



Higher Education
Student Affairs

Higher Education Student Affairs (HESA) M.Ed. Program
Department of Human Services
College of Education & Allied Professions
Program Review 2019-2020

HESA Program Director:

April Perry, PhD

alperry@wcu.edu

828.227.3283 (w) 828.246.4787 (c)

Executive Summary

Established in 2003, the Higher Education Student Affairs Program (originally named College Student Personnel Program) was designed to help entry- and mid-level professionals develop their skills for organizational leadership careers in student services. The Program was designed in accordance with the well-respected guidelines established by the Council for the Advancement of Standards in Higher Education (CAS). It has grown steadily since inception, and in 2007 Dr. Cheryl Daly was hired as a full-time tenure track faculty member to coordinate and teach. She remained in this role until 2014. The Program was favorably evaluated in the College of Education and Allied Professions prioritization process in 2011, and in the university-wide prioritization process in 2013. A new faculty position was assigned to the Program and the Department successfully, and two new tenure track faculty members, Dr. Adriel Hilton and Dr. April Perry began in 2014. An external program review was facilitated in April 2014 prior to the new faculty arrival. The results of this review informed a new strategic vision for the program to be revitalized. In December 2015, Dr. Hilton left WCU, Dr. Perry assumed the role of Program Director, and a new faculty member, Dr. Yancey Gulley, was hired to start Fall 2016. From 2014-2016, the program implemented every item on the Strategic Action Plan from the 2014 review, including items such as: name change, re-establishing relationships with the Division of Student Affairs, adhering to the cohort model, cohort size, fall admissions only, establishing an advisory board, creating a well-planned and transparent course sequencing, among many more.

The reflective and exploratory nature of this current self-study was enlightening. We learned that the previous program review was facilitated without the program having written a self-study prior to the onsite visit. Therefore, we are proud to report some exemplary items in this first ever self-study for the HESA (formerly CSP) Program. What has come to light the most in the review process is the progress the program has made over the last five years. It has gone from a program without much structure or campus partnerships to a model graduate program with intentional curriculum, productive faculty, and thriving students. There are of course areas of improvement for the program, as we always strive to refine and improve, but we are happy to report some of the items in this self-study that were merely hopes and dreams five years ago.

In this self-study report, you will read about the program's success, strengths, strategic planning, academic rigor, transparent curriculum, productivity of faculty in teaching and scholarship, intentionally facilitated experiential learning opportunities, the caliber of students recruited, admitted, educated, and graduated with 97-100% job attainment rates, strong alumni relations, thriving campus partnerships, and sufficient resources.

Significance and Scope of the Program

Standard 1: Mission and Purpose. The purpose of the program reflects and supports the mission and strategic vision of Western Carolina University and the mission of its School and/or College.

HESA Program Description:

The Master of Education in Higher Education Student Affairs Program is designed to prepare students to become student affairs professionals. Specifically, graduates will work in positions that promote the intellectual, social, emotional and personal development of college students. These professionals work with colleagues, faculty, administrators, and staff to provide college students with a wide array of services that enhance their educational and campus experiences.

HESA Mission:

“The M.Ed. in Higher Education Student Affairs (HESA) has a strong focus on developing practitioner-scholars by integrating academic coursework and theoretical constructs with supervised professional experience. Our goal is to prepare learners to be competent student development specialists in all areas of university life and to cultivate practitioners who are committed to the growth and development of all students.”

The HESA Program Mission aligns with the University’s, College of Education & Allied Professions’, and Department of Human Services’ mission in a variety of ways. Specifically, WCU’s mission includes “sustain and improve individual lives,” and the CEAP mission includes engaging “through collaboration, consultation, direct services, and scholarly endeavors.” Both of these are at the core of the HESA program on curricular and co-curricular levels. More specifically, the Mission of the Department of Human Service directly aligns with our program and what we aim to accomplish: “Our mission is to create collaborative educational environments that support our students’ professional develop. We prepare student to be professionals engaged in lifelong learning who embrace diversity and inclusion, design and implement evidence-based initiatives, and promote social justice. Our programs are guided by ethical, professional standards for best practice, which includes community service and internship experiences. In addition to preparing students, we serve communities through leadership, scholarship, and service.” (See response to standard 2 for further alignment to the university’s and CEAP’s strategic directions).

What Makes Our Program Different (from other Higher Ed grad prep programs across the U.S.):

WCU's HESA Graduate Program is student-centered. Just as we teach the importance of holistic student development to aspiring student affairs professionals, we practice what we teach by facilitating meaningful classroom experiences and engaging out-of-classroom professional experiences (Internships and Graduate Assistantships). We are an intentionally small program (cohort-based) designed to:

- Maximize faculty-student interaction

- Foster significant scholarly learning experiences for students
- Offer guaranteed paid Graduate Assistantships (professional experience) to all full-time students

Strengths:

The above three items are specific strengths of the HESA Program. Many Higher Education master's programs across the country are no longer able to guarantee paid assistantships for every student. This makes our program desirable to many prospective students. Due the partnerships created with the WCU Graduate School, the Division of Student Affairs, and various academic department, we have been able to secure sustainable funds to keep this guarantee to all of our students.

See what current students said they liked most about the program: [HERE](#)

See what alumni of the program who worked in Residential Living said about their GA experience: [HERE](#)

See what attracted students to the HESA program here (data from alumni survey): [HERE](#)

An important strength to note is the change that has been implemented over the last five years in the HESA Program. During the last program review (2014), the current faculty contract was ending, two new faculty members were coming in, and the program review plan (Appendix 2) outlined complete program overhaul in order to resuscitate the program. Within the first few years, the new program faculty had implemented nearly every suggested change from the 2014 program review. It is a source of pride that the HESA program not only survived this overhaul, but came out on the other side thriving. It is now known on campus as one of the strongest graduate programs at WCU, being selected as a “highlight program” regularly in presentations [i.e.: Board of Trustees], marketing materials [[videos](#) and print for the graduate school], and practice [[Graduate Student Association officers](#), [3 Minute Thesis competitors/winners](#), [research symposium participants and winners](#), Annual Continual Improvement Report, inaugural graduate program [fundraising campaign](#), etc].

Areas for Growth:

Both full-time program faculty (until just recently) have been “junior” faculty without tenure. It is/was often difficult to revitalize the program, forge campus partnerships, redesign curriculum, and more all while the faculty were working to achieve tenure. That said, Dr. Yancey Gulley received tenure in 2019, and Dr. April Perry is currently under review (2020 decision). Therefore, we look forward to this being an area of strength in the future. We have only two full-time faculty in the program. Although we are a small program in student enrollment (15 per cohort and allow up to 5 part-time students at a time = total capacity 35), we consistently receive pressure from institutional leadership to increase enrollment. Based on our previous program review results and best pedagogical practices, we have been able to justify our enrollments. However, in the future, if the institution demands increased enrollment, we will need another full-time faculty member. For the last three years, we have submitted a HESA/Leadership Minor (housed within HESA) full-time faculty position to the recurring budget proposal process, and will continue to do so.

Lastly, as a newly revamped program (operating under the new name, curriculum, recruitment/admissions processes, etc only since 2016), we simply need a time of stability. Even though we have made tremendous strides in the last five years through changing almost everything possible about the program, and thus have become a leading graduate program at WCU (specifically among residential programs in Cullowhee), we are still a relatively young program and the changes are still fresh. We now need to enter an era of stability, honing our current practices, and assessing the changes we have implemented.

Appendix 1 (Items for Standard 1) include: (See pages 2-5 of Appendices Document)

- Western Carolina University Mission
- College of Education and Allied Professions Mission
- Department of Human Services Mission

Standard 2: Planning. The program engages in ongoing, systematic planning that is reflective of the University's strategic priorities.

It is not a requirement within WCU or CEAP for programs to have program-level strategic plans. Rather, our program is guided by our mission and purpose statements. For the past five years, we have also been guided by the strategic action plan (Appendix 2) that resulted from last program review discussed in the executive summary and response to standard 1 of this document. The purpose and the mission of the HESA program (highlighted in the response to Standard 1) directly support several of the strategic directions outlined in the Western Carolina University 20/20 Plan. Specifically, the curriculum and overall program tie into the following WCU directions:

- 1: Academic Excellence (demonstrated in the program [curriculum map](#) in Appendix 3)
- 2: Student Experience (showcased in semester [program newsletters](#))
- 3: Inclusive Excellence (demonstrated throughout the [curriculum](#) in Appendix 3, and particularly in HESA 530, 615, 621)
- 4: Regional and Community Engagement (specifically through [assistantship/internship](#) in Appendix 5)

Further, the program outcomes and objectives, as outlined in the HESA Curriculum Map, directly support several of the strategic directions and associated goals outlined in the CEAP Strategic Plan. Specifically, the curriculum and overall program tie into:

Goal 2.2: Enhance collaborative partnerships between our faculty and professionals in our region (see program advisory board [Appendix 2], see list of program [assistantship/internship opportunities](#) [Appendix 5], note faculty involvement in SACSA/NCCPA in response to standard 4)

Goal 4.1: Integrate content into curricular and co-curricular experiences to promote students' knowledge, skills, and dispositions related to diversity and cultural responsiveness (see list of program [assistantship/internship](#) in

Appendix 5)

Goal 4.2: Increase recruitment and retention of a diverse student body (see response to standard 5 and [spring newsletters](#) yearly applicant/accepted cohort demographics)

Program faculty review the purpose and mission statement annually during the College of Education and Allied Professions (CEAP) Strategic Planning Day. This event occurs each fall term and is a time for the college to come together regarding strategic planning and goal setting. On this day, program faculty review alignment of the program with institutional and college objectives, as well as curricular alignment with the ACPA / NASPA (national associations) Professional Competencies and the CAS Standards for Professional Preparation Programs (see response to Standard 3). If the faculty feel adjustment is needed in such alignments, those are proposed at the next meeting of the HESA advisory board. This group meets twice each academic year to provide feedback and make recommendations to the program faculty regarding program curriculum and purpose. At this point, changes are made, as applicable – including the submission of any appropriate changes to catalog information through the college and university protocols. The program director is responsible for moving such updates forward. Each spring semester, the CEAP hosts Assessment Day. On this day, programs review their learning and operational outcomes that are up for cyclical review that particular year and evaluate data to determine if metrics have been met and what changes might need to be made in program operations, whether organizationally or pedagogically. Again, any proposed changes are run by the program advisory board before implementation.

In addition to these formal opportunities for reflection, planning, review the program, faculty are in frequent communication regarding the curriculum and program matters. One of the perks of only having two full-time faculty is that we can engage in such discussions with ease and frequency. Whether we do that in the office or over the phone, these discussions are fruitful and occur often.

Appendix 2 (Items for Standard 2) include: (See pages 6-32 of Appendices Document)

- Strategic Action Plan from 2014 Program Review
- Program Advisory Board List

Standard 3: Curriculum and Assessment of Student Learning. The program provides and evaluates a high-quality curriculum that emphasizes student learning as its primary purpose.

Pedagogical Philosophy:

As a learning community, knowledge acquisition and the co-creation of meaning heavily relies on each person’s attendance and engagement in the course work and discussion. Faculty members take on the role of a facilitator, a “guide on the side” (as opposed to a “sage on a stage”), who encourage students to pull from their own and others’ lived experience to interpret course materials and co-create meaning.

About the HESA Curriculum:

The M.Ed. in Higher Education Student Affairs requires 39 credit hours of graduate study (27 semester hours of core courses, 6 semester hours of internships, and 6 semester hours of electives). Courses incorporate content that is appropriate for working in student affairs in a variety of two- and four-year higher education settings. Students complete a common core of courses that integrate theoretical constructs and applied practitioner experiences.

The curriculum is organized on a WHAT-HOW-WHY model. Students take courses within the first semester and year that lay the foundation of the field – the WHAT. The middle semesters, students take courses that delve into specific applications of the field – the HOW. Finally, the students’ internship experiences and a capstone course serve as the culminating experience to their holistic education – the WHY. Starting with a broad foundation and narrowing the focus as the students progress through the program fosters a contextually educative experience rooted in a deep understanding of the field, which allows research and theory to then guide their practice.

The HESA Curriculum directly aligns with the disciplinary standards outlined by [CAS](#). In 2018, the HESA Faculty created a [Curriculum Map](#) (See Appendix 3) which connects the 10 student learning outcomes provided by the CAS Professional Standards for [Master's Level Student Affairs Professional Preparation Programs](#) with the [10 Professional Competency Areas](#) for Student Affairs Educators designed by NASPA Student Affairs Administrators in Higher Education and ACPA College Student Educators International (two international professional associations for Higher Education Student Affairs). The curriculum map then outlines where each learning outcome and related competencies are addressed in the HESA Curriculum at the introduction, reinforcement, and mastery levels. The [course sequence](#) for full-time (2 years) and part-time (3 years) is outlined on the HESA website, as most of the courses are only offered during specific semesters. Additionally, each course is [listed on the website](#) and outlines the course catalog description, learning outcomes, and related professional competencies.

Curricular Interventions and Changes:

In 2018, we piloted an innovative way to enhance our elective offering taught by adjuncts. Instead of offering one 3-credit-hour elective course, we offered three 1-credit-hour (5 weeks each) courses on special topics the students selected. The students and instructor feedback on this approach was exceptional. Since then, we have offered this style of electives each Spring term. (See the bottom of [this page](#) for special topic options that the students use to make elective selections. More information about the pilot [here](#)). Additionally, each adjunct instructor holds a seat on the Advisory Board, and we have additional faculty meetings with them as needed (typically once per year). Each year, the faculty internally evaluate the curriculum and make needed modifications (see response to Standard 2). Furthermore, this process is incorporated in the annual university Continuous Improvement Report (CIR) and process. However, it should be noted that the previous CIRs and related documents have changed in content and formatting with evolving university requirements. For the current assessment plan and the previous continuous improvement reports, see Appendix 3.

Appendix 3 (Items for Standard 3) include: (See pages 33-117 of Appendices Document)

- Catalog copy of [Program Curriculum](#)
- HESA [Curriculum Map](#)
- HESA [Course sequence](#)
- HESA [Core Curriculum](#) descriptions (catalog description, syllabus description, etc)
- Example Course Syllabi
- Frequency of course offerings and mean class size for previous few years
- Number of graduate students over the past few years
- Time to degree data for program graduates for previous few years
- Program's most recent assessment plan
- Program's annual assessment reports (CIRs) for the previous years

Faculty Resources, Teaching, Scholarship, and Service

Standard 4: Faculty Resources. The program has sufficient faculty resources to meet its mission and goals

General Faculty Information:

Information on faculty credentials, backgrounds, demographics, faculty contributions, work environment, and instructional loads are documented in Appendix 4, including CVs for both full-time faculty. Dr. April Perry joined the HESA (then CSP) program in Fall 2014 as a tenure-track faculty member. She was hired at the same time as Dr. Adriel Hilton, who was hired as Program Director. In December 2015, Adriel left the institution, and April assumed the role of Program Director (and sole faculty member) of the program in January 2016. Dr. Yancey Gulley joined the HESA Program in Fall 2016 after a national search to fill the position. Yancey brought two years toward tenure with him from Morgan State University. After spending two years at WCU, he applied for early tenure and promotion (in Fall 2018), which was granted in 2019. He was designated as the faculty coordinator for the Leadership Minor in Fall 2017, and is now the Minor Director. April applied for tenure and promotion in Fall 2019 after 5 years in the HESA Program (including 3.5 years as Program Director and one semester as Interim Associate Dean of the Graduate School), and will hear the final results of her TPR application in February/March 2020. A range of adjunct instructors also teach in the program, who are full-time administrators at WCU. See list [here](#). For the most part, April and Yancey teach the core curriculum courses, and adjuncts teach electives based on their expertise. Yancey teaches HESA courses such as: History, Diversity, Assessment, Organization/Administration/Finance, and Law. April teaches HESA courses such as: Intro to HESA, Theories of College Student Development, Internships, Professionalism, and Capstone.

Faculty Productivity:

The two full-time faculty members' previous professional experiences, research agendas, and teaching strengths complement one another well and create a diverse and well-rounded approach to the field of student affairs and the HESA curriculum. Both faculty spent years as practitioners/administrators prior to becoming full-time faculty. Yancey's experience spans Admissions and Student Affairs Leadership/Upper Administration, primarily at the Community College level. April's experience spans Graduate School Administration, Student Leadership Programs, Parent & Family Programs, Fundraising & Marketing, and Academic Tutoring Services.

Yancey's past research contributes to the scholarly conversation in higher education and student affairs leading to changes in the academy, including the opening of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) Resource Center at North Carolina State University. Dr. Gulley's first book was published in 2017; an edited volume entitled *Using the CAS Professional Standards: Diverse Examples of Practice*; the first book ever jointly published by NASPA, ACPA, & CAS. His largest research project to date focused on the nature of collaboration between academic and student affairs units in the community college setting. Currently, he is investigating the experiences of LGBTQ community college students, as well as the experiences of White faculty at Historically Black Colleges and Universities. Other projects include writing several book chapters on methodological and theoretical topics within higher education. He has presented his scholarship locally, regionally, nationally, and internationally. He serves as an Associate Editor for the journal *Leisure Sciences*. For a full list of scholarship activity, see Yancey's CV (Appendix 4), and/or click here:

<https://www.wcu.edu/learn/departments-schools-colleges/ceap/humanserv/human-services-faculty-staff/dr-needham-yancey-gulley.aspx>

April's research interests include student identity development, student transitions, career development / preparation, faculty transition, student involvement and engagement, and institutional strategies that promote student success. Her current research projects include a longitudinal study (2010, 2015, 2020) on the post-university transition, and a qualitative study informed by auto-ethnographic methodology on faculty transitions. April has presented her scholarship locally, regionally, nationally, and internationally. She is co-editor of a book proposal under review at Routledge on graduate student success, has served on two journal editorial boards, and served as guest peer-review for multiple other journals. For a full list of scholarship activity, see April's CV (Appendix 4), and/or click here: <https://www.wcu.edu/learn/departments-schools-colleges/ceap/humanserv/human-services-faculty-staff/dr-april-perry.aspx>

Both Yancey and April are heavily involved in ACPA (NCCPA) and NASPA (SACSA) respectively and consistently demonstrate personal and professional growth by attending conferences, academies, renewing certifications, and more. Dr. Gulley was honored by ACPA College Student Educators International by being named a 2019 *Diamond Honoree* for his contributions to the field of student affairs and the impact of his research, teaching, and service on student development. Dr. Perry was named *Outstanding Professional in Graduate and*

Professional Student Services, an award presented by the AGAPSS Knowledge Community of NASPA in 2017. Both Yancey and April have received numerous other accolades from various organizations and campus entities.

Faculty Evaluations:

All faculty are evaluated annually according to the Departmental Collegial Review Document and associated standards, and both Yancey and April have gone and/or are going through tenure and promotion review based on institutional criteria. See response to Standard 6 and Appendix 6 for more details.

Appendix 4 (Items for Standard 4) include: (See pages 118-158 of Appendices Document)

- Tabular distribution of age, tenure status, gender, and ethnic origin of faculty
- Table of FTE for program faculty; Student credit hour (SCH) production; and Course load and enrollment
- Faculty CVs

Standard 5: Students. The program attracts, retains, and graduates high quality students.

Program Size, Retention, and Advising:

The HESA program admits a maximum of 15 full-time students into a cohort per academic year, with a start each fall term. Students admitted to the program as full-time students complete their degree in a two-year lock-step course cycle with their cohort. This means there are a maximum of 30 full-time students in the program at any one time (15 first-year students and 15 second-year students). We admit up to 5 part-time students at any one time, across the two cohorts. Part-time students take courses in a sequence that makes sense for their particular work schedule. This provides us with a maximum of 35 students at any one time (see Appendix 3 for enrollment numbers by year). This allows us to meet our program mission by our stated pedagogical stance of maximizing student faculty interaction to “foster significant scholarly learning experiences for students.” A chart representing basic applicant and admissions data can be found in Appendix 5. Most HESA students retain from year to year, and thus complete the program. Occasionally, a student is academically dismissed or has a personal life change that causes them to leave the program early (approximately 4 students since 2014).

Academic advising for the program is simple for those in the full-time cohorts as courses are taken in [sequence](#). This is available to students at all times on our website and an email is sent by the program director to students before registration with the list of courses they should take, as well as the times / dates they are offered and the required texts. Part-time students are advised individually to guarantee logical course sequencing that matches their particular availability. While we have been asked if we would like to enroll more students, we feel that doing so would be a disservice to our current enrollees and significantly diminish our ability to have the personalized educational relationships necessary to foster growth and development in a helping profession (see response to Standard 1).

Recruitment and Diversity:

Our recruitment and marketing efforts include, but are not limited to: [Prospective Student Letter](#), [HESA Brochure](#), [HESA Fact Sheet](#), [HESA Video](#), [Social Media page](#), [Open House events](#) (hosted by the Graduate School 4 times per year), visits to many WCU senior seminar/capstone courses, and attending local, regional, and national recruitment fairs/events. We also have a HESA Ambassadors program (current HESA students – generally 2 per cohort) that help us with prospective student emails, calls, campus visits, social media presence, and more. Our admissions requirements, timeline, and policies are listed in many locations, but specifically on the [HESA homepage](#).

We have put much intentional work into recruiting more and more diverse cohorts each academic year. We have accomplished this goal in part due to April and Yancey's increased visibility in the field, the increased capacity of alumni to recruit on our behalf as they grow in numbers and diversity of locations they find employment after graduation, intentional networking of faculty and students at regional and national conferences, and increased engagement of institutional partners in leveraging their networks to recruit. While increasing the diversity of our cohorts, we have also worked to increase the academic ability of our students. However, we recognize that when building a cohort of students to challenge and support each other, it is important to not focus solely on grades or other numeric data from standardized sources. We desire to have students with different abilities, backgrounds, and regions of the country while also diversifying the racial/ethnic make-up of the student body. We also pay attention to building cohorts that are representative of a variety of genders, sexual orientations, philosophical orientations, political leanings, etc. A chart representing some aspects of the diversity of applicants and incoming cohorts over the past few years can be found in Appendix 5. Additionally, we report diverse aspects diversity of applicants vs. incoming cohort members each year in the Spring newsletter. See example [here](#).

Graduate Assistantships, Internships, Professional Development, and Job Attainment:

Full-time students in the program are guaranteed a graduate assistantship. While this was a standard practice of higher education student affairs programs around the nation in years past, we are relatively unique in our ability to continue this practice. This draws many to our program, as does our requirement and support for two internship experiences while enrolled in the program. Students graduate with, at least, three different professional experiences with a wide-range of offices. We believe these opportunities further equip students for the job market after graduation, and contribute to our job attainment rate. For the last 5 graduating classes, 97-100% of the cohort either had jobs at institutions (using their degree) within 6 months of graduating, or were admitted into doctoral programs. We collect this data each year through our alum survey (copies of survey and/or results are available upon request).

The guaranteed graduate assistantships also mean vital financial support for students exist as they matriculate through the program. Approximately, half of our graduate assistants are funded by the graduate school (and

managed by the HESA program) and half are funded by individual offices throughout campus (see response to Standard 7 for details). The list of graduate assistantship placements for the 2019-2020 academic year is available in Appendix 5, as well as the document that lists all placement options. Beyond these opportunities, we encourage students to get involved in various professional organizations (attending several conventions each year with the students), participating in student governance, competing in local and regional competitions, and publish and present with the faculty. In Fall 2016, Dr. April Perry led the first HESA study abroad experience to Kenya, Africa, and we aspire to offer additional travel courses (domestic and abroad). Some of these opportunities are highlighted in our program newsletter that is produced each term. These newsletters can be found on the [HESA homepage](#) on the right side column.

During the 2018-2019 academic year, we worked with university advancement to start a fundraising campaign to generate travel funding for HESA graduate students to attend conferences and pursue other professional development activities. The first campaign launched in Spring 2019 to raise money for the 2019-2020 academic year, and we plan to do this each spring (more info in response to Standard 7).

Appendix 5 (Items for Standard 5) include: (See pages 159-176 of Appendices Document)

- Program profile (number of applicants to program, number of student admitted to program, number of diverse students [gender, racial minority, international], number of students graduated each year, internship and independent study enrollment).
- The list of Graduate Assistantship placements for the 2019-2020 academic year
- [List of all GA/Internship placement options](#)

Administrative Structure and Operational Resources

Standard 6: Administrative Structure. The program has an administrative structure that facilitates achievement of program goals and objectives.

Advisory Board:

The HESA advisory board is the centralized way that constituents are involved in decision-making for the program. This board is made up of approximately 15 individuals and has representation from students, alumni, adjunct faculty, and campus administrators. We meet with this team a minimum of two times per year (once in Fall semester and once in Spring semester) to discuss the current state of the program, gain advice on upcoming initiatives / changes, review assessment findings, and review any recommended curriculum changes.

Additionally, a sub-set of members of this team make up our admissions committee who review applicants and assist in building each incoming cohort. Agendas from a few past meetings can be found in Appendix 6.

Information about the functions of the board are found in response to Standard 2.

Faculty Evaluation:

Other ways our program is reviewed includes the evaluation of faculty through individual course evaluations completed by students at the end of each course and peer-reviews of teaching by each other and one other department colleague (conducted and organized through the department office) that are completed each academic year. These items, as well as the record of research and service are measured annually against the Department Collegial Review Document (DCRD) (see Appendix 6) guidelines as part of the Annual Faculty Evaluation completed by the department head. All of these evaluations help to ensure that faculty are appropriately serving students and the institution to meet program objectives. The tenure and promotion expectations and processes are clearly laid out by the university, college, and department. The DCRD provides departmental expectations of productivity and is utilized at all levels of review when faculty are reviewed by levels within and beyond the department every 2 years, as well as when faculty apply for tenure and promotion.

Evaluations do not just happen across colleagues and from administration down, but are also regularly conducting from the “bottom up” at WCU. Deans and other members of the Provost Council are reviewed on a rotating basis on a three-year cycle. These are 360 Evaluations and random constituents are asked to complete them each round. Each college also conducts such evaluations of department heads and other administrators on a rotating basis.

Within the CEAP, department head 360 evaluations happen on an annual basis.

Administrative Structure:

The administrative structure for WCU can be seen in our institutional [organization charts](#) (relevant charts available in Appendix 6). To ensure that faculty serving in administrative roles can be successful in their assigned

tasks, WCU has a variety of training and support opportunities including professional development and regular meetings with graduate program directors, departmental meetings with program directors, and trainings and meetings of the Dean's Leadership Council (all department heads of the CEAP, along with the Dean).

Overall, the concepts of shared-governance for the institution are supported throughout the institution and our program mirrors these ideals. Of course, this is quite simple as the program has two tenure-track faculty who are able to easily and efficiently have regular check-in meetings for small items and regular work days to accomplish larger tasks. The work days are tied to college-wide meetings that provide time for us to break into program faculty for planning and development.

Appendix 6 (Items for Standard 6) include: (See pages 177-208 of Appendices Document)

- Program Advisory Board Agendas
- Human Services DCRD
- Relevant Organizational Charts

Standard 7: Budget and Facilities. The program has adequate resources to meet its goals and objectives.

The HESA Program does not have a stand-alone budget that requires management from the faculty/program. However, we do have four sources of funds/accounts that we interact, which are described below:

- **Marketing Funds:** Each admissions application (through the Graduate School software) generates \$10 back to the program for marketing/recruitment/admissions assistance. We average between \$300-400/year into this account which is managed by the departmental administrative assistant. We use these funds to aid in travel costs to recruitment fairs/associated fees, printing brochures and other marketing materials, and to waive one student admission application (\$65) per year.
- **Fundraising:** In April 2019, we launched our first fundraising campaign with the WCU Advancement Office (via Give Campus platform). The fund supports HESA students in pursuit of professional development activities. We aim to raise (and then allocate to students) \$1,000 per year. These funds are collected via online platform, and then transferred to the Human Services Department from the Advancement Office, where the departmental administrative assistant processes student reimbursements we allocate. More here: <https://www.givecampus.com/schools/WesternCarolinaUniversity/hesa-graduate-student-research-and-travel-fund>
- **Graduate Assistantships and Out-of-State Waivers:** The Graduate School allocates GAships and Out-of-State waivers to many residential graduate programs at WCU. The HESA Program is generally allocated 16 GAships (\$8,500 each) and 4 out-of-state waivers (approximate value \$10,000 each granting in-state tuition) per year. We then determine and assign these to the student recipients, and then Graduate School processes monthly distribution/payment to each student. For the remaining 14 HESA Students who do not receive their

GAship from the Graduate School (allocated via HESA faculty), we have created sustained partnerships with campus departments who have committed to fund their own GA each year (average \$8,500-13,000 per year). These GAships are hired and paid directly from the department.

- **Faculty Travel Funds:** The exact amount is determined each year by the department, but for the last few years, tenure track faculty have been allocated approximately \$3,000 each for conference travel. This is managed through the departmental administrative assistant with a pre-approval and travel expense/reimbursement process (through Chrome River software). Additionally, the Division of Student Affairs has partnered with the HESA Program Faculty in effort to support our sustained membership, scholarship, and service to national professional associations. Therefore, Student Affairs sponsors each faculty (\$1,500) each year to attend the ACPA or NASPA Conference.

We believe the college, department, graduate school, library, and division of student affairs have supported the faculty and students/program well over the last five years. Of course, we would like to see an increase in GA stipend amount, number of GA allocations, and number of out-of-state waivers from the graduate school, but we understand that these are mandated by the UNC system office, and we are able to operate with the current allocations and through additional campus partnerships we have created.

In 2016, the college recognized the need for office space for our program, and we were able to move to the McKee G22 Suite, where there are two private faculty offices, a meeting space, a supply closet, and a common area/lounge for students, which we believe is excellent. Regarding technology, we are on campus-wide rotations for technology upgrades and are happy with the current rotation and feel supported by the department/college when additional resources are needed. Regarding the library, we are pleased with the support available. Our library liaison, Dr. Beth McDonough, works with the program quickly and efficiently. She orders/gains access to all books/journals that we request, and she also serves on our Advisory Board as an adjunct faculty member.

Appendix 7 (Items for Standard 7) include: (See pages 209-210 of Appendices Document)

- Faculty Travel amounts for the last 3 years (from the Dept of Human Services only)