partnered with the QEP committee and Center for Service Learning to expand OrgSync functionality. OrgSync is a web-based tool that helps students connect with, join and manage, recognized student organizations, as well as engage with other extra-curricular activities. DCA met and communicated with the group on an ongoing basis throughout the year to evaluate and determine the needs of each group. DCA also purchased the following OrgSync add-ons: API, Service, Banner Integration, Card Swipe, and 25Live. These add-ons will allow WCU to more fully implement OrgSync capabilities and meet campus needs.

In support of the 2017 QEP pilot group, which includes the LEAD living/learning communities, Leadership & Student Involvement has expanded collaboration efforts with the Center for Career and Professional Development (CCPD). This included enhancing CCPD’s involvement with the annual Whee Lead student leadership conference.
To expand on the global leadership efforts, DCA collaborated with International Programs and Services and Intercultural Affairs to provide students an International Leadership Experience trip to Spain. In an effort to enhance personal development opportunities for WCU’s student athletes, DCA staff to conduct several leadership workshops throughout the year.

DCA met with the Office of Institutional Planning and Effectiveness (OIPE) throughout the year to troubleshoot issues with 25Live, WCU’s online room reservation and event calendaring system. DCA is continuing to work with OIPE to enhance features within 25Live to improve the user experience. Some of those enhancements will include adding resources, a price list, room layouts, and room arrangement options. Simultaneously, some features that are not currently being utilized will be deleted to make the system faster and more user friendly.

WCU Dance Marathon (WCU DM) forged several strong partnerships including having a staff member from Campus Recreation and Wellness serve as co-advisor to the group. Other key partnerships for WCU DM this year included Athletics, Campus Services, Center for Service Learning, Chancellor’s Office, and Residential Living. LMP presented several programs with Intercultural Affairs including a poet and workshop for Hispanic Heritage Month and the Drag Show. ACE continues to collaborate closely with Film and Television production to present the Southern Film Circuit.

One of the challenges for the DCA Operations unit this year was attempting to efficiently and effectively meet the growing demands of students, faculty, and staff. There was an increase in the number of room reservations this year, which resulted in an increased demand on DCA student staff, which then creates a strain on the budget as it relates to a climbing student payroll.

Over the last year, Student Affairs has worked to shift the focus of assessment and reporting efforts from compliance to quality. The division has historically focused on complying with institutional assessment expectations which included annual reporting and a feedback loop on assessment work between units and their supervisors. The transition of the focus of assessment work over the last year has been informed by feedback from the office of Marketing and Assessment’s fall 2016 program review team and from feedback and recommendations the university received as part of the SACSCOC reaffirmation process fall 2016 through spring 2017. Based on this feedback, the division has sought to simplify the management of divisional assessment, build assessment capacity, provide actionable feedback to units on assessment work, and encourage units to create outcomes that are important to their success. Student Affairs is also working to better document how data informs decision-making and drives improvements in programs and activities.

Continuous Improvement
The division fully implemented an external program review process in 2016-2017 and had five units undergo review. These reviews addressed unit mission, planning, administrative structure, budget, cost effectiveness, overall quality, alignment with WCU mission, and an opportunity analysis. The program review teams’ reports resulted in program development plans in which units outlined how they plan to implement the teams’ recommendations for improvement. Outcomes from the program development plans are incorporated into each unit’s annual assessment planning and reporting.
Simplified Management and Increased Communication

The division implemented two assessment related committees to support preparation efforts for the university’s SACSCOC reaffirmation. The Assessment Steering Committee provided leadership for the division’s assessment efforts while the Assessment Working Group was a committee with unit representation that reviewed institutional data, provided feedback on assessment work and generally worked to increase divisional capabilities in the area of assessment. Based on feedback from the office of Marketing and Assessment’s program review, the Assessment Working Group was placed on hiatus in mid-spring while the Assessment Steering Committee continued to meet to discuss simplifying the management of the division’s assessment work. To accommodate the collaborative decision-making style of the division’s executive leadership, the Assessment Steering Committee was dissolved and oversight of divisional assessment was given to the division’s executive leadership team in late May. The executive leadership team meets weekly with additional regular meetings for special topic discussions. Assessment and divisional effectiveness topics are now addressed by this team directly rather than filtered through layers of committees. Communication has been enhanced by the direct involvement of all of the division’s executive leaders and via use of the division’s newsletter to share assessment related updates and deadlines. Use of the division’s newsletter to share assessment information is in addition to ‘just in time’ emails to unit leaders on various assessment topics.

Build Capacity

The division is working to build capacity in assessment and divisional effectiveness in two primary ways. In the spring, a partnership was formed with faculty in the Higher Education Student Affairs graduate program’s Program Evaluation and Assessment course and hosted three student teams to work on assessment projects of strategic priority for the division. The graduate students received real world experience working on assessment projects and the division was able to address assessment priorities that may not have otherwise been addressed. Student Affairs is also building capacity in assessment and divisional effectiveness by changing the way assessment work is discussed. Units conduct assessment everyday but think of it as business process improvement, program effectiveness or simply evaluation. Student Affairs is working to connect business improvement and effectiveness work to the assessment conversation. This summer, units will be asked to identify areas of improvement for the upcoming year and align their assessment plans with these priorities.
**Vision:** Provide prospective students access to pursue a college education, with a focus on retention and academic excellence.

**Mission Statement:** The Office of Undergraduate Admission encourages and supports prospective student access to higher education by managing the recruitment and admission processes for new and returning undergraduate students at Western Carolina University.

### FIRST YEAR STUDENT DATA

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<th>Fall 2015</th>
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### TRANSFER STUDENT DATA

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*Distance admit total is a subtotal of total transfer admit count.
**Mission Statement**

The Auxiliary Services Department provides necessary and desirable products and services to the communities of Western Carolina University through both internal and outsourced operations focusing on the needs of our customers.

**Effects of Auxiliary Services on WCU:**

Auxiliary Services provides a variety of services to students throughout the year. As students purchase these goods or services, portions of the money spent is directly returned to the University in the form of scholarships, funding, etc. For example, for every $1.00 spent on Pepsi products in University vending machines, $.50 comes back to the University and is used in various scholarship and sponsorship activities. For every $1.00 spent on Laundry, $.51 is returned to the University and again goes toward scholarship primarily, with only a small portion going to laundry operations. Using this formula, use of goods and services provided by Auxiliary Services directed over $24,296 toward scholarships/sponsorships/operation funding in the Summer 2015.
The Bookstore is dedicated to supporting academic programs and student life at the University by providing students, faculty, staff and the University community excellent customer service, convenient store location and hours of operation, and a wide range of competitively priced merchandise. This merchandise ranges from school supplies, text books and supplemental materials that assist students, faculty and staff in achieving their academic and professional goals, to clothing and gifts.

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<th>Total Bookstore Sales</th>
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### How the WCU Bookstore affects students

1. **Price**
   
   Based on the annual textbook cost study administered by North Carolina’s General Administration the WCU Bookstore offers one of the most affordable textbook rental programs of the sixteen state campuses. All undergraduate students are allowed to rent their main textbooks for a flat rate of $140.00 per semester. In addition, the Bookstore began using an additional book rental program in Fall 2015 that allows students to rent the supplemental books that are not covered under the main rental program and instead have had to be purchased in past semesters. Typically, renting course materials through this model results in approximately a 50% savings compared to purchasing the materials.

2. **Scholarship/Sponsorship Support**
   
   Each year the Bookstore contributes in a variety of ways to the scholarships and sponsorships. During any academic year, the Bookstore is expected to contribute $118,020 in both academic and athletic scholarships.

The Bookstore also offers imprinted merchandise that portrays the University in a positive light and engenders school spirit and tradition among students, faculty, staff, the community and alumni. Our overriding goal is to make a significant contribution toward the intellectual and service needs of the University Community.
### Mission

The Department of Campus Activities provides quality curricular and co-curricular programs, services and facilities. We engage and develop the students, faculty and staff of Western Carolina University to foster a vibrant and inclusive campus community.

### Vision

Assist students in bridging the gap between academics and co-curricular activities to enhance students’ educational experience and personal growth.

### Highlights for the Summer

Cat Camp Leadership Exploration:
- 88 First Year Students / 25 Upperclassmen Counselors
- Those who attended Cat Camp stated:
  - I was Impacted by Cat Camp (100%)
  - "I feel like I made very strong bonds with people in my litter a lot of the counselors which makes me more confident starting my freshman year at WCU."
  - "They [Counselors and Staff] are my inspiration! I absolutely love them all! They were so kind and they made me feel welcomed. They are what made CatCamp the best camp ever."
  - I would recommend Cat Camp to Incoming Students (100%)
  - I am happy with my choice to attend WCU (95.75%)
  - I am happy with my choice to attend Cat Camp (95.75%)
  - Cat Camp enhanced my Leadership Skills (97.87%)
    - "I discovered different leadership styles within myself that make me understand where others were coming from."
  - I expect to stay at WCU through graduation (95.72%

- Campus Programming and Activities hosted 24 events with a total of 1,128 participants in attendance (Ice Cream Days, Summer Concerts, Movies on the lawn, and bus trips)
PROGRAMMING & PARTNERSHIPS SPOTLIGHT

CRW supported academic programs by providing the following in Summer 2016:
- French Broad rafting trip for an academic class based in the outdoors
- Speaking with summer learning communities about outdoor safety
- Offering 2 academic class climbing wall programs
- Offering 2 stress-less presentations and 1 CRW presentation and tour

CRW supported camps, conferences, and external partnerships through the following
programming efforts in Summer 2016:
- 3 rafting trips (MAHEC, Union Academy, and Educational Outreach)
- 11 water-based Base Camp Cullowhee trips for the SUUSI conference
- 1 inner tube water polo facilitated activity for the SUUSI conference
- 6 climbing wall programs (SUUSI, Buncombe County On-Track Leadership Program,
Hebron Community Group, and a Math Teacher’s Workshop)
- 2 team-building programs (Buncombe County On-Track Leadership Program)

CRW enrolled the largest number of August First Ascent Orientation participants since its
inception, with a total of 41 participants. First Ascent began in 2008 with 19 participants
the first year.

Partnered with Orientation to provide 5 raft trips for incoming first-year students (121
participants).

Hosted a Team Camp for High School and Middle School dance teams (3 teams).

Developed a new “Catamount Fit” functional training program to supplement our Group
Exercise program and piloted it to a group of WCU faculty and staff.

STUDENT DEVELOPMENT

CRW provided 33 on-campus jobs for WCU students during summer 2016.

Added larger scale risk management drills to CRW August student worker training so every
CRW student participated in a drill as a staff member on duty.

Added a Counseling and Psychological Services stigma reduction training and a Center for
Career and Professional Development customer service training to our CRW August
student worker training.
**MISSION**
Empower students to engage in and be successful in a full range of academic, social and cultural endeavors through fostering psychological wellness.

<table>
<thead>
<tr>
<th>Appointment Data</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Service</td>
<td># of appts</td>
<td># of appts</td>
</tr>
<tr>
<td>Intake</td>
<td>58</td>
<td>56</td>
</tr>
<tr>
<td>Personal Counseling</td>
<td>102</td>
<td>190</td>
</tr>
<tr>
<td>Emergency Services</td>
<td>20</td>
<td>43</td>
</tr>
</tbody>
</table>

Increasing number of students receiving counseling services over the summer sessions – *121% increase in the number of students served between 2014 and 2016*

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>77</td>
<td>102</td>
<td>170</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presenting Issues</th>
<th>Percent of Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>69%</td>
</tr>
<tr>
<td>Depression</td>
<td>58%</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>53%</td>
</tr>
<tr>
<td>Functioning</td>
<td></td>
</tr>
<tr>
<td>Family Problems</td>
<td>38%</td>
</tr>
</tbody>
</table>

**Service to the Campus Community**
- Participated in all New Student and Transfer Orientation Sessions
- Provided training for Resident Assistants through Behind Closed Doors and Basic Helping Skills programs
- CATS Care training for USI classes
- Provided programming for the Summer Institute for Teaching and Learning
- Provided diversity training to Base Camp Cullowhee First Ascent staff

**DEPARTMENT ACHIEVEMENTS**
- CAPS Cab initiative received the Student Affairs Program of the Year award
- CAPS was awarded reaccreditation by the International Association of Counseling Services

**PROFESSIONAL DEVELOPMENT**
- Participation in university wide active shooter activity
- All CAPS staff participated in Dialectical Behavior Therapy skills training
- Dr. Kimberly Gorman completed a site visit for the American Psychological Association in Austin, TX
### Actual Financial Data

<table>
<thead>
<tr>
<th></th>
<th>Summer 15 PY Revenue</th>
<th>$949,244.98</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer 15 PY Client Return</td>
<td>$142,387</td>
</tr>
<tr>
<td></td>
<td>Summer 16 Revenue</td>
<td>$1,021,422.09</td>
</tr>
<tr>
<td></td>
<td>Summer 16 Client Return</td>
<td>$153,251</td>
</tr>
</tbody>
</table>

### Health Inspection Scores

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>CY Dining Hall</td>
<td>98.5</td>
</tr>
<tr>
<td>McAlister’s Deli</td>
<td>99.5</td>
</tr>
<tr>
<td>Panda Express</td>
<td>100.0</td>
</tr>
<tr>
<td>Starbuck’s</td>
<td>98.0</td>
</tr>
<tr>
<td>Burger Studio</td>
<td>100.0</td>
</tr>
<tr>
<td>Einstein’s</td>
<td>99.5</td>
</tr>
<tr>
<td>Moe’s</td>
<td>98.5</td>
</tr>
<tr>
<td>Chick-fil-A</td>
<td>97.0</td>
</tr>
<tr>
<td>Freshens</td>
<td>100.0</td>
</tr>
<tr>
<td>Papa John’s</td>
<td>99.5</td>
</tr>
<tr>
<td>Which Wich</td>
<td>98.5</td>
</tr>
</tbody>
</table>

### Tapingo

- **Tapingo launched on campus in Spring 2016**
- We have 1,930 people that have downloaded the app thus far

### We are Increasing or reach in Social Media

- In Spring 2016 we had 612 followers on Instagram.
- We now have 1493
All columns reflect year-end totals.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Federal Student Aid Applications (FAFSA's) received</td>
<td>14447</td>
<td>14654</td>
<td>14972</td>
<td>15057</td>
</tr>
<tr>
<td>Number of FAFSA's verified</td>
<td>2320</td>
<td>2748</td>
<td>2777</td>
<td>2441</td>
</tr>
<tr>
<td>Number of students packaged (completed FAFSA results)</td>
<td>8283</td>
<td>8546</td>
<td>10602</td>
<td>10985</td>
</tr>
<tr>
<td>Number of summer aid applications</td>
<td>1356</td>
<td>1629</td>
<td>1591</td>
<td>2579</td>
</tr>
</tbody>
</table>

The maximum Pell Grant award for the 2015-16 academic year was $5,730.00.

For most federal student loans, students default when they have not made a payment in more than 270 days.

The WCU Financial Aid Office strives to be a trusted and reliable source of student financial aid information and service to our students and their families while making every effort to assist students in affording their education.

The information presented on this page represents the processing of aid applications, types of aid awarded and other relevant grant and loan data.

The processing section includes information on the number of Federal Student Aid Applications received, the number of FAFSA's verified, the number of students packaged, and the number of summer aid applications for each year.
Mission
Health Services’ mission is to meet the health care needs of the academic community and to enhance the physical, psychological, environmental and health education needs of our campus. Health Services strives to keep students well and in the classroom.

Summer Training
Health Services staff participated in annual staff training in August after a comprehensive review of Building Emergency Action Plan and the overall Safety and Risk Management Program for the department.
  - Blood Borne Pathogens
  - Fire Safety and Building Action Plan
  - Hazardous Material Handling, Storage and Reporting
  - Communicable Disease protocols

HS Summer Visit Volumes

<table>
<thead>
<tr>
<th>Year</th>
<th>Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2014</td>
<td>2224</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>2386</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>2329</td>
</tr>
</tbody>
</table>

WCU EMS
EMS is not operational in summer as student workers are home for the summer break. Operations resume on Friday, August 19, 2016 – move in weekend.

On LINE Immunization Entry
Self Service data entry and upload process for new students, both freshman and transfers, to provide immunization information was very effective. 980 students submitted information online, a process that eliminated 90% of the data entry work required by health services staff for those that submit with the online method. Work becomes a review rather than a data entry. Immunizations are required by NC State law for incoming students.

Immunization Compliance Report

- 187 Immunizations administered
- 2,368 New immunization records reviewed
- 97.3% Compliant with requirements

Accreditation Update
After a year long review of every process/procedure/policy and patient care requirements, Health Services began the application process for accreditation review with the Accreditation Association for Ambulatory Health Care (AAAHC).
Only 15% of college health services in the nation are accredited.
Document review is underway and the site survey will be later in the fall.

Health Services
Bird Building
Healthservices.wcu.edu
828.227.7640
cathealth@wcu.edu
OFFICE THEME 2016-2017

PROGRAM PLANNING
Intercultural Affairs uses the summer to plan for the upcoming academic year. The following are priorities for 2016-2017.

Cultural Immersion Excursions: This bi-annual experience is designed to expose students to persons or groups markedly different in culture (ethnicity, language, and socioeconomic status) from that of themselves and create awareness for the world around them.

Heritage Programs: These monthly cultural celebrations provide the opportunity to recognize the complexities and richness of differing cultural identities through various activities and displays.

C.A.S.E.: Cultural Awareness and Sensitivity Education programs are intentional sessions that aim to provide introductory context to various topics centered on the concept of inclusion.

TV & Talk: Intercultural Affairs and Counseling & Psychological Services have collaborated to offer dialogue sessions around popular TV shows and to discuss social nuisances.

M.V.P/S.O.U.L.: Men with Vision and Purpose (M.V.P) and Sharing Our Unique Lives (S.O.U.L.) are self-identified gender-based empowerment groups that aim to foster community among campus participants.

Safe Zone: This specialized training will aid participants in being an ally to students and colleagues of all sexual orientations, gender identities, and gender expressions.

Project CARE: The Project Care Peer Mentoring Program is designed to provide a connection for first-year, underrepresented students in their transition to the WCU community by providing academic support and resources to increase their success and engagement with the university.

PARTNERSHIP
ICA is partnering with Athletics to use a geo-location app that allows users to see events that are taking place on campus and allow users to check in while at the event. This will allow ICA to promote and track student participation in ICA events.

PROGRAM HIGHLIGHT – C.A.S.E.
The Cultural Awareness and Sensitivity Education program are intentional sessions that were designed to increase awareness and develop the attitudes, knowledge, and skills of the students around the concepts of culture, inclusiveness, civic engagement and leadership in an increasingly diverse world. These engaging sessions are foundational and aimed at providing introductory context to the multiple aspects centered on the concept of inclusion. Hosted by ICA, these sessions are lead by partners from across the university including Counseling & Psychological Services, Philosophy and Religion, Office of the Provost, Education, and Criminology & Criminal Justice.

Fall Semester

Session 1: The True You
This session focuses on allowing participants to critically reflect on aspects of their own identity, engage them in meaningful conversation about identity, and enhance their skills in discussing identity with others.

Session 2: Walk in my Shoes - Different Perspective
This session focuses on engaging participants in an open and honest discussion on privileged and underrepresented identities and provides participants with practical examples to understand differences in individuals.

Session 3: Belief in Action
This session focuses on developing an understanding for various religious practices around the world.

Session 4: Help Me Understand You
This session focuses on helping participants understand the need to reflect on their own culture and how it impacts their view on others, helps participants recognize cultural differences, and shows how those differences effect communication.

Session 5: Many Faces of Power and Privilege
This session focuses on providing participants with a forum to discuss controversial topics, allow for better understanding of how power and privilege are manifested in society, and gives participants tools and knowledge to help confront examples of power and privilege.
MISSION
The office of marketing and assessment supports the Division of Student Affairs and works to increase capabilities, alignment and effectiveness of departmental and division efforts in the areas of branding, communication and assessment.

ASSESSMENT HIGHLIGHTS
- Division’s annual report included data from departmental dashboards and assessment results from data provided by departments in Compliance Assist.
- Assessment and strategic planning is being completely managed in Compliance Assist. Student Affairs is the only division on campus with 100% adoption of Compliance Assist.
- Aided in the development of Student Affairs related sections of the university’s SACSCOC report.
- Attended the ACPA Student Affairs Assessment Institute June 21-24, 2016
- The Assessment Working Group will be providing formal feedback to departments on their assessment reporting in Compliance Assist.

Administrative Program Review 2016-2017
Over the summer, we began the planning process for several Administrative Program Reviews.

Fall 2016 Program Reviews:
- Campus Recreation and Wellness
- Marketing & Assessment
- New Student Orientation
- Student Community Ethics

Spring 2017 Program Reviews:
- Campus Activities
- Undergraduate Admissions

Note: The Student Affairs Visual Arts Specialist left WCU on April 29th and the position wasn’t filled until September 6th. Design work over the summer was primarily split between Creative Services and the Print Shop.
ORIENTATION SURVEY HIGHLIGHTS

First-Year Guest Survey: I have been impressed with every aspect of the campus. After our three visits I am amazed at the friendly, helpful, excited, and professional behaviors of the student counselors during each visit. I honestly cannot find the appropriate words to explain how impressed I am. My son has shown interest in becoming a counselor in the future, and I could not be more proud for him to follow in their footsteps. I feel 100% comfortable that my son will be cared for academically, physically, and emotionally at Western. Thank you for an awesome experience!

First-Year Student Survey: I made some friends and overall it was great to experience a little bit of the college life so I know what to expect in August.

Transfer Student Survey: Student 1 - Cannot wait to be a catamount and live in Cullowhee! Student 2 - Everyone that I came into contact with was extremely helpful. Even the people that weren’t part of my group went out of their way to make sure that I was taken care of.

Orientation Counselor Survey: Every single summer is different, so keep planning the way that we plan. When curve balls are thrown our way we just plan accordingly.

The large increase in students, especially in the Academic Success and Summer Learning Communities session, caused a strain on residential living space, classroom/meeting space and meals. The schedules had to be changed and reprinted, additional catered meals and meeting space caused the session to be costly and evaluations from family members/students support the need to separate these going forward. Long wait times in lines, seating issues and confusion were voiced as major concerns.

ORIENTATION COUNSELOR COMPETENCIES

- I am proud to be a WCU student: Pre-Summer Survey 88.89%, Post-Summer Survey 95.83%, Percentage Increase 7.81%
- I have thorough knowledge about resources available at WCU: Pre-Summer Survey 66.67%, Post-Summer Survey 100.00%, Percentage Increase 49.99%
- I respond to situations with professionalism: Pre-Summer Survey 44.44%, Post-Summer Survey 79.17%, Percentage Increase 78.15%
**OUR MISSION**

Our mission is to serve the communities of Western Carolina University by providing clean, safe, and healthy living environments which enhance and support the educational mission, goals and creed of the University. We strive to create living and learning communities where students feel valued as individuals and where diversity and fellowship with others can be celebrated. While maintaining a high quality of service, we shall encourage and provide opportunities for personal growth and development of character, leadership, honesty, respect, and pride.

---

**Summer Occupancy Numbers**

<table>
<thead>
<tr>
<th></th>
<th>First Session</th>
<th>Second Session</th>
<th>Summer LLCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>53</td>
<td>98</td>
<td>200</td>
</tr>
<tr>
<td>2015</td>
<td>51</td>
<td>90</td>
<td>271</td>
</tr>
<tr>
<td>2016</td>
<td>62</td>
<td>97</td>
<td>323</td>
</tr>
</tbody>
</table>

---

46.2% of SUMMER LLC students reported that they felt VERY WELL PREPARED for college-level courses.

86.7% of students reported that they LOVE IT HERE! on their Summer SSIs.

Summer Conferences has had an 80.9% increase in bed nights over the last two years.

Summer SSI Completion Rate of 80.5%
University Scholarships, a unit within the Financial Aid Office, works in collaboration with campus departments and external partners in order to manage a comprehensive scholarship program focused on the needs of our students, parents, donors, faculty, and staff who are seeking, receiving, and awarding scholarships.

We saw an identical application completion rate of 49.1% in 2014-2015 and 2015-2016 even though we saw an overall increase in application activity. All regularly admitted new freshmen received a letter from the Director of University Scholarships the week following their letter of acceptance (through mid-January) highlighting the scholarship programs at WCU and encouraging them to submit the ScholarCat application.

New Summer Stipends

$500 stipends were awarded to 100 new freshmen who participated in either the Academic Success Program or the Catamount Gap Program. Stipends were awarded based on financial need or academic merit.

2015-2016 Awards

<table>
<thead>
<tr>
<th>Scholarship Program</th>
<th>Students</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Success Program</td>
<td>67</td>
<td>$33,500</td>
</tr>
<tr>
<td>Catamount Gap</td>
<td>33</td>
<td>$16,500</td>
</tr>
</tbody>
</table>

10 ASP recipients and 1 Catamount Gap recipient did not enroll fall 2016. 9 of the ASP recipients were placed on academic suspension following summer.

Students impacted by scholarships

<table>
<thead>
<tr>
<th>Percentage of students who have received a scholarship from WCU (excluding athletic scholarships)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2015</td>
</tr>
</tbody>
</table>

Merit-Based Scholarships (non-endowed)

NEW!!!! $325,000 was awarded to full need UG students during the 2015-2016 academic year through the Founders Program.

2,268 WCU scholarships were awarded to 1,661 graduate and undergraduate students (excluding athletic scholarships) for the 2015-2016 academic year.
UNDERGRADUATE ADMISSION

Vision: Provide prospective students access to pursue a college education, with a focus on retention and academic excellence.

Mission Statement: The Office of Undergraduate Admission encourages and supports prospective student access to higher education by managing the recruitment and admission processes for new and returning undergraduate students at Western Carolina University.

FIRST YEAR STUDENT DATA – 7/1/16 – 12/30/16

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>11,904</td>
<td>13,984</td>
<td>14,094</td>
<td>15,514</td>
</tr>
<tr>
<td>Admits</td>
<td>3,942</td>
<td>4,398</td>
<td>4,789</td>
<td>5,107</td>
</tr>
<tr>
<td>Commitments</td>
<td>182</td>
<td>160</td>
<td>265</td>
<td>359</td>
</tr>
<tr>
<td>Honors College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admits</td>
<td>584</td>
<td>558</td>
<td>1,137</td>
<td>941</td>
</tr>
<tr>
<td>Commitments</td>
<td>41</td>
<td>25</td>
<td>93</td>
<td>75</td>
</tr>
<tr>
<td>ASP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admits</td>
<td>0</td>
<td>0</td>
<td>172</td>
<td>170</td>
</tr>
<tr>
<td>Commitments</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>

TRANSFER STUDENT DATA – 7/1/16 – 12/30/16

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>335</td>
<td>379</td>
<td>411</td>
<td>436</td>
</tr>
<tr>
<td>Admits</td>
<td>120</td>
<td>152</td>
<td>164</td>
<td>155</td>
</tr>
<tr>
<td>Distance Admits*</td>
<td>39</td>
<td>57</td>
<td>59</td>
<td>55</td>
</tr>
<tr>
<td>Commitments</td>
<td>12</td>
<td>16</td>
<td>25</td>
<td>41</td>
</tr>
</tbody>
</table>

*Distance admit total is a subtotal of total transfer admit count.

Weighted GPA Admits

FALL EVENT DATA – 7/1/16 – 12/30/16

- **Honors Day**
- **WCU on Tour**

Note: Only one Open House Event for Fall 2016

Undergraduate Admissions
102 Cordelia Camp Building
828-227-7317
admissions@wcu.edu
Mission Statement
The Auxiliary Services Department provides necessary and desirable products and services to the communities of Western Carolina University through both internal and outsourced operations focusing on the needs of our customers.

Effects of Auxiliary Services on WCU:
Auxiliary Services provides a variety of services to students throughout the year. As students purchase these goods or services, portions of the money spent is directly returned to the University in the form of scholarships, funding, etc. For example, for every $1.00 spent on Pepsi products in University vending machines, $.50 comes back to the University and is used in various scholarship and sponsorship activities.

Approx. # Pepsi Products Purchased Summer 2016 82,529
Number of New CatCards Created by CatCard Office 428
Western Carolina University Bookstore
The Bookstore is dedicated to supporting academic programs and student life at the University by providing students, faculty, staff and the University community excellent customer service, convenient store location and hours of operation, and a wide range of competitively priced merchandise. This merchandise ranges from school supplies, text books and supplemental materials that assist students, faculty and staff in achieving their academic and professional goals, to clothing and gifts.

The Bookstore also offers imprinted merchandise that portrays the University in a positive light and engenders school spirit and tradition among students, faculty, staff, the community and alumni. Our overriding goal is to make a significant contribution toward the intellectual and service needs of the University Community.

### How the WCU Bookstore affects students

1. **Price**
   Based on the annual textbook cost study administered by North Carolina’s General Administration the WCU Bookstore offers one of the most affordable textbook rental programs of the sixteen state campuses. All undergraduate students are allowed to rent their main textbooks for a flat rate of $140.00 per semester. In addition, the Bookstore began using an additional book rental program in Fall 2015 that allows students to rent the supplemental books that are not covered under the main rental program and instead have had to be purchased in past semesters. Typically, renting course materials through this model results in approximately a 50% savings compared to purchasing the materials.

2. **Scholarship/Sponsorship Support**
   Each year the Bookstore contributes in a variety of ways to the scholarships and sponsorships. During any academic year, the Bookstore is expected to contribute $118,020 in both academic and athletic scholarships.

---

### Fall 2014 - Fall 2016 Comparison

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Sales</strong></td>
<td>$1,028,635.98</td>
<td>$1,063,251.86</td>
<td>$1,159,277.87</td>
</tr>
<tr>
<td><strong>Total rental fee</strong></td>
<td>$791,852.37</td>
<td>$1,126,451.79</td>
<td>$1,403,311.56</td>
</tr>
<tr>
<td><strong>Total # of students in the rental program</strong></td>
<td>7,007</td>
<td>8,046</td>
<td>7,544</td>
</tr>
<tr>
<td><strong>Total Items Purchased at the Bookstore</strong></td>
<td>74,865</td>
<td>71,069</td>
<td>70,233</td>
</tr>
</tbody>
</table>

---

### Percentage of All Items Purchased by Type

- **Textbooks**: 29%
- **Clothing**: 42%
- **School Supplies**: 12%
- **Health & Beauty Aids**: 0%
- **Cards & Gifts**: 0%
- **Art Supplies**: 1%
- **Trade Books**: 1%
- **Glassware/Souvenirs**: 9%
- **Miscellaneous**: 6%

---

**Percentage of Total Sales by Department**

- **Textbooks**: 29%
- **Clothing**: 42%
- **School Supplies**: 12%
- **Health & Beauty Aids**: 0%
- **Cards & Gifts**: 0%
- **Art Supplies**: 1%
- **Trade Books**: 1%
- **Glassware/Souvenirs**: 9%
- **Miscellaneous**: 6%
Mission

The Department of Campus Activities provides quality curricular and co-curricular programs, services and facilities. We engage and develop the students, faculty and staff of Western Carolina University to foster a vibrant and inclusive campus community.

Vision

Assist students in bridging the gap between academics and co-curricular activities to enhance students’ educational experience and personal growth.

Highlights

Arts and Cultural Events (ACE):
- 610 people attended 10 events
- New collaboration workshop called “Make it” was created
  - 31 students attended
  - 100% indicated that they learned something new in participating in the workshop series

Dance Marathon:
- 220 total number of dancers
- $21,510.72 Raised for Greenville Children’s Hospital (record)
- 169% increase in funds raised

Disney Leadership Experience:
- 77 Students attended:
  - 99% would recommend this leadership program and said it was a valuable resource provided at WCU
  - 94% felt this program helped improve their leadership skills
  - 85% reported that their ability to implement their vision within a leadership position improved

Freshman Leadership Institute:
- 17 Freshmen Students
  - Because of their involvement in the FLI program
    - 100% stated they realize their own identity
    - 94% improved their ability to collaborate with others
    - 82% understand way to manage conflict
    - 71% are more culturally competent
  - Semester GPA: 3.169

Leadership Minor Students:
- 76 Currently Enrolled
  - Semester GPA: 3.014
  - Cumulative GPA: 3.089

Last Minute Production Events:
- 7,983 people attended 66 events over the course of the fall semester
- 312 surveys completed
  - 96% said they would attend another LMP event
  - 95% said they would tell their friends about LMP events
  - 94% said that the event(s) they attended are a good use of their student fees
  - 94% would recommend event(s) to their friends

Recognized Student Organizations (RSO):
- 153 total

Program Participants (10,908 total)
Program Participation

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique Intramural (IM) Participants*</td>
<td>1,300</td>
<td>1,270</td>
</tr>
<tr>
<td>Total Intramural (IM) Participations</td>
<td>8,792</td>
<td>8,667</td>
</tr>
<tr>
<td>Total Club Sport Participants</td>
<td>429</td>
<td>511</td>
</tr>
<tr>
<td>Total Group Exercise Participants</td>
<td>571</td>
<td>505</td>
</tr>
<tr>
<td>Personal Training Individual Clients**</td>
<td>53</td>
<td>35</td>
</tr>
<tr>
<td>BCC Open Enrollment Trip Participations***</td>
<td>178</td>
<td>229</td>
</tr>
</tbody>
</table>

* 35.98% of unique IM participants were women in Fall ’16, which is above the national average of 30%.
** Decline came in number of Counseling clients referred for personal training, which was probably due to the fact there was not a research study in Fall 2016 like there was in Fall 2015.
*** Only compared participation numbers across like trips. New or altered trips were not included in the comparison. BCC saw a large jump in trail service.

PROGRAMS UPDATE

Highlights of fall 2016 programming include:
- Fitness introduced the Catamount Fit program, aimed at functional training for all fitness levels to reach the “Crossfit” population.
- Club Sports added Club Cheer, developed a graphical Club Sport Style Guide and offered safety training to all club participants instead of just officers.
- Intramural Sports improved administrative efficiencies by introducing electronic staff scheduling software (whentowork) and by utilizing the RecIt App for game site check-in procedures and score reports.
- BCC filled both Fall Break Trips (climbing and backpacking), reopened the bike shop allowing BCC to offer bike rentals again, and offered 18 open enrollment trips.

FACILITIES UPDATE

Facilities updates from fall 2016 include:
- CRW is consulting with Parks and Recreation Management on the potential for a Low Ropes Course on campus.
- CRC visits increased by 5.9% over fall 2016. CRW improved the user experience by utilizing information from participant surveys to add two squat racks.
- CRW started to see signs of the CRC foundation settling.
- CRW moved two court cameras upstairs and replaced the two court cameras with wider lens cameras, improving facility coverage in areas with minimal supervision or where the majority of incidents occur.

STUDENT DEVELOPMENT

CRW employed 108 student workers during Fall 2016. Out of 83 student workers who responded, 89.2% of CRW student workers reported they agree or strongly agree their ability to work as a team has improved as a result of their employment and 91.6% agree or strongly agree their communication skills have improved as a result of their employment.

PROGRAM REVIEW FEEDBACK

CRW hosted a program review in Fall 2016, which included two reviewers external to WCU and two reviewers internal to WCU.

Notable strengths from the review include:
- CRW has strong professional staff with appropriate skill levels to lead their respective areas
- CRW has a culture of student development and student workers were praised multiple times during the review team’s visit
- CRW efficiently uses their budget by stretching their dollar so programs can continue to grow even through difficult budget times
- CRW has created strong partnerships within the university and are deemed by many groups as “good citizens” of the university

Recommendations from the review include:
- Growth in outdoor field space and field space improvements, including the addition of synthetic turf
- Replacement of all large-scale fitness equipment in the CRC within the next 2-3 years, with ongoing monetary support for annual replacement costs
- Addition of technological solutions to improve departmental inefficiencies, including a comprehensive recreation management software solution
- Develop a revenue-generating model that is supported by the university, including increasing rates, adding a summer camp, and increasing sponsorships
- Increase professional development funding for professional staff to help retain high quality professionals
- Realign fitness and facilities within the organizational chart and restructure one position to signify the lead Associate Director
- Create a student wage scale that allows CRW to motivate and retain quality student workers, including increasing summer student wages
- Increase storage solutions for indoor and outdoor activities
### MISSION
Empower students to engage in and be successful in a full range of academic, social and cultural endeavors through fostering psychological wellness.

### Appointment Data
A total of 685 students received counseling services in the fall of 2016, an 11% increase from fall of 2015. This continues the trend of increased service provision. The reasons for the increase in service utilization is multifaceted. One hypothesis is students are more distressed. Another hypothesis is that the stigma around mental health services is being reduced. A final hypothesis is that CAPS’ outreach efforts have been successful in educating students about available services.

<table>
<thead>
<tr>
<th>Service</th>
<th># all Appointments F2015</th>
<th># all Appointments F2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Counseling</td>
<td>2,237</td>
<td>2,419</td>
</tr>
<tr>
<td>Triage</td>
<td>502</td>
<td>471</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>Medication Appointments w/Psychiatric Nurse Practitioner</td>
<td>129</td>
<td>91</td>
</tr>
</tbody>
</table>

### Emergency Services
43% increase in emergency appointments year to year

<table>
<thead>
<tr>
<th>Service</th>
<th>F2015</th>
<th>F2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Appointments</td>
<td>269</td>
<td>384</td>
</tr>
<tr>
<td>Hours spent in after hours emergency provision</td>
<td>66</td>
<td>53</td>
</tr>
</tbody>
</table>

### Why Students Seek Counseling

<table>
<thead>
<tr>
<th>Reason</th>
<th>F2015</th>
<th>Sp2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety Related</td>
<td>61%</td>
<td>76%</td>
</tr>
<tr>
<td>Stress Related</td>
<td>60%</td>
<td>80%</td>
</tr>
<tr>
<td>Depression Related</td>
<td>57%</td>
<td>70%</td>
</tr>
<tr>
<td>Relationship Problems</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td>Top Reason</td>
<td>Anxiety</td>
<td>Stress</td>
</tr>
</tbody>
</table>

### Outreach Programming

<table>
<thead>
<tr>
<th># of Programs</th>
<th># of Students/Staff Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cats Care</td>
<td>17</td>
</tr>
<tr>
<td>CAPS Cab</td>
<td>5</td>
</tr>
<tr>
<td>Catamounts for Recovery</td>
<td>34</td>
</tr>
<tr>
<td>Athletics Consultation/Programs</td>
<td>26</td>
</tr>
<tr>
<td>ICA Consultation/Programs</td>
<td>36</td>
</tr>
<tr>
<td>Sexual Violence Prevention Programs</td>
<td>8</td>
</tr>
</tbody>
</table>

### Critical Incidents
- 85 students required intervention because of suicidality
- 25 required referral for psychiatric hospitalization
- 18 students requested a withdrawal for mental health reasons
### DEPARTMENT OF STUDENT COMMUNITY ETHICS

#### FALL 2016

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Conduct/Al Cases</td>
<td>663</td>
<td>521</td>
<td>618</td>
</tr>
<tr>
<td>Total Alleged Students (minus Admissions cases)</td>
<td>613</td>
<td>464</td>
<td>541</td>
</tr>
</tbody>
</table>

#### Incident Locations
- Scott: 137, 101, 111
- Walker: 21, 25, 76
- On Campus (Non-Res Living): 352, 129, 78
- Off Campus: 36, 18, 92

#### Charges
- Alcohol: 233, 87, 157
- Drug: 121, 80, 62
- Academic Dishonesty: 27, 26, 25

#### Sanctions Issued
- Warning: 241, 111, 140
- Probation: 225, 175, 192
- Marijuana Education Course: 111, 33, 54
- Catamounts Advocating Harm Reduction: 38, 45, 23
- Community Restitution: 32, 38, 52
- Suspension (Expulsion): 6 (0), 4 (1), 14

**DSCE Programming and Outreach – Fall 2016**

- Organization/Classroom Presentations: 39
- Active Educational Programs: 27
- Passive Educational Programs: 20

**Percentage of WCU Student Body involved in Conduct Cases**

- Fall 2013: 6.70%
- Fall 2014: 5.80%
- Fall 2015: 4.80%
- Fall 2016: 5.00%

---

**Note: Based on WCU Census Data**

**ALCOHOL EDU AND HAVEN**

- AlcoholEDU/Haven Complete: 83%
- AlcoholEDU/Haven Part 1 Not Complete: 27%
- AlcoholEDU/Haven Part 2 Not Complete: 7%

Decline in completion rate is due to the discontinuation of the use of academic holds to encourage completion.

---

Student Community Ethics
114 Scott Hall East
828.227.7234
dsce.wcu.edu
Dining Services Revenues

Health Inspection Scores

- CY Dining Hall: 94.5
- McAlister’s Deli: 98.5
- Panda Express: 99.5
- Burger Studio: 100.0
- Moe’s: 100.0
- Chick-fil-A: 97.5
- Freshens: 99.0
- Papa John’s: 99.5
- Einstein’s: 98.5
- Starbucks: 98.5

We are Increasing or reach on Social Media

In Spring 2016 we had 612 followers on Instagram. We now have 1693

Return to WCU

We are Increasing or reach on Social Media

In Spring 2016 we had 612 followers on Instagram. We now have 1693
## Students Receiving Financial Aid (Undergraduate and Graduate)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total officially enrolled</td>
<td>10107</td>
<td>10382</td>
<td>10340</td>
<td>10805</td>
</tr>
<tr>
<td>Total Receiving Financial Aid (all types)</td>
<td>8193</td>
<td>8419</td>
<td>8613</td>
<td>8049</td>
</tr>
<tr>
<td>Percentage Receiving Financial Aid (all types)</td>
<td>81.06 %</td>
<td>81.09 %</td>
<td>83.30 %</td>
<td>74.49 %</td>
</tr>
<tr>
<td>Total Receiving Grant Aid</td>
<td>5993</td>
<td>5911</td>
<td>5837</td>
<td>5682</td>
</tr>
<tr>
<td>Percentage Receiving Grant Aid</td>
<td>59.30 %</td>
<td>56.94 %</td>
<td>56.45 %</td>
<td>52.59 %</td>
</tr>
<tr>
<td>Total Receiving Institutional and/or Outside Scholarships</td>
<td>1956</td>
<td>2054</td>
<td>2542</td>
<td>2141</td>
</tr>
<tr>
<td>Percentage Receiving Institutional and/or Outside Scholarships</td>
<td>19.35 %</td>
<td>19.78 %</td>
<td>24.58 %</td>
<td>19.81 %</td>
</tr>
<tr>
<td>Total Receiving Athletic Aid</td>
<td>314</td>
<td>315</td>
<td>333</td>
<td>272</td>
</tr>
<tr>
<td>Percentage Receiving Athletic Aid</td>
<td>3.11 %</td>
<td>3.03 %</td>
<td>3.22 %</td>
<td>2.52 %</td>
</tr>
<tr>
<td>Total Receiving Loans (student and/or parent)</td>
<td>6426</td>
<td>6638</td>
<td>6626</td>
<td>6281</td>
</tr>
<tr>
<td>Percentage Receiving Loans (student and/or parent)</td>
<td>63.60 %</td>
<td>63.94 %</td>
<td>64.08 %</td>
<td>57.95 %</td>
</tr>
<tr>
<td>Total Paid Federal Work-Study</td>
<td>324</td>
<td>308</td>
<td>323</td>
<td>262</td>
</tr>
<tr>
<td>Percentage Paid Federal Work-Study</td>
<td>3.21 %</td>
<td>2.97 %</td>
<td>3.12 %</td>
<td>2.42 %</td>
</tr>
</tbody>
</table>

## Funds Management (Disbursed/Paid Amount)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Grants</td>
<td>$14,369,157.00</td>
<td>$15,119,840.77</td>
<td>$15,167,384.14</td>
<td>$7,917,816.49</td>
</tr>
<tr>
<td>NC State Grants</td>
<td>$8,205,710.86</td>
<td>$8,584,888.50</td>
<td>$8,852,935.50</td>
<td>$4,470,703.75</td>
</tr>
<tr>
<td>Work Study</td>
<td>$479,807.68</td>
<td>$468,070.64</td>
<td>$475,603.20</td>
<td>$224,761.54</td>
</tr>
<tr>
<td>Federal Loans</td>
<td>$57,918,427.00</td>
<td>$60,629,126.00</td>
<td>$61,626,748.00</td>
<td>$33,472,188.00</td>
</tr>
<tr>
<td>Private Loans</td>
<td>$2,265,335.00</td>
<td>$2,653,629.00</td>
<td>$2,377,303.00</td>
<td>$1,470,866.00</td>
</tr>
<tr>
<td>Other Aid Programs</td>
<td>$13,911,697.71</td>
<td>$14,087,598.48</td>
<td>$14,904,739.72</td>
<td>$7,501,114.52</td>
</tr>
<tr>
<td>Total Aid Disbursements</td>
<td>$97,150,135.25</td>
<td>$101,543,153.39</td>
<td>$103,404,713.56</td>
<td>$55,067,450.30</td>
</tr>
</tbody>
</table>

## Average Debt (Fall, Spring & Summer)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Undergraduate and Graduate</td>
<td>$24,128</td>
<td>$24,884</td>
<td>$23,847</td>
<td>$22,630</td>
</tr>
<tr>
<td>Graduate (includes any undergraduate debt incurred)</td>
<td>$40,254</td>
<td>$43,094</td>
<td>$42,135</td>
<td>$40,878</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>$20,244</td>
<td>$20,556</td>
<td>$19,427</td>
<td>$19,208</td>
</tr>
</tbody>
</table>

## Student Loan Default Rates

<table>
<thead>
<tr>
<th>Aid Year</th>
<th>UG Students</th>
<th>Pell Recipients</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCU</td>
<td>2011 8.10%</td>
<td>2012 7.00%</td>
<td>2013 6.70%</td>
</tr>
<tr>
<td>National</td>
<td>2011 13.70%</td>
<td>2012 11.80%</td>
<td>2013 11.30%</td>
</tr>
</tbody>
</table>

## Average Pell Awards

For most federal student loans, students default when they have not made a payment in more than 270 days.

The maximum Pell Grant award for the 2015-16 academic year was $5,730.00.

Financial Aid Office
118 Killian Annex
finaid@wcu.edu
HEALTH SERVICES

MISSION STATEMENT

Health Services’ mission is to meet the health care needs of the academic community and to enhance the physical, psychological, environmental and health education needs of our campus. Health Services strives to keep students well and in the classroom.

26% of patients are freshman, very similar to prior years.

8 students received a letter of support for a medical withdrawal from the university, down from 11 students fall 2015.

Wildfires in the area created smoky conditions in the latter half of the semester, necessitating ongoing campus communications regarding air quality and treatment for patients with upper respiratory and other circulatory issues.

WCU EMS hosted the 1st annual Southeastern Regional Summit for the National Collegiate EMS Foundation in November. Over 40 students across the region attended.

Highlights:

Remodel of nursing area created a second triage RN space, allowing patients to be assessed and treated faster – approximately 35 patients are seen in triage each day as walk in patients.

Enrollment in the UNC system health plan decreased by 7%, 1,598 students elected coverage.

Health Services received notification that the facility was approved to participate in the Medicaid program.
PARTNERSHIPS

• Our department partnered with two student organizations (LASO and SAGA) and hosted Hispanic Heritage month and Pride week events.

• In order to meet our students’ needs and their concerns within their comfort level, an intentional partnership between Counseling & Psychological Services (CAPS), and Intercultural Affairs was created. Staff members from CAPS could be seen frequently visiting our office, at our events, and as staff support on our trips.

• As a part of the university’s response to civil discourse, Intercultural Affairs partnered with academic affairs to conduct the C.A.S.E. sessions.

ON CAMPUS

• Intercultural Affairs kicked off the year with Unity Fest. Designed as a three-program event to bring awareness to the tragedies occurring around the country and to spread the message of human equity and love for all. This program allowed for faculty and students to have the opportunity to experience the impact of these tragedies through three different lenses.

• As a part of the Cultural Immersion Excursion initiative, Intercultural Affairs took students to New Orleans during Fall Break. These students experienced a slave plantation, a river boat ride of the Hurricane Katrina wreckage and volunteered at a community center in the 9th Ward, one of the most affected areas by the storm.

• Intercultural Affairs hosted a homecoming party called ICA Super Lounge. Mario (Grammy nominated recording artist) was the guest performer and approximately 350 attended the program.

• The department conducted its annual Drag show. Approximately 400 students attended this show.

OFF CAMPUS

• Intercultural Affairs and Folkmoot (Waynesville, NC) have partnered to offer diversity education to the community. In the fall, ICA conducted three sessions at Folkmoot.

• We have created a partnership with Southwestern Community College to provide trainings (Safe Zone and Bystander) to their students. This fall we conducted two trainings on their campus.

PROGRAM DATA

<table>
<thead>
<tr>
<th>Type of Program</th>
<th># of Programs</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainings</td>
<td>15</td>
<td>330</td>
</tr>
<tr>
<td>Educational</td>
<td>20</td>
<td>1,350</td>
</tr>
<tr>
<td>Social</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>2,080</td>
</tr>
</tbody>
</table>
MISSION

The office of marketing and assessment supports the Division of Student Affairs and works to increase capabilities, alignment and effectiveness of departmental and division efforts in the areas of branding, communication and assessment.

Active Design Projects by Requesting Department Fall 2015 and Fall 2016

- Student Community Ethics
- Scholarships
- Residential Living
- Office of Student Affairs
- New Student Orientation
- ICA
- Health Services
- Financial Aid
- CAPS
- Campus Services - Bookstore
- Campus Rec
- Campus Activities
- Admissions

MARKETING NEEDS ASSESSMENT RESULTS

The following areas were identified as areas of interest for enhanced support in the fall 2016 design office survey:

- Help refining marketing or outreach ideas (64%)
- Help assessing effectiveness of marketing and outreach strategies (57%) [this is an increase from 50% in the spring 2016 survey]
- Help creating marketing strategies for events/programs (57%)
- Workshops to increase technical skills (i.e., using design software) (50%)

To address these needs we will be meeting with student focus groups, researching web and social media analytics and meeting more often with event/program planners.

CLIENT SATISFACTION WITH DESIGN OFFICE

Each semester a design office survey is administered and staff who had submitted design projects were asked a series of questions regarding their experience with the office. The fall 2016 results are consistent with the spring 2016 results:

- 100% were satisfied or very satisfied with their overall experience working with the office. (target – 90%)
- 100% agreed/strongly agreed that the office worked to understand their project needs. (target – 90%)
- 100% agreed that the office was effective or very effective in meeting their office’s marketing and design support needs.

DESIGN PROJECT MANAGEMENT - EVALUATION

A SharePoint design request form was adopted fall 2015 and revised in May 2016. The new platform has significantly streamlined reporting and project management but client adoption of the form continues to be slow.

60% (spring 2016) and 61% (fall 2016) of respondents replied that they used the SharePoint project submission form ‘always’ or ‘most of the time’.

ASSESSMENT HIGHLIGHTS

- In an effort to increase the quality of assessment work being done in the division, the Assessment Working Group reviewed 2015-2016 assessment reports and provided feedback and recommendations to all Student Affairs departments.
- Launched ‘Data Matters’, an information sheet meant to share relevant data with Student Affairs units. The goal is to focus on different topics each month. Data Matters is shared via email and on the division’s webpage.
- Fall 2016 saw four units undergo Administrative Program Reviews: Orientation, Marketing & Assessment, Campus Recreation and Wellness, Student Community Ethics.

RECOMMENDATIONS FROM MARKETING & ASSESSMENT PROGRAM REVIEW

- Simplify the management of marketing and assessment
- Shift assessment focus from compliance to quality
- Work to anticipate marketing and design needs
- Work to create a planning structure for assessment and marketing projects
- Build capacity in assessment, communication and marketing

Western Carolina University
Marketing & Assessment
828.227.2591
114 Scott East
scyoung@wcu.edu
ORIENTATION

PROGRAM REVIEW HIGHLIGHTS

• Point of contact for new students & their families
• Set the tone/seal the deal providing snapshot of WCU
• Learn about Academics & Academic Resources, Advising, Residential Living, Campus Resources, Health & Wellness, Safety, Student Accounts, Dining, and Student Organizations
• University covers mandated materials & regulations; i.e., FERPA & HIPAA
• Meet with faculty and department heads
• Students teach students (Orientation Counselors & Transfer Ambassadors)
• Collaborations with multiple offices and departments

PROGRAM REVIEW RECOMMENDATIONS

• Develop a plan for early college students
• Need additional space and additional staffing
• Increase communication with faculty regarding advising sessions
• Share orientation results more widely
• Seek additional budget support through sponsorships
• New plan for MAPS summer program
• Development of MyWCU, new CatWalk and Orientation registration system

ATTENDANCE/NON-ATTENDANCE DATA

Below is a graph of 2015 students who came to WCU and bypassed orientation. Of the 18 students, 2 were international, 2 athletes, 1 military, 10 no shows and 3 with extenuating circumstances. Of these, 7 are no longer at WCU. The GPAs for the remaining students range from 0.867 to 3.783.

Below is a graph of 2016 students who came to WCU and bypassed orientation. Of the 24 students, 8 were international, 6 athletes, 2 military, 4 no shows and 4 with extenuating circumstances. The GPAs for the remaining students range from 1.778 to 3.917.
Departmental Highlights

- WCU hosted the 2016 NCHO (North Carolina Housing Officers) RA Drive-In Conference.
- 80.72% of students reported during the two Fall SSIs that they “LOVE IT HERE!” This is a 10.86% increase from Fall 2015.
- Residence Life underwent a reorganization. Resident Directors are now classified as Area Coordinators. Assistant Directors are now classified as Associate Directors.
- Over 500 local children participated in our Hall-O-Ween service project and over 70 WCU students volunteered.
- Interviewed 98 Resident Assistant candidates for 55 new hire positions.
- Conducted our annual benchmarking survey this fall through SkyFactor (EBI).
- RL Facilities replaced the light bulbs in Walker Hall restrooms with LED light bulbs.
- The Mail Center delivered 18,490 packages to students during the fall.
- Provided over 55 Soup Patrol kits out to sick students beginning in September.

NCHO Award Winners

- Brittany Cotton – Graduate Student of the Year
- Bryant Barnett – Al Calarco Commitment to Excellence

The NCHO (North Carolina Housing Officer) Conference was held in October 2016 in Winston-Salem, NC.
University Scholarships, a unit within the Financial Aid Office, works in collaboration with campus departments and external partners in order to manage a comprehensive scholarship program focused on the needs of our students, parents, donors, faculty, and staff who are seeking, receiving, and awarding scholarships.

**Student Activity**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of applications started</th>
<th>Number of applications submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>3,741</td>
<td>1,839</td>
</tr>
<tr>
<td>2015-2016</td>
<td>4,516</td>
<td>2,219</td>
</tr>
<tr>
<td>*2016-2017</td>
<td>4,594</td>
<td>435</td>
</tr>
</tbody>
</table>

*Numbers as of December 22, 2016

December 2015 activity: 2,980 applications started, 390 completed

We have already exceeded the number of applications started last year. Focus this year is on completion. We have remained consistent at 49.1% completion percentage for the last two years. This year’s goal is 52%.

**Recruitment Scholarships for 2017-2018**

Scholarship offers were mailed to nearly 200 admitted first-year students prior to the holiday break for the 2017-2018 academic year as part of the Chancellor’s Series scholarship program.

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Students</th>
<th>Scholarship Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison</td>
<td>28</td>
<td>$2,000</td>
</tr>
<tr>
<td>Academic</td>
<td>19</td>
<td>$2,000</td>
</tr>
<tr>
<td>Achievement</td>
<td>70</td>
<td>$1,000</td>
</tr>
<tr>
<td>University</td>
<td>73</td>
<td>$750</td>
</tr>
</tbody>
</table>

Some funding will be reallocated for spring 2017 due to terminations and stop outs. Plus, some departmental funds have not yet been awarded.

**Students impacted by scholarships**

Percentage of students who have received a scholarship from WCU (excluding athletic scholarships)

- **2014-2015**: 11.2%
- **2015-2016**: 16.1%
- **2016-2017**: 13.7%

**Merit-Based Scholarships (non-endowed)**

- **Honors College**
- **Chancellor’s Series**

1,962 WCU scholarships have been awarded to 1,482 graduate and undergraduate students (excluding athletic scholarships) for the 2016-2017 academic year (to date).

**Financial Aid & Scholarships**

118 Killian Annex

finaid@wcu.edu
Vision: Provide prospective students access to pursue a college education, with a focus on retention and academic excellence.

Mission Statement: The Office of Undergraduate Admission encourages and supports prospective student access to higher education by managing the recruitment and admission processes for new and returning undergraduate students at Western Carolina University.

FIRST YEAR STUDENT DATA – 7/1/16 – 5/31/17

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>15,416</td>
<td>17,722</td>
<td>18,301</td>
<td>19,533</td>
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<tr>
<td>Admits</td>
<td>6,579</td>
<td>7,113</td>
<td>7,457</td>
<td>7,619</td>
</tr>
<tr>
<td>Commitments</td>
<td>1,865</td>
<td>1,748</td>
<td>2,098</td>
<td>2,178</td>
</tr>
<tr>
<td>Admits</td>
<td>797</td>
<td>969</td>
<td>2,016</td>
<td>1,556</td>
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<tr>
<td>Commitments</td>
<td>204</td>
<td>234</td>
<td>463</td>
<td>369</td>
</tr>
<tr>
<td>Admits</td>
<td>649</td>
<td>912</td>
<td>732</td>
<td>711</td>
</tr>
<tr>
<td>Commitments</td>
<td>163</td>
<td>216</td>
<td>238</td>
<td>220</td>
</tr>
</tbody>
</table>

TRANSFER STUDENT DATA – 7/1/16 – 5/31/17

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>1,629</td>
<td>1,698</td>
<td>1,670</td>
<td>1,678</td>
</tr>
<tr>
<td>Admits</td>
<td>1,065</td>
<td>1,112</td>
<td>1,042</td>
<td>1,045</td>
</tr>
<tr>
<td>Distance Admits*</td>
<td>369</td>
<td>416</td>
<td>423</td>
<td>399</td>
</tr>
<tr>
<td>Commitments</td>
<td>506</td>
<td>508</td>
<td>700</td>
<td>709</td>
</tr>
</tbody>
</table>

*Distance admit total is a subtotal of total transfer admit count.

EVENT DATA – 7/1/16 – 5/31/17

Note: Only 3 Open House Events for 2016-2017
MISSION STATEMENT

The Auxiliary Services Department provides necessary and desirable products and services to the communities of Western Carolina University through both internal and outsourced operations focusing on the needs of our customers.

Effects of Auxiliary Services on WCU:
Auxiliary Services provides a variety of services to students throughout the year. As students purchase these goods or services, portions of the money spent is directly returned to the University in the form of scholarships, funding, etc. For example, for every $1.00 spent on Pepsi products in University vending machines, $.50 comes back to the University and is used in various scholarship and sponsorship activities.

Approx. # Pepsi Products Purchased Summer 2016 57,914
### How the WCU Bookstore affects students

1. **Price**
   - Based on the annual textbook cost study administered by North Carolina’s General Administration the WCU Bookstore offers one of the most affordable textbook rental programs of the sixteen state campuses. All undergraduate students are allowed to rent their main textbooks for a flat rate of $140.00 per semester. In addition, the Bookstore began using an additional book rental program in Fall 2015 that allows students to rent the supplemental books that are not covered under the main rental program and instead have had to be purchased in past semesters. Typically, renting course materials through this model results in approximately a 50% savings compared to purchasing the materials.

2. **Scholarship/Sponsorship Support**
   - Each year the Bookstore contributes in a variety of ways to the scholarships and sponsorships. During any academic year, the Bookstore is expected to contribute $118,020 in both academic and athletic scholarships.
CAMPUS ACTIVITIES

Mission

The Department of Campus Activities provides quality curricular and co-curricular programs, services and facilities. We engage and develop the students, faculty and staff of Western Carolina University to foster a vibrant and inclusive campus community.

Vision

Assist students in bridging the gap between academics and co-curricular activities to enhance students’ educational experience and personal growth.

Highlights

ACE:
- 100% of Cat Tour attendees indicated that they gained a broader/deep exposure to the fine arts through participation in the trip.
- 66% of all ACE Events for the Spring 2017 semester included a Workshop opportunity for Students.

Celebrate Excellence Student Leadership Awards:
- 137 students, faculty, staff, and guests were in attendance.
- 70 total nominations were received.
- 37 students, clubs/organizations, and events received an award.
- 12 nominations were received for student keynote speaker(s).

Freshman Leadership Initiative (FLI):
- Name Change from Institute to Initiative
- 13 students involved
- Because of involvement in the program, students now:
  - 100% feel they can inspire others through their leadership.
  - 92% understand their skills, strengths, and abilities as a leader.
  - 85% feel they are more culturally competent.
- Leadership Learning Outcomes:
  - 100% understand different leadership theories/styles.
  - 100% are able to apply conflict resolution tactics as a leader.
  - 92% feel they are able to give and receive constructive feedback.
  - 78% said they are able to apply SMART goals in their lives.

Dance Marathon:
- Has already raised over $4,000 toward its $25,000 goal.
- Was recognized with an Outstanding Community Service Award for outstanding participation in community engagement projects at the 13th Annual Service Learning Awards

LMP:
- 3,959 students attended 67 events.
- 20 programs were evaluated by attendees.
  - 87.66% of those responding indicated that events met their expectations.
  - 89.25% said they are likely to attend another LMP event in the future.
- The average GPA for attendees to LMP events was 3.2.
- Student Appreciation Week saw the collaboration of approximately 7 unique departments/offices across campus.

Leadership Minor:
- 67 total declared Leadership Minor students.
- 20 students completed the LEAD Minor (fall 2016-spring 2017).
- Avg. Cumulative GPA: 3.007.
- 95% students completing the Leadership Minor reported they were fully satisfied with their experience.

Whee Lead:
- 200 Conference Participants (students, faculty, staff & community members)
  - 100% of participants would recommend Whee Lead to their peers.
  - 96% of participants would attend Whee Lead in the future.
  - 78% of participants were first-time Whee Lead Conference attendees.
STUDENT LEARNING OUTCOMES

Assessment of participant satisfaction of facilities, programs, and services (see overall survey results above):

- CRW students took advantage of several professional development opportunities supported partially or fully with monetary aid from CRW and the Valley of the Lilies Half Marathon and 5K Scholarship Fund, including completing job-related certifications (6 students), participating in the Outdoor Guide Development Program (2 students), officiating at state or regional tournaments (3 students), attending a regional conference (7 students), and participating in Outdoor Essential Clinics (12 students).

CRW will make progress on the above items in 2017-2018 by implementing some suggested items from the satisfaction survey, implementing a comprehensive risk management software that includes a point of sale system, creating a technology replacement plan, and increasing student professional development through a department level student development program.

SATISFACTION SURVEY RESULTS

Overall satisfaction with all CRW programs and services is between satisfied and very satisfied. For continued improvements, CRW is addressing comments for improvement by looking into hours of operation for weekends and breaks (currently doing a trial of morning hours for the CRC), replacing weightlifting bars, having designated walking/running lanes on the track, and changing some Group Exercise offerings.

PROGRAM DEVELOPMENT PLAN UPDATE

CRW hosted a program review in Fall 2016, which resulted in a program development plan. Progress areas on the development plan are noted below. Each of these have target completion dates in CRW’s plan for August 2017 or later.

- Review field schedule for priority usage and to ensure field downtime – 25% complete, Research is complete and schedule will be set over the summer
- Implement a fitness equipment replacement plan that includes replacement of all large-scale fitness equipment in the next 5 years – Plan is 100% complete and CRW is in phase 1 of replacement, which includes 50k in equipment
- Implement a comprehensive recreation management software – 25% complete, CRW will have full implementation completed by January 1, 2018
- Review and update the pool shocking schedule – 50% complete, CRW has been in conversations with facilities management regarding the schedule
- Change CRW’s organizational chart to combine fitness and facilities, including moving the Assistant Director for Fitness and Wellness to report to the Associate Director – 75% complete, CRW is waiting on final approval for the new position description and salary for the Associate Director with Human Resources

STUDENT LEARNING OUTCOMES

CRW employed 90 student workers during Spring 2017, some that worked multiple positions. Out of 76 student workers who responded, 81.6% of CRW student workers reported they agree or strongly agree their ability to work as a team has improved as a result of their employment and 90.8% agree or strongly agree their communication skills have improved as a result of their employment. Although student workers rated their ability to work as a contributing member of a team as the area least improved through their employment with Campus Recreation and Wellness, supervisors rated student workers the highest performing in teamwork. This indicates students may already come to CRW with a high level of ability in the teamwork skill. Since supervisors rated 12% of students as “needs improvement” in the initiative area, CRW is implementing opportunities for students to take more initiative departmentally.
COUNSELING AND PSYCHOLOGICAL SERVICES

MISSION
Empower students to engage in and be successful in a full range of academic, social and cultural endeavors through fostering psychological wellness.

Appointment Data
A total of 599 students received counseling services in the spring of 2017. While there was no increase in the number of students served as compared to last spring, the major shift in service provision was in the increase in the number of students needing emergency services as well as how many students report significant symptoms. The reason for the increase in the need for emergency services is unclear at this point, but does mirror a national increase in the demand for such service.

Emergency Services
There were 299 emergency appointments in spring 2017, a 21% increase in emergency appointments from spring 2016. At their first appointment, 20% of students reported that they had serious thoughts of suicide in the past 7 days.

Why Students Seek Counseling

<table>
<thead>
<tr>
<th>Reason</th>
<th>Sp2016</th>
<th>Sp2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety Related</td>
<td>61%</td>
<td>67%</td>
</tr>
<tr>
<td>Depression Related</td>
<td>70%</td>
<td>59%</td>
</tr>
<tr>
<td>Relationship Problems</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Suicidality</td>
<td>14%</td>
<td>25%</td>
</tr>
<tr>
<td>Top Reason</td>
<td>Anxiety</td>
<td>Anxiety</td>
</tr>
</tbody>
</table>

A total of 599 students received counseling services in the spring of 2017. While there was no increase in the number of students served as compared to last spring, the major shift in service provision was in the increase in the number of students needing emergency services as well as how many students report significant symptoms. The reason for the increase in the need for emergency services is unclear at this point, but does mirror a national increase in the demand for such service.

SERIOUS THOUGHTS OF SUICIDE IN PAST 7 DAYS

- Yes: 20%
- No: 80%

THOUGHTS OF SUICIDE AT SOME POINT IN LIFE

- Yes: 40%
- No: 60%

By the Numbers
- Trainees provided 29% of client service hours.
- For every 1 hour of supervision by a licensed professional, trainees provide 3.57 hours of service to clients.

Training Program
The doctoral psychology internship program was granted accreditation by the American Psychological Association with an effective date of September 27, 2016, APA accreditation is considered the highest level of accreditation for a doctoral psychology training program. WCU is now one of the six universities in North Carolina that provides an accredited internship within its counseling centers and one of 129 universities in the U.S. that does so.

Accomplishments
- CAPS named WCU Support Program of Excellence
- Christy Wyatt, LCSW, LCAS, won the SoCon Staff Member award.

Counseling and Psychological Services
225 Bird Building
828.227.7469
ksgorman@wcu.edu
DEPARTMENT OF STUDENT COMMUNITY ETHICS

<table>
<thead>
<tr>
<th></th>
<th>Spring 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Conduct Cases</td>
<td>418</td>
<td>432</td>
</tr>
<tr>
<td>Total Alleged Students</td>
<td>392</td>
<td>381</td>
</tr>
<tr>
<td>Incident Locations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott</td>
<td>45</td>
<td>76</td>
</tr>
<tr>
<td>Walker</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>On Campus (Non-Res Living)</td>
<td>206</td>
<td>76</td>
</tr>
<tr>
<td>Off Campus</td>
<td>60</td>
<td>33</td>
</tr>
<tr>
<td>Charges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol</td>
<td>112</td>
<td>107</td>
</tr>
<tr>
<td>Drug</td>
<td>47</td>
<td>56</td>
</tr>
<tr>
<td>Sanctions Issued</td>
<td></td>
<td></td>
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<tr>
<td>Warning</td>
<td>104</td>
<td>131</td>
</tr>
<tr>
<td>Probation</td>
<td>152</td>
<td>150</td>
</tr>
<tr>
<td>Alcohol Education Course</td>
<td>54</td>
<td>28</td>
</tr>
<tr>
<td>Marijuana Education Course</td>
<td>24</td>
<td>25</td>
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<tr>
<td>Catamounts Advocating Harm Reduction</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Community Restitution</td>
<td>44</td>
<td>38</td>
</tr>
<tr>
<td>University Suspension (Expulsion)</td>
<td>2 (0)</td>
<td>7 (0)</td>
</tr>
</tbody>
</table>

Percentage of WCU Student Body involved in Conduct Cases (per WCU OIPE data)

Note: WCU student conduct overall involvement has decreased significantly since 2012. This decline could be due, in part, to many factors including: impact of increased outreach and education, a decline in official report writing, change in online educational vendor/content, or an increase in purposeful and positive decision making by students.

OUTREACH AND EDUCATION

The DSCE’s outreach and education efforts are designed to inform the entire campus community through comprehensive programming. Programming is developed and implemented in order to proactively and reactively educate students. These programs can take the form of classroom outreach and other trainings, active educational programs, or passive educational programs. The Coordinator of Alcohol and Drug Education also implements Safe Spring Break programs in the Spring semester.

ALCOHOL EDU ANDHAVEN

First year and transfer students at WCU (transfer students under 24 years of age) are asked to complete the Alcohol EDU online educational program and first year students (including non-campus based students) are asked to complete the Haven program. These programs focus on helping students address critical life skills such as alcohol abuse and sexual assault prevention. In Spring 2015:

- 96% of required students completed Alcohol EDU
- 94% of required students completed Haven

As a result of programs, WCU students learned key information to assist in their transition into the WCU community. Statistics from AlcoholEDU and Haven include:

- 98% of WCU students stated that they have a good understanding of the definition of sexual consent.
- 84% of WCU students stated that they confident in their ability to intervene to prevent a sexual assault.
- 96% of WCU students stated that they would respect a person who took action to prevent a sexual assault.
### Dining Services Revenues

![Bar chart showing Dining Services Revenues.](chart)

- Previous Year Revenue (Spring 16)
- Current Year Revenue (Spring 17)

### Health Inspection Scores

**Spring 2016**

- CY Dining Hall: 97.0
- Chili’s: 94.5
- Panda Express: 100.0
- Starbucks: 97.5
- Burger Studio: 100.0
- Einstein’s: 99.5
- Moe’s: 98.5
- Chick-fil-A: 98.5
- Freshens: 98.5
- Papa John’s: 100.0
- Which Wich: 100.0

### Tapango launched on campus in Spring 2016

We have over 2,000 people that have downloaded the app thus far.

**Tapango**

*Wait less. Live more.*

### We are Increasing our reach in Social Media

In Spring 2016 we had 612 followers on Instagram. We now have 2,251 followers on Instagram.
FINANCIAL AID

2016-2017 reflects year to date totals, all other aid years are final

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Number of Federal Student Aid Applications (FAFSA's) received</td>
<td>14654</td>
<td>14972</td>
<td>15063</td>
<td>15617</td>
</tr>
<tr>
<td>Number of FAFSA's verified</td>
<td>2748</td>
<td>2777</td>
<td>2441</td>
<td>2259</td>
</tr>
<tr>
<td>Number of students packaged (completed FAFSA results)</td>
<td>8546</td>
<td>10602</td>
<td>10985</td>
<td>11574</td>
</tr>
<tr>
<td>Number of summer aid applications</td>
<td>1629</td>
<td>1591</td>
<td>2579</td>
<td>2041</td>
</tr>
</tbody>
</table>

The information presented on this page represents year to date processing of financial aid applications for 2016-2017. All prior aid years reported are considered final. The charts display types of aid awarded and disbursed as well as other relevant grant, loan and indebtedness data.

To date for the 2016-2017 academic year, Financial Aid has disbursed aid to 80% of WCU students totaling $107,479,423.42. During calendar year 2016, Financial Aid answered 26,013 phone calls and facilitated 6545 student counseling visits.

2016-2017 reflects year to date totals, all other aid years are final

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total officially enrolled</td>
<td>10107</td>
<td>10382</td>
<td>10340</td>
<td>10805</td>
</tr>
<tr>
<td>Total Receiving Financial Aid (all types)</td>
<td>8193</td>
<td>8419</td>
<td>8613</td>
<td>8632</td>
</tr>
<tr>
<td>Percentage Receiving Financial Aid (all types)</td>
<td>81.06%</td>
<td>81.09%</td>
<td>83.30%</td>
<td>79.89%</td>
</tr>
<tr>
<td>Total Receiving Grant Aid</td>
<td>5993</td>
<td>5911</td>
<td>5837</td>
<td>5974</td>
</tr>
<tr>
<td>Percentage Receiving Grant Aid</td>
<td>59.30%</td>
<td>56.94%</td>
<td>56.45%</td>
<td>55.29%</td>
</tr>
<tr>
<td>Total Receiving Institutional and/or Outside Scholarships</td>
<td>1956</td>
<td>2054</td>
<td>2543</td>
<td>2515</td>
</tr>
<tr>
<td>Percentage Receiving Institutional and/or Outside Scholarships</td>
<td>19.35%</td>
<td>19.78%</td>
<td>24.59%</td>
<td>23.28%</td>
</tr>
<tr>
<td>Total Receiving Athletic Aid</td>
<td>314</td>
<td>315</td>
<td>333</td>
<td>281</td>
</tr>
<tr>
<td>Percentage Receiving Athletic Aid</td>
<td>3.11%</td>
<td>3.03%</td>
<td>3.22%</td>
<td>2.60%</td>
</tr>
<tr>
<td>Total Receiving Loans (student and/or parent)</td>
<td>6428</td>
<td>6638</td>
<td>6626</td>
<td>6753</td>
</tr>
<tr>
<td>Percentage Receiving Loans (student and/or parent)</td>
<td>63.60%</td>
<td>63.94%</td>
<td>64.08%</td>
<td>62.50%</td>
</tr>
<tr>
<td>Total Paid Federal Work-Study</td>
<td>324</td>
<td>306</td>
<td>323</td>
<td>313</td>
</tr>
<tr>
<td>Percentage Paid Federal Work-Study</td>
<td>3.21%</td>
<td>2.97%</td>
<td>3.12%</td>
<td>2.90%</td>
</tr>
</tbody>
</table>

For most federal student loans, students default when they have not made a payment in more than 270 days.

The maximum Pell Grant award for the 2016-17 academic year was $5,815.00.
GREEK LIFE AND STUDENT ENGAGEMENT

Mission
Our mission is to actively engage students in an exceptional values-driven fraternity and sorority program offering customized and experiential learning opportunities. These experiences will contribute to the academic, social, and personal growth of the community members.

Vision
The vision for the Department of Greek Student Engagement and Development is to provide an unrivaled approach to engaging fraternity and sorority students in their holistic development and learning through customized and unified experiences.

Leadership Development

AFLV
In order to engage students in an experiential learning experience, the department took council and chapter leaders to the Association of Fraternal Leadership and Values Conference in Indianapolis, IN in February 2017. The conference focuses on values-based recruiting, initiatives, programming, and chapter management.

100% of attendees surveyed stated that “I will be a better leader because I attended AFLV.”

100% of attendees surveyed reported having an overall positive experience at the conference.

“All of the information sessions we attended at AFLV were so helpful and educational. I really have taken some amazing things away from this conference that will not only help my chapter but help my council to grow. It was also an amazing bonding experience for everyone and allowed us to build a stronger sense of community.” – AFLV Attendee

Year in Review Presentations
Chapters each presented their year’s accomplishments, areas for improvement, goals development, programming, and compliance with departmental standards. The learning opportunity is for students to be able to articulate their purpose and impact in their year’s endeavors. They received feedback from a review team of faculty, staff, and students. They will utilize their rubric and information presented to inform goals with their staff liaison for the upcoming year.

Looking Ahead:
These experiences that allow students to reflect, think critically, and apply leadership techniques will be utilized by our department to continue to inform programs and facilitate growth within each chapter in our individualized work with each group.

Recruitment
Spring Recruitment and Intake processes invited a total of 189 new students into the community. Chapters have shifted to values-based recruiting and have worked individually will GSED staff on recruitment goals and strategies.

Academics
The Chapter Development Plan offers customized chapter support allowing each chapter to set an academic goal for the year, establish an action plan and strategies for achievement. Each chapter works with a Greek Engagement staff liaison on these goals throughout the year. We have seen an increase in the cumulative GPA between the fall and spring semesters as outlined below.

71% of chapters increased their cumulative GPA in the Spring 2017 semester.

Perception Survey
A group of Higher Education & Student Affairs (HESA) students developed a perception study for an Assessment course. They set out to gather data from students not affiliated with fraternities/sororities in order to find out their perceptions and why they may not be involved. Below are some of the themes that came of the study:

Of those interested in fraternities and sororities, 53% had negative comments about WCU Greeks, 49% reported negative experience(s) with WCU Greeks based on the students’ behavior.

Looking Ahead:
Staff will utilize this data to inform trainings on relationship building, risk management, and values-based recruiting for the Fall 2017. This data will also inform strategic marketing initiatives to be implemented in Fall 2017.

Greek Student Engagement and Development
A.K. Hinds University Center 828.227.3635
greek.wcu.edu
HEALTH SERVICES

MISSION STATEMENT

Health Services’ mission is to meet the health care needs of the academic community and to enhance the physical, psychological, environmental and health education needs of our campus. Health Services strives to keep students well and in the classroom.

WCU was recognized at the National Collegiate EMS Foundation meeting as being a HeartSafe Campus thanks to efforts by WCU EMS to provide rapid response to cardiac events as well as providing CPR training to the campus community.

Highlights

Conducted patient satisfaction survey, 97% of patients reported wait times meet expectations and felt adequate. 96% of patients felt they participated in their healthcare decisions

Completed Clinical Review of Strep Throat protocols and standard of care to review best practices

Engaged with UNC system consultant to explore contracting with third party insurance companies for claims filing

24 of 25 EMS Students reported that they were more confident communicators and had improved teamwork skills as a result of EMS employment.
In an effort to continue the success of addressing student concerns and campus issues, ICA hosted the CASE Series. The series for spring 2017 included the following presentations:

<table>
<thead>
<tr>
<th>Title</th>
<th>Presenter</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Unconscious Act</td>
<td>Kham Ward</td>
<td>15</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Ricardo Nazario-Colon</td>
<td>20</td>
</tr>
<tr>
<td>Can’t We All Get Along</td>
<td>Kevin S. Koett</td>
<td>25</td>
</tr>
<tr>
<td>World View</td>
<td>Lane Perry</td>
<td>15</td>
</tr>
</tbody>
</table>

CULTURAL EMERSION TRIP

In an effort to expose students to new cultural experiences, ICA sponsors annual trips to different areas of the country. In the spring of 2017, Memphis served as the destination. Thirty-two (32) students participated in the event which provided educational opportunities related to Civil Rights/MLK, The Blues, and the city of Memphis. The primary purpose of the trip was to attend the National Civil Rights Museum.

All respondents learned something new about at least one other person on the trip. The average for number of people a respondent learned something new about was 4. On a ten point scale, the trip to Memphis was rated as a 9.25 (for educational value, learning opportunities, and connections with other participants) when respondent data was averaged.
MISSION
The office of marketing and assessment supports the Division of Student Affairs and works to increase capabilities, alignment and effectiveness of departmental and division efforts in the areas of branding, communication and assessment.

DESIGN OFFICE PROJECTS

OUTCOMES ASSESSMENT
Clients will be satisfied or very satisfied with their experience with the design office.
Results of fall 2016 design office survey:
• 100% were satisfied or very satisfied with their overall experience working with the office. (target – 90%)
• 100% agreed/strongly agreed that the office worked to understand their project needs. (target – 90%)
• 100% agreed that the office was effective or very effective in meeting their office’s marketing and design support needs.

The Assessment Working Group will provide formative feedback to departments on their assessment efforts.
• Departments received feedback on 2015-2016 assessment reports and fall dashboards.
• As a result of our program review team’s recommendation to simplify the division’s management of assessment, the Assessment Working Group has been discontinued. Future assessment feedback will be provided by the Director of Marketing and Assessment.

Support departments scheduled to undergo an Administrative Program Review.
• Fall 2016 saw four units undergo Administrative Program Reviews: Orientation, Marketing & Assessment, Campus Recreation and Wellness, Student Community Ethics. All except Student Community Ethics have developed Program Development Plans.
• Campus Activities program review held May 31-June 1, 2017

PROGRESS ON PROGRAM DEVELOPMENT PLAN
1. Simplify the management of marketing and assessment
• Assessment Working Group discontinued.
• Assessment Steering Committee expanded to include division’s executive leadership to improve communication and decision-making.

2. Shift assessment focus from compliance to quality
• Assessment themes developed spring 2017.
• Began a partnership with HESA program to involve graduate students on divisional assessment projects.

3. Become proactive and strategic in marketing and design work and improve outreach
• Completed event marketing effectiveness research spring 2017.

Design Projects by the Numbers
Total of 99 requests
• 84% were new projects; the others were updates of old projects
• 30% of projects had multiple deliverables
• 4 projects are large scale environmental design requests
• 77% of projects were completed as of 5/25/2017 – remaining projects have due dates in the future

Closing the Loop: Fall 2016 Design Office Survey
57% of respondents said ‘help assessing effectiveness of marketing and outreach strategies’ would be helpful.
What we did: We held student focus groups, reviewed relevant survey data, conducted a Facebook poll and reviewed Student Activities calendar usage.

Results
• No magic bullet; depending on their connections, students learn about events in a variety of ways.
• There’s been a decline in the number of page views of the Student Activities calendar.
• Students are blind to digital signage.
• Students are mildly satisfied with the way events are marketed on campus.

For full report and data collected: go.wcu.edu/dsa
**ORIENTATION HIGHLIGHTS**

- Phase two of MyWCU, which includes the CatWalk replacement, went online on March 21 and 400 students registered without being prompted to do so by the Orientation mailing (April 1). Two additional sessions were added to accommodate the largest first-year class in WCU history. Registrations averaging 400+ over point in time comparisons.

- Orientation worked with Guidebook and WCU Creative Services for a WCU-branded App for use with the orientation schedules, directions across campus, interactive responses, evaluations and supplemental materials: [https://guidebook.com/app/WCU/](https://guidebook.com/app/WCU/).

- Orientation completed their program review in September 2016. Below is a list of recommendations and the implementation plan for each item.

  - Work with Early College Students – Entering fall 2017 students can decide if they wish to participate as a first-year student or transfer student. Orientation has visited community colleges and educated CC counselors on change.
  - Faculty Advising Sessions – Director attended Department Head workshop to explain process, gather feedback and provide schedules.
  - Engage Transfer Ambassadors – Director participates in TA training to gather feedback and changed transfer schedules to incorporate suggestions.
  - Share Orientation Results – Orientation will be sharing WCU App for students, families, faculty and staff to have direct link to schedules, information, polls, and assessment.
  - Resolve MAPS concerns – Orientation and MAPS have worked throughout fall/spring to incorporate changes to better welcome ASP and Catamount Gap students through format changes within schedules.
  - Prepare for new systems – see note in highlights section.
  - Retirement transitions – Prepared an orientation office manual to help facilitate training fur future positions within Orientation.
  - Office space constraints – Orientation moved in December/January to the first floor of Killian Annex to provide for storage and a more secure area for the administrative assistant who deals with sensitive student data.

**ORIENTATION COUNSELOR UPDATE**

Orientation Programs utilized a tri-leader approach last summer. OC evaluations provided feedback for an improved leadership format for summer 2017: Student Leader, Logistics Leader and a Social Media Coordinator.

Orientation Counselors attended educational sessions at their annual March regional conference at Georgia Southern University – Southern Regional Orientation Workshop. Two new OCs received high marks for their solutions to the case study competition and all of the OCs participated in the Song, Skit, Dance competition. Feedback from their educational sessions has helped formulate student programming for summer 2017.

**REGISTRATION DATA**

<table>
<thead>
<tr>
<th>First-Year</th>
<th>2017 Students</th>
<th>2016 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 5-6</td>
<td>150</td>
<td>No Session</td>
</tr>
<tr>
<td>June 8-9</td>
<td>82</td>
<td>292</td>
</tr>
<tr>
<td>June 12-13</td>
<td>248</td>
<td>302</td>
</tr>
<tr>
<td>June 15-16</td>
<td>306</td>
<td>308</td>
</tr>
<tr>
<td>June 19-20</td>
<td>307</td>
<td>208</td>
</tr>
<tr>
<td>June 22-23 (ASP)</td>
<td>199</td>
<td>300</td>
</tr>
<tr>
<td>June 26-27 (Cat. Gap)</td>
<td>306</td>
<td>New Session 2017</td>
</tr>
<tr>
<td>June 29-30</td>
<td>304</td>
<td>191</td>
</tr>
<tr>
<td>August 17*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1902</strong></td>
<td><strong>1602</strong></td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td><strong>+301</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer</th>
<th>2017 Students</th>
<th>2016 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 30*</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>June 2</td>
<td>184</td>
<td>183</td>
</tr>
<tr>
<td>July 3</td>
<td>73</td>
<td>83</td>
</tr>
<tr>
<td>August 17*</td>
<td>55</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>324</strong></td>
<td><strong>313</strong></td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td><strong>+11</strong></td>
<td></td>
</tr>
</tbody>
</table>

May 29, 2017 (Monday) vs. May 27, 2016 (Friday)

*Combined sessions (first-year/transfer) - July 3 will likely become a combined session to accommodate remaining first-year students. These are point in time registrations (May 29, 2017).
Departmental Highlights

- The Department was able to repurpose office furniture for our upcoming move to Brown Hall.
- The Department had two open positions and over 130 people applied for those positions. We were able to make offers to a new Residential Case Manager and a new Area Coordinator.
- EXTREMES averaged 40 students per program in the Spring 2017 semester.
- RSA collected over 150 cans for the Community Table during their community outreach event.
- Provided 38 Soup Patrol kits out to sick students beginning in January.
- The Mail Center delivered 15,608 packages to students during the spring.
- 96.7% of students reported during their Spring SSI that they are enjoying their college experience.
- The Warehouse Associate has worked with Facilities to implement a barcode system in place of a paper system to become more sustainable.

FYE Conference Presenters

“Western Carolina PEAKS: A Decade of Reflection”

- Laura Allison
- Brian Boyer
- Trent Mortimer
- Zack Williams

The FYE (First Year Experience) Conference was held in February 2017 in Atlanta, GA.
University Scholarships, a unit within the Financial Aid Office, works in collaboration with campus departments and external partners in order to manage a comprehensive scholarship program focused on the needs of our students, parents, donors, faculty, and staff who are seeking, receiving, and awarding scholarships.

**Recruitment scholarship commitments for 2017-2018**

<table>
<thead>
<tr>
<th>Honors College</th>
<th>Students</th>
<th>Scholarship Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC Scholars</td>
<td>9</td>
<td>$10,000</td>
</tr>
<tr>
<td>Distinguished</td>
<td>48</td>
<td>$4,000-$5,000</td>
</tr>
<tr>
<td>Excellence</td>
<td>44</td>
<td>$3,000-$4,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chancellor’s Series</th>
<th>Students</th>
<th>Scholarship Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison</td>
<td>14</td>
<td>$2,000</td>
</tr>
<tr>
<td>Academic</td>
<td>4</td>
<td>$2,000</td>
</tr>
<tr>
<td>Achievement</td>
<td>15</td>
<td>$1,000</td>
</tr>
<tr>
<td>University</td>
<td>17</td>
<td>$750</td>
</tr>
</tbody>
</table>

**Students impacted by scholarships (to date)**

Percentage of students who have received a scholarship from WCU (excluding athletic scholarships)

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>11.2</td>
<td>16.1</td>
<td>17.3</td>
</tr>
</tbody>
</table>

**2016-2017* (to date) Scholarship Disbursements (excluding athletics)**

- Outside Scholarships: $2,658,572
- Endowed Scholarships: $1,113,666
- Academic Scholarship Fund: $887,971
- Residential Living: $256,300
- Annual/Departmental Awards: $280,841
- State Scholarships: $1,448,552
- Local Tuition: $781,293

Including need-based and merit-based scholarships

**Several funding sources are available to assist with summer school expenses including summer stipends for ASP and Catamount Gap and AIMS scholarships for Catamount Gap.**

1,880 WCU scholarships have been awarded to 2,550 graduate and undergraduate students (excluding athletic scholarships) for the 2016-2017 academic year (to date).