

# SACSCOC Fifth-Year Interim Report



Western Kentucky University  
1906 College Heights Blvd  
Bowling Green, KY 42101-3576

Please Note: Supporting  
documents are not available

**Accreditation Liaison**

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**Part I:  
Signatures Attesting to Integrity**

By signing below, we attest that Western Kentucky University has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Standards of the *Principles of Accreditation*.

Date of Submission: March 9, 2021

**Accreditation Liaison**

**Name of Accreditation Liaison: Robert C. Hale**

**Signature**



**Chief Executive Officer**

**Name of Chief Executive Officer: Timothy C. Caboni**

**Signature**



**Part II:  
“Institutional Summary Form Prepared for SACSCOC Reviews”**

**GENERAL INFORMATION**

**Name of Institution** Western Kentucky University

**Name, Title, Phone number, and email address of Accreditation Liaison**

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**IMPORTANT:**

**Accreditation Activity (*check one*):**

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review
- Submitted with Compliance Certification for Fifth-Year Interim Report
- Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- Submitted with Merger/Consolidations/Acquisitions
- Submitted with Application for Level Change

**Submission date of this completed document:** March 9, 2021

## EDUCATIONAL PROGRAMS

### 1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) \_\_\_\_\_

### 2. Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify) \_\_\_\_\_

## GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (*check one*)
  - Independent, not-for-profit  
Name of corporation OR  
Name of religious affiliation and control: \_\_\_\_\_
  - Independent, for-profit \*  
If publicly traded, name of parent company: \_\_\_\_\_

- Public state \* (*check one*)
- Not part of a state system, institution has own independent board
  - Part of a state system, system board serves as governing board
  - Part of a state system, system board is super governing board, local governing board has delegated authority
  - Part of a state system, institution has own independent board

\* ***If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.***

## INSTITUTIONAL INFORMATION FOR REVIEWERS

### 1. History and Characteristics

*Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.*

Western Kentucky University (WKU), home of the Hilltoppers, is a campus known for its beauty and friendliness. It embraces a proud heritage and a bold, ambitious future. Founded in 1906 as Western Kentucky State Normal School, the new state-supported school merged with the Southern Normal School, and classes began in 1907. In 1911, the school moved to its present site on “the Hill,” approximately 125 feet above downtown Bowling Green. In the 1920s, the state authorized the school to grant four-year degrees, and it merged with Ogden College, a private school for young men, and became Western Kentucky State Teachers College in 1930, offering the first graduate degree in 1931. In the mid-twentieth century, the University merged with the Bowling Green College of Commerce to create a business college, adding The Graduate School, and forming the Potter College of Liberal Arts, the College of Education, and the Ogden College of Science and Technology, and in 1966, Western Kentucky State College became Western Kentucky University. In the 2000s, the College of Health and Human Services was established, the Division of Extended Learning and Outreach launched, and the Honors College created. Doctor of Nursing Practice, Physical Therapy, and Psychology were also added.

WKU’s stated mission is to prepare “students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.” Fall 2020 enrollment was 17,518 students (62% women), and 76% were from Kentucky, 22.5% were out of state, and 1.5% came from foreign countries. African Americans made up the largest group of underrepresented minorities (8.9%). WKU’s admissions policies for fall 2020 were selective. Students with an unweighted high school GPA lower than 2.0 were considered ineligible for admission. Students with a GPA between 2 and 2.49 also had to achieve a composite admission index (CAI) score of at least 60. The CAI is calculated by multiplying a student’s unweighted high school GPA by 20 and adding the ACT composite. Students with a 2.50 unweighted high school GPA or greater are not required to submit ACT or SAT scores for admission purposes. Since fall 2015, entering freshman average high school GPA has risen from 3.27 to 3.44.

WKU is located in Bowling Green, Kentucky, a city with a population of more than 60,000 and is located approximately 110 miles south of Louisville and 65 miles north of Nashville, TN. In addition to the main campus, WKU also has facilities south of the main campus on 31-W that include the South Campus, the Center for Research and Development, and the University Farm. Outside of Bowling Green, WKU has regional campus instructional sites in Glasgow, Owensboro, Elizabethtown, Ft. Knox, and Somerset.

## 2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Degree	Program	2019/20 Degrees Awarded
Associate of Arts (AA)	Business, AA (#288)	2
Associate of Arts (AA)	Paralegal Studies, AA (#276)	1
Associate of Interdisciplinary Studies (AIS)	Interdisciplinary Studies, AIS (#246)	51
Associate of Science (AS)	Agricultural Technology and Management, AS (#205)	5
Associate of Science (AS)	Dental Hygiene, AS (#226)	4
Associate of Science in Nursing (ASN)	Nursing, ASN (#273)	89
Bachelor of Arts (AB)	Advertising, AB (#727)	30
Bachelor of Arts (AB)	Anthropology, AB (#608)	12
Bachelor of Arts (AB)	Arabic, AB (#609)	12
Bachelor of Arts (AB)	Art History, AB (#613)	4
Bachelor of Arts (AB)	Asian Religions and Cultures, AB (#615)	13
Bachelor of Arts (AB)	Broadcasting, AB (#726)	47
Bachelor of Arts (AB)	Chinese, AB (#624)	13
Bachelor of Arts (AB)	Communication Studies, AB (#792)	31
Bachelor of Arts (AB)	Corporate and Organizational Communication, AB (#522)	27
Bachelor of Arts (AB)	Criminology, AB (#627)	70
Bachelor of Arts (AB)	Dance, AB (#630)	8
Bachelor of Arts (AB)	Diversity and Community Studies, AB (#631)	12
Bachelor of Arts (AB)	Economics, AB (#638)	28
Bachelor of Arts (AB)	English for Secondary Teachers, AB (#561)	14
Bachelor of Arts (AB)	English, AB (#662)	44
Bachelor of Arts (AB)	Film, AB (#667)	18
Bachelor of Arts (AB)	History, AB (#695)	47
Bachelor of Arts (AB)	Honors Self-Designed Studies (minor required), AB (#633)	0
Bachelor of Arts (AB)	Honors Self-Designed Studies, AB (#566)	0
Bachelor of Arts (AB)	International Affairs, AB (#702)	18
Bachelor of Arts (AB)	Journalism, AB (#736)	17
Bachelor of Arts (AB)	Mathematics (minor required), AB (#728)	10
Bachelor of Arts (AB)	Mathematics, AB (#528)	1
Bachelor of Arts (AB)	Music (Liberal Arts), AB (#583)	14
Bachelor of Arts (AB)	Paralegal Studies, AB (#5002)	6
Bachelor of Arts (AB)	Philosophy, AB (#745)	12



<b>Degree</b>	<b>Program</b>	<b>2019/20 Degrees Awarded</b>
Bachelor of Arts (AB)	Photojournalism, AB (#750)	20
Bachelor of Arts (AB)	Political Science, AB (#686)	45
Bachelor of Arts (AB)	Psychology, AB (#760)	97
Bachelor of Arts (AB)	Public Relations, AB (#763)	30
Bachelor of Arts (AB)	Religious Studies, AB (#769)	10
Bachelor of Arts (AB)	Social Studies, AB (#592)	27
Bachelor of Arts (AB)	Sociology, AB (#775)	49
Bachelor of Arts (AB)	Spanish, AB (#778)	27
Bachelor of Arts (AB)	Theatre, AB (#798)	20
Bachelor of Arts (AB)	Visual Studies, AB (#509)	21
Bachelor of Fine Arts (BFA)	Performing Arts, BFA (#588)	11
Bachelor of Fine Arts (BFA)	Visual Arts, BFA (#514)	21
Bachelor of Interdisciplinary Studies (BIS)	Interdisciplinary Studies, BIS (#558)	221
Bachelor of Music (BM)	Music, BM (#593)	18
Bachelor of Science (BS)	Accounting, BS (#602)	71
Bachelor of Science (BS)	Agriculture (minor required), BS (#605)	6
Bachelor of Science (BS)	Agriculture, BS (#508)	68
Bachelor of Science (BS)	Architectural Science, BS (#518)	23
Bachelor of Science (BS)	Biochemistry, BS (#519)	11
Bachelor of Science (BS)	Biology (minor required), BS (#617)	90
Bachelor of Science (BS)	Biology, BS (#525)	12
Bachelor of Science (BS)	Business Data Analytics, BS (#504)	34
Bachelor of Science (BS)	Business Economics, BS (#724)	12
Bachelor of Science (BS)	Chemistry, BS (#623)	29
Bachelor of Science (BS)	Civil Engineering, BS (#534)	39
Bachelor of Science (BS)	Communication Disorders, BS (#595)	36
Bachelor of Science (BS)	Computer Information Technology, BS (#555)	58
Bachelor of Science (BS)	Computer Science, BS (#629)	17
Bachelor of Science (BS)	Construction Management, BS (#533)	39
Bachelor of Science (BS)	Dental Hygiene, BS (#524)	29
Bachelor of Science (BS)	Electrical Engineering, BS (#537)	27
Bachelor of Science (BS)	Elementary Education, BS (#527)	123
Bachelor of Science (BS)	Engineering Technology Management, BS (#5007)	4
Bachelor of Science (BS)	Entrepreneurship, BS (#542)	9
Bachelor of Science (BS)	Environmental and Occupational Health Science, BS (#548)	9
Bachelor of Science (BS)	Exercise Science, BS (#554)	81
Bachelor of Science (BS)	Family and Consumer Sciences, BS (#563)	26
Bachelor of Science (BS)	Finance, BS (#664)	75
Bachelor of Science (BS)	Geology, BS (#577)	8

<b>Degree</b>	<b>Program</b>	<b>2019/20 Degrees Awarded</b>
Bachelor of Science (BS)	Health Care Administration, BS (#559)	57
Bachelor of Science (BS)	Health Information Management, BS (#529)	10
Bachelor of Science (BS)	Health Sciences, BS (#564)	47
Bachelor of Science (BS)	Honors Self-Designed Studies (minor required), BS (#634)	0
Bachelor of Science (BS)	Honors Self-Designed Studies, BS (#539)	0
Bachelor of Science (BS)	Hospitality Management and Dietetics, BS (#707)	33
Bachelor of Science (BS)	Interdisciplinary Early Childhood Education, BS (#526)	14
Bachelor of Science (BS)	Interior Design and Fashion Merchandising, BS (#531)	34
Bachelor of Science (BS)	International Business, BS (#569)	15
Bachelor of Science (BS)	Management, BS (#723)	162
Bachelor of Science (BS)	Manufacturing Engineering Technology, BS (#5006)	24
Bachelor of Science (BS)	Marketing, BS (#720)	74
Bachelor of Science (BS)	Mathematical Economics, BS (#731)	14
Bachelor of Science (BS)	Mechanical Engineering, BS (#543)	50
Bachelor of Science (BS)	Medical Laboratory Science, BS (#5004)	2
Bachelor of Science (BS)	Meteorology, BS (#578)	13
Bachelor of Science (BS)	Middle Grades Mathematics, BS (#730)	8
Bachelor of Science (BS)	Middle Level Education Social Studies/Language Arts, BS (#5001)	17
Bachelor of Science (BS)	Middle School Science Education, BS (#734)	3
Bachelor of Science (BS)	Military Leadership, BS (#733)	4
Bachelor of Science (BS)	Molecular Biotechnology, BS (#738)	0
Bachelor of Science (BS)	Organizational Leadership, BS (#545)	72
Bachelor of Science (BS)	Physical Education, BS (#587)	14
Bachelor of Science (BS)	Physics, BS (#754)	4
Bachelor of Science (BS)	Psychological Science, BS (#747)	31
Bachelor of Science (BS)	Psychological Science, BS (#747E)	9
Bachelor of Science (BS)	Public Health, BS (#521)	21
Bachelor of Science (BS)	Recreation Administration, BS (#589)	23
Bachelor of Science (BS)	Science and Mathematics Education, BS (#774)	20
Bachelor of Science (BS)	Special Education: Learning and Behavioral Disorders and Elementary Education, BS (#5003)	29
Bachelor of Science (BS)	Sport Management, BS (#572)	56
Bachelor of Science (BS)	Workforce Administration, BS (#739)	8
Bachelor of Science in Nursing (BSN)	Nursing, BSN (#586)	195

<b>Degree</b>	<b>Program</b>	<b>2019/20 Degrees Awarded</b>
Bachelor of Social Work (BSW)	Social Work, BSW (#594)	74
Doctor of Education (EdD)	Educational Leadership, EDD (#0010)	15
Doctor of Nursing Practice (DNP)	Nursing Practice, DNP (#0011)	19
Doctor of Physical Therapy (DPT)	Physical Therapy, DPT (#0013)	28
Doctor of Psychology (PsyD)	Applied Psychology, PSYD (#0476)	2
Education Specialist (EdS)	Gifted Education and Talent Development, EDS (#0490)	2
Education Specialist (EdS)	School Psychology, EDS (#147)	12
Graduate Certificate	Addictions Education, CER (#0492)	3
Graduate Certificate	Adult Education, CER (#0450)	4
Graduate Certificate	Advanced Behavior Management, CER (#1736)	0
Graduate Certificate	Biology, CER (#0493)	2
Graduate Certificate	Brewing and Distilling Arts & Sciences, CER (#0486)	0
Graduate Certificate	Business Core Competencies, CER (#0487)	3
Graduate Certificate	Business Sustainability, CER (#0474)	2
Graduate Certificate	Career Services, CER (#0468)	6
Graduate Certificate	College and Career Readiness, CER (#1737)	1
Graduate Certificate	Communicating in Healthcare, CER (#0475)	2
Graduate Certificate	Communicating in Organizations, CER (#0471)	5
Graduate Certificate	Dietetic Practice, CER (#0451)	9
Graduate Certificate	Economic Data Analytics, CER (#0491)	11
Graduate Certificate	Elementary Math Specialization, P-5, CER (#0485)	1
Graduate Certificate	Emergency Management Disaster Science, CER (#1749)	1
Graduate Certificate	Environmental Health and Safety, CER (#0427)	6
Graduate Certificate	Facility and Event Management, CER (#0455)	17
Graduate Certificate	Family Nurse Practitioner (Post MSN), CER (#0449)	3
Graduate Certificate	Gender and Women's Studies, CER (#1712)	1
Graduate Certificate	Global Health Administration, CER (#1735)	0
Graduate Certificate	Health Education, CER (#0494)	11
Graduate Certificate	Instructional Design, CER (#0418)	7
Graduate Certificate	Intercollegiate Athletic Administration, CER (#0481)	21
Graduate Certificate	International Student Services, CER (#0415)	4
Graduate Certificate	Lean Sigma, CER (#0452)	1
Graduate Certificate	Literacy in Post-secondary Settings, CER (#0462)	0

<b>Degree</b>	<b>Program</b>	<b>2019/20 Degrees Awarded</b>
Graduate Certificate	Local Government Administration, CER (#1745)	3
Graduate Certificate	Measurement, Evaluation and Research, CER (#0488)	2
Graduate Certificate	Nonprofit Administration, CER (#0463)	5
Graduate Certificate	Organizational Leadership, CER (#1723)	10
Graduate Certificate	Psychiatric Mental Health Nurse Practitioner, CER (#0479)	14
Graduate Certificate	Scientific Data Analytics, CER (#0496)	0
Graduate Certificate	Strategic Sport Communications, CER (#1744)	5
Graduate Certificate	Teaching English to Speakers of Other Languages, CER (#0416)	2
Graduate Certificate	Workplace Health Promotion, CER (#1746)	1
Master of Accountancy (MACC)	Accountancy, MACC (#0445)	21
Master of Arts (MA)	Applied Economics, MA (#0410)	14
Master of Arts (MA)	Criminology, MA (#0421)	5
Master of Arts (MA)	English, MA (#067)	4
Master of Arts (MA)	Folk Studies, MA (#069)	3
Master of Arts (MA)	History, MA (#078)	10
Master of Arts (MA)	Mathematics, MA (#049)	6
Master of Arts (MA)	Organizational Communication, MA (#0012)	8
Master of Arts (MA)	Organizational Leadership, MA (#0467)	123
Master of Arts (MA)	Psychology, MA (#092)	6
Master of Arts (MA)	Social Responsibility and Sustainable Communities, MA (#0448)	12
Master of Arts (MA)	Sociology, MA (#105)	3
Master of Arts in Education (MAE)	Adult Education, MAE (#047)	5
Master of Arts in Education (MAE)	Counseling, MAE (#043)	18
Master of Arts in Education (MAE)	Education and Behavioral Science Studies, MAE (#042)	2
Master of Arts in Education (MAE)	Elementary Education for Teacher Leaders, MAE (#0433)	10
Master of Arts in Education (MAE)	Gifted Education and Talent Development, MAE (#0482)	8
Master of Arts in Education (MAE)	Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders, MAE (#0461)	1
Master of Arts in Education (MAE)	Literacy Education, MAE (#044)	11

<b>Degree</b>	<b>Program</b>	<b>2019/20 Degrees Awarded</b>
Master of Arts in Education (MAE)	Middle Grades Education for Teacher Leaders, MAE (#0434)	5
Master of Arts in Education (MAE)	Secondary Education for Teacher Leaders, MAE (#0435)	7
Master of Arts in Education (MAE)	Special Education for Teacher Leaders: Learning and Behavioral Disorders, MAE (#0457)	10
Master of Arts in Education (MAE)	Special Education: Moderate and Severe Disabilities, MAE (#0438)	5
Master of Arts in Education (MAE)	Student Affairs in Higher Education, MAE (#145)	12
Master of Arts in Teaching (MAT)	Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification, MAT (#0460)	6
Master of Arts in Teaching (MAT)	Middle Grades Education for Initial Certification, MAT (#0458)	0
Master of Arts in Teaching (MAT)	Secondary Education for Initial Certification, MAT (#0495)	10
Master of Arts in Teaching (MAT)	Special Education Initial Certification: Learning and Behavioral Disorders, MAT (#0456)	2
Master of Business Administration (MBA)	Business Administration, MBA (#057)	47
Master of Fine Arts (MFA)	Creative Writing, MFA (#0478)	7
Master of Health Administration (MHA)	Health Administration, MHA (#153)	19
Master of Music (MM)	Music, MM (#0453)	8
Master of Public Administration (MPA)	Public Administration, MPA (#051)	7
Master of Public Health (MPH)	Public Health, MPH (#152)	17
Master of Science (MS)	Agriculture, MS (#052)	7
Master of Science (MS)	Biology, MS (#056)	22
Master of Science (MS)	Chemistry, MS (#059)	10
Master of Science (MS)	Child and Family Studies, MS (#0489)	7
Master of Science (MS)	Computer Science, MS (#117)	5
Master of Science (MS)	Engineering Technology Management, MS (#0447)	5
Master of Science (MS)	Environmental and Occupational Health Science, MS (#0473)	10
Master of Science (MS)	Geoscience, MS (#072)	9
Master of Science (MS)	Homeland Security Sciences, MS (#0413)	2
Master of Science (MS)	Instructional Design, MS (#0428)	2
Master of Science (MS)	Kinesiology, MS (#0454)	13

<b>Degree</b>	<b>Program</b>	<b>2019/20 Degrees Awarded</b>
Master of Science (MS)	Libraries, Informatics, and Technology in Education, MS (#0497)	23
Master of Science (MS)	Mathematics, MS (#085)	5
Master of Science (MS)	Psychology, MS (#0469)	12
Master of Science (MS)	Recreation and Sport Administration, MS (#095)	66
Master of Science (MS)	Speech-Language Pathology, MS (#0466)	81
Master of Science in Nursing (MSN)	Nursing, MSN (#149)	17
Master of Social Work (MSW)	Social Work, MSW (#157)	51
Undergraduate Certificate	Advanced Professionalism, CER (#1730)	2
Undergraduate Certificate	Applied Data Analytics, CER (#1734)	108
Undergraduate Certificate	Brewing and Distilling Arts & Sciences, CER (#1733)	3
Undergraduate Certificate	Deaf Studies, CER (#1738)	0
Undergraduate Certificate	Early Childhood Education Director, CER (#1739)	7
Undergraduate Certificate	Emergency Management Disaster Science, CER (#1748)	1
Undergraduate Certificate	Environmental Health, CER (#1743)	0
Undergraduate Certificate	Family Home Visiting, CER (#1701)	25
Undergraduate Certificate	Financial Planning, CER (#200)	10
Undergraduate Certificate	Geographic Information Systems, CER (#174)	14
Undergraduate Certificate	Health Education and Health Promotion, CER (#1741)	4
Undergraduate Certificate	Health Informatics, CER (#1740)	10
Undergraduate Certificate	Interactive Training Design, CER (#1725)	15
Undergraduate Certificate	Land Surveying, CER (#1700)	14
Undergraduate Certificate	Long-Term Care Administration, CER (#1717)	21
Undergraduate Certificate	Occupational Safety and Health, CER (#1705)	7
Undergraduate Certificate	Organizational Leadership, CER (#1721)	65
Undergraduate Certificate	Public Health, CER (#1742)	0
Undergraduate Certificate	Real Estate, CER (#195)	1
Undergraduate Certificate	User Experience, CER (#1747)	16
Undergraduate Certificate	Worksite Health Promotion, CER (#1707)	1

*Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.*

The WKU International Pathway to Academic Success (IPAS) is a credit-bearing program offering Colonnade foundation courses in a supportive environment for international students to facilitate their transition to the United States' higher education culture and English language usage expectations.

### 3. Off-Campus Instructional Locations and Branch Campuses

List **all locations** where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

**Table 1: Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported to and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
WKU Glasgow	500 Hilltopper Way Glasgow, KY 42141	12/2/2005	1988	See table below in section 4	Yes
WKU Elizabethtown	610 College Street Road Elizabethtown, KY 42701	12/2/2005	1991	See table below in section 4	Yes
WKU Fort Knox	Briscoe Hall, Bldg. 1174 Fort Knox, KY 40121	12/2/2005	1973	See table below in section 4	Yes
WKU Owensboro	4821 New Harford Road Owensboro, KY 42303	12/2/2005	1980	See table below in section 4	Yes

**Table 2: Off-campus instructional sites** at which the institution offers **25-49%** of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. **Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.** For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC letter accepting notification	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
WKU Somerset	808 Monticello Street Somerset, KY 42501	2019	2020	B.S. Middle Grades Education, Math	Yes

**Table 3: Branch campus**—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, **and** (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported to and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

WKU has no branch campuses.



#### 4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Initial Date of approval for distance education: **December 2, 2005.**

The following table represents all of WKU's educational program where 50% or more of the hours (exclusive of general education) can be earned via distanced education for 2019-20.

*Western Kentucky University*

*Programs offered by Distance Education and at Specific Sites and Degrees Awarded*

*\*A designates Asynchronous*

*\*S designates Synchronous*

*\*B designates both Asynchronous and Synchronous*

*A designation under an off-campus instructional site indicates delivery at that location*

Academic Programs	>50% Distance Education	Elizabeth -town	Fort Knox	Glasgow	Owensboro	Somerset
Associate of Arts (AA)						
Business	A					
Paralegal Studies	B			B		
Associate of Interdisciplinary Studies (AIS)						
Interdisciplinary Studies	B			B		
Associate of Science (AS)						
Agricultural Technology and Management	A					
Associate of Science in Nursing (ASN)						
Nursing	A					
Bachelor of Arts (AB)						
Advertising	A					
Communication Studies	A					
Corporate and Organizational Communication	A					
Criminology	B	B		B	B	B
Diversity and Community Studies	A					
Economics	A					
History	B	B		B	B	
Paralegal Studies	S	S		S	S	
Psychology	S	S		S	S	
Social Studies	B	B		B	B	
Sociology	B	B		B	B	B
Bachelor of Interdisciplinary Studies						

Academic Programs	>50% Distance Education	Elizabeth -town	Fort Knox	Glasgow	Owensboro	Somerset
Interdisciplinary Studies	B	B	B	B	B	
Bachelor of Science (BS)						
Accounting	A					
Business Data Analytics	A					
Business Economics	A					
Computer Information Technology	A					
Dental Hygiene	A					
Elementary Education	S	S		S	S	
Engineering Technology Management	B	B		B	B	
Entrepreneurship	A					
Family and Consumer Sciences	A					
Finance	A					
Health Care Administration	A					
Health Information Management	A					
Health Sciences	B	B		B	B	
Management	B	B		B	B	B
Manufacturing Engineering Technology	A					
Marketing	A					
Middle Grades Mathematics	S	S		S	S	S
Middle Level Education Social Studies/Language Arts	S	S		S	S	
Middle School Science Education	S	S			S	
Organizational Leadership	B	B	B	B	B	
Public Health	A					
Sport Management	A					
Workforce Administration	A					
Bachelor of Social Work (BSW)						
Social Work	S	S		S	S	
Doctor of Education (EdD)						
Educational Leadership	B		B			
Education Specialist (EdS)						
Gifted Education and Talent Development	B					
Graduate Certificate						
Addictions Education	A					
Adult Education	A					
Biology	A					
Brewing and Distilling Arts & Sciences	A					

Academic Programs	>50% Distance Education	Elizabeth -town	Fort Knox	Glasgow	Owensboro	Somerset
Business Core Competencies	A					
Business Sustainability	A					
Career Services	A					
College and Career Readiness	A					
Communicating in Healthcare	A					
Communicating in Organizations	A					
Cybersecurity Data Analytics*	A					
Data Analytics*	A					
Dietetic Practice	A					
Emergency Management Disaster Science	A					
Environmental Health and Safety	A					
Facility and Event Management	A					
Gender and Women's Studies	A					
Global Health Administration	A					
Health Education	A					
Instructional Design	A					
Intercollegiate Athletic Administration	A					
International Student Services	A					
Lean Sigma	A					
Literacy P-12*	A					
Literacy in Post-secondary Settings	A					
Local Government Administration	A					
Measurement, Evaluation and Research	A					
Nonprofit Administration	A					
Organizational Leadership	B		B			
Psychiatric Mental Health Nurse Practitioner	A					
Strategic Sport Communications	A					
Workplace Health Promotion	A					
Master of Arts (MA)						
Criminology	A					
History	A					
Mathematics	A					
Organizational Leadership	B		B			
Social Responsibility and Sustainable Communities	A					

Academic Programs	>50% Distance Education	Elizabeth -town	Fort Knox	Glasgow	Owensboro	Somerset
Sociology	A					
Master of Arts in Education (MAE)						
Adult Education	A					
Elementary Education for Teacher Leaders	A					
Gifted Education and Talent Development	A					
Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders	A					
Literacy Education	A					
Middle Grades Education for Teacher Leaders	A					
Secondary Education for Teacher Leaders	A					
Special Education for Teacher Leaders: Learning and Behavioral Disorders	A					
Special Education: Moderate and Severe Disabilities	A					
Master of Arts in Teaching (MAT)						
Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification	A					
Middle Grades Education for Initial Certification	A					
Secondary Education for Initial Certification	A					
Special Education Initial Certification: Learning and Behavioral Disorders	A					
Master of Business Administration (MBA)						
Business Administration	A					
Master of Health Administration (MHA)						
Health Administration	A					
Master of Public Administration (MPA)						
Public Administration	B		B			
Master of Public Health						
Public Health	A					
Master of Science (MS)						
Agriculture	A					
Biology	A					
Child and Family Studies	A					
Engineering Technology Management	A					
Environmental and Occupational Health Science	A					

Academic Programs	>50% Distance Education	Elizabeth -town	Fort Knox	Glasgow	Owensboro	Somerset
Homeland Security Sciences	A					
Instructional Design	A					
Kinesiology	A					
Libraries, Informatics, and Technology in Education	A					
Recreation and Sport Administration	A					
Speech-Language Pathology	A					
Master of Science in Nursing (MSN)						
Nursing	A					
Master of Social Work (MSW)						
Social Work	A					
Undergraduate Certificate						
Advanced Professionalism	A					
Applied Data Analytics	A					
Brewing and Distilling Arts & Sciences	A					
Deaf Studies	A					
Early Childhood Education Director	A					
Emergency Management Disaster Science	A					
Environmental Health	A					
Family Home Visiting	B	B		B	B	
Geographic Information Systems	A					
Health Education and Promotion	A					
Health Informatics	A					
Interactive Training Design	B	B				
Long-Term Care Administration	A					
Occupational Safety and Health	A					
Organizational Leadership	A					
Public Health	A					
Real Estate	A					
Worksite Health Promotion	A					

\*Graduate Certificates in Cybersecurity Data Analytics, Data Analytics, and Literacy P-12 were approved in fall 2020 for implementation in fall 2021.

## 5. Accreditation

- (1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

**SACSCOC 5<sup>th</sup>-year Accreditation Table**

Program	Accreditor	Most Recent Review Year
Accounting	The Association to Advance Collegiate Schools of Business (AACSB International) (BS and MAcc)	2018
Architectural Science	The Association of Technology, Management, and Applied Engineering (ATMAE) (BS Program)	2018
Art	National Association of Schools of Art and Design (NASAD) Commission on Accreditation (AB in Art History, AB in Visual Studies (Art Ed and Studio concentrations); and BFA in Visual Arts (Graphic Design and Studio concentrations))	2016
Business	The Association to Advance Collegiate Schools of Business (AACSB International) (BS and MBA)	2018
Civil Engineering	Engineering Accreditation Commission of ABET (BS Program)	2016
Computer Science	Computing Accreditation Commission of ABET (BS Program)	2018
Construction Management	The Association of Technology, Management, and Applied Engineering (ATMAE) (BS Program)	2018
Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP) (MAE)	2014
Dance	National Association of Schools of Dance (NASD) Commission on Accreditation (AB Program)	2018
Dental Hygiene	Commission on Dental Accreditation of American Dental Association (CODA-ADA) (AS and BS)	2020
Dietetics	Accreditation Council for Education in Nutrition and Dietetics (ACEND) (Dietetic Internship)	2016
Early Childhood Education	National Association for the Education of Young Children (NAEYC) (AA Program)	2017
Education	Council for the Accreditation of Educator Preparation (CAEP) (Initial and Advanced Educator Preparation, ADV)	2018
	Kentucky's Educational Professional Standards Board (EPSB)	2018
Electrical Engineering	Engineering Accreditation Commission of ABET (BS Program)	2016
Engineering Technology Management	The Association of Technology, Management, and Applied Engineering (ATMAE) (MS)	2018
Environmental and Occupational Health Science	The National Environmental Health Science and Protection Accreditation Council (EHAC) (MS)	2019
Healthcare Administration	Association of University Programs in Health Administration (AUPHA) (BS Program)	2019
Health Information Management	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) (BS Program)	2016
Interior Design	National Association of Schools of Art and Design (NASAD) Commission on Accreditation (BS Interior Design and Fashion Merchandising (Interior Design concertation))	2016
Journalism	Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) (Undergraduate Program)	2016

Program	Accreditor	Most Recent Review Year
Long Term Care Administration	National Association of Long Term Care Administrator Boards (NAB) (BS in Healthcare Administration with a Long-term Administration Certificate)	2019
Manufacturing Engineering Technology	The Association of Technology, Management, and Applied Engineering (ATMAE) (BS Program)	2018
Mechanical Engineering	Engineering Accreditation Commission of ABET (BS Program)	2016
Music	National Association of Schools of Music (NASM) Commission on Accreditation (AB, BM and MM)	2011
Nursing	Commission on Collegiate Nursing Education (CCNE) (BSN, MSN and DNP)	2017
	Accreditation Commission for Education in Nursing (ACEN) (ASN Program)	2015
Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE) (DPT)	2016
Public Administration	Network of Schools of Public Policy, Affairs, and Administration (NASPAA) (MPA)	2016
Public Health	Council on Education for Public Health (CEPH) (BS and MPH)	2016
Recreation Administration	Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) (BS Program)	2015
Social Work	Council on Social Work Education (CSWE) (BSW and MSW)	2018
Speech-Language Pathology	Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) (MS)	2014
Theatre	National Association of Schools of Theatre (NAST) Commission on Accreditation (AB in Theatre and BFA in Performing Arts)	2012

- (2) If SACSCOC is not your primary accreditor for access to US Department of Education (USDE) Title IV funding, identify which accrediting agency serves that purpose.

SACSCOC is WKU's primary accreditor.

- (3) List any USDE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

NO USDE recognized agency (national or programmatic) has terminated WKU's accreditation.

- (4) Describe any sanctions applied or negative actions taken by any USDE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDE to the institution.

NO USDE-recognized accrediting agency (national, programmatic, SACSCOC) has applied sanctions or negative actions against WKU.

## 6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Western Kentucky University has not had any limitations, suspensions, or terminations by the United States Department of Education in regard to student financial aid programs during the previous three years.

Documentation affirming the University's status to award Federal Student Aid includes the most recent United States Department of Education [recertification approval letter](#) (5/29/2018), eligibility and certification approval report ([ECAR](#)), program participation agreement [transmittal letter](#), and program participation agreement ([PPA](#)) (expires March 31, 2024).

WKU has not made any reimbursements or dealt with any other exceptional status in regard to Federal or State financial aid.



**5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (*Qualified Administrative/Academic Officers.*)**

  X   Compliance         Non-Compliance

Western Kentucky University (WKU) remains in compliance with this principle. WKU's executive leadership, administrative and academic officers are appropriately credentialed to lead and manage the institution toward its strategic objectives as a relevant and student-centered institution of higher learning. This includes individuals who have the required education, experiential preparation, and other competencies in their respective fields of leadership. Leaders are encouraged to continue their professional development and to remain skilled and prepared for stewardship of the institution through future opportunities and challenges. WKU will continue to utilize exceptional leaders, encouraging their professional development, to retain its status as a higher education leader in the Commonwealth of Kentucky, across our nation and internationally.

**The Selection of Academic and Administrative Officers Other than the President**

The selection of all academic and administrative officers is governed by University policy around recruitment and selection, in compliance with equal employment opportunity requirements and other applicable state and federal guidelines. Hiring policy is specifically defined in [HR Policy 4.2204 \(Recruitment and Selection of Faculty and Staff\)](#). Further, institutional guidelines around the selection, appointment and evaluation of Deans are specified in [Academic Affairs Policy 1.5031 \(Selection, Appointment, Evaluation and Reassignment of Deans\)](#).

For all searches, WKU utilizes an electronic application platform for the receipt and [management of application materials](#). This system allows for the efficient receipt, review, distribution of materials and selection of talent across the organization. Job descriptions and pre-determined job qualifications are established prior to the initiation of any search process. This helps to establish consistency, clarify expectations and sets requirements to ensure only those individuals having the required credentials and competencies are considered and ultimately hired. Search committees are required for administrative/professional searches and are often utilized for other positions across the institution. Vacant positions are broadly communicated via the University's talent [webpage](#) to increase the pool of qualified applicants.

External search firms are sometimes used for key leadership positions and/or positions that may be viewed as having a limited talent pool. Search firms must follow the University's equal opportunity and non-discriminatory requirements and guidelines established by policy and Human Resources.

All new hires are subject to a [criminal background check](#) as a condition of employment.

## Qualifications and Responsibilities of the President and the Provost

**Timothy C. Caboni**, Ph.D. is President of WKU and holds a Doctor of Philosophy in higher education leadership and policy from Vanderbilt University. He joined WKU as President in 2017 after serving six years as Vice Chancellor for Public Affairs at the University of Kansas. Prior to his service at Kansas, he served as the Associate Dean for Vanderbilt University’s Peabody College of Education and Human Development.

President Caboni is a native of New Orleans, Louisiana, and received a bachelor’s degree in speech communication and rhetoric from Louisiana State University. He earned a master’s degree in corporate and organizational communication from WKU. His higher education professional experience includes alumni relations, fundraising, prospect research, teaching, academic administration, communications, marketing, and government relations. He has published nearly thirty articles and one book. His current research is focused on use of data-based decision-making in higher education fundraising.

**Cheryl L. Stevens**, Ph.D., is the Acting Provost and Vice President for Academic Affairs and holds a Doctor of Philosophy in physical chemistry from the University of New Orleans. She joined WKU in 2012 serving as Dean of the Ogden College of Science and Engineering until transitioning to the role of Acting Provost and Vice President of Academic Affairs in 2019. She also served as President of the Western Kentucky University Research Foundation (WKURF) from 2015 until 2019. Prior to her service at WKU, she served as the Associate Dean for Scholarship (Research) for Xavier University of Louisiana College of Arts and Sciences.

## Qualifications and Job Responsibilities of Senior-Level Administrative and Academic Officers

The [President’s Cabinet](#) functions as the senior-level executive team of the institution providing distinctive and integrated leadership across the institution. The Cabinet works together in close partnership and communication to ensure seamless strategic leadership of academic, administrative, and operational functions. Members of the President’s Cabinet are presented in the table below.

<i>Click name for resume</i>	<i>Click title for job description.</i>
<a href="#">Dr. Timothy C. Caboni</a>	<a href="#">President</a>
<a href="#">Dr. Cheryl L. Stevens</a>	<a href="#">Acting Provost and Vice President for Academic Affairs</a>
<a href="#">Ms. Susan Howarth</a>	<a href="#">Executive Vice President for Strategy, Operations and Finance</a>
<a href="#">Dr. Ethan Logan</a>	<a href="#">Vice President for Enrollment and Student Experience</a>
<a href="#">Ms. Amanda Trabue</a>	<a href="#">Vice President for Philanthropy and Alumni Engagement</a>
<a href="#">Dr. Lynne Holland</a>	<a href="#">Assistant Vice President for Student Life, Dean of Students</a>
<a href="#">Mr. Bryan B. Russell</a>	<a href="#">Chief Facilities Officer</a>
<a href="#">Mr. Todd Stewart</a>	<a href="#">Director of Intercollegiate Athletics</a>

<i>Click name for resume</i>	<i>Click title for job description.</i>
<a href="#">Ms. Andrea Anderson</a>	<a href="#">General Counsel</a>
<a href="#">Mr. Michael Crowe</a>	<a href="#">Director of Student Conduct and Co-Chief Diversity Officer</a>
<a href="#">Dr. Ranjit Koodali</a>	<a href="#">Associate Provost for Research and Graduate Education</a>
<a href="#">Dr. Molly Kerby</a>	<a href="#">Asst. Provost of Institutional Effectiveness and Co-Chief Diversity Officer</a>
<a href="#">Dr. Bruce Schulte</a>	<a href="#">Associate Vice President for Strategy, Performance, and Accountability</a>

The Academic Deans serve as senior academic officers of WKU's academic colleges. Academic Deans report directly to the Provost and Vice President for Academic Affairs and are responsible for the academic and administrative leadership of their respective colleges. The Academic Deans work in partnership and serve together on the Council of Academic Deans (CAD) which meets on a regular basis to formulate strategic initiatives, address common challenges and work toward the general academic objectives of the institution. Academic Deans are presented in the table below.

<i>Click name for resume</i>	<i>Click title for job description.</i>
<a href="#">Dr. Corinne Murphy</a>	<a href="#">Dean, College of Education and Behavioral Sciences</a>
<a href="#">Dr. Tania Basta</a>	<a href="#">Dean, College of Health and Human Services</a>
<a href="#">Dr. Christopher Shook</a>	<a href="#">Dean, Gordon Ford College of Business</a>
<a href="#">Dr. Greg Arbuckle</a>	<a href="#">Interim Dean, Ogden College of Science and Engineering</a>
<a href="#">Dr. Lawrence Snyder</a>	<a href="#">Dean, Potter College of Arts and Letters</a>
<a href="#">Ms. Susann deVries</a>	<a href="#">Dean, University Libraries</a>

Essential to effective academic and institutional leadership are other individuals who function in key roles and who are a part of the Division of Academic Affairs. These individuals serve in diverse roles for the efficient delivery and management of academic programs and services. The Academic Affairs' Executive Team is presented in the table below.

<i>Click name for resume</i>	<i>Click title for job description.</i>
<a href="#">Dr. Rob Hale</a>	<a href="#">Associate Provost for Faculty and Academic Excellence</a>
<a href="#">Dr. Ladonna Hunton</a>	<a href="#">Associate Vice President for Academic Budgets and Administration</a>
<a href="#">Dr. Beth Laves</a>	<a href="#">Associate Vice President for Extended Learning and Outreach</a>
<a href="#">Mr. John Sunnnygard</a>	<a href="#">Associate Provost for Global Learning and International Affairs</a>
<a href="#">Dr. Ranjit T. Koodali</a>	<a href="#">Associate Provost for Research and Graduate Education</a>
<a href="#">Dr. Molly Kerby</a>	<a href="#">Assistant Provost for Institutional Effectiveness &amp; Co-Chief Diversity Officer</a>
<a href="#">Ms. Jennifer Hammonds</a>	<a href="#">Registrar</a>
<a href="#">Dr. Tuesdi Helbig</a>	<a href="#">Director, Institutional Research</a>

<i>Click name for resume</i>	<i>Click title for job description.</i>
<a href="#">Dr. Marko Dumancic</a>	<a href="#">Director, Center for Innovative Teaching and Learning</a>
<a href="#">Dr. Rheanna Plemons</a>	<a href="#">Special Assistant to the Provost</a>

## Performance Development Initiative and Annual Evaluations

In March 2019, the University announced a new initiative (in combination with a compensation analysis project) for a [major redesign of performance management systems](#). The project is in partnership with Segal Consulting and involves a wide and diverse array of campus stakeholders. Project objectives include improved communication, multi-rater feedback, integrated technology, administrative efficiency, leadership development and key alignment with organizational objectives. Subsequently, annual evaluations for CY 2018 and FY18-19 were [not conducted according to traditional policy or practice](#) or with centralized collection of documents. Rather, supervisors were encouraged to have conversations with subordinate employees to discuss past performance and goal setting.

While substantial research, development and pilot testing had been completed, the University placed a temporary hold on the project in April 2020, due to adjustments and priorities around the COVID-19 pandemic event. Effective August 2020, the performance development project was restarted, although under different operating conditions and parameters. WKU will continue using its existing evaluation process until a new platform is adopted and implemented.

Please note: WKU is currently transitioning from calendar year reviews (CY in the tables) to fiscal year (FY in tables) reviews. In recent years, WKU has experienced some administrative turnover, so annual evaluations are organized by current position title instead of person.

## Annual Evaluation of the President's Cabinet

The President's Cabinet is evaluated annually by the President. The assessment is focused on each Cabinet member's leadership, management of her/his respective division of the institution and outcomes as they pertain to the University's Strategic Plan. Each assessment includes multi-sourced feedback and progress toward identified objectives during the evaluation period. The evaluation conversation includes applicable opportunities for growth and professional development.

Periodically, Cabinet members participate in an in-depth assessment to determine continued effectiveness as a senior officer of the institution. This assessment may involve a third-party consulting partner, comprehensive multi-source feedback, metrics for strategic leadership, discussion/coaching, opportunities for improvement. This process is intended to capture a much broader profile of the Cabinet member than the standard annual review. WKU engaged with a consultant for [calendar 2018](#) to complete this process.

Redacted annual evaluations are available here:

	CY2017	CY2018	FY2019-20
Acting Provost and Vice President for Academic Affairs	David Lee	Terry Ballman	Cheryl Stevens
Executive Vice President for Strategy, Operations and Finance ( <i>position title changed from Senior Vice President for Finance and Administration in 2019</i> )	Ann Mead	Ann Mead	Susan Howarth
Vice President for Enrollment and Student Experience ( <i>position title changed from Vice President for Student Affairs in 2019</i> )	Brian Kuster	Brian Kuster	Brian Kuster <i>retired in spring 2020-no review</i>
Vice President for Philanthropy and Alumni Engagement ( <i>position title changed from Vice President for Development and Alumni Relations in 2019</i> )	Marc Archambault	John Paul Blair	Amanda Trabue
Assistant Vice President for Student Life, Dean of Students	Lynne Holland <i>supervisor did not evaluate in CY 2017</i>	Lynne Holland	Lynne Holland
Chief Facilities Officer	Bryan Russell	Bryan Russell	Bryan Russell
Director of Intercollegiate Athletics	Todd Stewart	Todd Stewart	Todd Stewart
General Counsel	Deborah Wilkins	Deborah Wilkins	Deborah Wilkins <i>counsel stepped down in 2020-no review</i>

Please note: In November 2020, President Caboni added four positions/members to the Cabinet: Mr. Michael Crowe, Director of Student Conduct and Co-chief Diversity Officer; Dr. Molly Kerby, Asst. Provost of Institutional Effectiveness and Co-chief Diversity Officer; Dr. Ranjit Koodali, Associate Provost for Research and Graduate Education; Dr. Bruce Schulte, Associate Vice President for Strategy, Performance, and Accountability. They will be reviewed in future annual evaluations.

### Annual Evaluation of Academic Deans

Academic Deans are evaluated annually by the Provost and Vice President for Academic Affairs, following the established process as described by Human Resources. The established process is intended to evaluate general leadership skills, talent management, collegiate strategic objectives, and the collective success of the Division of Academic Affairs.

In spring/summer 2020, WKU involved a third-party consultant to provide a more [extensive formative review of deans](#). Each dean was evaluated by the other deans, direct reports, the respective supervisor, and relevant colleagues on campus in the areas of people leadership, strategic leadership, innovation, diversity and inclusion,

fiscal leadership, and student-centeredness. Using the 360 Review and a self-evaluation that articulated each dean’s accomplishments from last year and goals for next year, the Provost wrote the annual reviews.

As noted above, annual evaluations for CY 2018 and FY18-19 were [not conducted according to traditional policy or practice](#) or with centralized collection of documents

Redacted annual evaluations are available below:

	CY2017	CY2018	FY2019-20
Dean, College of Education and Behavioral Sciences	Sam Evans	Corinne Murphy	Corinne Murphy
Dean, College of Health and Human Services	Neal Chumbler	Dennis George	Tania Basta
Dean, Gordon Ford College of Business	Jeff Katz	Cathy Carey	Chris Shook
Dean, Ogden College of Science and Engineering	Cheryl Stevens	Cheryl Stevens	Greg Arbuckle
Dean, Potter College of Arts and Letters	Larry Snyder	Larry Snyder	Larry Snyder
Dean, University Libraries	Susann deVries	Susann deVries	Susann deVries

### Annual Evaluation of Academic and Administrative Officers

WKU maintains a systematic process for the annual evaluation and assessment of academic and administrative officers. The process allows for discussion and feedback around established objectives and opportunities for professional growth and development.

As noted above, annual evaluations for CY 2018 and FY18-19 were [not conducted according to traditional policy or practice](#) or with centralized collection of documents.

Redacted annual evaluations are available below:

	CY2017	CY2018	FY2019-20
Associate Provost for Faculty and Academic Excellence (position title changed from Vice Provost in 2019)	Rich Miller	Rich Miller	Rob Hale
Associate VP for Academic Budgets and Administration	Ladonna Hunton	Ladonna Hunton	Ladonna Hunton
Associate VP for Extended Learning and Outreach	Beth Laves	Beth Laves	Beth Laves
Associate Provost for Global Learning and International Affairs (position title changed from Chief International Officer in 2018)	Craig Cobane	John Sunnygard	John Sunnygard
Associate Provost for Research and Graduate Education	Cheryl Davis	Cheryl Davis	Cheryl Davis <i>retired at end of review period</i>

	CY2017	CY2018	FY2019-20
Assistant Provost for Institutional Effectiveness and Co-Chief Diversity Officer (position title changed from Associate Vice President for Enrichment & Effectiveness)	<a href="#">Doug McElroy</a>	<a href="#">Doug McElroy</a>	Molly Kerby <i>in role less than a year, no eval</i>
Registrar	<a href="#">Tiffany Robinson</a>	<a href="#">Rheanna Plemons (interim)</a>	<a href="#">Jennifer Hammonds</a>
Director, Institutional Research	<a href="#">Tuesdi Helbig</a>	<a href="#">Tuesdi Helbig</a>	<a href="#">Tuesdi Helbig</a>
Director, Center for Innovative Teaching and Learning	<a href="#">Jerry Daday</a>	<a href="#">Marko Dumancic</a>	<a href="#">Marko Dumancic</a>
Special Assistant to the Provost (position title changed from Associate Vice President for Program Development in 2018)	<a href="#">Sylvia Gaiko</a>	<a href="#">Merrall Price</a>	<a href="#">Rheanna Plemons</a>

### Supporting Documents

[Human Resources Policy 4.2204 – Recruitment and Selection of Faculty and Staff](#)

[Academic Affairs Policy 1.5031 – Selection, Appointment, Evaluation and](#)

[Reassignment of Deans](#)

[Interview Exchange Hiring Process - Management of Application Materials](#)

[Employment at WKU Webpage](#)

[WKU Policy 4.2051 – Background Investigations](#)

### President's Cabinet Webpage:

<a href="#">Click name for resume</a>	<a href="#">Click title for job description.</a>
<a href="#">Dr. Timothy C. Caboni</a>	<a href="#">President</a>
<a href="#">Dr. Cheryl L. Stevens</a>	<a href="#">Acting Provost and Vice President for Academic Affairs</a>
<a href="#">Ms. Susan Howarth</a>	<a href="#">Executive Vice President for Strategy, Operations and Finance</a>
<a href="#">Dr. Ethan Logan</a>	<a href="#">Vice President for Enrollment and Student Experience</a>
<a href="#">Ms. Amanda Trabue</a>	<a href="#">Vice President for Philanthropy and Alumni Engagement</a>
<a href="#">Dr. Lynne Holland</a>	<a href="#">Assistant Vice President for Student Life, Dean of Students</a>
<a href="#">Mr. Bryan B. Russell</a>	<a href="#">Chief Facilities Officer</a>
<a href="#">Mr. Todd Stewart</a>	<a href="#">Director of Intercollegiate Athletics</a>
<a href="#">Ms. Andrea Anderson</a>	<a href="#">General Counsel</a>
<a href="#">Mr. Michael Crowe</a>	<a href="#">Director of Student Conduct and Co-chief Diversity Officer</a>
<a href="#">Dr. Ranjit Koodali</a>	<a href="#">Associate Provost for Research and Graduate Education</a>
<a href="#">Dr. Molly Kerby</a>	<a href="#">Asst. Provost of Institutional Effectiveness and Co-chief Diversity Officer</a>
<a href="#">Dr. Bruce Schulte</a>	<a href="#">Associate Vice President for Strategy, Performance, and Accountability</a>



Council of Academic Deans (CAD):

<a href="#">Click name for resume</a>	<a href="#">Click title for job description.</a>
<a href="#">Dr. Corinne Murphy</a>	<a href="#">Dean, College of Education and Behavioral Sciences</a>
<a href="#">Dr. Tania Basta</a>	<a href="#">Dean, College of Health and Human Services</a>
<a href="#">Dr. Christopher Shook</a>	<a href="#">Dean, Gordon Ford College of Business</a>
<a href="#">Dr. Greg Arbuckle</a>	<a href="#">Interim Dean, Ogden College of Science and Engineering</a>
<a href="#">Dr. Lawrence Snyder</a>	<a href="#">Dean, Potter College of Arts and Letters</a>
<a href="#">Ms. Susann deVries</a>	<a href="#">Dean, University Libraries</a>

Academic Affairs' Executive Team:

<a href="#">Click name for resume</a>	<a href="#">Click title for job description.</a>
<a href="#">Dr. Rob Hale</a>	<a href="#">Associate Provost for Faculty and Academic Excellence</a>
<a href="#">Dr. Ladonna Hunton</a>	<a href="#">Associate Vice President for Academic Budgets and Administration</a>
<a href="#">Dr. Beth Laves</a>	<a href="#">Associate Vice President for Extended Learning and Outreach</a>
<a href="#">Mr. John Sunnnygard</a>	<a href="#">Associate Provost for Global Learning and International Affairs</a>
<a href="#">Dr. Ranjit T. Koodali</a>	<a href="#">Associate Provost for Research and Graduate Education</a>
<a href="#">Dr. Molly Kerby</a>	<a href="#">Assistant Provost for Institutional Effectiveness &amp; Co-Chief Diversity Officer</a>
<a href="#">Ms. Jennifer Hammonds</a>	<a href="#">Registrar</a>
<a href="#">Dr. Tuesdi Helbig</a>	<a href="#">Director, Institutional Research</a>
<a href="#">Dr. Marko Dumancic</a>	<a href="#">Director, Center for Innovative Teaching and Learning</a>
<a href="#">Dr. Rheanna Plemons</a>	<a href="#">Special Assistant to the Provost</a>

Performance Development – Major Redesign of Performance Management Systems  
 Annual Evaluations for CY 2018 and FY18-19 Were not Conducted According to  
 Traditional Policy or Practice  
 Cabinet Performance Review 2018

Redacted annual evaluations are available below:

	CY2017	CY2018	FY2019-20
Acting Provost and Vice President for Academic Affairs	<a href="#">David Lee</a>	<a href="#">Terry Ballman</a>	<a href="#">Cheryl Stevens</a>
Executive Vice President for Strategy, Operations and Finance ( <i>position title changed from Executive Vice President for Finance and Administration in 2019</i> )	<a href="#">Ann Mead</a>	<a href="#">Ann Mead</a>	<a href="#">Susan Howarth</a>
Vice President for Enrollment and Student Experience ( <i>position title changed from Vice President for Student Affairs in 2019</i> )	<a href="#">Brian Kuster</a>	<a href="#">Brian Kuster</a>	<a href="#">Brian Kuster retired in spring 2020-no review</a>



	CY2017	CY2018	FY2019-20
Vice President for Philanthropy and Alumni Engagement ( <i>position title changed from Vice President for Development and Alumni Relations in 2019</i> )	Marc Archambault	John Paul Blair	Amanda Trabue
Assistant Vice President for Student Life, Dean of Students	Lynne Holland <i>supervisor did not evaluate in CY 2017</i>	Lynne Holland	Lynne Holland
Chief Facilities Officer	Bryan Russell	Bryan Russell	Bryan Russell
Director of Intercollegiate Athletics	Todd Stewart	Todd Stewart	Todd Stewart
General Counsel	Deborah Wilkins	Deborah Wilkins	Deborah Wilkins <i>counsel stepped down in 2020- no review</i>

Deans Performance Eval (Extensive Formative Review of Deans)  
Annual Evaluations for CY 2018 and FY18-19 Were not Conducted According to  
Traditional Policy or Practice

Redacted annual evaluations are available below:

	CY2017	CY2018	FY2019-20
Dean, College of Education and Behavioral Sciences	Sam Evans	Corinne Murphy	Corinne Murphy
Dean, College of Health and Human Services	Neal Chumbler	Dennis George	Tania Basta
Dean, Gordon Ford College of Business	Jeff Katz	Cathy Carey	Chris Shook
Dean, Ogden College of Science and Engineering	Cheryl Stevens	Cheryl Stevens	Greg Arbuckle
Dean, Potter College of Arts and Letters	Larry Snyder	Larry Snyder	Larry Snyder
Dean, University Libraries	Susann deVries	Susann deVries	Susann deVries

Annual Evaluations for CY 2018 and FY18-19 Were not Conducted According to  
Traditional Policy or Practice

Redacted annual evaluations are available below:

	CY2017	CY2018	FY2019-20
Associate Provost for Faculty and Academic Excellence ( <i>position title changed from Vice Provost in 2019</i> )	Rich Miller	Rich Miller	Rob Hale
Associate VP for Academic Budgets and Administration	Ladonna Hunton	Ladonna Hunton	Ladonna Hunton

	CY2017	CY2018	FY2019-20
Associate VP for Extended Learning and Outreach	Beth Laves	Beth Laves	Beth Laves
Associate Provost for Global Learning and International Affairs (position title changed from Chief International Officer in 2018)	Craig Cobane	John Sunnygard	John Sunnygard
Associate Provost for Research and Graduate Education	Cheryl Davis	Cheryl Davis	Cheryl Davis <i>retired at end of review period</i>
Assistant Provost for Institutional Effectiveness and Co-Chief Diversity Officer (position title changed from Associate Vice President for Enrichment & Effectiveness)	Doug McElroy	Doug McElroy	Molly Kerby <i>in role less than a year, no eval</i>
Registrar	Tiffany Robinson	Rheanna Plemons (interim)	Jennifer Hammonds
Director, Institutional Research	Tuesdi Helbig	Tuesdi Helbig	Tuesdi Helbig
Director, Center for Innovative Teaching and Learning	Jerry Daday	Marko Dumancic	Marko Dumancic
Special Assistant to the Provost (position title changed from Associate Vice President for Program Development in 2018)	Sylvia Gaiko	Merrall Price	Rheanna Plemons

**6.1 The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution (*Full-time faculty*) [CR]**

**X** **Compliance**         **Non-Compliance**

The WKU [mission](#) statement specifies that the university “prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.” Goal 3 to support “Our Hill” in the institutional strategic plan, [Climbing to Greater Heights](#) is to “Increase faculty participation in programs offered through the Center for Innovative Teaching and Learning to build a culture of innovation through the use of current and emerging instructional technologies, and create specific programming to enhance teaching and active learning.” Goal 4 to support “Our Hill” is to “incentivize and support creative activities that support student learning, expand university outreach and service, and bolster the regional economy.” These key goals can be accomplished only by attracting, supporting, and retaining an excellent faculty. WKU faculty engage in creative activity and diverse scholarship, including basic and applied research that expands knowledge, improves instruction, increases learning, and provides service to the state and the nation. The University employs an adequate number of competent full-time and part-time faculty members and graduate teaching assistants in order to fulfill the core academic mission of the institution.

**Definitions**

WKU uses the following definitions:

**Full-time Faculty:** Employees of WKU who teach and assume other academic responsibilities commensurate with the mission and goals of the University. These full-time faculty members are expected to demonstrate competence in their discipline, the ability to impart knowledge through effective teaching, and to engage in research/creative endeavors.

**Part-time Faculty:** A special appointment for qualified individuals who are employed on a part-time basis to teach University classes.

**Student/Faculty Ratio:** Ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time).

**Program Full-Time Equivalent Faculty (FTEF):** Program FTEF is calculated using non-general education courses in the major department taught to majors within the department. The sum of applicable credit hours taught by an instructor during fall and spring terms is then divided by 21 (4:3 typical load) for undergraduate programs, 18 (3:3 typical load) for Master’s programs, and 15 (typical 3:2 load) for doctoral programs.

**Overall FTEF:** Full-time Equivalent Instructional faculty (full time plus 1/3 part time).

**Clinical Faculty:** A continuing, non-tenure-eligible faculty member whose primary responsibilities include teaching and supervision of students in a practice setting; scholarship undertaken is generally assumed to be oriented toward scholarship of application.

**Pedagogical Faculty:** A full-time, tenure-eligible, faculty member engaged primarily in instructional activities. Pedagogical faculty members are expected to bring a high level of conceptual and theoretical ideas to their instructional tasks and to have innovative skills sets that enhance the intellectual development of their colleagues and the students with whom they interact.

**Research Faculty:** A continuing, non-tenure-eligible faculty position that is externally funded and self-supporting. A research faculty member is engaged primarily in a program of research, creative activity and/or outreach. Research faculty are expected to bring a high level of conceptual and theoretical ideas to the tasks at hand and have innovative skill sets that enhance the intellectual development of their colleagues.

**Graduate Assistant Instructors:** A graduate student who has the teaching assignment in which s/he independently presents the course materials, whether in a classroom or laboratory setting, and who has the primary responsibility for assessing the performance of students in the course content areas. Graduate students who serve as teachers of record, typically for [lower division courses](#).

**Lecturer:** Lecturer appointment may occur when the search for a tenure-eligible faculty position results in the hire of an individual with the status of All But Dissertation (ABD) or the equivalent for the discipline. These non-tenure-eligible appointments are made for one year, renewable annually up to a maximum term of three years.

**Special Faculty Appointment:** The Special Appointments section of the Faculty Handbook, also defines appointments, such as [Visiting Professor](#), [Appointee in Residence](#), [Adjunct](#), and [Transitional Retiree](#).

## Organizational Structure

WKU offers degree programs at the associate, baccalaureate, master's, specialist, and doctoral levels along with undergraduate and graduate certificates. WKU is home to five academic colleges along with the Mahurin Honors College and the Graduate School. Academic colleges include the College of Education and Behavioral Sciences, Ogden College of Science & Engineering, Potter College of Arts & Letters, Gordon Ford College of Business, and the College of Health and Human Services. These colleges house academic departments and schools. Deans lead colleges, department

heads/chairs/directors guide departments and schools, and academic programs are overseen by program coordinators. Per [WKU Policy 1.5041](#), “the term department head/chair refers to the leader of an academic unit that awards academic credentials” and “includes directors of schools, etc.” Academic programs are primarily housed within departments and schools, while some interdisciplinary programs are housed at the college level. As depicted in the [organizational chart](#) for Academic Affairs, deans report to the Provost and Vice President for Academic Affairs, who reports to the President.

## Responsibilities and Appointments

Faculty member [responsibilities](#) include instruction; scholarly activities including research and creative endeavors; student consultation and advising; assisting in the administration of the work of the department or college; service on department, college, or University committees; representing the University in a service or consultative role to schools, governmental, or outside agencies; and other duties incidental to the above or as assigned by the head of the department, dean of the college, Provost, or the President. The [clinical](#) and [pedagogical](#) ranks are relatively new, and designed to contribute to WKU's mission of teaching and outreach. The responsibilities for these faculty positions are described in the respective policies. The [research](#) faculty rank is designed to support the research arm of the WKU mission; the responsibilities are included in the policy. The specific [workload](#), including teaching load, for each faculty member is established annually through consultation with the department head/chair, per the [Faculty Handbook](#) and the [Faculty Workload and Compensation](#) policy. Workload examples from various departments demonstrate variations in load based on faculty ranks and/or departmental need.

Appointments are made using a systematic process for recruiting, selection, and the hiring of qualified faculty. Guidelines for recruiting and selection are outlined in [WKU Policy 4.2204](#). The credentials required to teach graduate and post-baccalaureate courses, baccalaureate-level and associate-level courses are documented in [WKU Policy 1.1112](#). The Office of Equal Opportunity and Employment provides guidelines to ensure a fair process throughout, while the Office of the Provost provides final approvals. A diverse faculty body is also important as stated in the [Western Kentucky University Campus-Wide Diversity, Equity, and Inclusion Plan](#), referenced in the [WKU Strategic Plan](#), and identified in the [Kentucky Council on Postsecondary Education strategic agenda](#).

Part-time faculty are employed to [provide instruction](#) in specific courses to support the need that cannot be met through the regular faculty, especially in periods of transitions created by shifts in enrollments or budgets. When enrollment or other circumstances necessitate a part-time appointment, the [policy on part-time qualifications \(1.1121\)](#) guides the hiring process. An appointment is recommended only after departmental needs are verified, adequate budgetary resources are identified, and credentials are verified. The [Special Instructional Assignment form](#) is used in the hiring of the part-time faculty. First-time, part-time faculty members must have an approved [credential form](#) on file in the Office of the Provost before employment begins. The Faculty Handbook

provides information on workload and instructional standards regarding responsibilities for part-time faculty. The [Faculty Transitional Retirement](#) program provides the opportunities for some interested faculty to teach part-time after retirement.

Another part-time faculty appointment is the [Graduate Assistant Instructor \(GAI\)](#). The requirements for graduate assistant instructor positions are outlined on [WKU's Graduate School website](#). In addition, GAI's are required to complete a [training program](#) to develop teaching skills and a better understanding of faculty responsibilities, while the faculty mentor provides additional guidance throughout the semester.

The [Part-Time Faculty Resources page](#) directs appointees to important campus services and resources to support their instructional responsibilities, and the [Guide for Part-Time Faculty](#) provides additional information regarding part-time faculty employment. Additional [professional development opportunities](#) offered through the [Center for Innovative Teaching and Learning \(CITL\)](#) support the teaching and learning mission of WKU, and there is a [special set of resources from CITL for part-timers](#). The [Office of Research and Creative Activity \(ORCA\)](#) supports the research, service, creative and other scholarly goals and endeavors of WKU. Academic Affairs maintains a complete list of [policies](#) related to faculty appointments and responsibilities.

[Overload](#) assignments to cover unexpected temporary shortfalls in teaching capacity are guided by [policy](#) (e.g., sickness, sabbatical leave). During AY 2019-20, a total of 75 course sections were taught in overload status; this number represents approximately 1.0% of the 7,146 sections taught throughout the year (Fall and Spring semesters). Thus, approximately 99% of the course sections taught were within normal faculty workload.

[Academic Freedom](#) is an important consideration for all faculty appointments with respect to teaching, research, and service. The Faculty Handbook indicates that "(1) faculty members are entitled to freedom in the classroom in discussing their disciplines and in selecting teaching aids and library materials; (2) faculty members are entitled in their areas of specialization to freedom in research and investigation and in the publication of results; and (3) faculty members are entitled to freedom in participating as responsible citizens in community affairs."

## Faculty Demographics

In 2019, [WKU employed](#) 681 full-time and 370 part-time faculty for an FTEF of 804 (Full-time faculty + 1/3 part-time faculty); 42 of the 370 part-time faculty members were formerly full-time faculty members who transitioned into partial retirement status. Three-quarters of full-time faculty were tenure-eligible. Over 60% of all full-time faculty members were at the associate professor level or above.

WKU's fall 2019 full-time faculty numbers are summarized below and in the [WKU Fact Book](#):

Rank	Number	% Tenured	% Holding Terminal Degree
Professor	193	100	97
Associate Professor	207	98	88
Assistant Professor	120	6	79
Clinical Associate Professor	7	0	57
Clinical Assistant Professor	5	0	20
Pedagogical Associate Professor	2	100	100
Pedagogical Assistant Professor	9	0	56
Instructor I	78	0	21
Instructor II	43	0	26
Other*	17	0	65
<b>Total</b>	<b>681</b>	<b>59</b>	<b>76</b>

\*Other includes Post-Doctoral Researcher, Lecturer, and Visiting Faculty.

The number of tenured faculty increased slightly from 398 to 405 (+2%) over the past five years. The number of faculty holding the rank of Professor increased 18%, from 163 to 193, while those holding the rank of Associate Professor decreased by 9% from 238 to 216. In addition, of the 681 full-time faculty, 515 (76%) of them have earned a terminal degree.

As mentioned above, part-time faculty are employed to provide instruction in specific courses to support the need that cannot be met through the regular faculty, especially in periods of transitions created by shifts in enrollments or budgets. Of the [370 part-time faculty](#) in Fall 2019, 328 were part-time temporary faculty, while 42 were transitional retirees. In addition, there were 31 Graduate Assistant Instructors assigned to a course in Fall 2019.

To teach courses for graduate credit and/or to serve on a graduate advisory committee, an individual must hold an appointment on the graduate faculty. [Appointments](#) to the graduate faculty are recommended by the department head or program coordinator, reviewed and approved by the College Dean, and then approved by the Graduate Dean (title changed to Assoc. Provost for Research and Graduate Education in 2020). All members of the [Graduate Faculty](#) are reviewed on a regular basis in accordance with the [WKU Faculty Handbook](#). The below breakdown of graduate faculty by college demonstrates a sufficient number to meet the needs of our [graduate students](#):

	Arts & Letters	Business	Education & Behavioral Sciences	Health & Human Services	Science & Engineering	Total
Number of Graduate Faculty Fall 2019	139	46	101	146	152	584



A fall 2019 snapshot showed that 74.7% of WKU's classes were taught by full-time faculty members; 24.5% were taught by the part-time faculty, and graduate assistant instructors were instructors of record for 0.8%. Full-time faculty taught 75.6% of total student credit hours. Faculty with terminal degrees taught 71% of discipline course hours for baccalaureate majors and 90% of graduate courses.

### Adequate Faculty—Student/Faculty Ratio

Our current [student/faculty ratio](#) (based on full-time equivalent numbers calculated as full-time plus 1/3 part-time, for both students and faculty) is approximately 18:1, where it has been for the past five years. WKU is comparable to our [benchmark institutions](#) in this regard: our student/faculty ratio is just above the median (17:1) for our 18 benchmarks. The [benchmark report](#) includes numbers of full-time faculty and student enrollments, along with the student/faculty ratio.

From 2015 to 2019, WKU's total [student headcount](#) decreased by 9.4%, from 20,068 to 18,183. During that same five-year period, WKU decreased the number of [full-time faculty](#) by 12.2%, from 776 to 681, and the number of [part-time faculty](#) decreased by 12.1%, from 421 to 370. A decline in student enrollment began prior to 2015. Between 2010 and 2019, student enrollments and faculty numbers both showed patterns of increase followed by decreases. When reviewing data over this ten-year span, WKU's total student headcount decreased by a greater proportion than did the number of full-time faculty. From 2010 to 2019, total [student headcount](#) decreased by 13%, from 20,903 to 18,183, while the number of full-time [faculty](#) decreased by 8.8%, from 747 to 681, and the number of part-time faculty decreased by 14%, from 430 to 370. With the greater proportional decrease in students, as compared to faculty, the student to faculty ratio decreased from [19:1](#) in 2010 to 18:1 in 2019.

The percent of part-time faculty remained relatively constant, as 35% of faculty were part-time in fall 2019 and 2015, and 36.5% were part-time ten years ago. In fall 2019, full-time faculty taught 74.7% of WKU's classes and 75.6% of total student credit hours. Also in fall 2019, the distribution of [student credit hour](#) production by college remained quite consistent with the percent of [full-time faculty](#) by college.

### Maintaining and Determining Sufficient Faculty

WKU is committed to maintaining a faculty of sufficient ability and number to maintain the high quality of our academic programs to support the mission. Economic shortfalls and resulting decreases in state funding for higher education over the past few years have challenged our capacity to balance enrollment decline with faculty positions. The following table illustrates the high of funding in real dollars for FY16 that has not been regained.

FY 16	FY 17	FY 18	FY 19	FY 20
\$69,722, 600	\$66,305, 100	\$69, 081, 000	\$68,951,200	\$68,225,600



Despite the limited funding, we have striven to make strategic decisions to prioritize full-time faculty lines.

The number of full-time and part-time faculty members needed to provide effective teaching, scholarly and/or creative activity, academic advisement, and adequate attention to student engagement was determined in an annual staffing plan process until 2016-17. At that time, the annual staffing process [included](#) two phases. In Phase I, colleges submitted prioritized requests related to current budgeted faculty vacancies. The Provost approved Phase I requests amounting to up to 75% of the available funding in the vacant position lines in each college. Phase II staffing plan requests included a brief narrative description of college enrollment trends, new program opportunities, and a prioritized listing of needs including tenure-eligible faculty, instructors, part-time faculty, and graduate assistants. During Phase II, deans collaborated to allocate the available funds to restore lines left vacant after Phase I to staff needs across disciplines, address university priorities, and/or provide salary increases for existing faculty lines. For example, new “strategic” positions that were approved included a Pedagogical Assistant Professor in Accounting to meet accreditation standards, an Instructor I and faculty administrator increment to support the Chinese Flagship program, and an Instructor I for Engineering to help meet enrollment demands.

With the arrival of a new president in 2017-18 and significant budget challenges related to enrollment declines and diminishing state funding, WKU paused most faculty hiring and instituted a new, more rigorous process that not only required initiation of staffing requests by department heads and approval by individual deans, but also ultimate approval by a special [Personnel Actions Approval Committee \(PAAC\)](#) comprised of the Provost’s designee, University Counsel, and Director of Human Resources. Ultimately, the Executive Vice President for Finance and Administration had final approval.

In this process, units were required to document the “critical need” of the positions to mission and key university priorities by insuring they met these criteria:

1. Not filling the position will take the University out of compliance with external regulatory requirements or accreditation standards.
2. The work of this position is essential to the University’s capacity to:
  - a. Implement specific strategic and/or defined goals or initiatives
  - b. Reorganize in a way that results in net on-going cost savings
  - c. Improve recruitment and retention of students
  - d. To address essential services and functions

Along with the creation of the PAAC process, WKU charged the WKU Budget Council to propose a [Budget Restructuring Plan](#) that led to a significant [Reduction in Force \(RIF\)](#) for faculty and staff positions where just over 33 faculty positions and 114 staff positions were eliminated. The Budget Council based recommendations for staffing reductions on program enrollments and FTE at benchmark schools. One college (University College)

was dissolved, and departments and faculty were absorbed into other colleges and departments. As noted above, despite the obvious difficult nature of this process, WKU's enrollment has decreased by 9.4% from 2015-2019: Similarly, the RIF influenced the decrease of full-time faculty staffing by 12.2% over the same period (776 full-time faculty in 2015; 681 in 2019). Student to faculty ratio has remained steady at 18:1 between 2015 and 2019.

In 2019-20, WKU ceased operating with the PAAC Committee. Department heads still initiated requests, and then deans approved or held requests; the Provost and the Executive Vice President for Strategy, Operations and Finance had final approval for staffing requests.

While section 6.2.b will address WKU's staffing within programs in detail, it is worth noting here that WKU engaged in a staggered [Academic Program Review Process](#) from 2015-18 for select programs and a [Comprehensive Academic Program Evaluation](#) in 2018-19. Part of these processes examined WKU's portfolio of programs to ensure that an overall adequate number of faculty were in place to serve the student body.

## Supporting Documents

[WKU Mission, Purpose, and Core Values](#)

[Climbing to Greater Heights: The WKU Strategic Plan 2018-2028](#)

[Full-time Faculty Definition](#)

[Part-time Faculty Definition](#)

[Student/Faculty Ratio Definition](#)

[Overall Full-Time Equivalent Instructional Faculty \(FTEF Definition](#)

[Clinical Faculty Definition](#)

[Pedagogical Faculty Definition](#)

[Research Faculty Definition](#)

[WKU Policy 1.1130 Graduate Assistant Instructors Credentials, Supervision, and Evaluation](#)

[Graduate Assistant Instructors Definition](#)

[Lecturer Definition](#)

[Visiting Professor Definition](#)

[Appointee in Residence Definition](#)

[Adjunct Definition](#)

[Transitional Retiree Definition](#)

[WKU Policy 1.5041 – Selection, Appointment, and Reassignment of Department Heads/Chairs](#)

[Organizational Chart](#)

[Faculty Member Responsibilities](#)

[WKU Policy 1.1980 – Clinical Track Faculty](#)

[WKU Policy 1.1962 / 2.2102 – Research Track Faculty](#)

[Workload Examples](#)

[WKU Policy 1.2092 / 2.2092 – Faculty Workload and Compensation Policy](#)

[WKU Policy 4.2204 – Recruitment and Employment of Faculty and Staff](#)  
[WKU Policy 1.1112 – Evaluation of Faculty Credentials](#)  
[Western Kentucky University Campus-Wide Diversity, Equity, and Inclusion Plan](#)  
[WKU Strategic Plan – Diversity, Equity, and Inclusion](#)  
[Kentucky Council on Postsecondary Education Strategic Agenda](#)  
[WKU Policy 1.1121 – Part-Time Temporary Faculty Qualifications](#)  
[Special Instructional Assignment Form](#)  
[Credential Form for Part-Time and Temporary Faculty](#)  
[WKU's Graduate School Website](#)  
[Center Innovative Teaching and Learning \(CITL\) – Training Program](#)  
[Part-Time Faculty Resources](#)  
[Guide for Part-Time Faculty](#)  
[Professional Development Opportunities](#)  
[Center for Innovative Teaching and Learning \(CITL\) Webpage](#)  
[CITL Resources for Part-Timers](#)  
[Office of Research and Creative Activity \(ORCA\) Webpage](#)  
[Academic Affairs Policies](#)  
[Overload Definition](#)  
[WKU Employee Demographics – Fact Book](#)  
[WKU Fact Book](#)  
[Graduate Faculty Appointments](#)  
[Graduate Faculty Listing](#)  
[WKU Faculty Handbook – Graduate Faculty](#)  
[Graduate Student Enrollment](#)  
[Current Student/Faculty Ratio](#)  
[Student/Faculty Ratio 2011 Factbook](#)  
[Student Headcount](#)  
[Full-Time Faculty](#)  
[Student Headcount](#)  
[Faculty Demographics](#)  
[Benchmark Report](#)  
[Student Credit Hour Production](#)  
[Staffing Plan Guidelines](#)  
[Personnel Actions Approval Committee \(PAAC\)](#)  
[Budget Restructuring Plan](#)  
[Reduction in Force \(RIF\)](#)  
[WKU Policy 1.4021 – Academic Program Review](#)  
[Comprehensive Academic Program Evaluation Webpage](#)

6.2.b. For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (*Program faculty*)

Compliance     Non-Compliance

Western Kentucky University employs a sufficient number of faculty to ensure program quality, integrity, and review.

WKU uses the following definitions:

**Full-time Faculty:** Employees of WKU who teach and assume other academic responsibilities commensurate with the mission and goals of the University. These full-time faculty members are expected to demonstrate competence in their discipline, the ability to impart knowledge through effective teaching, and to engage in research/creative endeavors.

**Part-time Faculty:** A special appointment for qualified individuals who are employed on a part-time basis to teach University classes.

**Student/Faculty Ratio:** Ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time).  
**Program FTEF:** Program FTEF is calculated using non-general education courses in the major department taught to majors within the department. The sum of applicable credit hours taught by an instructor during fall and spring terms is then divided by 21 (4:3 typical load) for undergraduate programs, 18 (3:3 typical load) for master's programs, and 15 (typical 3:2 load) for doctoral programs.

**Program Full-Time Equivalent Faculty (FTEF):** Program FTEF is calculated using non-general education courses in the major department taught to majors within the department. The sum of applicable credit hours taught by an instructor during fall and spring terms is then divided by 21 (4:3 typical load) for undergraduate programs, 18 (3:3 typical load) for Master's programs, and 15 (typical 3:2 load) for doctoral programs.

**Overall FTEF:** Full-time Equivalent Instructional Faculty (full-time plus 1/3 part time).

### **Organizational Structure of Academic Units, Programs, and Processes**

Western Kentucky University has processes and policies that guide the oversight of academic programs. WKU faculty have primary responsibility for the curriculum. Regardless of location or mode of delivery, all academic programs and courses are initiated by the faculty and approved through the faculty governance process and the

WKU administration in compliance with the Faculty Senate Charter. As stated in the [Faculty Handbook](#) and noted in [the Charter](#), the Faculty Senate "functions as the official representative voice of the faculty, advising and making recommendations to the President and Provost/Vice President for Academic Affairs concerning academic requirements and policies, faculty responsibilities and welfare, and any other matters of importance to the faculty."

WKU offers credentials in bachelor's degree programs; associate degree programs; graduate degree programs to include master's, specialist, and doctoral credentials; and undergraduate and graduate certificate programs. The [organizational structure](#) of academic units facilitates faculty participation in oversight of these programs. WKU is home to five academic colleges along with the Mahurin Honors College and the Graduate School. Academic colleges include the College of Education and Behavioral Sciences, Ogden College of Science & Engineering, Potter College of Arts & Letters, Gordon Ford College of Business, and the College of Health and Human Services. These colleges house 39 academic departments and schools. Deans lead colleges, department heads/chairs/directors guide departments and schools, and academic programs are overseen by program coordinators. Per [WKU Policy 1.5041](#), "the term department head/chair refers to the leader of an academic unit that awards academic credentials" and "includes directors of schools." Academic programs are primarily housed within departments and schools, while some interdisciplinary programs, such as the Master of Business Administration in the Gordon Ford College of Business, are housed at the college level. As stated in [WKU Policy 1.5051](#), an "academic program coordinator is a member of the academically qualified program faculty with primary responsibility for coordinating curriculum oversight, advising, and program review."

### **Role of Full-Time Faculty in Program Oversight and Responsibilities and Functions of Faculty**

Per the WKU Faculty Handbook, faculty members are "employees of WKU who teach and assume other academic responsibilities commensurate with the missions and goals of the University. Faculty members are expected to demonstrate competence in their discipline, the ability to impart knowledge through effective teaching, and to engage in research/creative endeavors." The institution's organizational structure enables faculty to engage in development, evaluation, review and revision of academic programs. Faculty members are involved in processes at the program/department, college, and university levels. Faculty involvement includes participation in the appropriate college curriculum committee, the Professional Education Council when the program leads to educator certification, the Graduate Council or the Undergraduate Curriculum committee, and the University Senate. Faculty are also involved with other reviews of academic programs. Service on these committees and performing other activities, such as advising students, support the quality and integrity of programs and contribute to the faculty workload.

While faculty have the primary responsibility for the university curriculum, the administration must review and approve all curricular changes to ensure compliance

with state and federal guidelines and certify that programs are financially feasible and aligned with the mission and vision of the university. As noted in the Faculty Senate Charter, the [Bylaws of the Board of Regents](#) of Western Kentucky University state that one of the “Duties and Responsibilities” of the board is: “To accept the spirit of academic freedom and shared governance as fundamental characteristics of University governance.” See [Standard 9.1](#) for details on WKU’s curricular process.

As noted in the [WKU Faculty Handbook](#), “components of the total workload of the faculty member are classroom and laboratory instruction; scholarly activities including research and creative endeavors; student consultation and advising; assisting in the administration of the work of the department or college; service on departmental, college or University committees; representing the University in a service or consultative role to schools, governmental or outside agencies; and other duties incidental to the above or as assigned by the head of the department, dean of the college, Provost, or the President. Faculty members will participate in the evening, weekend and/or regional instructional program(s) upon request of the department head.” Ultimately, the Faculty Handbook recognizes that “workload assignments for full-time faculty members are distributed across teaching, research/creative activities and service. The department head and college dean in accordance with the published guidelines/policies of the college determine specific individual assignments.” Thus, the mission expectations regarding teaching, research and public service are met, while supporting the quality and integrity of academic programs. The annual [workload](#) for each faculty member can reflect variations regarding teaching, service, or research to meet programmatic needs and potential expectations based on faculty rank. For example, a tenure-track [Pedagogical Assistant Professor](#) with primary responsibilities in instruction at the undergraduate level may have an increased teaching load and no research expectation as compared to a tenure-track Assistant Professor. [Workload examples](#) from various departments demonstrate differences in workload.

Programs offered through the [Center for Innovative Teaching and Learning \(CITL\)](#) support the teaching and learning mission of WKU. CITL collaborates with faculty to design content and courses that promote an active learning environment for students enrolled in traditional face-to-face instruction, flipped classrooms, blended/hybrid courses, and online courses and degree programs. CITL offers an extensive array of professional development [opportunities](#) centered on teaching effectiveness, student learning and engagement, and the use and assessment of high impact practices. Professional development includes opportunities that support online, hybrid, and face-to-face courses. CITL services are available to all full-time and part-time faculty. A focused [resource list](#) directed to part-time faculty exists. CITL also administers special training for [graduate assistants](#).

The [Office of Research and Creative Activity \(ORCA\)](#) supports the research, service, creative and other scholarly goals and endeavors of WKU. Within ORCA, the [Office of Sponsored Programs](#) assists faculty and staff in obtaining and administering external funds, and the [Office of Research Integrity](#) provides guidance in the protection of rights, welfare, and security of faculty, staff, students and supporting communities to ensure



compliance with federal, state, and local requirements. Programs offered through ORCA include the [Research and Creative Activities Program \(RCAP\)](#) to provide internal grant support to full-time faculty, the [Faculty Incentive Program](#) to assist with structuring of incentive payments for faculty linked with extramural sources, and additional programs to support student and faculty research and creative activities.

### Adequate Program Faculty

The number of full-time faculty at WKU is adequate to ensure the quality and integrity of its academic programs. As presented in Section 6.1, the number of tenured faculty increased slightly from 398 to 405 (2%) over the past five years. The number of faculty holding the rank of Professor increased 18%, from 163 to 193, while those holding the rank of Associate Professor decreased by 9% from 238 to 216. In addition, of the 681 full-time faculty, 515 (76%) of them have earned a terminal degree. Thus, terminally qualified and experienced faculty provided a significant component of the instruction for the 196 degree and certificate programs offered at WKU that had enrollments for Fall 2019. The WKU Fact Book also provides a breakdown of the university full-time faculty by college and department, as the [attached example](#) from the Potter College of Arts and Letters section demonstrates.

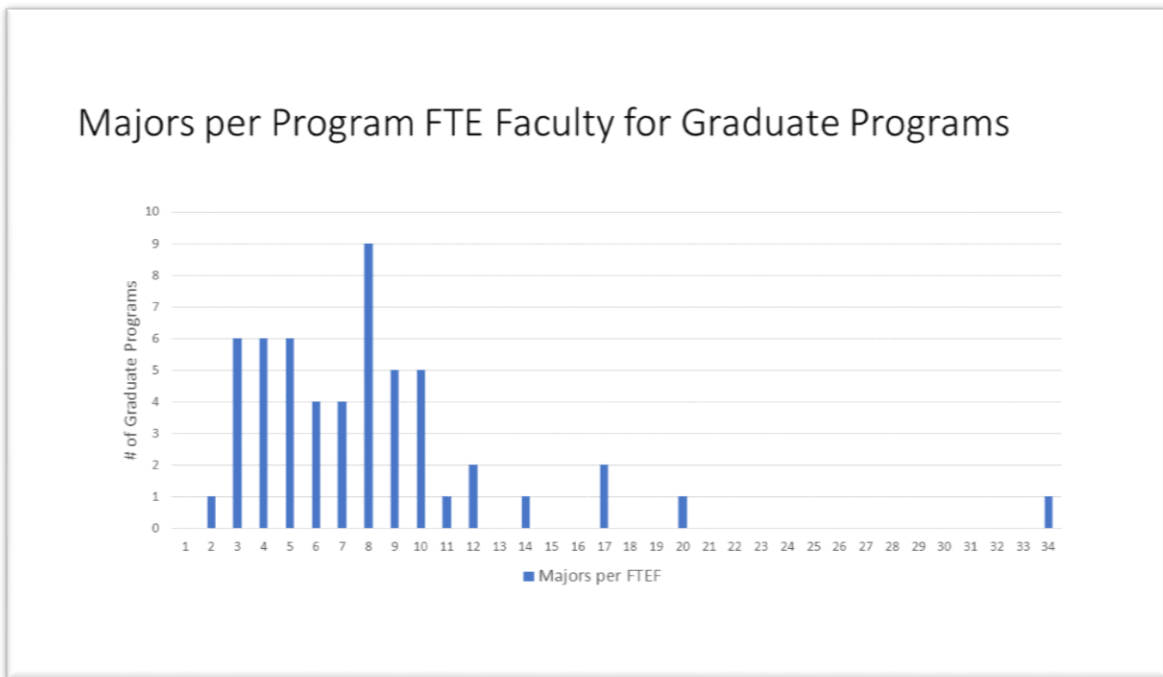
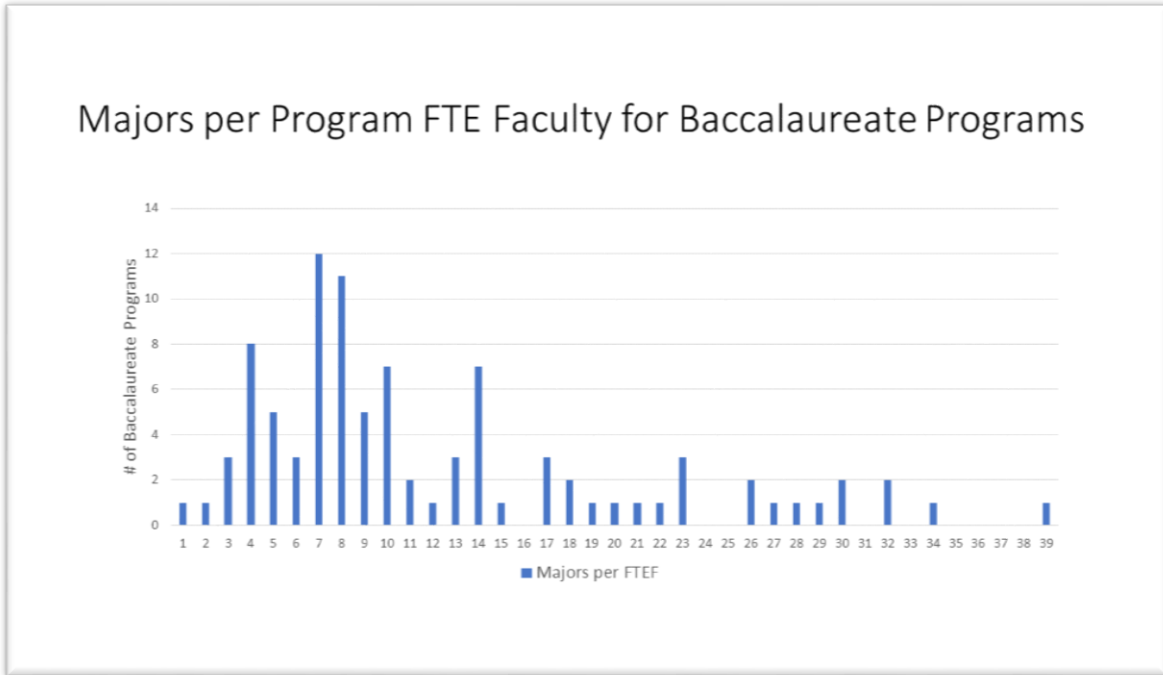
In fall 2019, full-time faculty taught 74.7% of WKU’s classes and 75.6% of total student credit hours. As demonstrated in the table below, the percentage of full-time faculty by college paralleled the distribution of [student credit hour](#) production by college in fall 2019. For example, the College of Arts & Letters had 30% of WKU’s full-time faculty and produced 30% of student credit hours. The College of Science & Engineering had 28% of WKU’s full-time faculty and produced 27% of student credit hours.

Fall 2019	Arts & Letters	Science & Engineering	Health & Human Services	Education & Behavioral Sciences	Business
Percent of Full-Time Faculty by College	30%	28%	22%	11%	9%
Student Credit Hour Production by College	30%	27%	19%	12%	12%

The [FTEF by Degree Type and Program report](#) shows the full-time, part-time, and total FTEF (Program FTEF) in each academic program for the 2019-20 academic year, as well as the fall 2019 majors in each program.

The figures below show the distribution of the number of academic programs within a given Majors per Program FTEF ratio. For example, in the undergraduate table, a total of 12 programs have an average of 7 majors/FTEF. Ignoring low and high outliers, for undergraduate programs the ratios range from a low of 1.9 to a high of 29.8, with a mean of 10.5; for graduate programs, the ratios range from 1.7 to 19.9, with a mean of

6.8. Only seven outliers (3.6%) have more than 30 majors per Program FTEF, and four (2%) have fewer than 1.5 majors per Program FTEF. The average program credit hours taught by full-time program faculty was almost 82% at the undergraduate level and over 84% at the graduate level.

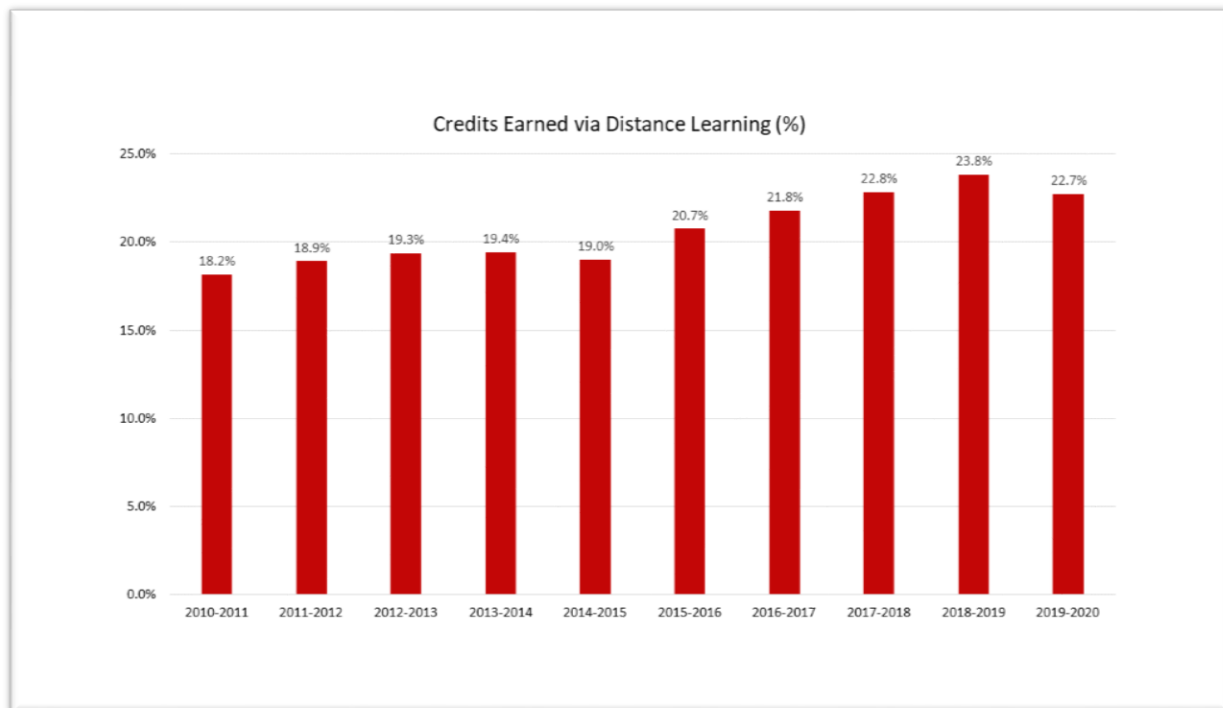


**Overload** assignments to cover unexpected temporary shortfalls in teaching capacity are guided by **policy** (e.g., sickness, sabbatical leave). As presented in 6.1,



approximately 1% of the 7,146 sections taught throughout academic year 2019-20 were taught in overload status. Thus, 99% of the course sections taught were within normal faculty workload. Of the [overload course sections](#), 90% represented course prefixes with one or two sections in overload or prefixes for which 3.2% or less of the total were taught in overload. Of the remaining three course prefixes (ACCT, MGT, and NUR), the overloads were linked to loss of faculty due to retirement, unexpected resignation, sickness, and/or a failed faculty search. The NUR prefix was used only for the A.S.N. nursing program. The MGT and ACCT prefix overload courses were primarily linked with the B.S. in Management and B.S. in Accounting, respectively. In spring 2020, no overload for the NUR prefix occurred because a new faculty member was hired and teaching assignments were restructured. For the other prefixes, two new tenure-track faculty were hired in each department, and those departments were able to operate without overloads beginning fall 2020.

## Delivery Mode



Distance learning constitutes a significant and increasing component of WKU's course profile. The figure above shows that approximately 23% of the total credits taken by WKU students are delivered through distance learning. Full-time faculty are well distributed across the various course delivery modes, with almost 80% of the FTEF for face-to-face instruction, 64% of the FTEF for web courses, and over 93% of the FTEF for On Demand courses being provided by full-time faculty. The following table shows the full-time and part-time FTEF teaching face-to-face, online, and On Demand courses for the 2019-20 academic year.

Delivery Mode	Full-time FTE Faculty		Part-time FTE Faculty		Total FTE Faculty	
	N	%	N	%	N	%
Face-to-Face	616.0	79.7	156.5	20.3	772.5	100%
Web	94.3	64.0	53.0	36.0	147.4	100%
On Demand	33.8	93.8	2.2	6.2	36.0	100%

FTE Faculty by delivery mode is calculated using a typical undergraduate load of 21 credit hours for AY 2019-20.

For programs offered only in a [distance learning format](#), the mean Majors/Program FTEF ratio is 6.6. Ignoring low and high outliers, the Majors/Program FTEF ratios are similar to other programs at WKU and range from a low of 2.0 to a maximum of 10.8, with a mean of 5.1. Out of these 15 distance learning programs, only one outlier has more than 30 Majors/Program FTEF, and one outlier has less than 1.5 majors per Program FTEF.

### Regional Campuses (Off-Campus Instructional Sites)

WKU is committed to providing access to higher education throughout our region. In the fall 2019 snapshot, 40 full-time and 102 part-time faculty taught 289 course sections at locations outside the Bowling Green campus. Additionally, 19 full-time and 14 part-time faculty members taught 93 sections via interactive video services to off-site locations throughout our service region, while 180 full-time and 161 part-time faculty taught 612 computer-based online sections.

The following table shows the full-time and part-time FTEF teaching at each regional campus for the 2019-20 academic year.

Regional Campus	Full-time FTE Faculty		Part-time FTE Faculty		Total FTE Faculty	
	N	%	N	%	N	%
Elizabethtown/Ft. Knox	7.2	50.2	7.1	49.8	14.3	100%
Glasgow	5.0	33.5	9.8	66.5	14.8	100%
Owensboro	5.0	42.2	6.9	57.8	11.9	100%

FTE Faculty by regional campus is calculated using a typical undergraduate load of 21 credit hours for AY 2019/20

Over 99% of regional campus students are pursuing undergraduate education. Faculty teaching at the regional campuses are part of the departments in which they teach, attend faculty meetings in their home department, serve on committees, and keep up their research activities. These faculty members are not in separate departments and are supported with the same resources for teaching and research. Regional campus courses are taught by faculty members who are located there, by faculty who travel to and from main campus, or by part-time faculty who are credentialed by the academic

departments and report to the programs and respective departments. In 2019-20, all but one full-time faculty who [taught at a regional campus](#) also taught in Bowling Green. The Bachelor of Social Work (BSW) program is an example of a program offered on the campus of Bowling Green, as well as at Elizabethtown and Owensboro. The majority of SWRK prefix courses are offered face-to-face at each site, with two courses offered via distance learning. The Department of Social Work [faculty and staff listing](#) demonstrates that all faculty, including those with primary assignments in Owensboro and Elizabethtown, are part of the same academic unit.

## **Maintaining and Determining Sufficient Program Faculty**

WKU is committed to maintaining a faculty of sufficient ability and number to maintain the high quality of our academic programs to support the mission. As illustrated in 6.1, economic shortfalls and resulting decreases in state funding for higher education over the past few years have challenged our capacity to balance enrollment decline with faculty positions; nevertheless, we have striven to make strategic decisions by prioritizing full-time faculty lines.

As discussed in [detail in Section 6.1](#), WKU has engaged in macro processes to ensure adequate overall staffing to achieve our mission, but these broad processes align with efforts to ensure that individual programs have adequate staffing. For example, the [phased process of staffing](#) that initially prioritized requests from departments and deans based on faculty vacancies also considered program enrollments and departments' student to faculty ratio. In the second phase, deans collaborated with the Provost to allocate available funds to restore lines left vacant after Phase I and to staff needs that crossed disciplines or addressed university priorities. From 2017-19, the Personnel Action Approval Committee (PAAC) process that added an additional level of scrutiny beyond the deans and Provost evaluated "critical needs" of a program and privileged the importance of "essential services," such as teaching and programs' compliance with "regulatory requirements and accreditation standards." In 2019-20, with the dissolution of PAAC, requests travelled from department heads, through deans and to the Provost and the Executive Vice President for Strategy, Operations and Finance for final approval. At every level, appropriate student to faculty ratios were considerations.

## **Program Faculty Review**

Over the past five years, WKU used two main review processes to help ensure adequate faculty were in place for each program. Some processes led to an increase in staffing while others, based on enrollments and program effectiveness, led to decreases in staffing and even program closures. In 2015-16, 2016-17, and 2017-18, WKU followed the [Academic Program Review \(APR\)](#) process in concert with Kentucky's Committee on Post-secondary Education (CPE). This process, outlined on the [APR website](#), helped further evaluate the need for faculty based on program demands and/or institutional priorities. Coordinators and faculty prepared structured self-studies to address the adequacy and credentials of program faculty, focusing on the following essential review components:

1. Current number of FTE of faculty and graduate teaching assistants contributing to the program, by type of credential.
2. The nature of alternative qualifications used to credential program faculty.
3. The allocation of faculty teaching resources over the review period. In particular, include consideration of the percentage of program courses taught by (1) full-time faculty, and (2) terminally-degreed faculty.

Section II.C of the 2016-17 [Academic Program Review for Exercise Science](#) in the following illustration, demonstrates staffing implications for the process for the Exercise Science major:

C. Adequacy and Credentials of Program Faculty (not to exceed current page)					
C.1. List current number and FTE of faculty and graduate teaching assistants contributing to the program, by type of credential. Total FTEF (i.e., sum of rows 2, 4, 6 and 8) should equal the value entered in Part I, D.1., row 3.					
Personnel Type:		All	Terminally Degreed	Master's with 18 Hours in Discipline	Alternative Qualifications
FT, tenure eligible faculty	N	7	7		
	FTE	5.3	5.3		
FT, non-tenure eligible faculty	N	3	2		
	FTE	2.1	1.4		
PT and adjunct faculty	N				
	FTE				
Graduate instructor assistants	N				
	FTE				
C.2 Describe the nature of alternative qualifications used to credential program faculty.					
<p>All tenure-track Exercise Science faculty members have a terminal degree in Kinesiology, Exercise Physiology, Biomechanics, Exercise Biochemistry, etcetera. When appropriate, newly hired faculty may be ABD for a designated period of time until the completion of their terminal degree. An instructor with a Master's degree in Kinesiology or closely related field and appropriate certifications and experience may be utilized to teach courses when needed. In addition to a terminal degree, faculty have relevant professional experience and/or certifications.</p> <p>In addition to a terminal degree in the field, the following faculty members have the following certifications and distinctions:</p> <ul style="list-style-type: none"> <li>• Dr. Jason Crandall: ACSM Certified Exercise Physiologist (ACSM EP-C) <ul style="list-style-type: none"> <li>• WKU Center for Gerontology Research Fellow</li> </ul> </li> <li>• Dr. Scott Arnett: Certified Strength and Conditioning Specialist (CSCS) <ul style="list-style-type: none"> <li>• Strength Performance Coach for the United States Association of Weight Lifting (USAW-L1SP)</li> </ul> </li> <li>• Dr. Mark Schafer: ACSM Clinical Exercise Physiologist (ACSM CEP) <ul style="list-style-type: none"> <li>• Certified Strength and Conditioning Specialist (CSCS)</li> </ul> </li> <li>• Dr. Cody Morris: ACSM Certified Exercise Physiologist (ACSM EP-C)</li> <li>• Dr. Rachel Tinius: ACSM Certified Exercise Physiologist (ACSM EP-C)</li> <li>• Dr. Scott Lyons: Fellow of American College of Sports Medicine (FACSM)</li> <li>• All Exercise Science faculty members are AHA CPR/AED certified along with other nationally recognized certifications</li> </ul>					
C.3 Discuss the allocation of faculty teaching resources over the review period. In particular, include consideration of the percentage of program courses taught by (1) full-time faculty, and (2) terminally-degreed faculty.					
<p>During the review period, all 300 and 400 level Exercise Science (EXS) courses and labs were taught by full-time faculty with a terminal degree within their area of expertise. There were some sections of entry level EXS 122 and 223 courses that were taught by an instructor with an Ed.S. throughout the program review period.</p>					
C.4 Indicate the FTEF salaries of program faculty supported through external grants and contracts.					
N/A					

The program faculty are able to show that all 300- and 400-level classes are taught by full-time faculty with a terminal degree and some entry-level courses were covered by a credentialed, full-time faculty with an Ed.S. Additionally, they demonstrate the special credentials that program faculty have.

During 2018-19, WKU embarked upon a [Comprehensive Academic Program Evaluation \(CAPE\)](#) process. WKU's new strategic plan, [Climbing to Greater Heights](#), asked that WKU “Engage deans and department chairs in a comprehensive academic program review to ensure WKU has an appropriate mix of study options and efficiently deploys scarce resources.” Given a declining population of high school students, downturn in the number of international students, and reduced state allocations, WKU needed to optimize allocation of scarce resources to promote and support growth, to insure that individual programs had adequate staffing, and to begin shifting faculty lines from shrinking programs to growing programs.

Over a [nine-month period](#), WKU faculty, administration, and staff created a process and criteria expressed in a [template/rubric](#); reviewed all programs with the template/rubric at the department, college, university, and provost levels; and presented recommendations to the Board of Regents for final approval. Academic programs that lead to a credential and minors were reviewed. Units were provided with [data sheets](#) with median staffing data across the University and [extensive spreadsheets](#) that included data and comparisons for each program.

Departmental Medians	AY 2013- 2014	AY 2014- 2015	AY 2015- 2016	AY 2016- 2017	AY 2017- 2018
# Tenure Track Faculty					12
# Non-Tenure Track Faculty					4
Dept Salary \$ per SChP					\$128
SChP per Full-Time Faculty	377	365	373	384	375
% SChP Taught by Full-Time Faculty	77.1%	79.2%	76.9%	77.6%	75.8%
Upper Div Median Class Size	18	17	18	18	19
% Upper Div Sections with <15 Enrolled	42.0%	44.3%	40.5%	41.9%	36.3%
Graduate Median Class Size	10	10	8	8	8
% Graduate Sections with <10 Enrolled	46.2%	49.0%	65.1%	58.3%	58.2%

The University CAPE Committee [recommended to WKU's Board of Regents](#) that WKU transform 55 programs, grow 15 programs, maintain 290 programs, and suspend 101 programs (minors were included in these program totals even though minors do not meet the definition of an academic program, which yields a credential). [Regents voted to ask](#) Provost Cheryl Stevens to reconsider three suspension recommendations; ultimately, she suspended the Master's in Education and Behavioral Science Studies and moved minors in religious studies and astronomy to the transformation category for further consideration.

The Provost prioritized the 15 programs slated for Grown/Enhance and began allocating monies from a strategic initiative fund in fiscal 2020 to increase faculty appointments in these programs (some monies were also designated for capital improvements).

In 2019-20, WKU closed out the CAPE process by focusing on transformation of marginal programs, programs that the CAPE committee felt had potential, but that were underperforming and needed restructuring in order to serve students with sufficient staffing. Deans' offices and the Provost's Office completed a review of the Program Transformation Updates submitted by program coordinators in [fall 2019](#) to provide feedback and consultation and then made decisions based on [spring 2020](#) updates. [Of the 55 programs that were reviewed](#), 47 were moved into the curriculum and academic program review process. Three were suspended by the programs, three were suspended by the dean/provost's office, and two were delayed.

In both the APR and CAPE processes, The [WKU Office of Institutional Research \(IR\)](#) provided data for decision support including faculty and student data. The system of [Visual Analytics](#) is available for real-time data, a data request [on-line form](#) is available to assist with specialized data needs, and the annual [Fact Book](#) provides campus-wide data regarding faculty and students. This support provided the data necessary to make informed decisions regarding the adequacy of faculty to meet the needs of students and the WKU mission.

## Supporting Documents

[Faculty Definition – WKU Faculty Handbook](#)

[Part-Time Faculty Definition – WKU Faculty Handbook](#)

[Student/Faculty Ratio – WKU Faculty Handbook](#)

[Overall Full-Time Equivalent Faculty – WKU Faculty Handbook](#)

[Faculty Senate and Other Committees – WKU Faculty Handbook](#)

[Senate Charter](#)

[Academic Affairs Organizational Structure](#)

[WKU Policy 1.5041](#)

[WKU Policy 1.5051](#)

[Bylaws of the Board of Regents](#)

[Standard 9.1](#)

[Faculty Workload – WKU Faculty Handbook](#)

[Annual Workload Examples](#)

[Pedagogical Assistant Professor – WKU Policy 1.1991](#)

[Center for Innovative Teaching and Learning Mission](#)

[Center for Innovative Teaching and Learning Professional Development Opportunities](#)

[Center for Innovative Teaching and Learning Part-Time Resource List](#)

[Center for Innovative Teaching and Learning Special Training for Graduate Assistants](#)

[Office of Research and Creative Activity Mission](#)

[Office of Sponsored Programs](#)

[Office of Research Integrity](#)

[Research and Creative Activities Program](#)  
[Faculty Incentive Program](#)  
[Faculty Example – WKU Fact Book](#)  
[Student Credit Hour Production – WKU Fact Book](#)  
[FTEF by Degree Type and Program Report – WKU Fact Book](#)  
[Overload Definition](#)  
[WKU Policy 1.2092 – Faculty Workload and Compensation](#)  
[Total Overload Course Sections](#)  
[FTEF Fully Distance Learning Format](#)  
[Faculty Teaching at Regional Campuses](#)  
[Social Work Faculty](#)  
[Section 6.1](#)  
[Staffing Plan Guidelines](#)  
[WKU Policy 1.4021 – Academic Program Review](#)  
[Academic Program Review Website](#)  
[Academic Program Review for Exercise Science](#)  
[Comprehensive Academic Program Evaluation](#)  
[Climbing to Greater Heights](#)  
[Comprehensive Academic Program Evaluation – Timeline](#)  
[Comprehensive Academic Program Evaluation – Self-Study Completion Guide](#)  
[Comprehensive Academic Program Evaluation – Data Sheets](#)  
[Comprehensive Academic Program Evaluation – Extensive Spreadsheets](#)  
[Comprehensive Academic Program Evaluation Committee Recommended to WKU’s Board of Regents](#)  
[Regents Voted to Ask Provost Cheryl Stevens](#)  
[Transformation Guidelines – Fall 2019](#)  
[Transformation Update – Spring 2020](#)  
[Transformation Update – 55 Programs That Were Reviewed](#)  
[WKU Office of Institutional Research](#)  
[Visual Analytics User Guide](#)  
[Data Request On-Line Form](#)  
[Fact Book](#)



**6.2.c. For each of its educational programs, the institution assigns appropriate responsibility for program coordination. (*Program coordination*)**

**X** Compliance    \_\_\_ Non-Compliance

All WKU degree programs, majors, and certificate programs have a faculty coordinator appropriate to the discipline and degree level. Each coordinator holds degree credentials in the field or appropriate alternative qualifications. The [attached table](#) summarizes the qualifications of each program coordinator.

Coordinators are appointed by the Department Head or Dean in accordance with [WKU Policy 1.5051](#). Per [WKU Policy 1.5041](#), “the term department head/chair refers to the leader of an academic unit that awards academic credentials” and “includes directors of schools, etc.” WKU considers a terminal degree in the program discipline area, full-time faculty status, and, for graduate programs, graduate faculty status sufficient qualifications to coordinate a program. In some cases, the coordinator is judged qualified because he or she holds one or more related degrees or has extensive professional experience in the field. This is particularly true of programs that are broad or interdisciplinary enough that they are unlikely to be reflected in a name of a terminal degree: for example, the [program coordinator](#) for the Bachelor of Arts (AB) in Social Studies has both a PhD in History and nearly a decade of experience in advising and curriculum development for the Social Studies program, but not a terminal degree called “Social Studies.” Another example is the [program coordinator](#) for the AB in Criminology, who has a PhD in Sociology and an MSCJ in Criminal Justice. Where the terminal or highest degree field is extremely broad or is not the degree that alone credentials the coordinator, the column on alternative qualifications and relevant additional higher education details concentrations in coursework, other degrees, professional experience, research, and/or grants directly related to the program field.

In accord with [WKU Policy 1.5051](#) and the updated [WKU Policy 1.5052](#), program coordinators oversee advising, curriculum development, and academic review for their programs. For example, the program coordinator is usually the proponent for curriculum proposals, as demonstrated in the revisions for the Bachelor of Science (BS) in [Psychological Science](#) and the graduate certificate in [Environmental Health and Safety](#). The curriculum vitae of the coordinators for the [Psychological Science](#) program and the [Environmental Health and Safety](#) program document their credentials respectively. Program coordinators work in collaboration with department heads and program faculty in the academic review process. A [sample program review](#) shows the result of this work. Through leadership in program meetings and on-going communication with the faculty, staff, and administration, the coordinator also provides planning, problem-solving, and recruitment for the benefit of the program.

The academic program coordinator reports to the Department Head/Chair/Director, who in turn reports to the Dean of the college. In some cases, the responsibilities of the coordinator are taken on by the Department Head/Chair/Director; in such cases, the



Department Head/Chair/Director is qualified, as detailed in the spreadsheet, for such a position. For example, the Department Head of Physics and Astronomy is the [program coordinator](#) for the BS in Physics and has a PhD in Astrophysics. The policy for Department Head/Chair/Director selection and appointment is detailed [here](#). WKU offers several interdisciplinary degree programs not housed in a specific department. In these cases, the coordinator reports to, and is appointed by, the Dean. Faculty in these positions are often academically credentialed by their highest degree in one aspect of the program, and may also have related degrees, research, or extensive experience. An example is the [program coordinator](#) for the undergraduate certificate in Scientific Data Analytics, who has a PhD in Computer Science and numerous research publications, including in bioinformatics.

## Supporting Documents

[Spreadsheet of Program Coordinators w/ Qualification, AY 2019-2020](#)  
[WKU Policy 1.5051 – Academic Program Coordinator](#)  
[WKU Policy 1.5041 – Selection, Appointment, and Reassignment of Department Heads/Chairs](#)  
[Coordinator CV for Social Studies](#)  
[Coordinator CV for Criminology](#)  
[WKU Policy 1.5051 – Academic Program Coordinator](#)  
[WKU Policy 1.5052 – Academic Program Coordinator](#)  
[Curriculum Program Revision Proposal for Psychological Science](#)  
[Curriculum Program Revision Proposal for Environmental Health and Safety](#)  
[Coordinator CV for Psychological Science](#)  
[Coordinator CV for Environmental Health and Safety](#)  
[Example Program Review](#)  
[Coordinator CV for Physics](#)  
[WKU Policy 1.5041 - Selection, Appointment, and Reassignment of Department Heads/Chairs](#)  
[Coordinator CV for Scientific Data Analytics](#)

**8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (*Student achievement*) [CR]**

  X   Compliance           Non-Compliance

### **Student Achievement and WKU**

Western Kentucky University is compliant in our identification, evaluation, and publication of goals and outcomes related to student achievement. Our goals and outcomes are aligned to WKU’s mission, the needs of students, and are relevant to the programs offered.

### **Student Achievement’s Relationship to Mission, Purpose, and Strategic Planning**

Western Kentucky University is engaged in student-and-learning-centered academic programs that provide students of all backgrounds with rigorous, innovative programs with emphasis on baccalaureate and master’s-level degrees, complemented by relevant associate and doctoral level programs. The University prides itself in technological innovation, personalized attention to students, and public accountability for actions and outcomes. Community-based applied learning and study abroad experiences enhance learning, promote diversity, contribute to the success of students and connect classroom instruction to the region and the commonwealth. WKU recognizes that it is important for delivery of instruction, programs developed, and courses offered to evolve in response to regional, national, and global changes along with the need for lifelong learning. As articulated in the mission statement, “*WKU prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service, and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.*”

In order to prepare students for success, WKU establishes, reviews, and evaluates multiple student achievement measures consistent with institutional mission. Institutional Research collects past and current data on graduation, retention, and persistence rates for all students using Visual Analytics. Data can be delineated by a number of demographic characteristics including, race, ethnicity, income, and international status. The University presents and evaluates data related to strategic students achievement goals and publishes results in a manner that is accessible to the campus community and the public.

## Strategic Planning and Development of Achievement Indicators

In WKU's previous (2007-2012) Strategic Plan, [Challenging the Spirit](#), and subsequent [Challenging the Spirit Action Plan \(2012-2018\)](#) the main measures of achievement articulated were aimed at positioning WKU as a "leading American University with International reach." The broad focus was on global competency and internationalization, but specific emphasis was placed on increasing graduation, persistence, and retention rates.

In 2017-18, WKU's newly appointed President, Timothy Caboni, appointed 60 members of the faculty, staff, and student body and divided them into six teams with diverse perspectives to draft a new strategic plan that would be student-centered and purpose-driven and have clear outcomes and metrics to measure student achievement. From an inclusive process, WKU developed [Climbing to Greater Heights: The WKU Strategic Plan 2018 - 2028](#) to guide the University through the next decade. Divided into three parts, Our Students, Our Hill, Our Community and Beyond, the plan articulates efforts that focus on student learning and achievement now and into the future. The new strategic plan reaffirmed the need to create programming aimed at increasing persistence and retention rates, particularly among underrepresented minority (URM) and low-income students, to measure achievement and increase overall graduation rates, and to increase the number of graduate and professional degrees awarded annually. Historically, we have also tracked licensure pass rates and continue to do so in an effort to evaluate student learning.

Ultimately, WKU has chosen to focus on the following factors to measure student achievement:

1. Increase six-year graduation rate
2. Increase first-second year retention rate
3. Increase persistence
4. Increase graduation and retention rates for low-income and URM students
5. Increase number of graduate and professional degrees
6. Maintain success in licensure exam pass rates

### Increase Graduation, Retention and Persistence

Because graduation, retention, and persistence rates are so closely intertwined, they are included in the same section of this report. In 2017, SACSCOC requested WKU, and all SACSCOC institutions, select a Student Completion Rate Indicator. WKU chose the IPEDS "traditional" Overall Graduation Rate (150% standard time) because this option was the most directly actionable—if WKU developed strategies to reduce our transfer-out rate, this indicator would likely increase the most and the most quickly. See [Student Completion Rate Indicator and Strategies](#).

In an effort to measure the success of the efficacy of the strategic plan, The Associate Vice President for Strategy, Performance, and Accountability met with the leadership of governance groups across campus to discuss these metrics and continued sharing

them with these groups throughout the fall 2019 semester. Three of the metrics/goals directly related to Student Achievement:

- *Graduation Rate*—increase the six-year graduation of first-time, full-time (FTFY) baccalaureate degree- seeking students,
- *Retention Rate*—increase the first-to-second year retention of first-time, full-time (FTFY) baccalaureate degree-seeking students, and
- *Persistence* —increase the number of first-time, full-time (FTFY) freshmen, sophomores, and juniors progressing to the next classification or graduating during the academic year.

The actual targets set for these metrics were derived from U.S. Department of Education, National Center for Education Statistics and the Integrated Postsecondary Education Data System (IPEDS); baseline/thresholds were set in AY 2015-16. Targets also respond to the Kentucky Council on Postsecondary Education’s (CPE) 2015-2021 strategic agenda, [Stronger by Degrees](#). The CPE’s goal is to raise the percentage of Kentuckians with postsecondary degrees or certificates from 45% to 60% by the year 2030 through a) increasing **opportunity** (encouraging more people to take advantage of postsecondary education, b) increasing **success** (encouraging degree and certificate completion) and c) increasing **impact** (creating economic growth and development and make our state more prosperous). Calculations also included the projected “demographic enrollment cliff” by 2025, which resulted in a predicted slower incremental growth-pattern. Table 1 is a breakdown of the strategic metrics related to Student Achievement though 2027-28.

**Table 1: WKU Retention and Graduation Rates (TOTAL)**

Performance Metrics	AY15-16 Baseline	AY16-17	AY17-18	AY18-19	AY19-20	WKU Strategic Plan Goal
						AY27-28
6-Year FTFY Graduation Rate	51.9%	50.7%	53.4%	51.6%	55.1%	60.0%
1 <sup>st</sup> -2 <sup>nd</sup> Year FTFY Retention	72.8%	69.9%	71.5%	72.9%	76.8%	80.0%
FTFY Fall to Fall Persistence	<ul style="list-style-type: none"> <li>• FR: 2,051</li> <li>• SO: 2,207</li> <li>• JR: 2,802</li> </ul>	<ul style="list-style-type: none"> <li>• FR:2,055</li> <li>• SO: 2,194</li> <li>• JR: 2,727</li> </ul>	<ul style="list-style-type: none"> <li>• FR: 1,982</li> <li>• SO: 2,194</li> <li>• JR: 2,795</li> </ul>	<ul style="list-style-type: none"> <li>• FR: 2,154</li> <li>• SO: 2,317</li> <li>• JR: 2,942</li> </ul>	<ul style="list-style-type: none"> <li>• FR: 2,051</li> <li>• SO: 2,207</li> <li>• JR: 2,802</li> </ul>	<ul style="list-style-type: none"> <li>• FR: 2,055</li> <li>• SO: 2,194</li> <li>• JR: 2,727</li> </ul>

The baseline/threshold metrics for persistence and retention were set in AY 2015-16 (51.9%; 72.8%) with the end-goal of increasing six-year graduation rates. The threshold range for success is between the baseline/threshold data for graduation, retention, and persistence in AY 2015-16 and 2027-28. Rates falling below the baseline/threshold set in AY 2015-16 are considered out of range. The table above shows the retention and graduation rates between 2015-16 and 2019-20 and the overall target for 2027-28,

adjusting for the enrollment cliff by 2025. On average, WKU will need to increase the rates, in increments, by approximately .6% each year until 2027-28 to reach the goals of the strategic plan.

As the table illustrates, in AY 2016-17 and AY 2018-19, percentages fell below projected goals as well as the baseline/threshold range. Based on these declines, programs were designed/redesigned to address persistence and retention rates, which, in theory, will lead to an increase in graduation rates. In particular, WKU spent a great deal of time monitoring, analyzing, and increasing persistence from fall to spring and the retention of students from freshman to sophomore year.

In response to the decline in graduation rates in AY 2016-17, the division of Enrollment and Students Experience (ESE, formerly, Student Affairs) designed new programs focusing on recruitment/enrollment and implemented a comprehensive system of safety nets and early warning systems to increase persistence and retention. For example, the Advising and Career Development Center (ACDC) continues to support a fifth-week assessment check-in for first-year students in introductory level courses. Through this program, students who are struggling academically can be identified and given the support they need to succeed. ACDC has also established a [student retention alert system](#) for faculty and staff concerned about students who are considering leaving the university or for faculty concerned about students who have not attended class over an extended time and failed to respond to emails. Staff in ACDC respond by following every avenue possible to contact the student and offer assistance. In addition, WKU developed [SAS data analytics](#) to identify at-risk students inform decision-making related to retention and student success

A more dramatic effort to improve retention and persistence is the creation of a sustainable infrastructure for first-year living and learning communities to engage student learning in and out of the classroom. Construction began in 2019 on a [new student “village”](#) in the lower hub of the campus that will house 635 first-year, full-time students in two new residence halls that will utilize space in a way that enables deep faculty and peer engagement around important ideas connected directly to student success and learning. Approximately 25 students will share common spaces such as a community space, two community bathrooms, one private bathroom, and a kitchen. Programming and support include living-learning courses, faculty-in-residence, one community area per pod, study rooms, classrooms, dining, and music practice/recording studios. The aim is to deliberately teach new students what it takes to succeed and persist.

### **Increase Graduation and Persistence Rates for Low-Income and URM Students**

As indicated in the [Strategic Plan Metrics](#), the [Kentucky Council on Postsecondary Education \(CPE\)](#) requires all public postsecondary institutions in the state of Kentucky to implement strategies, programs, and services that fulfill the educational objectives set forth in The [Postsecondary Education Improvement Act](#) (HB 1,1997 Special Session), and address the needs of and support the success of all students, particularly those

most affected by institutional and systemic inequity and exclusion. To that end, the CPE requires state colleges and universities to draft a Diversity Equity, and Inclusion (DEI) plan, set goals/targets for the recruitment, retention, and graduate of Underrepresented Minority (URM) and Low-income students, and maintain documentation of progress. The CPE defines URM as African American, Hispanic, and/or two or more races. Although WKU’s interpretation of diversity is much broader, data collected and reported reflects the CPE definition. WKU drafted the current [2017-22 DEI Plan](#), which reflects significant targets and goals outlined in WKU’s current strategic plan, Climbing the Greater Heights. In response, the Office of the Chief Diversity Officer was enhanced by creating two co-Chief Diversity Officers; one from Academic Affairs and one from Enrollment and Student Experience. Additionally, the newly formed [Diversity, Equity, and Inclusion Team](#) was created and charged with developing initiatives aimed at increasing enrollment, retention, and persistence among URM and low-income. Targets, set in concert with the CPE, reflect national data trends outline by U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), and data projects among all public institutions in the state of Kentucky. Five-year **projected** targets reflecting the strategic metrics for Underrepresented Minority (URM) and Low-income students are outlined in the table 2.

Table 2: Projected/Targeted Increases in WKU Retention and Graduation Rates for URM & Low-Income Students (URM = African American, Hispanic, or two or more races)						
First-to-second year retention. For each target group and year, annual target values are shown with associated ranges of $\pm 1$ s. Baseline values are shown without associated ranges.						
Target Group	Baseline 2015/16	Year 1 2016/17	Year 2 2017/18	Year 3 2018/19	Year 4 2019/20	Year 5 2020/21
URM	58.3%	58.3 $\pm$ 1.9%	58.7 $\pm$ 1.9%	59.1 $\pm$ 1.9%	59.6 $\pm$ 1.9%	60.0 $\pm$ 1.9%
Low-Income	63.7%	63.7 $\pm$ 1.5%	64.1 $\pm$ 1.5%	64.4 $\pm$ 1.5%	64.9 $\pm$ 1.5%	65.3 $\pm$ 1.5%
Six-year graduation rate. For each target group and year, annual target values are shown with associated ranges of $\pm 1$ s. Baseline values are shown without associated ranges.						
Target Group	Baseline 2015/16	Year 1 2016/17	Year 2 2017/18	Year 3 2018/19	Year 4 2019/20	Year 5 2020/21
URM	33.9%	33.9 $\pm$ 1.8%	33.9 $\pm$ 1.8%	34.5 $\pm$ 1.8%	35.0 $\pm$ 1.8%	35.6 $\pm$ 1.8%
Low-Income	41.0%	41.0 $\pm$ 1.5%	41.0 $\pm$ 1.5%	41.0 $\pm$ 1.5%	41.6 $\pm$ 1.5%	42.0 $\pm$ 1.5%

Rates falling below the baseline/threshold are considered out of range by the CPE and plans for remediation must be drafted in an effort to improve the data. Table 3 reflects the **actual** retention and graduation rates for URM & Low-Income Students.

**Table 3. WKU Retention and Graduation Rates for URM & Low-Income Students (URM = African America, Hispanic, or two or more races)**

Performance Metrics	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	WKU Strat Plan Goal
						AY27-28
6-Year FTFY Graduation Rate (TOTAL)	51.9%	50.7%	53.4%	51.6%	55.1%	60.0%
6-Year Graduation Rate (Low Income)	41.0%	37.9%	39.9%	38.3%	41.5%	*
6-Year Graduation Rate (URM)	33.9%	30.7%	33.6%	34.7%	36.9%	*
1 <sup>st</sup> -2 <sup>nd</sup> Year FTFY Retention (Total)	72.8%	69.9%	71.5%	72.9%	76.8%	80.0%
1 <sup>st</sup> -2 <sup>nd</sup> Year FTFY Retention (Low Income)	63.7%	60.2%	62.7%	64.7%	69.9%**	*
1 <sup>st</sup> -2 <sup>nd</sup> Year FTFY Retention (URM)	58.3%	57.8%	57.1%	59.5%	73.0%	*

\*Percentages not included in the Strategic Plan but specified in the DEI Plan

As with total retention and graduation rates, the baseline/threshold target were set, in collaboration with the CPE, in AY 2015-16 with the end-goal of increasing six-year graduation and first to second year retention rates among URM and low-income students. The threshold range for success set in the WKU DEI Plan is between the baseline/threshold data for graduation and retention in AY 2015-16 and 2021-2022. Data for URM and low-income students was not specified in Climbing to Greater Heights other than maintaining CPE DEI eligibility. Rates falling below the baseline/threshold set in AY 2015-16 are considered out of range.

As table 3 illustrates, in AY 2016-17 and AY 2018-19, percentages of URM and low-income retention and graduation fell below projected goals as well as the baseline/threshold range; these numbers are congruent with the decreases in total graduation and retention rates. Based on these declines, several DEI efforts were designed/redesigned to address retention rates among URM and low-income students, which, in theory, will lead to an increase in graduation rates. In response, WKU implemented the following URM and low-income programs, projects, and processes in 2017 to address persistence and retention issues that directly impact graduation rates:

- Employment of [SAS data analytics](#) to identify at-risk students inform decision-making related to retention and student success
- Revisions of [institutional aid distribution strategies](#) to better assist core mission students and those with modest unmet need
- Development of joint admissions agreements with community colleges and institute [transfer student scholarships](#)



- Expansion of [Project Early Start](#) for underrepresented, low-income, and/or underprepared students
- Expansion of [living-learning communities](#) and other high-impact practices with demonstrated impacts on student completion
- Expansion of [dual credit opportunities](#) for students across the service region
- Creation of [Institute Summer Term scholarships](#) to encourage students to stay on-track to graduate
- Expansion of [financial literacy training for students and families](#) emphasizing the costs of higher education and aid options
- Utilization of predictive analytics to increase course scheduling efficiency and minimize bottlenecks for students

In 2018, WKU developed a Diversity Recruitment Officer (DRO) position in the Office of Admissions who was tasked with creating, coordinating, and implementing recruitment efforts geared specifically to communities of color within the institution's service region and the Commonwealth of Kentucky. The DRO, in collaboration with the [Intercultural Student Engagement Center \(ISEC\)](#), hosts a [Multicultural Preview Day](#) that includes a free application fee waiver and assistance in registration. The ISEC Academy, established in 2018, is a WKU initiative/program to assist students who identify as students of color (Black, Hispanic/Latino, Asian, Native American, Multiracial) who are first generation, Pell eligible, and/or have some need with their transition, persistence, and graduation from Western Kentucky University. The primary components of the ISEC Academy include peer mentoring, living learning communities, and supportive networks for students of color from admission to graduation. ISEC also offers opportunities for transformation related to personal development, academic engagement, culture and diversity, and campus involvement.

In an effort to recruit and retain low-income students, [WKU TRiO](#) houses the Upward Bound program. WKU Upward Bound (UB) is a federally funded educational program dedicated to identifying, recruiting, and selecting students who are determined to succeed academically in five south central Kentucky counties surrounding the WKU service region. The goal of WKU's UB is to prepare students for college academically, culturally, and socially. UB is a 12- month program which provides assistance with high school course selection, study skills, ACT preparation, college and career information, college selection, and the financial aid application (FAFSA). WKU TRiO aims to adequately prepare students to success and persist through to graduation.

In an effort to decrease the cost barriers, WKU began the following in fall 2020:

- Removed the ACT requirement from almost all merit-based and targeted academic scholarships.
- Increased the minimum merit scholarship award by \$1,000 to \$2,500.
- Reduced the minimum GPA requirement from 3.3 to 3.0.
- Created additional scholarship opportunities for underrepresented minority students through an expansion of the Cornelius A. Martin Scholarship.



In fall 2021, WKU will initiate [The Hilltopper Guarantee](#) to close the gap for Kentucky students who may not otherwise be able to afford college. WKU will guarantee 100% tuition coverage for any first-time, first-year freshman from Kentucky who receives Pell Grant assistance and has at least a 3.0 cumulative unweighted high school GPA.

In addition to Climbing to Greater Heights, parallel efforts (the Diversity, Equity, & Inclusion Plan (DEI) and the Strategic Enrollment Plan) seek to increase the enrollment and enhance the student experience of all students with a particular focus on underrepresented minorities (URM), low-income, and first generation WKU students. An emphasis on DEI is one of the central changes from the old strategic plan to the new plan. While improving graduation, retention, and persistence rates for URM students is important on its own, improving these rates can have a dramatic impact on WKU's overall measures as well.

### Increase Graduate and Professional Degrees

Global competition and the shift to a knowledge-based economy over the past 20 years has increased the demand for graduate and professional degrees. In addition, the current economic crisis has pushed some students to pursue graduate and professional degrees because of increased salaries and life-long earning power. WKU offers 24 Joint Undergraduate Master's Program (JUMP) programs, four Doctoral Programs, and 48 Masters Programs, coordinated through [The Graduate School](#). The JUMP Programs allow students to seamlessly complete both the undergraduate and graduate work in approximately five years. WKU set targets to increase graduate degree completion considerably between AY 2017-18 and AY 2027-28 (see table 3).

**Table 3: WKU Graduate/Professional Degrees Awarded (TOTAL)**

Performance Metrics	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	WKU Strategic Plan Goal
						AY27-28
Number of graduate and professional degrees awarded during an academic year	*	*	879	930	834	970
<i>*Data not included in WKU Strategic Plan</i>						

Until 2016-2017, WKU had a fairly robust number of graduate students. From 2015-16 to 2019-20, WKU suffered a 20.4% decrease in enrollment due, in part, to federal regulations on International students. In 2015, 11.8% of WKU graduate students were international but in 2019, that number had declined to 4.3%. As part of the new Strategic Plan, Climbing to Greater Heights, WKU set targets to incrementally increase the number of graduate degrees awarded by approximately 10 each year. These numbers seem modest, but they are in line with the flattening of graduate student

enrollment in the United States, the toll Covid-19 and educational policies have taken on international enrollment, and the time needed for economic recovery and stability.

In order to address the compelling need to increase graduate enrollment and degree conferral, WKU reconfigured the Graduate School in 2020 and hired an Associate Provost for Research and Graduate Education, emphasizing recruitment and retention in the [job advertisement](#). This new position will bridge the relationship among the Research Foundation, The Center for Research Development, and WKU Graduate Programs making WKU an attractive and competitive choice for graduate education in the region and beyond.

### **Maintain Success in State Board and Licensure Exams**

Licensure examination pass rates are monitored maintained by the appropriate units in the colleges. Pass rates on licensure examinations are a critical measure of student achievement and WKU's target goal is to exceed the national average for licensure examinations if a license is required to practice a chosen field. As a minimum threshold of acceptability, programs strive to meet national benchmarks, and program strategic planning and outcome reporting for state board, specialized accreditation, and/or licensure exam pass rates from across all levels of WKU degree programs.

Several [academic programs](#) hold state board or specialized disciplinary accreditation. Student outcome information is publicly available based upon accreditation standards set by the respective accrediting body or state board. Pass rates and other information about the accreditation process is housed online and part of public record. The following examples illustrate academic departmental and program strategic planning and outcome reporting for state board, specialized accreditation, and/or licensure exam pass rates from across all levels of WKU degree programs. Such exams are listed below

[WKU Educator Preparation Program](#), KEA is accredited by Council for the Accreditation of Educator Preparation (CAEP) – formerly the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) - as well as Kentucky’s Educational Professional Standards Board (EPSB). The Praxis Core Academic Skills for Educators exam is used for the purpose of being admitted into the teacher education program. The Praxis Subject Assessments are focused on your content area and are for the purpose of completing teacher certification. The table below include pass rates by discipline:

#### ***Praxis examinations pass rates by discipline***

Test Name	Testing Year 2018-19			Testing Year 2019-2020		
	Total N	# Pass	% Pass	Total N	# Pass	% Pass
Agriculture (5701/0701)	4	*	*	3	*	*
Art: Content and Analysis (5135/0135)	1	*	*	6	4	66.67

Test Name	Testing Year 2018-19			Testing Year 2019-2020		
	Total N	# Pass	% Pass	Total N	# Pass	% Pass
Biology: Content Knowledge (5235/0235)	3	*	*	2	*	*
Business Education: Content Knowledge (5101/0101)	1	*	*	2	*	*
Core Academic Skills for Ed: Math (5732/0732)	128	115	89.84	5	5	100
Core Academic Skills for Ed: Reading (5712/0712)	107	102	95.33	52	46	88.46
Core Academic Skills for Ed: Writing (5722/0722)	127	119	93.7	15	13	86.67
Elem Ed: MS Mathematics Subtest (5003/0003)	138	131	94.93	36	35	97.22
Elem Ed: MS Reading Lang Arts Subtest (5002/0002)	140	136	97.14	10	9	90
Elem Ed: MS Science Subtest (5005/0005)	147	127	86.39	50	44	88
Elem Ed: MS Social Studies Subtest (5004/0004)	152	128	84.21	17	13	76.47
English Lang Arts: Content & Analysis (5039/0039)	11	9	81.82	113	108	95.58
English to Speakers of Other Languages (5362/0362)	9	8	88.89	113	104	92.04
Family and Consumer Sciences (5122/0122)	3	*	*	121	102	84.3
Gifted Education (5358/0358)	12	11	91.67	127	101	79.53
Health and Phys Ed: Content Knowledge (5857/0857)	3	*	*	11	10	90.91
Interdisciplinary Early Childhood Educ (5023/0023)	11	11	100	2	*	*
KY Spclty Test of Instruct Admin Pract (6015/1015)	24	24	100	5	3	60
Library Media Specialist (5311/0311)	20	17	85	1	*	*
Mathematics: Content Knowledge (5161/0161)	8	8	100	13	13	100
Middle School English Language Arts (5047/0047)	10	8	80	4	*	*
Middle School Mathematics (5169/0169)	5	5	100	14	11	78.57
Middle School Science (5440/0440)	4	*	*	4	*	*
Middle School Social Studies (5089/0089)	10	9	90	1	*	*
Music: Content and Instruction (5114/0114)	13	12	92.31	10	9	90
Physical Education: Content and Design (5095/0095)	6	5	83.33	7	6	85.71
Principles of Learn Teach: Grades 5-9 (5623/0623)	25	23	92	3	*	*
Principles of Learn Teach: Grades 7-12 (5624/0624)	47	47	100	18	16	88.89
Principles of Learn Teach: Grades K-6 (5622/0622)	146	143	97.95	42	41	97.62

Test Name	Testing Year 2018-19			Testing Year 2019-2020		
	Total N	# Pass	% Pass	Total N	# Pass	% Pass
School Leaders Licensure Assessment (6011/1011)	23	20	86.96	111	111	100
School Psychologist (5402/0402)	7	7	100	6	5	83.33
Social Studies: Content & Interpretation (5086/0086)	11	11	100	2	*	*
Spanish: World Language (5195/0195)	6	5	83.33	28	27	96.43
Special Ed: Core Know Mild/Moderate App (5543/0543)	40	39	97.5	1	*	*
Special Ed: Core Know Severe/Prof App (5545/0545)	1	*	*	1	*	*
Teaching Reading (5204/0204)	1	*	*	3	*	*

**Graduate Dietetic Practice Certificate:** The certificate in dietetic practice is a part of the A accreditation Council for Education in Nutrition and Dietetics (ACEND) (BS in Hospitality Management and Dietetics with a concentration in Nutrition and Dietetics, and Graduate Dietetic Practice Certificate). The three-year pass rate (this is for the interns that passed within the 1<sup>st</sup> year) for WKU is 93.94%. Below is the pass rate data for the undergraduate nutrition and dietetic students (who then go on to complete a post-baccalaureate internship). We report in three year rolling averages. These students are graduates of the BS in Hospitality Management and Dietetics with a concentration in Nutrition and Dietetics.

Dietetic Practice Certificate	2015-2017	2016-2018	2017-2019
% Passed	94.12% (32/34)	91.18% (31/34)	94.7% (36/38)

**Dental Hygiene:** WKU's Dental Hygiene Program is accredited by the Commission on Dental Accreditation of American Dental Association (CODA-ADA) (AS and BS) Current passing information requested for national board information over the last five years.

Dental Hygiene National Board Exams	2016	2017	2018	2019	2020
Written national board exam	100%	100%	96.29%	96.15%	96.3%
Clinical board exam	100%	100%	100%	100%	96.3%

[Speech-Language Pathology](#) WKU's Speech-Language Pathology Program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) (MS Program). Below are the most recent three years.

<b>On-Campus Students - PRAXIS Examination Pass Rate</b>			
<b>Period</b>	<b>Number of Students Taking Exam</b>	<b>Number of Students Passed</b>	<b>Pass Rate</b>
2019 - 2020	22	19	86.4%
2018 - 2019	24	24	100%
2017 - 2018	26	25	96.15%
3 Year Average	24	22.67	94.18%

<b>Distance Learning Students - PRAXIS Examination Pass Rate</b>			
<b>Period</b>	<b>Number of Students Taking Exam</b>	<b>Number of Students Passed</b>	<b>Pass Rate</b>
2019 - 2020	44	43	97.73%
2018 - 2019	42	41	97.62%
2017 - 2018	47	46	97.87%
3 Year Average	44.33	43.33	97.74%

[Doctor of Physical Therapy](#): WKU's Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The program clearly presents its graduation rates, licensure examination rates, and employment rates on its website for review by the public.

<u><b>Graduation Year</b></u>	<u><b>Group</b></u>	<u><b>Number of Candidates</b></u>	<u><b>Number of Passing Candidates</b></u>	<u><b>Pass Rate</b></u>
2020	First time	28	28	100%
2020	Ultimate	28	28	100%
2019	First time	31	28	90.30%
2019	Ultimate	31	30	96.80%
2018	First time	27	27	100%
2018	Ultimate	27	27	100%

Note: for 2020, there is 1 student who will be taking the exam in October. For the 28 that took the exam in July/Aug, all passed.

[The School of Nursing](#); WKU's Nursing Programs are accredited by the Commission on Collegiate Nursing Education (CCNE) (BSN, MSN, & DNP) and Accreditation Commission for Education in Nursing (ACEN) (ASN Program) through State Board examinations.

Below are the current pass rates for the Family Nurse Practitioner Certification Examination for the last three academic years are below. The 2019-20 will be updated after two remaining BSN-DNP students are able to test. BSN to DNP - 0011 (FNP concentration) graduates and FNP Post-Graduate Certificate awardees both sit for this examination.

<b>Nursing Board Pass Rates</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
% Passed	91% (10/11)	100% (15/15)	100% (14/14)

<b>ASN Program NCLEX-RN pass rate</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
% Passed	87%	90%	86%

Note: Kentucky Board of Nursing passing requirement 80%

### **Other Efforts to Improve Student Achievement**

One of the strategies in the 2018-2028 WKU Strategic Plan, Climbing to Greater Heights is to strengthen our enrollment profile with an eye toward student success, particularly improving retention, persistence, and graduation rates. With that in mind, WKU engaged in [Strategic Enrollment Planning \(SEP\)](#), a continuous data-informed process that fosters deliberate long-term enrollment and fiscal health, under the guidance of the consulting group [Ruffalo Noel Levitz, LLC](#). The Vice President for Enrollment and Student Experience and Vice President for Academic Affairs and Provost engaged in this collaborative work with Ruffalo Noel Levitz to bring together faculty and staff from both divisions to develop a forward-looking Strategic Enrollment Plan. In addition, retention initiatives including living learning communities, cohort learning communities, central and mentor advising, first year experience, and the summer scholars program places both divisions in the center of WKU's efforts at increasing Students Success at all levels. The SEP process integrates academic and co-curricular planning with marketing, recruitment, retention, and financial aid strategies to enhance the growth of the University. Working groups comprised of both faculty and staff in the following areas: Financial Assistance, Student Success, Marketing and Recruitment, Academic Program Evolution, Diversity Equity and Inclusion (DEI), and General Education (WKU's Colonnade Program). The ongoing work associated with the

transformation of academic programs was designed to impact the overall WKU academic program portfolio.

Student achievement information is used by both undergraduate and graduate programs, majors and certificates, in **Ongoing Program Assessment**. Programs undergo periodic program review, a process explained further in [SACSCOC Standard 8.2](#). Utilizing program review findings, programs prepare action plans to address areas of needed improvement. We believe that continuing to improve our programs via assessment will increase our student success metrics .

WKU has improved **Collaboration Between the Division of Academic Affairs and Enrollment and Student Experience** to support achievement of student success goals. The Provost's Office works with the Vice President for Enrollment and Student Experience in an effort to make meaningful connections between curricular and co-curricular student experiences, to increased resources and support for students that results in academic and personal success, and to increase satisfaction with the overall university experience. These programs include the Tuitional Incentive Program (TIP), the Summer Scholars Program, the Learning Center, and the Counseling Center. These support services as well as others, are detailed in SACSCOC standard [12.1 Academic and Student Support Services](#)

### **Public Access to Metrics, Data, and Goals**

Data related to [student achievement goals and metrics](#) and [assurance of learning data](#) are publicly available on the Academic Affairs web page. The website provides links to the strategic plan and all metrics through 2028 and, in particular, those related specifically to student achievement. The left navigation menu provides a link to WKU's Assurance of Student Learning where all data related to tracking and evidence of student learning are housed for each program. The assessment data includes collection cycles, measurement, target/goals, follow up and plans for closing the loop. The data is continual available through Visual Analytics and it tracked by the Office of Institutional Research and the Assistant Provost for Institutional Effectiveness.

### **Supporting Documents**

[Challenging the Spirit 2007 - 2011](#)  
[Challenging the Spirit Action Plan 2012 - 2017](#)  
[Climbing to Greater Heights: The WKU Strategic Plan 2018 - 2028](#)  
[Student Completion Rate Indicator and Strategies](#)  
[Stronger by Degrees 2016-2021](#)  
[Student Retention Alert System](#)  
[SAS Data Analytics](#)  
[New Student Village](#)  
[Kentucky Council on Postsecondary Education \(CPE\)](#)  
[Postsecondary Education Improvement Act \(HB 1.1997 Special Session\)](#)

Diversity Equity Inclusion Plan 2017 - 2022  
Diversity Equity Inclusion Team  
SAS Data Analytics  
Institutional Aid Distribution Strategies  
Transfer Student Scholarships  
Project Early Start  
Living-Learning Communities  
Dual Credit Opportunities  
Institute Summer Term Scholarships  
Financial Literacy Training for Students and Families  
Intercultural Student Engagement Center (ISEC)  
Multicultural Preview Day  
WKU TRiO Programs  
The Hilltopper Guarantee  
The Graduate School  
Associate Provost for Research and Graduate Education Job Advertisement  
WKU Educator Preparation Program  
Graduate Dietetic Practice Certificate  
Speech-Language Pathology  
Doctor of Physical Therapy  
The School of Nursing  
Strategic Enrollment Planning (SEP)  
Ruffalo Noel Levitz, LLC  
SACSCOC Standard 8.2  
12.1 Academic and Student Support Services  
Data Related to Student Achievement  
Data Related to Tracking and Evidence of Student Learning



**8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:**

**8.2.a Student learning outcomes for each of its educational programs.  
(*Student outcomes: educational programs*)**

  X   Compliance       Non-Compliance

WKU identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement on the basis of analysis, interpretation, and most importantly, actions taken to continuously improve student learning for all degree and certificate programs.

**Continuous Academic Institutional Improvement through Academic Assessment**

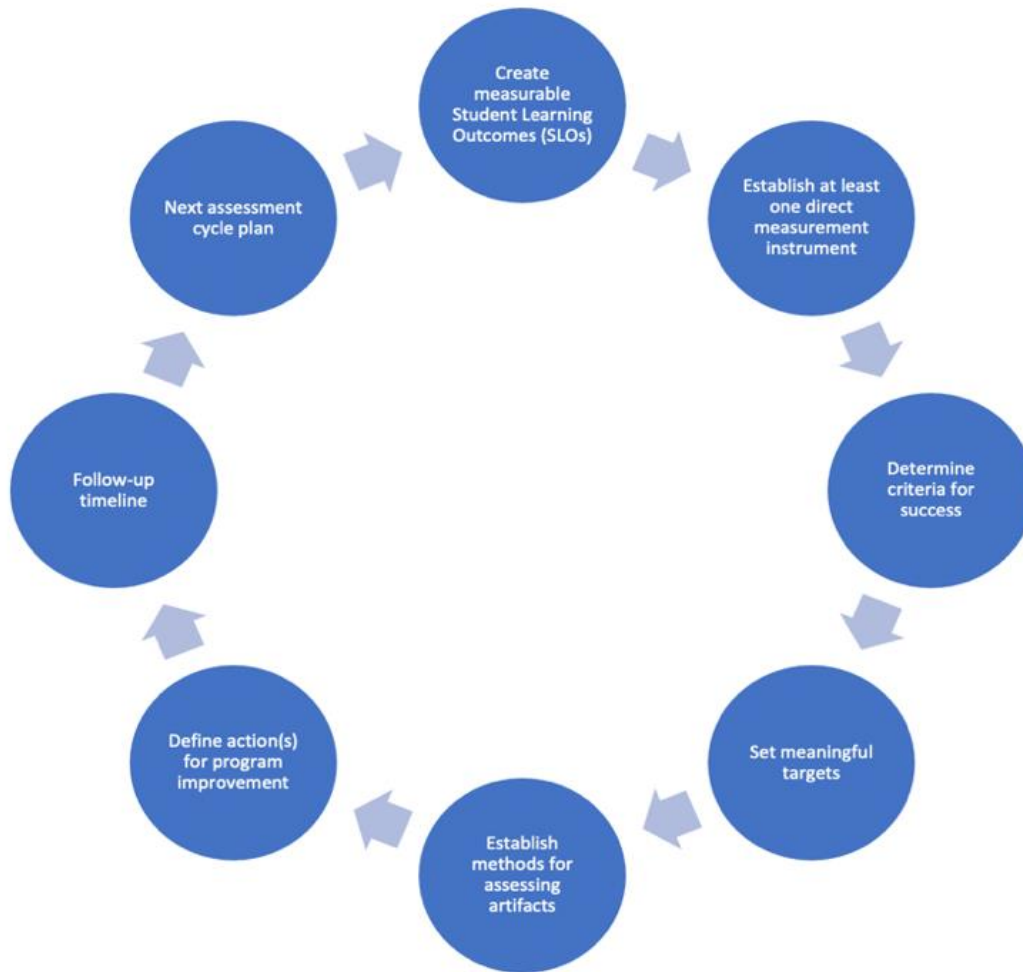
Institution-wide assessment is an ongoing and systematic process. Important aspects of the process include identification of expected program-level student learning outcomes (SLOs) by program faculty, faculty assessment of the extent to which the program students in the program achieve these outcomes (target goals), and evidence of program faculty's efforts towards continuous improvement in student learning based on analysis of data for each major and certificate program. The Associate Provost for Faculty & Academic Excellence and the Assistant Provost for Institutional Effectiveness oversee the process and provide academic units (faculty, program directors and coordinators, department heads) with [training, workshops](#), and consultation in collaboration with the Center for Innovative Teaching and Learning (CITL). In addition, an [Assurance of Student Learning \(ASL\) Committee](#) comprised of an assessment leader from each academic college, the Directors of the QEP, the director of CITL, and a representative from the libraries and Colonnade Program (WKU's general education program) with planning and collecting data for academic programs.

Until 2017, WKU used the software program Digital Measures to house assessment data. It was determined this software no longer met the needs of the university and other options should be explored. Currently, WKU maintains a master Excel database for all undergraduate and graduate major and certificate program assessment data. Academic units and program faculty engage in the assessment process in four primary ways: (a) academic program assessment planning, (b) artifact/data collection, (c) annual reporting and evaluation of SLO assessment data, and (d) improvement/follow-up of student performance data and actions taken to improve student learning over time. Faculty and program directors/assessment coordinators assume the primary role in this process under the oversight of the ASL assessment unit leader. Academic deans review the performance data, make recommendations or improvements if necessary, and then submit reports to the Assistant Provost for Institutional Effectiveness. The assessment timetable for Assessment and Program Directors and Coordinators, Department Heads, and Deans in below:

## ASL Timetable and submission deadlines

ASL TASK	Due date
Assistant Provost for Institutional Effectiveness sends any updates and reminders to Program Directors and Coordinators, Department Heads, and Deans email about assessment training sessions	By March 31
Assistant Provost for Institutional Effectiveness sends any updates and/or reminders to Program Directors and/or Coordinators, Department Heads, and Deans (end of spring semester)	By May 1
Beginning of fall semester email check-in and updates from Assistant Provost for Institutional Effectiveness	By August 15
Final ASL reports from program due to Dean's Offices; ASL rep from dean's office works with programs on any modifications, edits, and/or clarifications deemed necessary	By September 1
Final ASL reports from Dean's Office due to Provost's Office; Assistant Provost for Institutional Effectiveness works with programs on any modifications, edits, and/or clarifications deemed necessary	By September 25

WKU has worked diligently to ensure the assessment process cultivates meaningful, measurable, manageable, and sustainable action plans for each degree program. Central to each plan is flexibility in determining how and when program faculty annually assess SLOs. Faculty assess a minimum of two program SLOs annually and track it for at least two years so that curricular, instructional, or program improvement can be documented on the basis student performance data. Assessment of program SLOs, modification of outcomes, and program revisions is faculty-driven and designed to address student learning and the changing needs of the educational program following the cycle in the figure below.



## Assessment Plans and Cycles

In response to WKU's new strategic plan, leaders in Academic Affairs embarked on a [Comprehensive Academic Program Evaluation \(CAPE\)](#) process in 2018-19 to ensure WKU offers a portfolio of academic programs that are aligned with the interests and needs of the students and the service region and ensures WKU offers academic programs that provide 21st Century students with the skills for success. Programs were evaluated based on a series of institutional metrics, or [Departmental Data Sheets](#) (student credit production hours, enrollment, persistence, graduation rates) and [self-study narratives](#) related to productivity, success of students, costs and revenues, and alignment with institutional and statewide priorities. [Section 3b](#) of the CAPE self-study required a list of all program student learning outcomes, means of assessment, and how findings from the recent round of assessment (2017-18) were used to improve the program (i.e., closing-the-loop). Assessment targets from 2017-18 served as the baseline for measuring student success for the CAPE process. Self-studies for all programs in a college were evaluated by a dean-appointed group using a standardized rubric. The rubric scores for narratives were then combined with the Departmental Data

Sheets to either concur with the department's self-study recommendation or put forward an alternate recommendation. All of this information was then evaluated by a university-level CAPE Committee, who made the final recommendations to the Provost. At the end of the CAPE review, one of four outcomes was chosen for each program: grow/enhance; maintain; transform; or suspend. The overall [results for all program recommendations were as follows](#):

- Grow/enhance = 15
- Maintain = 209
- Transform = 55
- Suspend = 101

Moving forward, assessments for 2018-19 and 2019-20 reflected the results of the data from the CAPE process. Programs marked for transformation were given AY 2019 to create a transformation plan for presentation to Academic Affairs. Transformed programs began new baseline assessment targets in 2019-20 and those suspended were not required to assess but to present a “teach-out’ plan. All other programs continued with the three-year assessment cycle that began with the baseline targets from the CAPE review followed data collection in 2018-19 and 2019-20. Assessment data from 2020-21 will serve as the final cycle, closing the loop, and as the baseline for the next cycle of assessment.

Assessment plans identify student learning outcomes and the tools and activities utilized in assessment. The current assessment plans are embedded in the [assessment worksheet](#). The first part of the worksheet includes a space for each SLO, each instrument used for assessment (artifact, rubrics, etc.), a predetermined-criteria for success, targets, and methodology (see table 1). The second half of the assessment plan (see table 2) requires information about closing the loop, follow-ups, and future assessment cycles. The text in lighter font are instructions for assessors. For example, in the column next to “measurement,” there is a list of examples of types of assessment artifacts for direct and indirect measures, including a note that at least one direct measure for each SLO is required.

<i>Table 1. Assessment plan description and results</i>	
<b>Student Learning Outcome</b>	Describe what specific skills and/or knowledge graduates of your program are expected to master.
<b>Measurement Instrument 1</b>	<p><b>NOTE: Each student learning outcome should have <u>at least one direct measure of student learning</u>. Indirect measures are not required.</b></p> <p>Be specific and include how the measurement aligns with your learning outcome.</p> <p>Consider the following list of example sources for DIRECT measures of student learning: written work, presentations, licensure/national board exams, juried performances, oral exams/presentations, capstone course artifact, portfolios, senior exam results, nationally-normed exams or boards, graduate written exams, thesis defense, simulations, e-portfolios, ratings of students by faculty field-experience supervisors. <b><u>Please attach any/all rubrics used.</u></b></p> <p>Consider the following list of example sources for INDIRECT measures of student learning: student surveys, alumni surveys, employer surveys, graduate school placement and success rates, employer internship performance</p>

	appraisals, written surveys and questionnaires, external examiner, external advisory boards, focus groups, exit interviews. Again, these are not required.		
<b>Criteria for Student Success</b>	<i>Criteria for Success</i> refers to a narrative/explanation of the level of performance students will have achieved for your program to have been successful (ex., <i>students will have earned 4/5 for documentation and citation on capstone essays</i> ). Describe what outcomes or achievements should be reached for a student to have “succeeded” using the instrument above. The criteria for success assist in setting targets.		
<b>Program Success Target for this Measurement</b>	The composite, numerical goals students in the sample will have achieved for program success - expressed in percent (ex., 75% [that’s the target number] of students in the program will have earned 4/5 on documentation/citation on the rubric).	<b>Percent of Program Achieving Target</b>	Insert the actual percentage of students reaching the target for this measure (ex. 78% of students in the program will have earned 4/5 on documentation/citation on the rubric).
<b>Methods</b>	Include descriptions of sampling and data collection processes, appropriate summary statistics, and number of students assessed ( <i>N, n</i> ). Note: <b>Sample Sizes</b> - Generally speaking, at least 20% of students enrolled in the program should yield your sample size, with a minimum of five in the sample. So, if your program has 50 total majors, you should evaluate at least artifacts from 10 randomly selected students (20% of 50 = 10). If your program has 8 students, you would need to evaluate artifacts from at least 5, but you could choose to evaluate artifacts from all 8. If you only have 4 students in your program, you would evaluate artifacts from all of the students. Many programs evaluate artifacts from students in capstone courses. If you have 20 students in your capstone course, but 100 majors, you would evaluate work from all 20 students. Unless the number is too high, it is recommended that work from all students in the capstone be assessed.		

<b>Table 2. Closing the loop, follow-ups, and future assessment cycles</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)
Actions should be specific and preferably in past tense (e.g. try to avoid stating what you are “planning” to do). Examples of changes include: Content in one or more courses was modified (list specific course(s)); one or more new courses were created (list specific course(s)); changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
For program improvement, state explicitly how the actions above link to an improvement in student learning or in the measure used to assess student leaning. For example, “Pass rate on the nationally-normed licensure exam improved from 75% to 90%,” “Percentage of students scoring Good or Excellent on presentation increased from 60% to 80%,” “First time pass rate on Masters written exam increase from 80% to 95%,” etc. <b>All changes need not lead to quantitative results.</b> Feel free to use more qualitative indicators or observations as appropriate.

<p><b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)</p> <p>When will this outcome be assessed again? It is perfectly fine to not assess every outcome every year; however, it is important to note <i>when</i> it will be assessed again.</p> <p>Please include the year this outcome will be assessed again, when and what data/artifacts will be collected, what courses will be sampled, and who will be responsible for collecting and providing data and information.</p>
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## Actions for Improvement

Degree and certificate programs identify an action(s) for improvement each year. In some situations, no action to improve student learning is implemented during a reporting cycle. These situations may include: (a) all or most students meeting the standard; (b) a curricular redesign for which more time is needed to evaluate results; (c) too few completers to draw valid conclusions; (d) changes in program accreditation standards; e) program is in the process of being transformed; and/or (e) program has been marked for suspension.

In cases where 95% (or greater) of students within the degree program are achieving the criterion for success on assessment measures, program directors/assessment coordinators will determine whether the bar for expected performance should be higher. Alternatively, a program might “retire” this SLO, shift to another planned SLO, or develop a brand new SLO.

## Use of Assessment Results to Improve Educational Programs

WKU identifies expected student learning outcomes (SLOs), assesses the extent to which it achieves these outcomes, and provides evidence of not only seeking improvement, but documenting improvement of student learning over time. The philosophy conveyed by the Assurance of Student Learning (ASL) committee to program faculty and academic units is to seek continuous improvement in student learning over time. All degree and certificate programs at WKU implement actions for improvement on a consistent basis using SLO assessment data to make programmatic, curricular, pedagogical, and other changes to improve student learning over time. Programs are required to provide at least one direct measure of each SLO. Several snapshots of the success of WKU educational programs to “close the loop” are provided as illustrations. Degree program examples will be addressed first, followed by a certificate program example:

### UG SOCIOLOGY (BA): SLO 2 – DIRECT MEASURE

Student Learning Outcome 2	
<b>Student Learning Outcome 2</b>	<b>Undergraduates completing the B.A. will demonstrate knowledge of quantitative techniques used to analyze social phenomena.</b>
<b>Measurement Instrument 1</b>	DIRECT measure of student learning: Students complete a 1 hour senior seminar after completing all core courses (i.e., SOCL 100: Introduction to Sociology; <b>SOCL 300: Social Statistics</b> ; SOCL 302: Strategies of Research Methods; SOCL 304: Sociological Theory). At the start of the senior seminar, they are provided a study guide and instructed to prepare for an exit exam which covers each of the four



	<p>core areas. The exam is a 100 question multiple choice exam with questions evenly drawn from the four areas.</p> <p>In short, the exit exam includes 25 questions which assess student's understanding of <b>quantitative techniques used to analyze social phenomena.</b></p>		
<b>Criteria for Student Success</b>	We expect an average portion of students to demonstrate this more advanced proficiency (see actions).		
<b>Program Success Target for this Measurement</b>	70% (score = 70% or above)	<b>Percent of Program Achieving Target</b>	<p>Below Benchmark</p> <ul style="list-style-type: none"> <li>• 5% of students in Fall 2018 and 7% of students in Spring 2019 scored 70% or better.</li> <li>• In Fall 2018, the average score for this assessment was 53% and in spring 2019 it was a 51.5%.</li> </ul>
<b>Methods</b>	Direct: Score on a multiple choice exam which included 25 questions (randomly distributed among 100 total) which assessed understanding of quantitative techniques used to analyze social phenomena.		
<b>Based on the results above, circle your conclusion regarding the program's goal of meeting Student Learning Outcome 2.</b>	<b>Met</b>		<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>To start we will examine the extent to which (SLOs) for the SOCL 300 contribute to the SLOs of the program, and in that process determine whether:</p> <ol style="list-style-type: none"> <li>1. The course SLOs across multiple instructors are consistent.</li> <li>2. There a need to update some SLOs.</li> <li>3. The SLOs are measurable.</li> <li>4. There alignment between the SLOs, course materials, and performance measures.</li> <li>5. The performance measures are well formulated.</li> </ol> <p>We will also be mindful of the "exceptional" "excellent" "good" "fair" language as it relates to our expectations and how the data support conclusions that an SLO has been achieved from the perspective of such alignment. We have set our sights on some substantial work this semester, to set consistent SLOs for core courses and use 1-2 of those as program SLOs. We believe the next assessment will be a much more realistic evaluation of where we would like to be/go—even if our standard of measurement to assess the new won't be in place for some time. We also intend to explore the option of modifying the senior seminar to further develop, while still assessing, skills begun in the SOCL 300 course.</p>			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>We actually began a thorough examination of the effectiveness of SOCL 300 in Fall 2019. The three current faculty who offer SOCL 300 prepared a proposal to create a 1 hour statistics lab which would be required for all SOCL/CRIM majors. Unfortunately, the following challenges forced us to table the proposal for now:</p> <ul style="list-style-type: none"> <li>• The fact that our SOCL 300 course is taken by multiple majors (from Fall 2016-Spring 2016, only 40% of enrolled students were SOCL majors or minors or CRIM majors—all internal departmental programs which require the course). It was difficult to imagine requiring an experience we believe beneficial to only a portion of students enrolled in the lecture course, especially as the lecture and lab would go together as a fluid/concurrent discussion.</li> <li>• It was impossible to work out staffing details as both our sociology and criminology programs would be impaired by the drain of faculty resources required to implement up to 3 one-hour statistics labs (the minimum number we estimated based on internal enrollments).</li> </ul>			

However, the course will be part of the curriculum mapping work we do during spring of 2020. No doubt, we will implement changes to our program assessment in the 2020/21 AY. For our own Assurance of Student Learning, we will explore the option of changing the capstone course to one which allows application of statistics in “real world” settings.

UG BIOLOGY (BS): SLO 2 – INDIRECT MEASURE

<b>Student Learning Outcome 2</b>			
<b>Student Learning Outcome</b>	<b>Students will apply scientific methodology and field/laboratory/analytical skills to a biological question.</b>		
<b>Measurement Instrument 1</b>	<b>INDIRECT MEASURE 1: Exit survey question:</b> Students response to the exit survey question: “Did you conduct research in BIOLOGY at WKU (e.g., BIOL 399)? - Rate your ability.”		
<b>Criteria for Student Success</b>	Biology students will have participated in some form of research while at WKU and feel confident in their ability to perform research.		
<b>Program Success Target for this Measurement</b>	75%	<b>Percent of Program Achieving Target</b>	unknown
<b>Methods</b>	<p>Note: This is a bundled survey question, asking students to respond to 2 different prompts. It’s unlikely that all students participated in research while at WKU; but all students responded by rating their ability.</p> <p>The survey results were not collected this year as a result of the COVID-19 pandemic and delivery modality transitions to online.</p> <p>Direct measures, which were not required previously, will be assessed in the next reporting period.</p>		
<b>Measurement Instrument 2</b>	<b>INDIRECT MEASURE 2: Exit survey question:</b> Students’ response to the exit survey question “Based on your experience in BIOLOGY at WKU, rate your ability to create scientific products (e.g., analyze data and make graphs or tables, give a presentation, write a scientific paper) (with 100 being excellent).”		
<b>Criteria for Student Success</b>	Biology students will have participated in some form of research while at WKU and feel confident in their ability to perform research.		
<b>Program Success Target for this Measurement</b>	65%	<b>Percent of Program Achieving Target</b>	unknown
<b>Methods</b>	<p>The survey results were not collected this year as a result of the COVID-19 pandemic and delivery modality transitions to online.</p> <p>Direct measures, which were not required previously, will be assessed in the next reporting period.</p>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>	<b>Met</b>	<b>Not Met</b>	



<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)
The Biology Assessment Committee will develop a different Student Learning Outcome that has a direct measure for future assessment.
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
A new SLO with a direct measure as an instrument will be implemented during the Fall 2020 or Spring 2021 semester.

CERTIFICATE: ADVANCED PROFESSIONALISM

<b>Student Learning Outcome 3</b>		
Identify personal values and interests and use them in assessing career options		
<b>NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.</b>		
<b>Pathway U assessment</b>		
All Freshman BA170/175 course students must complete this assessment which assists them in making sure they are on the correct educational pathway for the career outcomes seen in the assessment.		
<b>Program Success Target for this Measurement</b>	All incoming BA170/175 student freshman	<b>Percent of Program Achieving Target</b> 100%
This is a requirement that all students in BA170-175 must fulfill and students are given a grade for completion. Additional Career assignments associated with the PathwayU assessments are also completed in the BA 170/175 courses.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.</b>	<b>Met</b>	
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
<b>Continue to work with all BA 170/175 instructors on not only requiring the assessment, but also presenting on the assessment and the importance of making sure they are aware of the correct educational pathway for their future career based on their own personal values and interests.</b>		
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
All BA instructors are now including this in their course requirements and have added additional assignments related to the PathwayU results.		

<b>Assessment Documents Included by College</b>			
<b>College of Educational and Behavioral Sciences (CEBS)</b>	<a href="#">CAPE 2017-2018</a>	<a href="#">2018-2019</a>	<a href="#">2019-2020</a>
<b>College of Health and Human Services (CHHS)</b>	<a href="#">CAPE 2017-2018</a>	<a href="#">2018-2019</a>	<a href="#">2019-2020</a>
<b>Gordon Ford College of Business (GFCB)</b>	<a href="#">CAPE 2017-2018</a>	<a href="#">2018-2019</a>	<a href="#">2019-2020</a>
<b>Ogden College of Science and Engineering (OCSE)</b>	<a href="#">CAPE 2017-2018</a>	<a href="#">2018-2019</a>	<a href="#">2019-2020</a>
<b>Potter College of Arts and Letters (PCAL)</b>	<a href="#">CAPE 2017-2018</a>	<a href="#">2018-2019</a>	<a href="#">2019-2020</a>

### **Ongoing and Future Assessment Plans:**

In 2018, WKU's Academic Affairs/Office of the Provost experienced a series of changes in leadership. As part of this transition, WKU created the Assurance of Student Learning (ASL) team and a new position, Assistant Provost for Institutional Effectiveness to establish a new systematic process for developing, measuring, and improving student learning at WKU. Much of this effort has focused on changing the culture and attitudes about assessment by illuminating the idea that the practice of deliberate and formative assessment allows programs to gather the data needed to identify student levels of understanding, evaluate instructional practices, and improve the quality of education. The ASL team works continually with programs to develop assessment plans that address student learning in a meaningful way. To that end, WKU has contracted with Chalk & Wire, an assessment and credentialing tool, to assist with data entry and analysis, record trends, and promote and track High Impact Practices like ePortfolios and experiential learning. Chalk & Wire will also house data for programs with outside accrediting bodies. The goal of these efforts is to generate Excellence in Assessment methods among all academic programs that connect the value of continuous quality improvement and enhancement at WKU. Going forward, programs will move from a three-year to five-year assessment cycle. This will enable programs to set meaningful targets for improvement in the first year, three years to collect data and make course-level adjustments, and a final year to implement any extensive program changes, follow up, close the loop, and set new goals for the next assessment cycle.

### **Supporting Documents**

- [Assurance of Student Learning – Training & Workshops](#)
- [Assurance of Student Learning – Committee](#)
- [Program Director Assessment Email 1](#)
- [Program Director Assessment Email 2](#)
- [Comprehensive Academic Program Evaluation \(CAPE\)](#)
- [Departmental Data Sheet – Example ACCT](#)
- [CAPE Program Self-Study Worksheet](#)

CAPE Example Psychology (0469)  
CAPE Results for all Program Recommendations  
CAPE Assessment Worksheet

<b>Assessment Documents Included by College</b>			
<b>College of Educational and Behavioral Sciences (CEBS)</b>	CAPE 2017-2018	2018-2019	2019-2020
<b>College of Health and Human Services (CHHS)</b>	CAPE 2017-2018	2018-2019	2019-2020
<b>Gordon Ford College of Business (GFCB)</b>	CAPE 2017-2018	2018-2019	2019-2020
<b>Ogden College of Science and Engineering (OCSE)</b>	CAPE 2017-2018	2018-2019	2019-2020
<b>Potter College of Arts and Letters (PCAL)</b>	CAPE 2017-2018	2018-2019	2019-2020

**9.1 Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.  
(Program content) [CR]**

  X   Compliance                           Non-Compliance

WKU offers degree programs at the associate, baccalaureate, master's, specialist, and doctoral levels. Established policies for the development, approval, and revision of WKU degree programs and courses ensure that each of the University's degree programs embody a coherent course of study compatible with its [stated mission](#). In addition, The Kentucky Council on Postsecondary Education (CPE) requires that proposals for establishing new programs show consistency with the institutional mission and the CPE Strategic Plan, while reflecting best practices of higher education. Academic program reviews allow faculty to analyze established programs to verify continued coherence and appropriateness of the program keeping in mind student and market demand. The University uses the U.S. Department of Education [Classification of Instructional Programs](#) taxonomy for its degree programs to ensure that they are indeed based on fields of study appropriate for higher education.

### **Course Sequencing**

To ensure the coherent building of academic content, a standardized course numbering system for [undergraduate](#) and [graduate](#) courses is utilized. Prerequisites are also utilized at both the [undergraduate](#) and [graduate](#) level. Prerequisites are noted in both catalogs and are displayed at the time a student attempts to register for a course in WKU's registration system. Registration in courses is limited to those who meet the prerequisites listed. Some programs offer a very specific sequencing of courses as content is increasingly complex and prior knowledge is essential for success at the next level. For example, the [Master of Arts in Applied Economics](#) and the [Doctor of Physical Therapy](#) offer a specified sequencing of courses. At the undergraduate level, [four-year pathways](#) are provided on the WKU website and document the sequencing of courses leading to the successful completion of a baccalaureate program.

### **Curricular Process**

A [new](#) or [revised](#) program proposal originates with faculty members within an academic department, who establish the learning outcomes and assessment criteria to be used, regardless of delivery method or location. The proposal must also [document similar programs in the state](#), while additionally referring to accreditation, certification, and/or licensure requirements when appropriate. These steps allow the faculty to ensure consistency with good practices, coherence of courses, a relationship to the institutional mission, and the program's appropriateness in higher education. WKU is working to streamline the curriculum process in CourseLeaf to align the University process with CPE and SACSCOC substantive change requirements. WKU has proposed very few

new programs in the last five years. During this time, new programs utilized the CPE Pre-Proposal form to propose programs through the WKU curricular process.

Each new program proposal is reviewed and approved by the department, appropriate [College Curriculum Committee](#); the [Professional Education Council](#) (for programs leading to initial teacher certification or teacher rank change); the Graduate Council Curriculum Committee and [Graduate Council](#) or [Undergraduate Curriculum Committee](#), as appropriate to the level of the program; the Faculty Senate, and the Provost. Membership for the committees follows: [Undergraduate Curriculum Committee](#), [Graduate Curriculum Committee](#), and [Graduate Council](#).

A "[pre-proposal](#)" for each new degree program, addressing the key concepts embedded in this principle, is submitted to an [online website](#), managed by the Council on Postsecondary Education. Each pre-proposal is subject to review, over a 30-day period, by other institutions in the state. This peer-review process not only addresses issues of possible duplication, but it also further ensures that each new program proposal indeed meets the standards of being "a coherent course of study coherent course of study compatible with the university's mission and based upon a field of study appropriate to higher education." Only after this [review is complete](#) does the CPE invite the institution to submit a full program proposal.

Upon receiving an [invitation from the CPE](#) to submit a full degree program proposal, the proposal is reviewed by the [WKU Board of Regents](#). Board-approved programs are submitted as [Full Proposals](#) to the Council on Postsecondary Education, who provides the [final authority](#) for program implementation. This process is outlined in CPE's [New Academic Program policy](#).

Examples of documentation relating to all the above steps in the program approval [process](#) are provided.

Academic program revisions follow the internal approval process and are reviewed to ensure the curriculum proposed is consistent with the requirements in the [Undergraduate](#) and [Graduate Catalog](#). The external approval necessary for a program revision is stipulated in the [state program approval policy](#), which states major revisions require CPE approval when a CIP code changes or a program merges or separates. WKU has not submitted any revisions of this type since the policy revision. However, WKU has submitted two new programs to CPE for approval in 2020. See supporting documents for proposal types.

### **Academic Program Review and Comprehensive Academic Program Evaluation**

During academic years 2015-16, 2016-17, and 2017-18 of this SACSCOC review period, WKU followed the [Academic Program Review \(APR\)](#) process followed since 2011. The process focused on ensuring that each degree curriculum retained a coherent program of study appropriate to higher education and that it remained directly related and appropriate to the University mission and to the field of study. Every six

years, academic programs (including distance learning programs) conducted an outcomes-driven self-assessment, which included analysis of qualitative and quantitative data related to such factors as centrality to institutional mission and consistency with state goals; program quality; cost and funding; and evidence of ongoing assessment and improvement of academic quality.

In addition to periodic review of existing academic programs, the APR process was used to ensure coherence and appropriateness of new programs using the same criteria. The CPE-delineated [Review of Academic Programs: Policy and Procedures](#) required interim review of new academic programs according to the following schedule: (1) associate programs after three years of implementation; (2) baccalaureate programs after five years of implementation; (3) master's programs after four years of implementation; and (4) doctoral programs after three and six years of implementation. Upon successful completion of the interim review, a program entered the regular institutional APR cycle. The tentative APR review schedule for the period 2012-13 through 2017-18 is provided [here](#); programs undergoing interim review are clearly indicated.

In 2017-18, WKU began the APR review process, but because the state discontinued its APR process in order to develop a new statewide process and because the new Strategic Plan, [Climbing to Greater Heights](#), asked that WKU "Engage deans and department chairs in a comprehensive academic program review to ensure WKU has an appropriate mix of study options and efficiently deploys scarce resources," WKU suspended the APR. During 2018-19, WKU embarked upon and engaged in a more comprehensive review of all programs, the [Comprehensive Academic Program Evaluation \(CAPE\)](#) process. Mission, goals, program coherence, and program appropriateness were also central to CAPE. The aim was to ensure that WKU offered a portfolio of academic programs aligned with the interests and needs of our students and the service region; that WKU offered academic programs that provide 21<sup>st</sup>-century students with 21<sup>st</sup>-century skills; and that the programs are sustainable and productive. Given a declining population of high school students, downturn in the number of international students, and reduced state allocations, WKU needed to optimize resource allocation to promote and support growth and to achieve our mission.

All programs (~350) were evaluated based on a series of institutional metrics and self-developed narratives related to productivity, success of students, costs and revenues, and alignment with institutional and statewide priorities. Program coordinators, department heads, and faculty prepared a [self-study](#) for each program and, based on this assessment, recommended one of four outcomes for each program: grow/enhance; maintain; transform; or suspend.

Section 5.a of the self-study required program faculty to explain how programs appropriately support WKU's mission and goals as expressed in the new strategic plan. For example, faculty in the [Anthropology major](#) explained in section 5.a. that their major addresses elements of the strategic plan by enrolling diverse students, preparing students for life in a global context, and facilitating high impact practices. Faculty in the

[Entrepreneurship major](#) explained the link to their program on a “Culture of Innovation” and their engagement with High Impact Practices (Section 5.a). All self-studies may be reviewed in [Standard 8.2](#).

In section 3.b, programs were required to list student learning outcomes for the program and how they were assessed to improve student learning. While the “coherence” was not directly mentioned in this section, when programs described assessment of learning outcomes, they generally demonstrated coherence in their programs. The [Chemistry major](#) provides a good example:

For chemistry majors, the primary objective of introductory chemistry is to prepare students for foundation-level coursework, which requires knowledge and proficiency in the use of basic chemical concepts and laboratory skills. The Department administers an exam in CHEM 120/121 (E-NS/SL) to evaluate a set of these outcomes that have also been designated as the Colonnade learning objectives. Likewise, the ACS produces a nationally standardized general chemistry examination, which is administered in CHEM 222, and is a component of the Department’s Action Plan/Year-End Progress Report to Academic Affairs. Foundation-level and in-depth coursework is divided among the five traditional sub-disciplines of chemistry (analytical, biochemistry, inorganic, organic, and physical). The ACS-CPT provides guidelines and learning objectives for each sub-discipline that are assessed by various combinations of sub-discipline specific ACS exams and/or other instruments (e.g., homework assignments, quizzes, exams, and projects) developed by individual faculty.

In 2015 the Department’s Undergraduate Program Committee performed a benchmark study and comprehensive review of the undergraduate degree program. This activity led to major curricular revisions over the last three years, which included modifying the general chemistry placement criteria, course prerequisite/co-requisite revisions, the creation of a new concentration (Foundations), and additional support course requirements.  
(3.b)

Here, the program faculty describe how assessment led to improved program coherence and effectiveness. Note: when SACSCOC revised, re-numbered and re-aligned Principles of Accreditation standards in 2018, program coherence was not as deliberately emphasized. As WKU develops a new Academic Program Review process, evaluation of program coherence will be built more deliberately into the review process.

After programs submitted self-studies, they were evaluated in colleges by a dean's-level group; this group scored each self-study using a [standardized rubric](#) and combined that evaluation with their narrative assessment to either concur with the department’s recommendation or put forward an alternate recommendation to each dean. All of this information was then evaluated by a University-level CAPE Committee with a [rubric](#). The University CAPE Committee [recommended to WKU’s Board of Regents](#) that WKU transform 55 programs, grow 15 programs, maintain 290 programs, and suspend 101



programs (minors were included in these program totals even though minors do not meet the definition of an academic program, which yields a credential). Regents voted to ask Provost Cheryl Stevens to reconsider three suspension recommendations; ultimately, she suspended the Master's in Education and Behavioral Science Studies and moved minors in religious studies and astronomy to the transformation category for further consideration.

The Provost prioritized the 15 programs slated for Grown/Enhance and began allocating monies from a strategic initiative fund in fiscal 2020 to increase faculty appointments in these programs (some monies were also designated for capital improvements). See [Standard 6.2b](#) for additional details.

In 2019-20, WKU closed out the CAPE process by focusing on transformation of marginal programs, programs that the CAPE committee felt had potential, but that were underperforming and needed restructuring. Program faculty were asked to develop plans to better align programs with the WKU Strategic Plan as expressed by the following questions:

- be attractive to students?
- meet marketplace needs?
- be innovative and creative?
- incorporate changes that reflect the evolution and direction of the field/discipline?
- create a more diverse, equitable, and inclusive student body? (mission)
- motivate engagement by both students and faculty?
- incorporate high impact practices?
- improve recruiting and retention efforts?
- develop cross-disciplinary curricula?
- impact costs and resources of existing and requested budget?
- address CAPE committee recommendations?

Program faculty submitted [updates in the fall of 2019](#) and were given feedback from a committee, deans, and the Provost's Office. Program faculty produced additional updates in [spring 2020](#), and deans' offices and Provost's Office personnel reviewed each program and made decisions.

[Of the 55 programs that were reviewed](#), three programs elected to suspend their program, deans and the Provost's Office suspended three programs, and the remaining 49 programs moved into the curriculum and Academic Program Review process. The three programs that the Provost/Deans suspended did not align well with WKU's mission: The Associate of Science in Agriculture Technology and Management was better suited for community college, and the Graduate Certificate in Brewing and Distilling Arts was better suited for an undergraduate program, which WKU has. While the Graduate Certificate in Gender and Women's Studies aligned with mission, WKU did not have current faculty willing to take on a leadership role to manage the program under current budget constraints.



In fall 2020, the Provost's Office created a committee of representative deans, department heads, and faculty (including representatives of graduate and undergraduate curriculum committees) to create a [new academic review process](#), a process that will be streamlined, data-driven, and formative to help improve programs, ensure alignment with mission, improve program coherence, and direct resources appropriately.

## Supporting Documents

[WKU Mission, Statement of Purpose, and Core Values](#)  
[Classification of Instructional Programs Webpage](#)  
[Undergraduate Course Numbering System](#)  
[Graduate Course Numbering System](#)  
[Undergraduate Prerequisites](#)  
[Graduate Prerequisites](#)  
[Master of Arts in Applied Economics Sequencing](#)  
[Doctor of Physical Therapy Sequencing](#)  
[Four-Year Pathways](#)  
[New Program Proposal](#)  
[Revised Program Proposal](#)  
[Similar Programs in the State](#)  
[College Curriculum Committee](#)  
[Professional Education Council By-Laws](#)  
[Graduate Council – Senate Guidelines](#)  
[Undergraduate Curriculum Committee – Senate Guidelines](#)  
[Undergraduate Curriculum Committee Members](#)  
[Graduate Curriculum Committee Members](#)  
[Graduate Council Members](#)  
[Pre-Proposal for New Academic Program](#)  
[Kentucky Postsecondary Education Data System \(KPEDS\) Website](#)  
[Complete Review Example](#)  
[Pre-Proposal Accepted Example from CPE](#)  
[Proposal Reviewed by WKU Board of Regents](#)  
[Full Proposals to CPE](#)  
[CPE Minutes 6-19-2020](#)  
[CPE's New Academic Program Policy](#)  
[Program Approval Process](#)  
[Undergraduate Catalog](#)  
[Graduate Catalog](#)  
[State Academic Program Approval](#)  
[Academic Program Review \(APR\) Website](#)  
[Review of Academic Programs: Policy and Procedures](#)  
[Tentative APR Schedule](#)  
[Climbing to Greater Heights](#)  
[Comprehensive Academic Program Evaluation \(CAPE\) Website](#)

CAPE Self-Study Completion Guide  
CAPE Self-Study Example – Anthropology Major  
CAPE Self-Study Example – Entrepreneurship Major  
SACSCOC – Standard 8.2  
CAPE Self-Study Example – Chemistry Major  
Standardized Rubric Used for College Level  
Standardized Rubric Used for University Level  
Recommended to WKU’s Board of Regents  
SACSCOC – Standard 6.2b  
CAPE Transformation Guidelines Fall of 2019  
CAPE Transformation Update Follow-Up – Spring 2020  
55 Programs That Were Reviewed  
Plan Academic Review Process

**9.2 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. (*Program length*) [CR]**

  X   Compliance                           Non-Compliance

Western Kentucky University (WKU) awards associate, baccalaureate, master's, specialist, and doctorate degrees following the program length requirements defined by the Kentucky Council on Postsecondary Education (CPE) in accordance with guidance provided by the General Assembly of the Commonwealth of Kentucky ([KRS 164.2951](#)). The [CPE definitions](#) provide the foundation for all WKU programs.

### **Semester Credit Hour Policy and Enforcement of Policy**

WKU uses semester credit hours as the basis for measuring the amount of learning accomplished in both traditional classroom settings and nontraditional venues such as laboratories, studios, internships, practica, and other experiential learning such as face-to-face and distance learning modes. The [WKU credit hour policy provides](#) faculty guidance in setting credit hour expectations for academic courses and programs consistent with federal regulations.

Determination of credit hours for WKU academic courses and programs follows the University curriculum process, which begins with the program faculty and department, the college curriculum committee, the University curriculum committee (undergraduate or graduate), the Faculty Senate and receives final approval from the Provost before implementation. The curriculum approval process is documented in the [Faculty Senate Charter](#).

### **Total Hours for Degrees (Program Length)**

All [associate degree programs](#) meet or exceed 60 semester credit hours. All undergraduate [baccalaureate degree programs](#) meet or exceed 120 semester credit hours, and all [post-baccalaureate, graduate, and professional degree programs](#) meet or exceed the 30-hour requirement. These requirements are monitored at the undergraduate level by the Registrar's Office and at the graduate level by the Graduate School.

Complete requirements for degree programs at the undergraduate level can be found in the [Undergraduate Catalog](#). The Undergraduate Catalog includes the [specific program](#)

[information](#), including the number of required hours for the majors, the total number of hours required for the degree, and sequencing information. The [graduate policy](#) guides information in the [Graduate Catalog](#). The Graduate Catalog includes the [specific program information](#) including the total number of hours required for each program.

### **Approval of Program Length**

For undergraduate programs, the departmental faculty, college committee, [Undergraduate Curriculum Committee](#), [Faculty Senate](#), and Provost's Office consider the appropriateness of program length and credit hours for all undergraduate degree programs through the curricular approval process. [New programs](#) and [program revisions](#) at the undergraduate level require proponents to outline courses required for the major, minor, or certificate. Academic requirements for each program can be found in the [Undergraduate Catalog](#), including the specific credit hours required for each program.

For graduate programs, the departmental faculty, college committee, [Graduate Council Curriculum Committee](#), [Graduate Council](#), [Faculty Senate](#), and the Provost's Office consider the appropriateness of program length and credit hours for all graduate degree programs and certificates. No new graduate programs were approved during the 2019-2020 academic year. However, [program revisions](#) clearly show the number of credit hours for programs. Degree requirements are detailed in the [Graduate Catalog](#). Both undergraduate and graduate programs that lead to teacher certification must also be approved by the Professional Education Council prior to moving to the Undergraduate Curriculum Committee or the Graduate Council Curriculum Committee.

### **Concurrent and Subsequent Degree Policy**

At the undergraduate level, faculty approved a concurrent and subsequent (second) degree policy. For a concurrent associate degree, students must earn a minimum of 75 total semester hours and earn 15 hours exclusively in the additional major. For a concurrent baccalaureate degree, students must earn a minimum of 150 total semester hours and 57 hours of upper-level coursework. The [concurrent degree policy](#) is stated in the Undergraduate Catalog. Included is a [transcript](#) showing the awarding of a concurrent baccalaureate degree and a [transcript](#) showing the awarding of a concurrent associate degree.

In addition, faculty approved the undergraduate subsequent degree policy. For a subsequent associate degree, a student must have earned previously an associate degree or higher from a fully accredited college or university. Then, the student must earn a minimum of 15 semester hours in the new major with 12 to 15 of the hours in residence at WKU. For a subsequent baccalaureate degree, a student must have earned previously a baccalaureate or higher degree from a fully accredited college or university. Then, the student must earn 30 semester hours after the completion of the first degree. Fifteen of those 30 hours must apply toward the new major. The

[subsequent degree policy](#) is stated in the Undergraduate Catalog. Included is a [transcript](#) showing the awarding of a subsequent baccalaureate degree.

### **Joint Undergraduate-Master's Program Policy**

WKU offers Joint Undergraduate-Master's Programs (JUMP) to provide an opportunity for undergraduate students to complete an advanced degree. [The policy](#) allows students to apply up to 12 hours of graduate coursework to both the undergraduate and graduate degrees. While this could allow a student to graduate with 138 total hours combined, the undergraduate student is allowed to take rigorous graduate-level courses (12 hours) to complete his or her undergraduate degree. This coursework may apply toward the graduate degree.

Graduate programs complete an agreement with The Graduate School outlining the application, matriculation, and admission requirements for The Graduate School. [This agreement](#) must include the signatures of the program's department head, college dean, Graduate School Dean, and the Provost. Students who enter the JUMP program and then elect not to continue in a graduate program may use the graduate coursework toward the undergraduate degree or graduate degree only. An [example agreement](#) is included.

### **Developmental/Supplemental Coursework**

Effective Fall 2019, WKU can no longer offer developmental coursework per [13 KAR 2:020](#). The policy states, "An undergraduate degree-seeking student enrolled in a public university shall be placed in a corequisite course in the curriculum pathway in any areas for which the student has not met the academic readiness standards. A student admitted to a public university shall not be required to enroll in or complete a developmental course in any academic readiness area." The Undergraduate Catalog documents the relationship between college readiness and required [supplemental or corequisite courses](#). Students who do not meet college readiness standards for Introduction to College Writing (ENG 100) must register for ENG 100 and also register for a Supplemental Writing Lab (ENG 105). Similarly, students who do not meet college readiness standards for college-level algebra or mathematics (MATH 115, 116, or 123) must register for a corequisite support course. Students receive credit for the course and the supplemental or corequisite course.

The [transfer section](#) of the catalog states that developmental coursework does not count toward degree credit.

To demonstrate WKU compliance with state and WKU developmental course regulations, attached is a WKU transcript showing a corequisite course taken as a [supplement](#) to WKU's Introduction to Writing (ENG 100) and another for a student who [transferred](#) in developmental work. The transcript demonstrates the corequisite course counts toward degree credit. The transfer transcript shows the developmental work did not count toward degree credit. A [transcript key](#) is also included.

## Program Length Audit

At the undergraduate level, the [Interactive Curriculum and Academic Progress \(iCAP\)](#) automated degree audit system is utilized to verify requirements are met. With the system, students, advisors, and faculty can obtain individualized, interactive audits displaying progress toward a selected degree. An iCAP audit shows all requirements needed to fulfill a major, concentration, or minor and filters a student's academic report through those requirements to show academic progress. This report includes the total number of hours required for a degree which is noted on both the iCAP report for [associate](#) and [baccalaureate](#) programs.

For undergraduate students, application for graduation begins the degree audit process. The graduation term entered on the form allows advisors and degree auditors to produce lists of potential graduates for each term. To ensure students have met the program length requirements, the following steps are taken:

- [Four-year plans](#) that include the total number of hours required for the degree are maintained on a website that is linked to the Undergraduate Catalog. These [plans](#) outline the total number of hours required for the degree and display how to best sequence courses to achieve those total hours.
- Advising holds are placed on students until the degree is earned. Therefore, advisors are expected to review the iCAP report and discuss any deficiencies with the student.
- Each college communicates with students who have deficiencies on their iCAP report the semester prior to their anticipated graduation date. This gives students time to register for additional courses to meet degree requirements. Colleges are invited to use specially designed [web form](#) that allows the Registrar's Office to see any prior communications with the student.
- The Registrar's Office sends an [email communication](#) to students reminding them to run their iCAP report and address any deficiencies. The total number of hours required for the degree is clearly notated on the iCAP report and shows as a red "X" and a minus sign if that requirement is incomplete.

Similar to the undergraduate process, graduate students are also audited based on the completion term entered on the application for graduation. The degree certification process audit confirms a student has completed all courses as denoted on the approved [Program of Study](#) with a "C" or higher within 6 years (master's, specialists, certificates) or 10 years (doctoral) and has earned a minimum cumulative and program grade point average of 3.0. In addition to the program of study and application for graduation, graduate degree-seeking students must have a [Comprehensive Exam/Capstone Experience](#). Students in the Doctor of Education and Doctor of Psychology programs

must complete an [Admission to Candidacy](#) form. Other program requirements vary from dissertation to thesis completion.

Students work with their graduate advisors to select courses for which to register. The advisor and student retain a copy of the program of study form to keep track of progress toward the degree. During the audit of graduate students' records, discrepancies are communicated to the student and advisor.

## Exceptions

WKU does not grant exceptions to the above program length requirements, except following the death of student who has made considerable progress toward the completion of a degree. The [WKU Policy 1.4150](#) states a student may be considered for a posthumous degree if, at the time of death, he or she was in good academic standing and had completed a substantial portion—generally 75%—of the program requirements for the degree sought. The Office of the Provost [notifies](#) the Registrar's Office to award the posthumous degree after a review to ensure the requirements of the policy are fulfilled. A [transcript](#) is included to show the awarding of a posthumous degree.

## Supporting Documents

[Kentucky Revised Statute \(KRS\) Chapter 164](#)  
[CPE Definitions for Programs](#)  
[WKU Policy 1.4034 – Engagement Requirements for Hour of Credit](#)  
[Faculty Senate Charter](#)  
[Associate Programs – Total Hours](#)  
[Baccalaureate Programs – Total Hours](#)  
[Graduate Programs – Total Hours](#)  
[Undergraduate Catalog](#)  
[Specific Program \(ENV\) Information – Undergraduate Requirements](#)  
[Graduate Policy – Credit Requirement](#)  
[Graduate Catalog](#)  
[Specific Program \(Student Affairs\) Information – Graduate Requirements](#)  
[Undergraduate Curriculum Committee Member List](#)  
[Faculty Senate Senators](#)  
[New Programs – FILM Example](#)  
[Program Revisions Example](#)  
[Graduate Council Curriculum Committee](#)  
[Graduate Council Membership](#)  
[Faculty Senate Senators](#)  
[Program Revisions Example](#)  
[Concurrent Degree Policy](#)  
[Concurrent Baccalaureate Degree Transcript](#)  
[Concurrent Associate Degree Transcript](#)  
[Subsequent Degree Policy](#)

[Subsequent Baccalaureate Degree Transcript](#)  
[JUMP Policy](#)  
[JUMP Agreement Template](#)  
[JUMP Agreement Example](#)  
[13 KAR 2:020 – Guidelines for Admission](#)  
[Supplemental or Co-Requisite Courses](#)  
[Transfer of Credits](#)  
[Supplement Course - Transcript Example](#)  
[Transfer Developmental – Transcript Example](#)  
[WKU Transcript Key](#)  
[Interactive Curriculum and Academic Progress \(iCAP\)](#)  
[iCAP report for Associate Program](#)  
[iCAP report for Baccalaureate Programs](#)  
[Four-Year Degree Paths](#)  
[Four-Year Degree Plan Example](#)  
[iCAP Degree Progress Evaluation Web Form](#)  
[Degree Certification Email Communication](#)  
[Program of Study Example](#)  
[Comprehensive Exam/Capstone Experience](#)  
[Admission to Candidacy Example](#)  
[WKU Policy 1.4150 – Awarding Posthumous Degrees](#)  
[Office of the Provost Notification Letter](#)  
[Posthumous Degrees Transcript Example](#)



**10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (Public information)**

**Compliance**       **Non-Compliance**

WKU makes information related to academic calendars, grading policies, cost of attendance, and refund policies available on its website and in publications including the Undergraduate and Graduate Catalogs. All students regardless of program delivery (face-to-face or online) learn about the academic catalog, calendar, and policies through orientation and [academic advising](#). Academic program webpages direct students to the academic catalog for curriculum requirements. [Additional communications](#) from offices across campus assist with informing students of [calendar dates](#) and [deadlines](#). Examples of the communications are provided. All statements in the University Undergraduate and Graduate Catalogs are determined to be policy as indicated in the [Academic Affairs Policy 1.0003](#).

### **Academic Calendars**

The WKU academic calendar is published on the [registrar website](#) and includes semester dates, [final exam schedules](#), class meeting days, [semester at a glance](#), [schedule of classes](#), and prior year academic calendars. The [registration guide](#) is also published for fall, [winter and spring](#), and summer and includes the academic calendar for that term. The academic calendar is also published in the [Undergraduate](#) and [Graduate](#) Catalogs. Note: Academic calendar for spring 2020 was altered on web page but not in the published catalogs due to Covid-19.

### **Grading Policies**

Grading policies are available online at the WKU [Advising & Career Development Center website](#) and in the [Undergraduate](#) and [Graduate](#) Catalogs. Grading policies are also published in the [Faculty Handbook](#). [WKU Policy 1.4063](#) - Course Syllabi requires faculty, within one week of the start of each session, to identify the factors and weighting that determine students' grades.

In response to Covid-19, WKU made a change to [Spring 2020 grading](#) to include a student option for Pass/D/F. This was [communicated](#) university-wide by Academic Affairs. Students could elect Pass/D/Fail grading, for any or all courses, at any time prior to May 8, 2020. Some courses were exempt from this grading option because of licensure and certification issues. Students who missed the May 8<sup>th</sup> deadline were permitted to appeal to change from a letter grade to the Pass/D/Fail option for extenuating circumstances until June 30, 2020. In order to appeal, a student was required to submit to the Office of the Registrar a written narrative, documentation of extenuating circumstances, and a support letter from a faculty member or academic

advisor. The appeals were sent to the instructor, department head, and associate dean for a decision. The student was notified of the decision by email.

## **Cost of Attendance**

WKU publishes the cost of attendance on websites at multiple student points of entry, including [Admissions](#), [Student Financial Assistance](#), [Bursar](#), and [Global Learning, International & Abroad](#). WKU also provides a [Net Price Calculator](#) to assist prospective students in determining their cost when choosing WKU as their education provider.

## **Refund Policies**

WKU publishes refund policies for academic tuition and fees on the [Bursar website](#), in the [Registration Guide](#) and also on the [online student resource portal](#). The refund policies apply to both undergraduate and graduate level with no differentiation between levels. The [Undergraduate](#) and [Graduate](#) Catalogs are also used to publish refund policies. Military tuition assistance refund policies and procedures are posted on [Student Financial Assistance website](#).

## **Supporting Documents**

[Academic Advising](#)

[Graduate Important Reminders](#)

[Add Drop Media Post](#)

[Withdraw Poster](#)

[Academic Affairs Policy 1.0003 – Policy on Policies](#)

[Registrar Calendar Website](#)

[Final Exam Schedules](#)

[Semester at a Glance](#)

[Schedule of Classes](#)

[Registration Guide](#)

[Registration Guide – Winter and Spring](#)

[Undergraduate Catalog](#)

[Graduate Catalog](#)

[WKU Advising & Career Development Center Website – Grading Information](#)

[Undergraduate Catalog – Grading Information](#)

[Graduate Catalog – Grading Information](#)

[Faculty Handbook – Grading Information](#)

[WKU Policy 1.4063 – Course Syllabi](#)

[Spring 2020 Grading Information](#)

[P/D/F Grading Scale was Communicated](#)

[Admissions – Cost of Attendance](#)

[Student Financial Assistance – Cost Information](#)

[Bursar – Tuition and Fees](#)

[Global Learning, International & Abroad – Tuition and Fees](#)

[Net Price Calculator](#)  
[Bursar Website – Refund Policy](#)  
[Registration Guide – Refund Policy](#)  
[Online Students – Refund Policy](#)  
[Undergraduate Catalog – Refund Information](#)  
[Graduate Catalog – Refund Information](#)  
[Military – Refund Information](#)

**10.3 The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students. (*Archived information*)**

**X** **Compliance**      \_\_\_ **Non-Compliance**

WKU publishes [archived official catalogs](#) on the Registrar's website; Undergraduate Catalogs from 1993 to 2020 and Graduate Catalogs from 1995 to 2020. This site is maintained by the Registrar and all information is publicly available. Undergraduate Catalogs from [1972 to 2020](#) can be accessed by contacting the Registrar's office. Information from the hard copy catalogs from 1972 to 1995 are provided upon request. Graduate Catalogs from [1962-2020](#) can be accessed from the Graduate School web page. [WKU Archives](#) also maintains copies of all University catalogs for historical purposes.

All statements in the University Undergraduate and Graduate Catalogs are determined to be policy as indicated in the [Academic Affairs policy 1.0003](#). Policies in both the Undergraduate and Graduate Catalogs are presented to the University Senate and to the Council of Academic Deans for review and comment [per policy 0.0003 – Policy on Policies](#). The academic catalogs are reviewed yearly to update any non-curricular language that pertains to offices and departments. The campus community is provided an opportunity to review both the Undergraduate and Graduate Catalogs before publication which generally occurs in late July-early August.

### **Supporting Documents**

[Archived Catalog Webpage](#)  
[Prior Catalogs](#)  
[Graduate Catalog](#)  
[WKU Archive Website](#)  
[Academic Affairs Policy 1.0003](#)  
[Academic Affairs Policy on Policies](#)

**10.5 The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (*Admissions policies and practices*)**

**Compliance**       **Non-Compliance**

Western Kentucky University's [mission](#) states, "WKU prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service, and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach."

WKU's admission policies for both [undergraduate](#) and [graduate](#) students, as articulated on the catalog admissions pages, are consistent with the institutional mission and align with [Kentucky Council on Postsecondary Education admission policy](#), focused on broadening access to WKU's educational experience for those who have the potential to benefit from that experience. WKU admissions policies are distributed to prospective students through the online catalog and printed materials. Any changes in these policies are approved through the institutional governance system. Some WKU degree programs have discipline-specific admission requirements, which are also approved through the institutional governance structure. WKU does not have separate admissions policies for online education.

### **Undergraduate Admissions**

[Admission requirements starting fall 2020](#) are based on the following criteria.

To be admitted, a student must:

1. Have at least a 2.00 unweighted high school GPA.
2. Students with a 2.00 - 2.49 unweighted high school GPA must achieve a [Composite Admission Index \(CAI\)](#) score of at least 60. The student's unweighted GPA \* 20 + ACT composite score equals the Composite Admission Index (CAI).
3. Students with a 2.50 unweighted high school GPA or greater are not required to submit ACT or SAT scores for admission purposes.

Students admitted to WKU may be placed in an appropriate academic support program based on academic needs at the time of admission. Students will be notified regarding any academic placement by the appropriate [office](#).

Students who have between a 2.00-2.49 unweighted high school GPA and achieve the required CAI score, will be admitted to WKU via the [Summer Scholars Program](#).

Additional requirements include:

1. All beginning freshmen must submit official high school transcripts.
2. Students must meet the Kentucky minimum high school graduation requirements for pre-college curriculum. Students not graduating from a Kentucky high school do not have to meet Kentucky Pre-College Curriculum requirements. Out-of-state students are expected to meet the PCC requirements of their home state.

In addition, two credits of a single world language are recommended. Admission to WKU may still be granted without the completion of two credits of a single world language. Students 21 years of age or older are exempt from the WKU Pre-College Curriculum requirement.

Undergraduate admissions requirements covering graduates of non-accredited high schools, early admission, concurrent high school-college enrollment, dual credit, GED applicants, non-degree applicants, and senior citizens are located in the [WKU Undergraduate Catalog](#).

Please note: [Prior to fall 2020, Freshmen were evaluated for admission](#) on the basis of academic credentials, including standardized test scores (ACT or SAT) and an unweighted grade point average on a 4.0 scale.

### **Undergraduate Admission Application**

The WKU undergraduate admission application ([domestic](#) and [international](#)) is utilized for entering students (e.g., Beginning Freshmen, Transfer, Readmission, Visitors, or International Students). WKU has separate policies for [admission by exception](#) and for students with GED certificates. Students who do not meet the admission standards but have an unweighted high school GPA of a 2.00 or higher may appeal to the Admissions Appeal Committee. During the 2020 academic year, 19 appeals were received ten (53%) of which were [granted](#). Examples of granted and denied appeals letters are included for documentation.

<a href="#">Granted Appeal Letter</a>	<a href="#">Denial—Academic Suspension WKU</a>
<a href="#">Denial—Criminal Conviction</a>	<a href="#">Denial—First-year, Minimum Requirements</a>
<a href="#">Denial—Falsification</a>	<a href="#">Denial—Academic Suspension, Previous College</a>
<a href="#">Denial—GPA below 2.0</a>	

Examples of both automatic [notification](#) and official letters for [domestic](#), [non-degree](#), and [jointly admitted](#) students are provided. The Office of Admissions evaluates whether students meet the standards for admission as determined by the University. These criteria are subject to review and revision by the University at any time.

Some undergraduate academic programs have additional admission requirements and applications—those requirements are listed by program in the [Undergraduate Catalog](#).

## Transfer Admissions

Transfer students are evaluated for good academic standing on the basis of the transfer work presented at the time of application. Students with less than 24 credit hours are subject to the freshman admissions standards, including pre-college curriculum, high school GPA and ACT/SAT test scores. Students with 24 or more hours are subject to the transfer student admission requirements; including a minimum GPA of "C" (2.0 on 4.0 unweighted scale) for the last semester or term of full-time work, a cumulative GPA of "C" (2.0 on 4.0 unweighted scale) and the requirement to be in good standing at the institution from which they are transferring. These requirements are published online for prospective students on the [WKU Transfer Center website](#).

Transfers within the Commonwealth of Kentucky are guided by the [Kentucky General Education Transfer Policy](#). The transcript provided at the time of admission, denotes the [specific general education category](#) from the public Kentucky institutions. [A statewide transfer equivalency and degree pathways articulation system](#) is utilized to assist in advising transfer students. The system provides specific course equivalency information and degree program requirements that enable a student to make informed decisions regarding transfer and baccalaureate degree completion. Transfer agreements with other institutions aid the seamless transition between two-year programs and WKU. An [example of a transfer agreement](#) with Kentucky Community and Technical College System is provided.

## International Admissions

[For international undergraduate admission](#), students must complete an online application to WKU which is reviewed by WKU's Global Learning and International Affairs (GLIA) recruitment staff. First-time freshmen must provide a transcript in English showing a minimum of 2.5 on the U.S. GPA scale. Transfer students (with 24 or more earned hours of college credit) must provide a transcript showing a minimum of 2.0 on the U.S. GPA scale. All transcripts will be evaluated by the WKU International Admissions team and converted into the U.S. grade point average scale. Applicants must also provide proof of English proficiency. If the student did not graduate from a high school taught completely in English, s/he must provide a minimum English proficiency demonstrated by one of the following exams: TOEFL (79 or above), IELTS (6.5 or above), SAT Critical Reading (450 or above), SAT Evidence-Based Reading & Writing (460 or above), ELS (Level 109 PTE Academic-52 or above) or DuoLingo (100 DET).

All undergraduate international students are subject to a non-refundable application fee of \$75. In order to obtain an I-20 after admission, all students must submit evidence of financial support. Undergraduate students must show a bank statement with funds totaling \$40,896.

All students transferring from within the U.S. will need to complete a transfer-in form. All necessary documents, including academic records, and proof of English language proficiency, must be received before an admission decision can be made. A complete list of international admission requirements can be found on the [Global Learning and International Affairs website](#).

## Graduate Admissions

The WKU Graduate School, led by the Associate Provost for Research and Graduate Education, is responsible for [graduate admissions](#) and recruitment, connecting potential graduate students with engaged faculty. The [graduate application](#) may be completed online by students seeking a graduate degree, graduate certificate, or enrollment as a non-degree student. Academic program faculty review all admission applications for graduate certificates and graduate programs. Only non-degree applications are admitted or denied via The Graduate School directly. Those files are not reviewed in the departments. The Graduate School requires an application, application fee, and transcripts for everyone applying to WKU. Many of the [graduate programs have additional admission requirements](#) detailed in the Graduate Catalog. The student is [informed about admission in writing](#) by the Graduate School in one of the following categories: Good standing-admitted; Conditional-admitted with conditions; Denied-not admitted; or Program Full—not admitted due to program capacity.

### International Graduate

International graduate applicants must also complete the WKU application and provide certified English translated official transcripts demonstrating completion of a bachelor's degree from an accredited college or university. [Students must meet English proficiency requirements](#) demonstrated by one of the following exams: TOEFL, IBT (79 or above), IELTS (6.5 or above), or ELS (level 112 or above). Admission to each program varies and is granted by each individual college. Additional academic requirements (writing samples, resume, etc.), GRE/GMAT scores, and preparation are program-specific and may also be required upon submission.

All graduate international students are subject to a non-refundable application fee of \$95 for graduate students. In order to obtain an I-20 after admission, all students must submit evidence of financial support. Graduate students must show a bank statement with funds totaling \$30,696.

All graduate international students transferring from within the U.S. will need to complete a transfer-in form. All necessary documents, including academic records, and proof of English language proficiency, must be received before an admission decision can be made. A complete list of international admission requirements can be found on the [Global Learning and International Affairs website](#).



## Special Populations Admissions

Summer Scholars Program - The Kentucky Council for Postsecondary Education Admission Policy, implemented in 2019, allows WKU to [admit](#) first-time freshmen with high school GPAs of 2.00-2.49 if the students enter into a [learning contract](#) with WKU prior to enrollment. WKU created the Summer Scholars Program in 2019. Participants in this program take two courses on campus prior to the start of the fall semester, learn strategies for being successful college students, and acclimate to living on campus. Students must complete the program with Cs or better in their courses in order to be able to continue on into the fall semester. The program began with 134 freshmen from seven states with strong success in persistence to their sophomore year. [Data](#) comparing 2019 Summer Scholars program completers with similar populations from fall 2017 and 2018 showed an almost 12% increase in one-year retention. Due to the pandemic, WKU opted to group 2020 Summer Scholars into a fall living and learning community with support services and programs offered throughout the academic year. Please note: WKU has also created a program called [New Scholars](#) to [admit](#) and support adult learners and online students that fall into this category.

Support Program (Cornerstone) - The [Cornerstone Program](#) is a retention initiative for under-prepared students with two or more college readiness courses. Cornerstone students are introduced to academic resources that are necessary to enhance their success and enrich their college experience. Cornerstone staff members help students develop interdependent relationships with appropriate campus resources, while providing direction and guidance to those who are entering college for the first time.

Concurrent High School-College Enrollment - Superior high school students may be admitted to enroll in courses concurrent with high school enrollment. High school students must have an unweighted high school GPA  $\geq 2.50$  on a 4.00 scale.

Dual Credit Program - The Division of Extended Learning & Outreach (DELO) administers a Dual Credit program at participating high schools. The Dual Credit program allows students to earn college credit as part of their high-school curriculum. Courses are offered at a substantially reduced tuition rate and provide a means of preparing college-bound students for the challenge of university coursework. High school students must have an unweighted high school GPA  $\geq 2.50$  on a 4.00 scale based on [Section 6 of the state statute 13 KAR 2:020](#).

GED Applicants - WKU follows the [Kentucky General Education Diploma \(GED\) policy](#), ensuring that applicants who have earned a state issued high school equivalency diploma or are graduates of a Kentucky based non-certified non-public high school, including home school, shall meet the admission criteria

established by the university, which shall include taking the appropriate admissions exams to assess readiness.

All Kentucky students who have earned a GED are also obligated to have completed the pre-college curriculum requirements for entry to Western Kentucky University (unless the applicant is 21 years of age or older). Non-resident applicants are required to fulfill their state's pre-college curriculum. The admission requirements operational document is attached to reflect the minimum GED requirements.

Non-Degree Applicants - Students who do not expect to become applicants for any certificate or degree may enroll upon approval of the Office of Admissions. They will not be required to follow any regular curriculum, but they will be subject to all other rules and regulations of the University.

Visitor – Students who are currently enrolled at another institution and want to take classes with WKU may be admitted as a visiting student by completing the application and submitting a Letter of good standing from their home institution.

Honors Admissions – The [Mahurin Honors College](#) admits students via a holistic application review process. Each [application](#) is considered based on the following components:

- Strength of writing samples
- Level of involvement
- Academic quality
  - GPA from sending high school.
  - ACT/SAT Score (no minimum score required)\*

\*While Western Kentucky University has moved to test optional for University Admissions, the Mahurin Honors College continues to require an ACT or SAT score for admissions consideration, though a minimum score is not required.

On Demand – Students can be admitted via On Demand as a visiting or non-degree seeking student without being formally admitted to the university as degree-seeking. Students planning to pursue a degree from Western Kentucky University or use Financial Aid, are required to contact the Office of Admissions and be admitted as degree seeking students.

## **Exceptions to Admissions Policies**

When further consideration of a WKU admission decision is desired, a letter of appeal is written and signed by the applicant and submitted to the Director of Recruitment and Admissions explaining the reasons the student feels an exception should be made. The Director of Recruitment and Admissions will then convene the University Admission Appeals Committee, which is comprised of the Director of Recruitment and Admissions,

the Associate Director of Applicant Services, the Assistant Director of Recruitment, the Diversity Recruitment Officer, and Admissions Coordinators. This committee has the responsibility for reviewing the application decision using the letter of appeal as well as all admission materials to determine if the decision was in keeping with existing policy, and receives [written instructions](#) on the process. The applicant is then informed in writing of the decision of the committee. An example [letter for denial of an appeal](#) is attached.

When a student appeals an admission decision, the appeal is flagged in our student information system (Banner), and the outcome is flagged to reflect whether the appeal has been approved or denied.

### **Joint Admissions Agreements**

[WKU partners with several 2-year colleges](#) to promote successful undergraduate educational experiences for students who wish to attend both institutions. [These joint admissions agreements](#) provide a seamless transition for later transfer to a four-year program at WKU, improving student success and degree attainment while reducing the overall cost of a baccalaureate degree. Joint admissions not only serve as an avenue for recruiting transfer students but also allow for greater collaboration between regional community colleges and WKU.

### **Recruitment Materials include Accreditation Status**

[Referencing SACSCOC Policy](#), Advertising and Student Recruitment (August 2018) [WKU Policy 1.3033 Student Recruitment Materials Review](#) provides guidance on the approval process for recruitment materials subject to approval by the Chief Marketing Officer and thus ensures that recruiting materials developed and distributed by WKU departments accurately represent the policies, practices, and accreditation status of WKU. The WKU [Undergraduate](#) and [Graduate Catalogs](#) are instrumental documents for recruitment that identify the accreditation status of the institution as well as program accreditations maintained by respective academic programs and departments. Additionally, the [Accreditations website](#) on the Academic Affairs site lists all accreditations. These online sources as well as printed materials used in recruitment include WKU's accreditation status and examples of such recruitment materials are provided below.

[Beginning Freshman Scholarship Card](#)  
[Admissions Events Self Mailer](#)  
[Area High School Mini-Viewbook](#)  
[Beginning Freshman Scholarship Mailer](#)  
[Vintage Postcard](#)

[Online Rack-Card](#)  
[WFA Postcard](#)  
[TOP Invite](#)  
[Acceptance Poster](#)  
[Head for the Hill Postcard](#)

Academic program websites include program accreditation status in prospective student information. The Doctor of Physical Therapy program is accredited by the Commission

on Accreditation in Physical Therapy Education (CAPTE) and this information is prominently placed on the [program website](#).

### Undergraduate Recruitment Training

Undergraduate admissions counselors are trained over a period of 1-2 weeks, depending on their availability and the scheduling of recruitment events for shadowing purposes (fairs, [presentations](#), office events, etc.). The Outreach Coordinator organizes their training schedule and oversees the onboarding process to ensure new counselors develop a well-rounded knowledge of admission procedures, academic programs, and student services across campus. Admissions counselors learn the office structure, how to utilize Slate, the application from both the student and processing perspective, how to utilize the resources available to counselors to best assist students (our recruitment materials (select materials listed above), the WKU website, departmental contacts, the FactBook), and more.

Over the next few weeks, counselors meet with a variety of University offices and individuals, such as the Campus Visit Coordinator, Diversity Recruitment Officer, and the Systems Security Analyst, to learn about their roles and best practices in campus visit coordination, the campus visit experience for prospective students, encouraging and fostering diversity in the recruitment process, and using Banner to best assist prospective students with the application process. New counselors also participate in job shadowing of classroom presentations, college fairs, and office events prior to conducting these visits and events on their own, which may be supervised by the Outreach Coordinator or another incumbent admission counselor.

The summer admission counselor retreat often aligns with the onboarding of new staff members. The retreat typically begins as the new counselor training period ends and serves as a refresher to discuss the strengths and weaknesses of the system, successes and failures of the past year, and preparation for the upcoming recruitment cycle. [The training schedule](#) that was utilized in Summer 2019 included visits to campus offices and meeting with academic program coordinators and department heads to learn the latest updates on academic programs. There are examples of [information sheets](#), [operational documents](#), [training profile sheets](#), and [general policies](#) included in the new counselors' training materials for reference.

### Graduate Recruitment

The Graduate School holds [recruiting events](#), some [virtual](#), and also sends graduate recruiters to events held across the region.

## Online Program Recruitment

WKU does not use independent contractors or agents in the recruitment or admissions activities related to online learning programs. The Division of Extended Learning and Outreach as part of its work in supporting online learning has an in-house marketing team that works closely with program faculty and program coordinators to design and distribute recruitment materials through online advertising, websites, and social media. The [Online Rackcard](#) and the [Workforce Administration](#) post card are just two examples.

## International Recruitment Training

The International staff recruiters and admissions personnel training process is comprehensive and rigorous. Staff members incorporate several levels and activities. This includes participating in WKU's domestic recruiting training through Undergraduate Admissions as well as training conducted by the Associate Provost for Global Learning and International Affairs on aspects specific to international travel and recruitment. International recruiters who travel always accompany an experienced recruiter before traveling alone.

## **Independent Contractors or Agents**

WKU uses independent contractors or agents in two areas: international admissions and marketing and online recruitment through websites and social media and ensures these admissions recruiting activities are governed by the same principles and policies adhered to by WKU employees through training and close oversight by the offices involved with the contractors and agents.

### International Agents

In recruiting for international admissions through the office of Global Learning and International Affairs, WKU uses carefully vetted and selected international student recruitment agents to assist in the recruiting process. WKU is a member of the American International Recruitment Council (AIRC) which promotes ethical, standards-based international recruitment strategies. WKU agents are expected to conform to AIRC standards and many are [AIRC](#) or [ICEF](#) certified.

The International Admissions staff [train recruiters](#) and verify by checking practices with the agent, reviewing their materials, and asking students. Staff attend international recruitment fairs, meet with HS counselors, work with EducationUSA, and agents are given current information about WKU and practices. The GLIA staff expect agent partners to adhere to recognized standards, e.g. AIRC and ICEF, and prefer members in these agencies. Beginning January 1, 2020 WKU required any new agents to be certified by either AIRC or ICEF.

## Marketing Contractors

In digital and online marketing for recruitment, the Office of Communications and Marketing oversees contracts with independent contractors for services related to website and social media recruitment.

Western Kentucky University has a contract with Ruffalo Noel Levitz (RNL) to assist with prospective student search efforts. As part of that agreement, RNL advises on the purchase of student records and initiates contact with some prospective students on behalf of the University through a coordinated print, email, and digital campaign. When a prospective student expresses an interest in WKU, the University takes charge of all communication and manages subsequent outreach internally. RNL also uses modeling to guide the development of WKU's scholarship program in order to maximize WKU's positioning in the marketplace.

In the 2019-2020 academic year, WKU significantly expanded digital advertising partially in response to limitations on traditional, in-person recruitment. Carnegie Dartlet, a digital advertising and marketing firm specializing in higher education marketing, assists WKU with the placement of digital ads based on parameters outlined by University Marketing and the Office of Admissions. In all instances where outside entities place ads on behalf of WKU, be it social media, digital display, or pay per click, staff in the Office of Admissions and University Marketing retain control and ultimate approval of any creative development, audience targeting, and copywriting. Partnerships with these companies allow WKU to ensure that large ad buys are made cost-effectively and that ad sets are optimized for target audiences. These strategic partnerships allow the University to make better use of historical data, increase conversion rates, and focus efforts on students most likely to benefit from the WKU experience.

## **Supporting Documents**

[WKU Mission](#)

[Undergraduate Catalog - Admission](#)

[Graduate Catalog - Admission](#)

[Kentucky Council on Postsecondary Education Admission Policy](#)

[Admission Requirements](#)

[Composite Admission Index \(CAI\)](#)

[Appropriate Letter](#)

[Summer Scholars Program](#)

[Admission Requirements Prior to Fall 2020](#)

[Domestic Application](#)

[International Application](#)

[Admission Appeal](#)

[Denials and Appeals Granted](#)

[Granted Appeal Letter](#)  
[Denial—Academic Suspension WKU](#)  
[Denial—Criminal Conviction](#)  
[Denial—First-year, Minimum Requirements](#)  
[Denial—Falsification](#)  
[Denial—Academic Suspension, Previous College](#)  
[Denial—GPA below 2.0](#)  
[Application Received Email](#)  
[Admit Letter](#)  
[OnDemand Admit Letter](#)  
[Joint Admission Letter](#)  
[Undergraduate Catalog Program Admission Requirements](#)  
[WKU Transfer Center Webpage](#)  
[Kentucky General Education Transfer Policy](#)  
[Transfer Credits](#)  
[Statewide Degree Pathways Articulation System](#)  
[Transfer Agreement Example](#)  
[International Undergraduate Admission](#)  
[Global Learning and International Affairs Website](#)  
[Graduate Admissions Catalog](#)  
[Graduate Application Example](#)  
[Graduate Programs Additional Admission Requirements](#)  
[Graduate Admission Letter](#)  
[Language Proficiency Requirements](#)  
[Summer Scholars Admit Letter](#)  
[Summer Scholars Learning Contract](#)  
[Summer Scholars Data](#)  
[New Scholars Webpage](#)  
[New Scholars Admit Letter](#)  
[Cornerstone Program](#)  
[Kentucky General Education Diploma \(GED\)](#)  
[Mahurin Honors College](#)  
[Honors Application](#)  
[Appeals Committee Instructions](#)  
[Appeal Denial Letter](#)  
[WKU Partners with Several 2-Year Colleges](#)  
[Joint Admissions Agreement](#)  
[Referencing SACSCOC Policy](#)  
[WKU Policy 1.3033 – Student Recruitment Materials Review](#)  
[Undergraduate Catalog – Accreditations](#)  
[Graduate Catalog – Accreditations](#)  
[Accreditations Website](#)  
[Beginning Freshman Scholarship Card](#)  
[Online Rack-Card](#)  
[Admissions Events Self Mailer](#)  
[WFA Postcard](#)



Area High School Mini-Viewbook  
TOP Invite  
Beginning Freshman Scholarship Mailer  
Acceptance Poster  
Vintage Postcard  
Head for the Hill Postcard  
Doctor of Physical Therapy Website  
Presentations  
Training Schedule  
Admission Requirements  
Admission Recruiter Training Documents  
Training Profile Sheets  
General Policies  
Recruiting Events  
Virtual Events  
AIRC Webpage  
ICEF Webpage  
Quality Assurance Process

## 10.6 An institution that offers distance or correspondence education:

- (a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
- (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- (c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity. (*Distance and correspondence education*)

Compliance       Non-Compliance

### Registration and Student Identity

The [Division of Extended Learning and Outreach \(DELO\)](#) is responsible for distance and online learning administration. As stated in [1.3121 Verification of Student Identity in Distance Education Courses \(2015\)](#), instructors are able to demonstrate that the student who registers in a WKU distance education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the instructor, methods such as (1) secure login and pass code (2) proctored examination, and (3) new or other technologies and practices that are effective in verifying student identification as they are developed. WKU IDs are issued to [online students through the WKU ID Center](#) through the regional instructional sites, and student ID pictures are uploaded into the student information system for faculty access.

[Blackboard](#) is the learning management system utilized by WKU Online which provides technology such as secure logins and pass codes that are required to access course materials, take online examinations, and engage with peers in the online classroom. Instructors may use the DELO Testing Centers to administer proctored examinations in distance education courses. The Distance Learning Testing Center assists by scheduling proctors [for on-campus testing centers or other locations](#). WKU continues to explore new technologies to verify student identity and will employ them as they become available.

During the spring semester of 2020, as WKU responded to the global pandemic and shifted to remote instruction, DELO Testing Centers shifted to a record and review option for remote test proctoring. Faculty were trained through the Center for Innovative Teaching and Learning on alternative assessments and the use of the remote proctoring solution. While this was not the preferred method of assessment, those faculty who chose to use the remote proctor option found it to be a useful alternative to in-person proctoring, given that the University had moved to remote instruction. WKU

will continue to evaluate technologies that support proctoring remotely and in person to ensure the more secure methods are being utilized.

## **Student Privacy**

WKU Information Technology Services has developed the [WKU Information Security Plan](#) which provides a written procedure for identifying and assessing risks to student information and outlines procedures for the design and implementation of safeguards to prevent security issues. These procedures include employee training, designing physical security plans and spaces, monitoring information systems, and management of system failures and compromises should they occur. Additionally, [WKU Policy 5.5054 Privacy of Electronic Information Policy](#) and [WKU Policy 5.5013 Information Security Policy](#) govern WKU's handling of student information in a secure fashion. While these policies cover all WKU students, they certainly include all students enrolled in distance education courses and programs as overarching policies and procedures. These policies are reviewed by the Assistant Vice President of Information Technology Services regularly and have been updated within the last five years.

## **Notification of Charges**

Students who take online courses at WKU are not charged fees for taking proctored exams when they elect to take their exams at a WKU campus testing center. Proctored testing for online courses has been available at two testing centers in Bowling Green, one in Garrett Conference Center on main campus and the second is on South Campus. In the fall of 2020, the two testing sites were consolidated at the South Campus location. There are also proctored exam testing sites at each of the regional campus locations in Glasgow, Elizabethtown, Fort Knox, and Owensboro. When a student registers for a class designated as online, [an automated email](#) is triggered which informs the student of resources and services provided for students taking online courses. Additionally, the email describes proctored exams and provides information for contacting DELO Testing Centers.

In addition to the student emails, DELO Testing Centers maintain [a website of proctor locations](#) for those students who elect to take their exams at an off-site location. This site includes information on proctor fees and contact information for those non-WKU sites that have been pre-approved.

## **Supporting Documents**

[WKU Division of Extended Learning & Outreach \(DELO\) webpage](#)  
[WKU Policy 1.3121 Verification of Student Identity in Distance Education Courses](#)  
[New WKU ID Card](#)  
[WKU Blackboard Learning Webpage](#)  
[WKU Proctored Testing Student Services](#)  
[WKU Information Security Plan 5.5019 \(2020\)](#)

[WKU Policy 5.5054 Privacy of Electronic Information Policy](#)  
[WKU Policy 5.5013 Information Security Policy](#)  
[Email Notification for Students Taking Online Courses](#)  
[WKU Proctored Testing Sites Webpage](#)

**10.7 The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. (*Policies for awarding credit*)**

**Compliance**

**Non-Compliance**

WKU has a comprehensive set of sound and acceptable practices relating to the curriculum and the awarding of credit at both the undergraduate and graduate level, and for all course formats and modes of delivery. These requirements are clearly defined in the [Undergraduate Catalog](#) and [Graduate Catalog](#) for dissemination to all students regardless of their location.

### **Semester Credit Hours**

WKU uses semester credit hours (SCH) as the basis for measuring the amount of learning accomplished. [WKU Policy 1.4034](#) ensures a minimum amount of student work per credit hour awarded, in accordance with commonly accepted practice in higher education: "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester hour of credit." Courses held during the fall or spring semester typically meet three times a week for 15 weeks for 55 minutes per session or two times a week for 15 weeks, 80 minutes per session at class periods according the [Registration Guide](#) distributed by the Registrar. WKU Policy 1.4034 was approved through the procedures of [WKU Policy 0.0003](#), which requires that the policy be reviewed and endorsed by the Faculty Senate. It also delineates the amount of engaged learning connected with student experiences in both traditional classroom settings and nontraditional classroom settings such as laboratories, independent studies, clinical studies, internships, and practica. It covers courses offered in semester and non-semester-based schedules and in face-to-face, distance learning and blended delivery modes. It also states that "Alternative delivery modes that form a component of any course must maintain standards of educational integrity and most demonstrate a degree of engagement consistent with the intent of this policy."

Determination of credit hours for WKU academic courses and programs are initiated by program faculty, recommended through the faculty governance process and approved by the Provost in compliance with the [Charter](#) of the Faculty Senate. Two standing committees made up of Faculty Senate members, the [Undergraduate Curriculum Committee](#), and the [Graduate Council](#), review course curricula, levels, and amount of credit and make recommendations to the Faculty Senate, who then recommends new and revised courses to the [Provost for final approval](#), according to the established university curriculum [approval process](#). An [example](#) of a University Curriculum

Committee Report with meeting minutes for courses and programs is included. The Office of the Registrar receives [final approval of curriculum reports from the Provost Office](#). Any changes from the approved report are based on implementation dates as indicated in the proposal. Supporting documentation for implementation of [PSYS 175](#), a new course to be offered in fall 2020, and a [student transcript](#) is provided. [WKU Policy 1.4034](#) is utilized at each level of the program [approval process](#) to ensure a reasonable approximation of a minimum amount of student course work in accordance with commonly accepted practice in higher education, professional recommendations, and program accreditations. WKU does not offer programs that are not based on credit hours. An [undergraduate](#) and [graduate](#) level transcript is provided to demonstrate WKU awards institutional credit based on credit hours.

### **Developmental Courses**

Courses numbered 050-099 are developmental courses; grades earned in these courses do not count toward the student's GPA but are considered in determining eligibility for financial aid and academic standing. Credit hours earned in developmental courses are not applicable to degree completion requirements.

Kentucky Administrative Regulation [13 KAR 2:020](#) states that courses that prepare a student for college-level study cannot be utilized for degree credit. The [WKU Undergraduate Catalog](#) provides information regarding developmental credits to disseminate this information, which specifically states "development courses do not contribute to the credit required for graduation and are not calculated in the GPA." The [transfer section](#) of the catalog references this same requirement regarding accepting developmental transfer credits. To demonstrate [WKU compliance with state](#) and WKU developmental course regulations, attached is a [WKU transcript](#) and [degree audit report](#) for a student that completed developmental work at WKU and another for a student who [transferred in developmental work](#). The transcripts demonstrate credit hours and GPA do not contribute to degree calculations, while the [transcript key](#) explains this information.

Effective Fall 2019, WKU can no longer offer developmental coursework per 13 KAR 2.020, but instead must place student in credit-bearing courses in their respective curriculum pathway (supplemental courses).

### **Supplemental Courses**

Students are [placed](#) into credit-bearing courses (IDST 199, ENG 105 + ENG 100, MATH 105 + appropriate credit-bearing math course for major such as MATH 115, 116, or 123) starting Fall 2019 based on the CPE policy 13 KAR 2.020. To demonstrate WKU compliance with state and WKU regulations, an example [transcript](#) and [degree audit](#) is provided showing a supplemental (corequisite) course taken in both English and math courses.

## Courses Students May Take for Either Undergraduate or Graduate Credit

Courses numbered at the 400-level may include provision for listing with a "G" designation (e.g., [ACCT 420G](#)). In order for courses to be labeled with a "G" designation, they must be approved by Graduate Council and recommended to the Faculty Senate for graduate credit. Students take the 400-level course for undergraduate credit and the 400G-level course for graduate credit. The undergraduate and graduate sections may be taught concurrently. In these courses, students earning graduate credit are expected to complete additional and/or more advanced course requirements above those completed by a student earning undergraduate credit. These additional requirements must bring the course to a level of rigor commensurate with a graduate level course and are prescribed by the instructor in the [course syllabus](#).

## Transfer of Courses

### Transfer Policy for Undergraduate Students

Undergraduate students [transferring to WKU](#) are required, as a part of the admission process, to provide the Office of Admissions with official transcripts from all previously attended institutions. Credits earned at other regionally accredited institutions of higher education will be transferred to WKU and applied toward degree hours. The "[Transfer Credit Practices](#)" report published by the [American Association of Collegiate Registrars and Admissions Officers](#) is the reference used for the evaluation of such credits. Students with previously earned course credit from a non-regionally accredited institution [may petition](#) for recognition of that credit per the Undergraduate Catalog. Consideration will be given to courses whose content suggests competencies at least equivalent to courses offered by WKU.

The Transfer Center works with the academic departmental faculty who make credit equivalence determinations based on transcripts, syllabi, and course descriptions. If credit is awarded, the Transfer Center records the credit and then adds the equivalencies to the [Transfer Equivalency Database website](#) for future articulation. Examples of petitions [approved](#) and [denied](#) through discipline faculty for a determination are provided.

Courses completed at a baccalaureate degree-granting institution will be accepted for transfer credit at the level of the equivalent WKU course. Courses completed at a community or junior college will transfer to WKU as lower division credit only, even if WKU offers a comparable course at the upper division. Acceptance of transfer credits for a particular major, minor or certificate is subject to approval by the appropriate academic department. WKU accepts transfer grades, and those grades will be recorded onto the WKU transcript and computed into the student's overall GPA. Some academic departments require a minimum grade of "C" in each course applicable toward a major. Credit for a course in which a failing grade has been received can be earned only by repeating the course in residence unless prior written approval is granted by the head of



the department in which the course is offered. An [example transcript](#) documenting acceptance of transfer credit is provided.

When a transcript from an accredited institution records credit granted for educational experiences such as credit by exam, advanced placement, prior learning credit, or dual credit high school work, the credit will generally be accepted in transfer, except for developmental coursework, which WKU does not accept for degree credit. The student's academic department will decide how and whether the credit applies to degree requirements for a particular major, minor, or certificate. WKU complies with [CPE policies](#) which outline acceptable AP and CLEP scores.

The minimum residence requirement for the baccalaureate degree and associate degree is 25% of the minimum number of semester hours required in the student's degree program. At least one-third of the hours in the major and minor must be earned at WKU.

To assist associate degree recipients in understanding the courses needed to complete a baccalaureate degree at WKU, a variety of Transfer Academic Plans have been established and is available at the WKU [website](#). A sample transfer [academic plan](#) is provided.

### Kentucky General Education Transfer Policy

The [Kentucky General Education Transfer Policy](#) provides guidelines for the transfer of general education coursework between Kentucky public postsecondary institutions. The policy guarantees that if a student completes an associate (AA or AS) degree or the general education core curriculum coursework at a Kentucky Community and Technical College System (KCTCS) college, all Kentucky public universities will accept their general education credits as fulfilling university general education requirements. The [Undergraduate Catalog](#) includes the Kentucky General Education Transfer Policy for dissemination to students.

The transfer of general education credits is predicated on the acquisition of competencies in broad academic areas, rather than a comparison of individual courses taken at one institution or another. The five broad categories are: 1) Arts and Humanities (AH), 2) Communications: Written Communication (WC) and Oral Communication (OC), 3) Natural Sciences: (NS), plus Science Lab (SL), 4) Quantitative Reasoning (QR), and 5) Social and Behavioral Sciences (SB).

Petitions and appeals to allow courses, other than those approved for General Education purposes, to count toward the WKU general education requirements are reviewed by the appropriate faculty body. The request for [Transfer Equivalency form](#) is utilized to petition a WKU department if the student believes a course should be equivalent to a WKU general education course. A student can also [petition](#) the University-wide Committee on Credits and Graduation. The [State General Education Transfer Appeals Process](#) is available to resolve issues that may arise in connection

with transfer of courses from other Kentucky institutions. The [petition information](#) is disseminated in the Undergraduate Catalog. Since WKU's last accreditation reaffirmation, no one has appealed the transfer policy.

### Transfer Policy for Graduate Students

WKU accepts transfer credit(s) earned at regionally accredited institutions of higher education. Students transferring credit from an international institution must submit an official transcript evaluation of credit from an international credential evaluation service recognized by the [National Association of Credential Evaluation Services \(NACES\)](#) before equivalencies are determined. All transfer coursework must be documented on an official transcript with a grade of “B” or better. Transfer credits must be applied toward a graduate program awarded by WKU, are subject to approval by the appropriate academic department, and must comply with all other university policies. Plus and minus grades are recorded as the letter grade only. In cooperative or joint programs with other universities, credits earned in the program at these institutions are not considered transfer credits. At least one-half of credits applied toward degree or certificate requirements must be earned at WKU.

Transfer credits are designated on the transcript. [Appeals of graduate policy](#) regarding transfer credit are reviewed by the Graduate School on an individual basis. An [example transcript](#) documenting acceptance of graduate transfer credit is provided.

### Transfer from Foreign Institutions

Transfer credit hours from foreign educational institutions may be granted after a determination of the type of institution involved, its recognition by the educational authorities of the foreign country, and an evaluation of the content and level of the courses. Extensive use is made of professional references which describe the educational systems and programs of individual countries. Students who have attended an educational institution located outside of the United States will need to request all schools attended to send the official transcript(s) directly to WKU. Some educational institutions do not issue transcripts to other schools; instead, they issue transcripts or the original certificate/mark sheet to students. In this case, students must make a photocopy of the original transcript/certificate/mark sheet and have the school attended (or a certified translation service firm) certify/attest that the photocopy is a true copy of the original document. Consulates and embassies often serve as a resource for the attestation of educational documents. Students on WKU's campus may bring the original transcript(s) or document(s) to the Admissions Office for review and verification. An [example transcript](#) documenting acceptance of foreign transfer credit is provided.

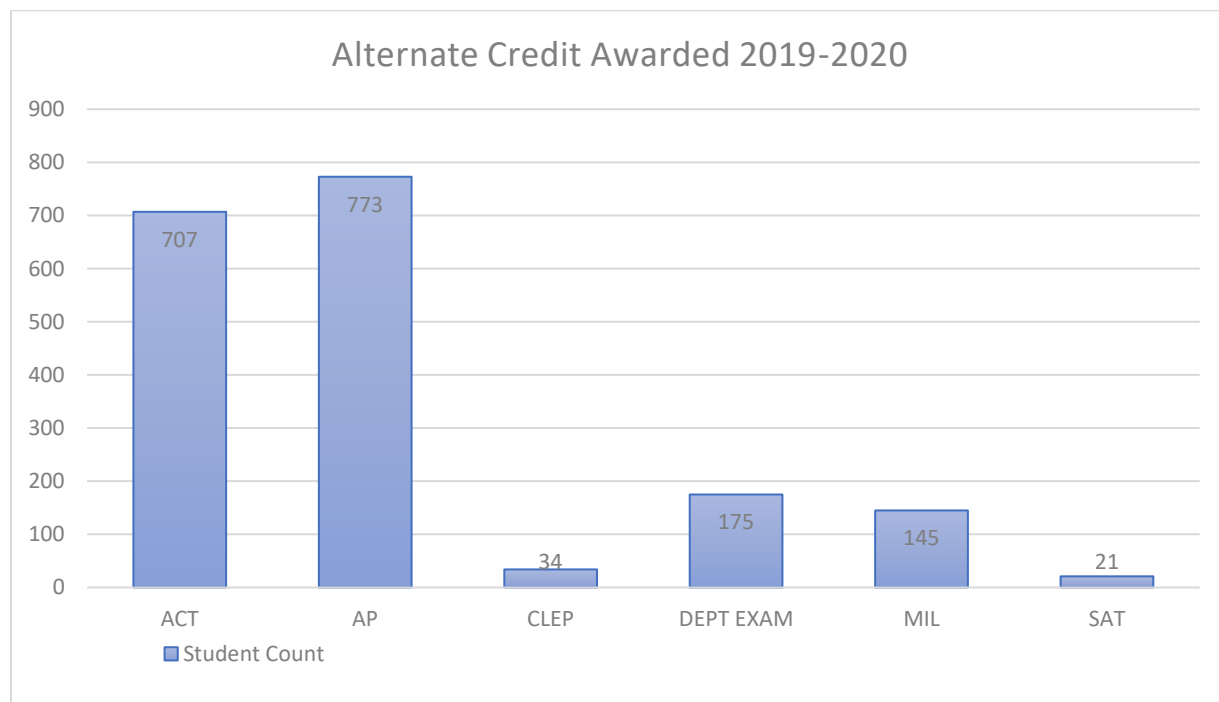
For WKU students who study abroad, transfer credit is awarded upon receipt of an official transcript from the international institution, only if the study abroad experience was pre-approved by WKU's Office of Global Learning & International Affairs (GLIA). Transfer credit is converted to semester hours, and all courses and grades are

transferred. Additional information is available on the WKU Global Learning & International Affairs [website](#) and in the [Undergraduate Catalog](#).

### WKU Students Who Enroll Elsewhere in the US

WKU students occasionally enroll in courses at other institutions, usually during the summer term or through the Faculty-Led Programs USA (previously known as [Study Away](#)) program. Prior to such enrollment, students can access the online [transfer equivalency guide](#) available through the Transfer Center [website](#), which provides the exact equivalency by course between institutions if the course has been articulated. Approval for credits to be applied to General Education Requirements is provided by the Transfer Analyst within the Transfer Center and appear on the student self-service portal (TopNet) and the University's degree audit system (iCAP). [Approval for transfer courses](#) to be applied to a major, minor, or other programs should be [obtained](#) from the appropriate academic department.

### Alternative Forms of Credit



WKU awards academic credit in several ways. Policies and procedures are published in the Undergraduate and Graduate Catalog. Through these policies and procedures, WKU assumes responsibility for the quality of academic course work listed on the student's WKU transcript, whether it originated within WKU or elsewhere. The Office of Academic Affairs conducts a yearly review of policies that award credit from examination programs such as Advanced Placement. This yearly review is performed in conjunction with the Academic Departments that house the particular courses and usually occurs during the review of academic catalogs. As new exams are developed or

existing exams are revised, a review is completed to ensure the appropriate credit is awarded for an examination. As seen in the figure above, students earned some form of alternative credit during the 2019-20 academic year. Students are counted only once in each type, even if they earned credit for multiple courses within the credit type. Students may also be counted in multiple alternate credit types in the figure above.

## **Credit by Exam**

Undergraduate course credit may be earned at WKU through the following examination programs: the [American College Testing Program \(ACT\)](#) and [Scholastic Assessment Test \(SAT\)](#), the [Advanced Placement Program \(AP\)](#), the [College Level Examination Program \(CLEP\)](#), the [International Baccalaureate \(IB\)](#), the [Accounting Pilot and Bridge Project \(APBP\)](#), and departmental examinations developed by WKU departmental faculty committees. The credit hours earned through these examinations will count toward degree completion requirements but will not be used to compute grade point averages since a letter grade will not be given.

The Office of Admissions notifies students of their eligibility for credit upon receiving an application for admission and the official test score report. Students will receive the credit during the first semester of enrollment. Credit awarded for these exams will apply toward the WKU General Education categories as indicated in the Undergraduate Catalog. Credit for these exams will also apply toward the [Kentucky Statewide General Education categories](#). Although students may receive credit hours through any of these examinations or mechanisms, duplicate credit may not be earned. For example, a student who earns credit hours for English 100 through the AP program may not receive additional credit for English 100 on the ACT exam, on a departmental exam, or on the CLEP exams. The following list describes each form of credit in further detail.

### ACT or SAT English Proficiency Credit

A student scoring 29 or above on the English section of the Enhanced ACT or 650 or above on the Critical Reading section of the SAT (prior to March 2016) or a score of 35 or greater on the Writing and Language section of the SAT (beginning March 2016) [may be awarded](#) three credit hours for English 100. WKU does not require the written component on either exam. A student who earns credit for English 100 on the ACT or SAT may not receive additional credit for English 100. The Office of Admissions notifies applicants who qualify for academic credit on the basis of the ACT/SAT scores. An [example transcript](#) documenting acceptance of ACT/SAT English Proficiency credit is provided.

### ACT or SAT Math Proficiency Credit

A student scoring 26 or above on the Math section of the ACT or 590 or above on the Math section of the SAT (prior to March 2016) or a score of 630 or greater on the Math section of the SAT (beginning March 2016) [may be awarded](#) three credit hours for Math 116. WKU does not require the written component on either exam. A student who earns

credit for Math 116 on the ACT or SAT may not receive additional credit for Math 116. The Office of Admissions notifies applicants who qualify for academic credit on the basis of the ACT/SAT scores. An [example transcript](#) documenting acceptance of ACT/SAT Math Proficiency credit is provided.

### Advanced Placement Program (AP)

Students may earn college credit through presentation of appropriate [minimum scores](#) on examinations administered by the Advanced Placement Program from the College Board. The Office of Admissions notifies students of their eligibility for credit upon receiving an application for admission and the official AP score report. AP credit does not count toward WKU residence credit. An [example transcript](#) documenting acceptance of AP credit is provided.

### College Level Examination Program (CLEP)

Students may earn college credit by presenting a suitable score on an approved [College Level Examination Program \(CLEP\) examination](#). The CLEP examinations may be taken each month at any national testing center, including the testing center at WKU. Students may register for CLEP examinations at WKU by contacting the [DELO Testing Center](#). Students applying to WKU should have their scores sent to the Office of Admissions. Students currently enrolled at WKU should request that their scores be sent to the Office of the Registrar. The appropriate office then notifies applicants who qualify for academic credit. Students will receive credit at the end of the semester the CLEP exam is taken.

Policies regarding the CLEP are described below as outlined in the Undergraduate Catalog:

1. A student who has completed a course or has received credit by examination at WKU or at another accredited college or university may not receive credit for a CLEP examination of similar content.
2. A student may not take a CLEP examination for credit after having taken a college course at a higher level in the same department (subject matter area).
3. A student may establish credit in all courses or areas in which he/she is able to demonstrate proficiency, provided she/he meets the University's residence requirements for graduation.
4. A student who fails to earn credit on a CLEP examination may not repeat the same examination within six months of the initial testing date.
5. A student may not repeat by proficiency testing a course which has been previously taken or failed at WKU or another accredited institution.

The department faculty has the authority to decide equivalencies for CLEP exams, the minimum score, and whether the essay exam is required. An [example transcript](#) documenting acceptance of CLEP credit is provided.

## International Baccalaureate

WKU recognizes the [International Baccalaureate \(IB\)](#) program completed in high school. Credit is awarded by earning the required score in a specific subject. To receive credit the student must furnish an official IB transcript to the Office of Admissions issued directly from the New York office. Specific information about required scores and credit are provided in the Undergraduate [Catalog](#). An [example transcript](#) documenting acceptance of the IB is provided.

## Accounting Pilot and Bridge Project

Students may earn three hours of proficiency credit for successful completion of the high school [Accounting Pilot and Bridge Project \(APBP\)](#) course. Students who earn credit from the APBP exam will meet the prerequisite for the second introductory accounting course, ACCT 201 - Introductory Accounting-Managerial. This was put into place in Fall 2013 with only a few students having received credit. Students must score a minimum of 70% on the test to be awarded credit (80% for accounting majors). The score report must be send directly to WKU from the American Institute of CPAs (AICPA) to receive credit. The student must be enrolled at WKU to receive credit. The academic department will [notify](#) the Office of the Registrar to award credit. An [example transcript](#) documenting acceptance of the APBP is provided.

## Departmental Credit by Examination

Students enrolled at WKU may also receive credit on the basis of [departmental examinations](#). A student may take a departmental examination in any course listed as satisfying a requirement in any of the categories of the general education program. Departments may offer departmental exams in other courses at their discretion. A department may adopt either a standardized examination available from outside the University or develop an appropriate proficiency examination within the department by means of a faculty committee. Departmental proficiency examinations may be written, oral, or both.

To be eligible to take a departmental proficiency examination, a student must be fully matriculated, in good standing, and regularly enrolled at WKU. Credits earned in this manner will be recorded on the student's official transcript but will not be considered as a part of the normal semester load in the term in which the examination is taken. A student may not register for a departmental examination for a course while he or she is enrolled in that course. A student may not take a departmental proficiency examination in a course which has been previously taken at WKU or at another accredited institution. If the department recommends that credit be granted, the semester hours earned will be recorded on the official transcript. However, the credit will not be used in computing the grade point average since letter grades will not be assigned as indicated in the catalog language for this policy.



An example of one academic program that has completed the curriculum review process to include experiential credit is the [LPN to ASN program](#). LPNs pursuing the [Associate of Science in Nursing](#) degree may receive credit on the basis of departmental examinations for NUR 165, 215, and 254. LPNs must contact the [ASN program office](#) for examination details. Additionally, LPNs may receive [experiential credit](#) for the following courses: NUR 166, 209, 216 after successful completion of each clinical course's didactic component. An [example transcript](#) documenting departmental examinations and experiential credit is provided.

### Military Service Credit

WKU strives to be a military friendly institution that provides military personnel the ability to attend WKU and receive [college credit](#) for formal courses and primary occupations offered while in the military. WKU awards college credit based on the [American Council on Education \(ACE\) Guide](#) recommendation. Active-duty soldiers or military veterans are required to submit official military transcripts prior to admission. Any soldier who is retired or discharged from the military is required to submit their official military transcripts and a copy of the DD form 214 (Certificate of Release or Discharge from Active Duty of Service) member copy 4. The DD 214 must have characterization of service listed on the form. The DD 214 Form may be requested [here](#). Official Military transcripts (Joint Services Transcript or Community College of the Air Force) may be requested [here](#). Students may view a listing of transfer credit articulation for military coursework on the WKU Military Student Services [webpage](#). An [example transcript](#) documenting acceptance of Military Service Credit is provided.

### Professional Certificates

Although there is no university-wide policy for awarding credit for professional certificates, WKU has two examples of credit for professional certification at the undergraduate level. Each of these were approved through the academic curriculum approval process.

The [Medical Laboratory Science](#) program combines a minimum of three years (96 semester hours) of college courses at Western Kentucky University with a minimum of 12 calendar months (36 semester hours) of satisfactory clinical training in a school of Medical Laboratory Science (Medical Technology). This school must be approved by the Committee on Allied Health Education and Accreditation of the American Medical Association and by the medical technology coordinator at Western Kentucky University. Coursework for this major requires a minimum of 83 hours (36 of which are completed at a Medical Laboratory Science school and transferred back to the Department of Biology) and leads to a B.S. degree in Medical Laboratory Science. No minor is required. A student must meet all of the Colonnade Requirements for the bachelor's degree at Western Kentucky University before admission to the school of medical technology. Upon satisfactory completion of the course requirements in medical laboratory science, the Bachelor of Science degree is awarded by WKU. Graduates of the medical laboratory science program are eligible to take national credentialing



examinations for medical technologists which result in membership in the American Society of Clinical Pathologists (A.S.C.P.). The program is affiliated with the following schools of medical technology: Bellarmine University, Louisville, KY; Owensboro Medical Health System, Owensboro, KY; Vanderbilt Medical Center, Nashville, TN; and St. Elizabeth Medical Center, Covington, KY. An [example](#) transcript documenting acceptance of credit is provided.

The undergraduate Bachelor of Science in Industrial (Vocational, Career, and Technical) Education awards majors up to 18 hours of credit for passing the written and performance components of the competency exam administered by the National Occupational Competency Testing Institute (NOCTI). The competency exam must be in the teaching field. This major is currently in a teach out phase. Information for this major was last published in the 2017-18 [Undergraduate Catalog](#). An [example transcript](#) for credit awarded is provided.

As published in the [Graduate Catalog](#), WKU does not provide graduate credit for experiential learning, credit by exam, or professional certificates unless programs (degree and non-degree) specifically seek approval through the [Graduate Council](#) and have ensured that such credit is consistent with the WKU mission, that the learning outcomes are at the graduate level, and that the credit is comparable to other WKU graduate courses.

#### Credit for Prior Learning

WKU awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. Undergraduate programs may include experiential credit. An [example](#) of this at the undergraduate level is the LPN to Associate of Science in Nursing program. Each academic program must be approved through the university curriculum approval process in order for this to become effective. WKU does not provide graduate credit for experiential learning, credit by exam, or professional certificates unless programs (degree and non-degree) specifically seek approval through the Graduate Council and have ensured that such credit is consistent with the WKU mission, that the learning outcomes are at the graduate level, and that the credit is comparable to other WKU graduate courses.

#### Credit for Prior Learning-Portfolio

The [Credit for Prior Learning policy](#) focuses on portfolio development and evaluation, while referencing national and departmental exams when appropriate.

[Prior learning](#) by portfolio evaluation is considered an opportunity for students to demonstrate their knowledge and is not a guarantee of credit for experience. Students complete a portfolio of their prior learning experience as a part of a portfolio development course, [IDST 250](#), is taught by an instructor who has undergone training by the [Council for Adult and Experiential Learning \(CAEL\)](#). The portfolio, with varying

forms of documents, ties content learning outcomes to the knowledge and skills students have acquired through experiential learning. Credit earned depends upon the student's ability to produce a portfolio that communicates learning outcomes consistent with the WKU mission on the level expected for the credit sought. Up to 25% of a credential can be earned using the Prior Learning Portfolio process.

The student identifies a maximum of two content areas for which credit is being sought, and his or her portfolio is submitted to two full-time WKU faculty members, at least one from each area for which the student is seeking credit, upon successful completion of the course. These faculty experts review the portfolio and determine if and how much academic credit is to be granted, as well as whether the credit should be given for a specific course, or for non-course-specific credit. The consensus recommendation of the reviewers must be approved by the department head(s) and dean(s) of the college(s) concerned, and then is forwarded to the Office of the Registrar to transcript recommended credit. An [example transcript](#) documenting credit for prior learning is provided.

## Supporting Documents

[Undergraduate Catalog - Awarding of Credit](#)  
[Graduate Catalog - Awarding of Credit](#)  
[WKU Policy 1.4034 – Engagement Requirements for Hour of Credit](#)  
[Registration Guide](#)  
[WKU Policy 0.0003 – Policy on Policies](#)  
[Faculty Senate Charter](#)  
[Undergraduate Curriculum Committee Guidelines](#)  
[Graduate Council Guidelines](#)  
[Senate Recommendation Approved by Provost Example](#)  
[WKU Curricular Workflow](#)  
[University Curriculum Committee Report Example](#)  
[Final Approval of Curriculum Reports – Provost Office](#)  
[New Course Proposal Example – PSYS-175](#)  
[Student Transcript Example – PSYS-175](#)  
[Program Approval Process](#)  
[Undergraduate Transcript Example](#)  
[Graduate Transcript Example](#)  
[Kentucky Administrative Regulation \(KAR\) - 13 KAR 2:020](#)  
[Undergraduate Catalog – Developmental Language](#)  
[Transfer of Credits](#)  
[Kentucky Developmental Guiding Principles](#)  
[WKU Transcript – Development Course Credit Example](#)  
[Developmental Degree Audit Report](#)  
[Transfer Credit Developmental Degree Example](#)  
[Transfer Credit Developmental Degree Audit](#)  
[Transcript Key](#)

[College Readiness Standards Placement](#)  
[Supplemental Course Credit Example](#)  
[Supplemental Credit Degree Audit](#)  
[ACCT 420G Course Description](#)  
[ACCT 420G Course Syllabus](#)  
[Transferring to WKU](#)  
[American Association of Collegiate Registrars and Admissions Officers \(AACRAO\)](#)  
[Transfer Best Practices](#)  
[AACRAO Transfer Credit Statement](#)  
[Petition for Acceptance of Credit](#)  
[Transfer Equivalency Database Website](#)  
[Approved Petition Example](#)  
[Denied Petitions Example](#)  
[Transcript Credit Example](#)  
[AP and CLEP Exam Table](#)  
[Academic Transfer Plans Website](#)  
[Sample Transfer Academic Plan](#)  
[Kentucky General Education Transfer Policy](#)  
[Transfer Equivalency or Transfer Course Substitution Form](#)  
[Statewide General Education Transfer Appeals Process](#)  
[National Association of Credential Evaluation Services \(NACES\) Credit Evaluation](#)  
[Appeals of Graduate Policy](#)  
[Graduate Transfer Credit Example](#)  
[International Transfer Credit Example](#)  
[WKU Global Learning & International Affairs \(GLIA\) Website](#)  
[GLIA Undergraduate Catalog](#)  
[Study Away Website](#)  
[Transfer Center Website](#)  
[International Transfer Credit](#)  
[American College Testing Program \(ACT\) Webpage](#)  
[Scholastic Assessment Test \(SAT\) Webpage](#)  
[Advanced Placement Program \(AP\) Webpage](#)  
[College Level Examination Program \(CLEP\) Webpage](#)  
[International Baccalaureate \(IB\) Webpage](#)  
[Accounting Pilot and Bridge Project \(APBP\) Webpage](#)  
[ACT/SAT Credit Catalog Language](#)  
[ACT/SAT English Proficiency Example](#)  
[Example Transcript Showing AP Credit](#)  
[Advanced Placement Program \(AP\) Catalog](#)  
[College Level Examination Program \(CLEP\) Examination](#)  
[DELO Testing Center Registration Website](#)  
[CLAP Example Transcript](#)  
[International Baccalaureate \(IB\) Catalog](#)  
[International Baccalaureate \(IB\) Transcript Example](#)  
[Accounting Pilot and Bridge Project \(APBP\)](#)  
[Department Notifies the Office of the Registrar](#)

[APBP Transcript Example](#)  
[Departmental Examinations](#)  
[LPN to ASN Program](#)  
[Associate of Science in Nursing](#)  
[ASN Program Office](#)  
[Example Transcript – Departmental Examinations and Experiential Credit](#)  
[Military Credit Catalog Policy](#)  
[American Council on Education \(ACE\) Guide](#)  
[Military Service Record Request](#)  
[Military Transcript Request Webpage](#)  
[Military Transfer Credit Articulation Webpage](#)  
[Military Credit Sample Transcript](#)  
[Medical Laboratory Science](#)  
[Medical Laboratory Transcript Example](#)  
[National Occupational Competency Testing Institute \(NOCTI\) – Catalog Language](#)  
[National Occupational Competency Testing Institute \(NOCTI\) – Credit Example](#)  
[Graduate Catalog](#)  
[Graduate Council Webpage](#)  
[Example of LPN to Associate of Science in Nursing Program](#)  
[Credit for Prior Learning Policy](#)  
[Prior Learning Website](#)  
[IDST 250 Syllabus](#)  
[Council for Adult and Experiential Learning \(CAEL\) Training Services](#)  
[Prior Learning Example Transcript](#)  
[WKU Mission](#)

**10.9 The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. (*Cooperative academic arrangements*)**

  X   Compliance                 Non-Compliance

Western Kentucky University has developed partnerships with other universities and external entities in order to provide a breadth of educational experiences for WKU students. These partnerships are built on formal agreements that lay the foundation for mutually beneficial experiences throughout the U.S. and internationally. WKU ensures the quality of these programs by maintaining communication with partners and regular reviews of the agreements to evaluate relevancy and compliance with the agreement. WKU agreements are stored in an online [Memorandum of Agreements Database](#) that allows access to faculty, staff, and administrators. This database of agreements is reviewed annually by the Office of the Provost who then works with the involved academic departments and external partners to review those up for renewal. Those that have ended are then archived and those that are renewed are updated in the database.

Domestic agreements are aligned with [WKU Policy 1.4121](#) Academic Articulation Agreements to ensure academic quality. Articulation agreements such as the [MOA](#) between WKU School of Engineering and Applied Science and the Kentucky Community and Technical College System include accreditation status and holds each partner accountable for program quality.

As stated in [WKU Policy 1.4121](#) Section III.B. Annual Review:

The Provost (or designee), in consultation with faculty in the pertinent departments/programs, will conduct a review of all existing agreements each year (during) summer. Each reviewed Academic Articulation Agreement will be noted with the date of the review in order to maintain currency of agreements. Any revisions to existing agreements must be approved through the department, college, Provost and the partnering institution.

### **International Agreements**

WKU reorganized international units in 2018 headed by the Associate Provost for Global Learning & International Affairs (GLIA) position who serves as chief international officer and oversees all international activities. International Exchange and Cooperative Agreements are under the purview of GLIA, including their development, maintenance, termination and renewal. International agreements are guided by [WKU Policy 0.1013](#) [Developing and Maintaining International Exchange and Cooperative Agreements](#). International consortium and contractual agreements must be approved by the relevant department heads and deans, the Associate Provost for Global Learning & International Affairs, General Counsel and the Provost. Domestic agreements involve the same

routing process, except the Chief International Officer is not involved, as noted in [Policy 1.4121](#).

In 2015, WKU entered into an international agreement with Changwon National University in South Korea to partner in a dual Master of Science Degree in Chemistry as evidenced by [correspondence with Dr. Wheelan of SACSCOC](#) that includes the prospectus and a signed copy of the agreement. The terms of the agreement stated that the partnership was to last three years from the date of signatures. The program ended in 2018 with no students enrolled or graduated from this partnership. WKU submitted a [notification letter to SACSCOC on February 15, 2021](#) describing the termination of this agreement. This was the only cooperative academic arrangement offered by WKU during the reaffirmation period as defined by the Kentucky Council on Postsecondary Education or SACSCOC.

All agreements are evaluated based on their alignment with WKU's mission and the priorities and plans of the University. This evaluation takes place prior to approval and at regular intervals throughout the life of the partnership as outlined in the [WKU Policy 0.1013 Section II.C.](#):

A copy of all WKU international agreements must be filed with Global Learning and International Affairs (GLIA). That office will maintain an accessible registry of the agreements that will be reviewed regularly by GLIA and the relevant academic units.

Global Learning and International Affairs maintains a [website](#) specifically to inform and guide WKU faculty and staff in developing international agreements. This website also includes a [review form](#) to be used by the program faculty for assessment of the partnership.

WKU's academic partnerships conform to the categories recognized by the Kentucky Council on Postsecondary Education (CPE) for such programs as defined in the [CPE New Academic Program Policy, effective: July 2017. WKU Policy #1.4013](#) Substantive Change outlines procedures for those academic programs who are planning a cooperative academic arrangement that fall under the SACSCOC Substantive Change Policy.

### **Dissemination of Information and Assessment**

WKU agreements are housed in an online Memorandum of Agreements [MOA Database](#) to ensure accessibility to all faculty, staff, and administrators regardless of location. To ensure ongoing compliance with SACSCOC and the WKU mission, each consortium and contractual agreement in the MOA database is evaluated periodically. The MOA database sends [automated email reminders](#) to the WKU agreement administrator three months and six months before the end date to be evaluated for renewal.

## Supporting Documents

[Memorandum of Agreements \(MOA\) Database](#)  
[WKU Policy 1.4121 – Academic Articulation Agreements](#)  
[MOA Articulation Agreement](#)  
[WKU Policy 0.1013 – Developing and Maintaining International Exchange and Cooperative Agreements](#)  
[Correspondence with Dr. Wheelan of SACSCOC](#)  
[Notification Letter to SACSCOC](#)  
[International Agreements Website](#)  
[International Partnership Review Form](#)  
[CPE New Academic Program Policy, Effective: July 2017](#)  
[WKU Policy 1.4013 – Substantive Change](#)  
[MOA Automated Email Reminders](#)



**12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services) [CR]**

**Compliance**       **Non-Compliance**

The [Western Kentucky University \(WKU\) Strategic Plan for 2018-2028, Climbing to Greater Heights](#), states: “We embrace our responsibility as a public university in Kentucky to provide access to an affordable postsecondary education of exceptional quality, but we also recognize that access without success is access to nothing at all.” WKU is committed not only to accessibility and affordability, but also to academic and student support services, programs, and activities to help ensure the success of each student.

Academic and student support are also vital to fulfilling WKU’s [mission](#) to prepare “students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society,” and to provide “research, service, and lifelong learning opportunities for its students, faculty, and other constituents.” The principles set forth in the Strategic Plan engage the University in this mission by seeking to do the following: recruit and enroll a diverse body of students who are fully prepared for a rigorous, fulfilling college experience; ensure degree completion and success through a comprehensive advising program involving advisors, trained faculty, and support staff; build a campus culture of diversity, equity, and inclusion; and provide opportunities to prepare students for a career and life in a global context. A wide array of student and faculty services across multiple offices at the University contribute to these aims.

### **Divisional Structure**

In 2018, Western Kentucky University merged the Divisions of Enrollment Management and Student Affairs into one division – [Enrollment and Student Experience \(ESE\)](#). The re-structuring was designed to save costs and to enhance focus on improving the recruitment and retention of undergraduate students. Concerted efforts to pursue this goal occur both among ESE departments, and with the division of Academic Affairs. Since the re-structuring, the University has recorded its highest retention rates, highest graduation rates, and lowest time to degree ever achieved, in addition to an increase in first-time, first-year students:

	<b>AY17-18</b>	<b>AY18-19</b>	<b>AY19-20</b>	<b>AY20-21</b>
1-Year Retention Rates	71.5%	72.9%	76.8%	
6-Year Graduation Rates	53.4%	51.6%	55.1%	
Average Years to Degree	4.09	4.05	3.96	
First-Time, First-Year Students	3,116	2,934	2,714	3,120

## General Student Support

Students have access to academic support services to enhance learning, with the majority of academic services targeted toward undergraduate students. In Fall 2019, WKU had an undergraduate enrollment of 15,906, which comprised 87.5% of WKU's total enrollment. Awareness of and communication about these services and programs are accomplished through multiple channels including [TopNet](#) (student self-service), [myWKU](#) (student portal), sessions during an admissions and orientation program for new undergraduate students, and graduate student orientation. Students also have access to the [iWKU app](#) to keep them constantly connected to the most relevant resources and up-to-date information. Regional campus and online students are supported with the same range of services (professional advising, tutoring, and counseling) as students at the Bowling Green campus.

## Admission and Enrollment

The [Office of Admissions](#) provides many services to help prospective undergraduate students gain entrance and enroll at WKU. Admissions programs and services vary depending on the student's background, educational history, and program of study.

### New Freshmen Admission

In Fall 2019, WKU enrolled 2,714 first-time, first-year freshman students, of whom 71% were Kentucky residents and 24% were underrepresented minorities. Through the end of February 2019, WKU increased the number of admitted students eligible for the [Tuition Incentive Program \(TIP\)](#) by 12.7%. Many incoming WKU students come from families with little or no prior experience with a college or university; as such, admissions staff assist prospective students and their families not only with admission, but also housing, financial aid, and registration.

### Transfer Student Admission

Over 850 first-time undergraduate transfer students entered WKU in Fall 2019. The Transfer Center ensures credits transfer appropriately and works closely with the Admissions Office for transfer students to have a seamless transition.

### International Student Admission

[WKU International](#) uses right-fit recruiting to bring a diverse, talented pool of international students to WKU's campus. This includes setting and ensuring adherence to admission standards, liaising with academic departments and colleges to establish fruitful international partnerships in support of student recruitment, and awarding scholarships to eligible international students. Upon admission, the WKU International staff assists students in matters related to immigration, housing, transportation, and generally adapting to life in the United States.

## New Student Orientation and Enrollment

The [Topper Orientation Program \(TOP\)](#) is a one-day, new student orientation program for full-time, degree-seeking, first-time freshmen. TOP [introduces](#) students and guests to the WKU culture, pertinent policies and procedures, and activities and student life programs. Students are separated by college or academic program to learn about [requirements](#) for general education, major and minor programs, and to meet with an academic advisor and register for classes. To assist them in getting into required sequences and foundation courses for their majors, including (if necessary) supplemental courses, the Advising and Career Development Center pre-registers students for full-time status prior to TOP. During TOP, students have the opportunity to make changes to their pre-registration, as well as complete the rest of their schedule. They leave TOP as fully enrolled students. TOP offers a parallel parent/guest orientation that provides information relevant to parents. The program includes welcome sessions from each college and an opportunity to meet one-on-one with a financial aid counselor.

Transfer students generally complete [TOP Online](#), and within 48 hours following completion, an academic advisor contacts the student to arrange for an advising appointment. The appointments can occur via email, phone, Zoom, or in person. During the advising appointment, transfer credits, degree requirements, and scheduling for the upcoming semester are discussed.

Both undergraduate and graduate international students participate in an [orientation program](#) provided by WKU International. [The program](#) incorporates many of the features of TOP, but also includes elements specific to international students, such as the federally mandated check-in.

### **University Learning**

[University Learning \(IDST 199\)](#) is an elective three-hour credit course designed to support students as they navigate the rigorous academic and social transition into the post-secondary setting. IDST 199 refines students' skills in critical thinking, reading comprehension, approaches to studying, and information literacy. Through the course students are introduced to campus resources and centers, technology, and other important student services. Delivering these supports to incoming first-time freshmen via a curricular experience is a core component of the University's strategy for first-year experience, as students who successfully complete the University Learning course tend to remain at WKU after their first semester. All students are encouraged to take IDST 199, especially those with lower test scores and/or high school GPAs. Students whose reading placement exam score(s) do not meet a [minimum threshold](#) are required to take IDST 199. For Fall 2020, there were 748 first-time, first-year students enrolled in the course, out of a total of 3,120 first-time, first-year students enrolled at WKU for the term.

## Academic Advising and Career Development

The [Advising and Career Development Center \(ACDC\)](#) provides academic and advising support to the majority of first-year and second-year students, with the exception of those in audition-based majors and pre-acceptance programs advised within the academic units. Advisors and staff within the ACDC are knowledgeable about every undergraduate program WKU offers. The center coordinates academic advising activities among undergraduate and academic departments for undergraduate students, and all degree-seeking undergraduate students must meet with an academic advisor prior to registering for classes each semester. The academic advisor assists the student in the selection of courses that will provide appropriate preparation for career objectives and ensures timely completion of degree program requirements. Academic advisors at WKU also provide guidance regarding academic resources, internship possibilities, and key information for student success while working toward graduation. Generally, students with fewer than 60 hours of college credit, including transfer students, are assigned an ACDC advisor who works closely with the academic colleges. To help students connect to their advisor, all ACDC advisors send an email at the start of each semester to [welcome](#) their advisees, and then a [follow-up](#) email within the first three weeks of the semester to check in and provide a list of helpful resources. Students with a declared major and 60 hours or more are assigned an advisor from the academic department that administers their particular program of study.

All students and alumni are provided [career development services](#) to assist them in identifying and reaching their career and employment goals. This is achieved by offering students career advising, internship/practical work experience, job fairs, and job search counseling.

## Academic and Tutoring Support

WKU supports students through intrusive programs that assist students in becoming successful learners, particularly those needing supplemental coursework. Within recent years, approximately one-third of new freshman students enter WKU underprepared in English, reading, and/or mathematics.

Starting with the Fall 2019 incoming cohort, students admitted to WKU with an unweighted high school GPA of a 2.00-2.49 were admitted to the institution by way of the newly created [Summer Scholars Program](#). Students arrived on campus in July, and were required to pass two three-hour credit courses with grades of “C” or better to continue their enrollment at WKU in the fall semester. Participants also attended meetings with academic advisors, financial aid counselors, and peer mentors. This program allowed students to experience many facets of campus life prior to the beginning of the fall semester.

Students with an academic standing of [Academic Warning](#) are invited to attend an [Academic Warning Workshop](#) during the first week of classes each semester. These workshops inform students of what the Academic Warning standing means, review

information on policies such as course repeats and academic renewal, and provide a list of campus resources they can utilize to help restore their academic good standing.

All students with an academic standing of [Academic Probation or Academic Committee Approval](#) are required to participate in the [Best Expectations Program \(BEP\)](#), a 12-week workshop series that teaches students the importance of positive study habits and time management to help them become successful learners. Students in the program create individual academic success plans to help address their personal academic and non-academic concerns and to set new goals for how they can achieve success in their educational journey. From Fall 2014 to Fall 2019, the number of students academically dismissed decreased by approximately 44% and appears to be connected to BEP.

Within [The Learning Center \(TLC\)](#), currently enrolled WKU undergraduate students are provided with free peer-to-peer, course-specific tutoring and can make appointments for one-on-one tutoring; [a number of students use these services](#). The Peer-Assisted Study Sessions (PASS) program is provided through TLC. This program pairs a student tutor with an assigned section of a course identified as a high-enrolled/high-failure course. The student tutor attends the class and hosts two to three study sessions for course participants. In addition to tutoring for course-specific content, TLC offers assistance with academic skill areas such as note taking, time management, test taking skills, and others. TLC is housed in two locations within the Downing Student Union to provide access to study spaces, computers, and a shared printer for students. Online students and students taking courses at WKU regional campuses are able to access the services provided by TLC virtually.

Several departments on campus offer student support services in their area of expertise. These resource centers are as follows:

- The [Writing Center](#) offers individual writing consultation to all WKU students, which is provided by English Department majors and graduate students. The Writing Center has locations in Cherry Hall, WKU's Glasgow campus, and via Zoom to be able to serve all WKU students. Online resources are available to students who otherwise would not come in for a consultation. Finally, the Writing Center offers additional resources and workshops developed in response to faculty requests and student needs.
- The [Literacy Center](#) serves students who arrive at the University underprepared to read and study at a college level. The center offers both one-on-one and group sessions, and assists online students and WKU regional campus students via Adobe Connect.
- The [Student Athlete Success Center](#) houses academic advising staff, a computer lab, and a study area designated solely for use by student-athletes. The center is also equipped with conference rooms and study rooms for student-athletes to meet one-on-one with tutors and to work on projects.
- The [Student Success Center within the Gordon Ford College of Business](#) provides its students free peer tutoring for select courses to ensure academic success.

- The [Communications Success Center](#) offers assistance with speech preparation and delivery as well as social scientific essay writing, including APA citation style.
- The [History Department's Student Success Center](#) has history tutors to help students develop essays and writing pieces to effectively express ideas and concepts.
- The [Physics Help Center](#), run by the Department of Physics and Astronomy, offers student assistance face-to-face and online to help students with concepts and problem-solving skills in introductory physics courses.
- The [Chemistry Tutor Center](#) offers free tutoring services for chemistry courses. Tutors are selected by the department and have experience in multiple chemistry courses and a passion for helping others learn chemistry.
- The [Math Help Lab](#), operated by the Mathematics Department, provides free tutoring, focusing on students taking general education mathematics courses. The Mathematics Department also provides the [Math Testing Center](#) for students to take both computer-based and paper-based exams in a proctored environment if they are registered for an online course or to retake Math Placement Exams, if eligible. It is also an option for instructors to offer testing outside of normal class times and serves as a venue for delivering make-up tests/quizzes.

Composite usage [data for Math is here](#). Composite data for other centers is available [here](#).

## **Counseling Center**

The [Counseling Center](#) is committed to promoting the academic mission of the University by providing a variety of psychological services to students that will augment recruitment, retention, and graduation by strengthening students' capacity to tolerate distress, form healthy relationships, and seek healthy expressions of their ideals and values. The center provides, on average, 4,000-4,500 hours of direct counseling contact with clients each year. It also advances the University's mission by providing educational programming, training, and consultation not only to students, but to the faculty, staff, and constituents of WKU as well. WKU recently created and launched [My Mental Health #WKU](#) which expanded the breadth and depth of self-service access to mental health resources.

## **Online Students and Regional Campus Students**

Students studying online and at WKU regional campuses overlap greatly, often taking blended schedules of online and courses offered on-site at regional campuses. Student services are provided for both groups and supported in multiple ways. The following sections clarify how some services are delivered specifically to distanced students. See [Standard 14.3](#) for additional information about services for distanced students.

### Admissions

WKU admission policies are the same for students regardless of course delivery format or location and are administered through the Office of Admissions for undergraduate



students and The Graduate School for graduate students. Prospective online students are guided to these offices through the WKU Online website.

### Orientation

The [Topper Orientation Program \(TOP\) for Online Learners](#) allows for intuitive, real-time interaction between student and staff that builds valuable relationships with students who can often feel disconnected from campus due to their location. Upon registration, new online students are enrolled into a Blackboard organization for [WKU C.A.R.E.S.](#) (Coaching for Academic Readiness and Excellence), an online student success coaching initiative which provides high-touch support for online learners and is targeted to freshmen and at-risk students in particular. The mission of C.A.R.E.S. is to provide support that helps online learners reach their potential, build confidence, and succeed in reaching their academic goals. C.A.R.E.S. introduces students each week to modules designed to leverage student success such as time management, study skills, test taking, etc. Additionally, online learners are invited to participate in individualized academic success coaching.

[WKU Online](#) through [Online Student Services](#) includes a [student resource portal](#) that points students toward tools for online learners provided at a distance, and provides comprehensive, one-click access to student resources across campus. Professional staff with Online Student Services respond to student questions and help them through the admission, registration, and class start processes by phone, email, and [online chat](#). Services include online tutoring through The Learning Center and the online Writing Center, an orientation for online learners, support for connecting to the Blackboard learning management system, how to access their student information through TopNet, and how to access their email account to facilitate communication.

### Advising

Academic advising is provided to online students via advisors on the Bowling Green, Kentucky campus or at one of the regional campuses. Students can be advised via Zoom, phone, or email to ensure they have academic plans that put them on a path to timely graduation.

### Testing

The Division of Extended Learning and Outreach (DELO) manages two testing centers for students who are taking courses that require proctored exams. The [DELO Testing Centers](#) help students schedule proctored exams anywhere in the world. WKU's online programming earned the university a designation of [#20 in Best Online Bachelor's Programs](#) in U.S. News and World Report's 2020 ranking of online programs.



## Library Access

All WKU students have access through the One-Search Library Catalog to multiple online databases to find books and articles available online or through interlibrary loan. The WKU Libraries offer extensive online support through on-call reference librarians, live 24/7 chat, research guides, extensive journal databases that can be accessed from anywhere, and individualized librarian support through appointments by phone and chat. These services are provided to all WKU students so library resources and support can be accessed from anywhere and at any time.

## Technology Support

All WKU students have access to the ITS Service Desk which is accessible by phone and chat during extended hours and weekends. In addition to speaking with a live WKU ITS staff member, students can manage password resets, access software downloads, and access helpful articles that walk through the most common problems, such as setting up email on mobile devices and using a two-factor authentication system. The regional campus staff include an IT Consultant who is responsible for maintaining classroom and computer lab technology at our regional instructional sites, as well as supporting students who may have hardware or software issues. During the pandemic, regional and online students who needed to check out laptops were able to pick them at a regional site, which was coordinated by Information Technology Services and the regional IT Consultant.

## **The Office of the Dean of Students**

The [Office of the Dean of Students \(ODS\)](#) is intentionally designed to support core institutional missions and values. With this overarching goal in mind, the office operates within a student-facing philosophy while concurrently serving an administrative leadership function. Specific student-facing tasks include:

- Creating a campus climate where the institutional mission and values are conveyed and reflected in student behavior/conduct
- Serving as liaison between students and the University
- Operating as an information and bi-directional communication portal for [students](#), [parents](#), and [other constituents](#)
- Coordinating interventions, student resources, student success programming, and student engagement initiatives

The administrative leader function with the Office of the Dean of Students includes the following responsibilities:

- Supervision of various units with an emphasis on student life
- Leadership and professional development coordination for the Enrollment and Student Experience division
- Coordination of strategic planning, forecasting, and assessment initiatives

- Operating as an administrative contact for WKU employees
- Budget and human resource management

## Services for Targeted Student Populations

### Adult Learner Services

[Adult Learner Services](#) is a program specifically designed to help adult students aged 25 and older pursue a college degree. It offers a wide variety of assistance to "non-traditional" students. These services include degree audits, aid in getting admitted or readmitted, help connecting with financial aid counselors, setting up system logins and passwords, registering for classes, navigating Blackboard and online classes, and further referrals to campus services. During the 2019-2020 academic year, WKU had close to 1,900 adult students in the 25 and older group.

### Housing & Residence Life

[Housing & Residence Life \(HRL\)](#) manages the University's residence halls and provides student programs on college living, health and safety, academics, diversity, and other topics, often in cooperation with other offices in Enrollment and Student Experience. The department also provides support and training to its student staff. Residential students engage in various social and educational programs planned and implemented by Resident Assistants. The programs address outcomes in at least one of Housing & Residence Life's four Competency Areas: Academic Success, Community Living, Identity Development, and Multicultural Competence. Over the course of the 2017-18 academic year, 1,128 in-hall programs were offered to residential students resulting in an increase of 20.5% student participation rate over Fall 2016. Housing & Residence Life also coordinates M.A.S.T.E.R. Plan (Making Academic and Social Transitions Educationally Rewarding). This week-long orientation program for entering first-year students is meant to ease their transition to university life and increase their chances for academic success. Faculty and staff have the opportunity to engage with incoming students by serving as large group facilitators to provide a variety of [program content](#). For Fall 2019, there were 2,278 new students who participated in M.A.S.T.E.R. Plan. Additionally, HRL provides a [Parent & Family Portal](#) to help educate and connect individuals who help support students. Finally, HRL supports the academic mission of the University by partnering with Academic Affairs to offer nineteen Living Learning Communities and a themed-living option.

### Intercultural Student Engagement Center

The [Intercultural Student Engagement Center \(ISEC\)](#) was created and is designed to assist with recruitment, retention, and graduation for students of color and LGBTQ+ students through a myriad of ways (see [ISEC usage data](#)). The ISEC Academy is a Living Learning Community, with students arriving on campus three days before university-wide programming at the start of each fall semester to assist with navigating college life, enhancing student expectations, and eliminating barriers to success.

Students of the ISEC Academy Cohorts 1 and 2 have a combined retention rate of approximately 69.4%, a major increase when compared to non-ISEC Academy members and overall university retention data for students of color prior to the ISEC's inception. For students of color and LGBTQ+ students who do not participate in the ISEC Academy, the WKU Center for Academic Resources & Success (WKU CARES) provides additional support. Students are provided with peer mentors to guide their success. An additional resource through ISEC that serves LGBTQ+ students is the [Pride Center](#). ISEC hosts or co-sponsors academic, social, cultural, and celebratory events, such as Black History Month, Hispanic History Month, and Pride Month. Additionally, ISEC hosts a WKU graduation celebration for students of color and LGBTQ+ students.

### TRIO Programs

The U.S. Department of Education TRIO programs offer competitive grants to colleges, universities, and other agencies who provide additional services to prospective and current students who are first generation, underrepresented ethnic minorities, low-income, and/or students with disabilities. WKU has successfully secured funding for the following programs: [Educational Talent Search 1, 2, and 3](#), [Educational Opportunity Center](#), [Upward Bound](#), [Veterans Upward Bound](#), and [Student Support Services](#) (see [usage data](#)). These programs target eligible undergraduates with academic potential and motivation who meet federal income and first-generation guidelines, and provide academic advising, personal counseling, tutoring, priority registration, scholarships, grant money, and participation in a targeted University Learning class. WKU TRIO programs serve students from these eleven southcentral Kentucky counties: Allen, Barren, Butler, Cumberland, Edmonson, Hart, Logan, Metcalfe, Monroe, Simpson, and Warren.

### Student Accessibility Resource Center

The [Student Accessibility Resource Center \(SARC\)](#) assists with coordinating activities through many other campus offices, as well as public agencies, to meet the needs of students with documented physical or mental disabilities. SARC collaborates with Academic Affairs, the Counseling Center, Advising and Career Development Center, Intercultural Student Engagement Center, Office of Admissions, Office of the Registrar, Housing & Residence Life, and Equal Employment Opportunity (EEO). Outside agencies include the [Office for Vocational Rehabilitation](#) and [Blind Services Division](#). SARC collaborates with the Division of Extended Learning and Outreach (DELO) to accommodate students who are studying online and provides assistance in setting up alternative testing facilities and coordination of other proctoring needs. SARC works with visually impaired students to ensure accessibility of instruction and provides assistance for faculty who work with students both on WKU campuses and online. Some students with disabilities receive priority registration for class selection with particular attention to locations of accessible classes.

## Kelly Autism Program

The [Kelly Autism Program \(KAP\)](#) and the [KAP Circle of Support Program](#) work with approximately 45 WKU students diagnosed with autism spectrum disorder (ASD) as they pursue their college degrees. The Circle of Support includes availability of private housing, study tables, mentoring, and social networking activities. KAP staff work on enhancing students' executive functioning skills, as well as providing tutoring sessions staffed by undergraduate and graduate students from WKU who have been trained in using evidence-based practices for individuals diagnosed with ASD. Mentors help each participant get acclimated and involved in various clubs and organizations on WKU's campus, and KAP hosts social events several times each month.

## Military Student Community

WKU has been ranked as a "Best for Vets 4-year College" by *Military Times Edge* magazine for seven consecutive years and was ranked as high as [#7 in 2014](#). WKU has also been designated as a "Military Friendly School" every year since 2009 by Victory Media. Several offices work closely with the military and students related to the military, including the [Office of Military Student Services](#), [Veterans Affairs](#) in Student Financial Assistance, TRIO Programs, The Graduate School, and Office of the Registrar. Services that support military students include course credit for military experience and training based on American Council on Education (ACE) recommendations; a dedicated Military Programs Counselor who specializes in assisting active duty service members; a military tuition rate for all service members currently on Active Duty, serving in a Reserve unit (excluding those on Individual Ready Reserve) or in a component of the National Guard; assistance with GoArmyEd and other tuition assistance programs; a free textbook lending program called Textbooks for Troops™; the [Student Veterans Alliance](#), Veterans Upward Bound, Vet-2-Vet peer mentorship program for new incoming veterans; and availability of U.S. Army and U.S. Air Force ROTC programs.

## Graduate Students

The [Graduate School](#) serves both as the point of contact for prospective graduate students and as a liaison between enrolled students, faculty, and the University as a whole. For prospective students, The Graduate School provides graduate program and admissions information through the website and by direct contact. Academic support includes specific training for the development of future faculty through the [Graduate Assistant Teaching Institute \(GATI\)](#), assistance in [writing and completing theses and dissertations](#), access to the [Academic Common Market](#), and a [Frequently Asked Questions](#) resource.

Graduate Assistant Instructors are required by university policy to complete the Graduate Assistant Teaching Institute. GATI provides training and frameworks for mentoring, support structures, and college teaching skills development, intended to improve graduate students' teaching effectiveness. The Graduate School collaborates with the Center for Innovative Teaching and Learning to offer the GATI program.

For graduate students, the [Distinguished Minority Fellows](#) program reflects WKU's commitment to assisting individuals from minority groups in obtaining their higher education goals. This program is designed to help minority students attain graduate degrees by providing financial support (tuition and stipend) as well as an appointment as a Graduate Assistant.

## **Faculty Support**

To fulfill Western Kentucky University's [mission](#), it is essential that WKU provide high quality, accessible academic support services, not only for students, but for faculty as well. These services are provided through multiple offices and deliver a wide array of opportunities.

### Center for Innovative Teaching and Learning

WKU provides many programs to assist faculty with development of academic programs. The [Center for Innovative Teaching and Learning \(CITL\)](#) focuses on faculty development through workshops, training sessions, seminars, webinars, micro-teaching observations, and consultations. Through this center, faculty members [have access to resources](#) that are used to facilitate development of teaching strategies, skills, and expertise. CITL also partners with the [Office of Sponsored Programs](#) to provide workshops that support faculty scholarly pursuits as well as their grant and fellowship activities. Every new faculty member and graduate student functioning in an instructor position receives information about CITL at the New Faculty Orientation prior to the start of fall term, as well as regular emails, advertisements, and posts through social media ([Twitter](#) and [YouTube](#)).

WKU ensures that all faculty, regardless of location, have access to these opportunities. Faculty members at the regional campuses in [Elizabethtown/Fort Knox](#), [Glasgow](#), and [Owensboro](#) have access to online CITL resources, live or recorded webinar sessions, and individualized consultations. CITL has created a [special web page](#) for part-time instructors, but they also have access to the full suite of CITL services.

### Online Teaching and Learning Support

WKU offers a substantial number of online courses and programs. To support faculty in these activities, CITL and the offices of [WKU Online](#), [WKU On Demand](#), and [Information Technology Services](#) provide assistance with instructional design, instructional technology related to distance learning courses, video production support, video transcription, proctored testing facilities, online course development support, assistance in incorporating web accessibility into online courses, and interactive video service classrooms. Workshops for faculty on instructional design of online courses and uses of technology are held throughout the year and a week-long workshop is held each summer to prepare faculty to teach online more effectively.

Faculty have numerous opportunities each year to attend workshops and camps, schedule customized workshops for academic departments, and receive individualized assistance. The current version of the online [Blackboard Instructor Training](#) workshop went live in May 2013, but is updated regularly as needed. [Online Student Services](#), a unit of the WKU Division of Extended Learning and Outreach (DELO), provides direct faculty support to distance faculty through intradepartmental initiatives, as well as through partnerships with offices across campus.

### **Academic and Student Support Services during COVID-19**

In March 2020, Western Kentucky University had to quickly transition to an entirely virtual environment. All academic and student support services continued working with WKU students during an unprecedented and difficult time. The majority of services were able to seamlessly transfer to the online environment using Zoom and other digital platforms. WKU was able to serve incoming students with [virtual orientation sessions](#) that consisted of small group discussions and large presentations, such as a [financial aid](#) session for students and parents. Additionally, all incoming students were able to meet with an academic advisor following orientation to obtain a schedule and have any outstanding questions answered. Current students were able to access all student services via Zoom, email, and phone throughout the spring and summer semesters. The University also increased and enhanced other areas of services such as the provision of technology and support for online learning. Throughout the course of the pandemic, the University has kept the campus community up to date through the [“Healthy on the Hill”](#) website, which includes a page dedicated to [student resources](#). Students consistently received [email communication](#) from [university administrators](#) directing them to this one-stop website for assistance. [Faculty and staff resources](#) are also included on the “Healthy on the Hill” website. Furthermore, faculty actively attended CITL webinars focusing on topics such as designing an effective hybrid course, facilitating an engaging Zoom session, and using feedback applications to maximize student learning. Faculty attendance for summer webinars from June 17 - August 11, 2020 totaled 388 attendees.

### **Student Satisfaction with Academic and Support Services**

Since the last SACSCOC review, WKU has continued to examine the academic and student support services offered to ensure they align with the institutional mission. WKU has reorganized services and moved some student service offices to more accessible locations, as needed to better serve students.

Included are the [results](#) and [interpretation guide](#) for a Noel Levitz Student Satisfaction Inventory administered in Fall 2019. The results of the survey show that WKU is above the national average for student satisfaction compared to other 4-year public institutions in the majority of academic and student support services. WKU will continue to examine and assess these areas to ensure the ever-changing student needs are met.



## Supporting Documents

[WKU Strategic Plan](#)  
[WKU Mission Statement](#)  
[Enrollment and Student Experience \(ESE\) Organization Chart](#)  
[TopNet](#)  
[myWKU](#)  
[iWKU App](#)  
[Office of Admissions](#)  
[Tuition Incentive Program \(TIP\)](#)  
[Transfer Center](#)  
[WKU International](#)  
[Topper Orientation Program \(TOP\)](#)  
[TOP Introduces WKU](#)  
[Registration Presentation](#)  
[TOP Online Orientation](#)  
[International Orientation Program](#)  
[International TOP](#)  
[University Learning \(IDST 199\)](#)  
[Minimum Placement Threshold](#)  
[Advising and Career Development Center \(ACDC\) Webpage](#)  
[Welcome Email](#)  
[Email Resources](#)  
[Career Development Services](#)  
[Summer Scholars Program](#)  
[Academic Warning](#)  
[Academic Warning Workshop](#)  
[Academic Probation or Academic Committee Approval](#)  
[Best Expectations Program \(BEP\)](#)  
[The Learning Center \(TLC\)](#)  
[TLC Usage Data](#)  
[Writing Center](#)  
[Literacy Center](#)  
[Student Athlete Success Center](#)  
[Student Success Center within the Gordon Ford College of Business](#)  
[Communications Success Center](#)  
[History Department's Student Success Center](#)  
[Physics Help Center](#)  
[Chemistry Tutor Center](#)  
[Math Help Lab](#)  
[Math Testing Center](#)  
[Math Data](#)  
[Academic Support Centers Usage Data](#)  
[Counseling Center](#)  
[My Mental Health #WKU](#)  
[Standard 14.3](#)



[Topper Orientation Program \(TOP\) for Online Learners](#)  
[WKU C.A.R.E.S. \(Coaching for Academic Readiness and Excellence\)](#)  
[WKU Online](#)  
[Online Student Services](#)  
[Student Resource Portal](#)  
[Online Chat Example](#)  
[DELO Testing Centers](#)  
[#20 in Best Online Bachelor's Programs](#)  
[Office of the Dean of Students \(ODS\)](#)  
[ODS Student Portal](#)  
[ODS Parents Portal](#)  
[ODS Faculty/Staff Portal](#)  
[Adult Learner Services](#)  
[Housing & Residence Life \(HRL\)](#)  
[Master Plan Program Content](#)  
[HRL Parent & Family Portal](#)  
[Intercultural Student Engagement Center \(ISEC\)](#)  
[ISEC Usage Data](#)  
[Pride Center](#)  
[TRiO – Educational Talent Search 1, 2, and 3](#)  
[TRiO – Educational Opportunity Center](#)  
[TRiO – Upward Bound](#)  
[TRiO – Veterans Upward Bound](#)  
[TRiO – Student Support Services \(SSS\)](#)  
[TRiO – SSS Usage Data](#)  
[Student Accessibility Resource Center \(SARC\)](#)  
[Office for Vocational Rehabilitation](#)  
[Blind Services Division](#)  
[Kelly Autism Program \(KAP\)](#)  
[KAP Circle of Support Program](#)  
[#7 in 2014 – Best for Vets College](#)  
[Office of Military Student Services](#)  
[Veterans Affairs](#)  
[Student Veterans Alliance](#)  
[The Graduate School](#)  
[Graduate Assistant Teaching Institute \(GATI\)](#)  
[Completing Theses and Dissertations](#)  
[Academic Common Market](#)  
[Current Student Frequently Asked Questions](#)  
[Distinguished Minority Fellows](#)  
[Center for Innovative Teaching and Learning \(CITL\)](#)  
[CITL Resources](#)  
[Office of Sponsored Programs](#)  
[CITL Twitter](#)  
[CITL YouTube](#)  
 [Elizabethtown/Fort Knox](#)

[Glasgow](#)  
[Owensboro](#)  
[CITL Part-Time Faculty Resources Webpage](#)  
[WKU OnDemand](#)  
[Information Technology Services](#)  
[Virtual Orientation Sessions](#)  
[Financial Aid Presentation](#)  
[Healthy on the Hill](#)  
[Healthy on the Hill Student Resources](#)  
[Presidents Email Communication](#)  
[Hilltopper Pledge](#)  
[Healthy on the Hill Faculty/Staff Resources](#)  
[Student Satisfaction Results](#)  
[Student Satisfaction Interpretation Guide](#)

**12.4 The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC. (*Student Complaints*)**

**Compliance**       **Non-Compliance**

Western Kentucky University (WKU) has adequate procedures for addressing student complaints and takes responsibility for demonstrating that it follows those procedures when resolving student complaints. The University's policies governing student complaints are publicized and provide clear and consistent guidelines for their resolution. Five formal policies and procedures are utilized to address student complaints at an institutional level:

- 1) Academic
- 2) Disciplinary
- 3) Student Disabilities
- 4) Discrimination and Harassment
- 5) Sexual Misconduct/Assault

The narrative below will demonstrate how these policies and procedures are disseminated, where the records are maintained, and evidence the policies and procedures are followed when addressing student complaints. Information regarding Discrimination and Harassment, in addition to Sexual Misconduct/Assault, are merged within the same section due to implementation of congruent practices for how student complaints are reported, assessed, investigated, mediated, and/or resolved. [WKU's Statement of Non-Discrimination](#) serves as a framework for the aforementioned policies and procedures.

### **Academic Complaints**

Students may lodge an academic complaint with regards to the faculty, program, or University. The [academic complaint procedure](#) is disseminated on the website, in the [Student Handbook](#), and both the [Undergraduate](#) and [Graduate Catalogs](#). The academic complaint procedure includes four steps: 1) student discussion with faculty members, 2) department head level discussion, 3) college level complaint committee, and 4) university level complaint committee. The University Academic Complaint Committee handles university level academic complaints, as described in the [Senate Charter](#). This includes faculty from across the campus and excludes faculty member from the department involved. In addition, according to the Senate Charter "a representative on the University Academic Complaint Committee cannot hear a student's appeal if he/she has already reviewed the student's case at the department or college level." This process allows for a fair and professional handling of each student complaint. The Office of the Provost and Vice President for Academic Affairs maintains the records,

and a [summary](#) of student academic complaints for the 2018-2020 AY shows that two student complaints were reviewed by the committee in 2018. No complaints were referred to the University Academic Complaint Committee August 2019-January 2021. Effective Fall 2020, the Academic Complaint Process was revised for clarity. The [attached example](#) demonstrates the [published procedure in 2018](#) was consistent with implementation. At each step of the process, the student is involved and allowed the opportunity to present any concerns in writing and during the meetings.

Distance learning students pursue the same procedure for filing an academic complaint as their on-campus counterparts. Students residing outside the state of Kentucky can also file a complaint to the [State Agencies](#) identified on the WKU Distance Learning Student website. In addition to the above locations, the complaint procedure is disseminated on the [Student Resource Portal](#) available specifically for the distance learning students. Additionally, students may file a complaint with WKU's accrediting body, The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) according to the [Complaint Procedures Policy Statement](#). No complaints have been filed through the above mentioned state agencies and/or SACSCOC regarding distance learning.

Formal complaints filed outside of WKU are maintained in the President's office.

Note: The Academic Complaint Process was [revised for clarity for fall 2020](#); however, no complaints have been filed under the new process as of January 30.

## **Disciplinary**

WKU is firmly committed to providing a learning environment that is free from all forms of harassment, intimidation, and exploitation and that is respectful of free inquiry and academic freedom. WKU has established [procedures](#) for disciplinary cases arising from alleged student misconduct, published in the Undergraduate Catalog. Formal complaints regarding decisions rendered through this process are addressed by the Board of Regents, as stated in the [Bylaws](#). The [procedure](#) for an appeal of a disciplinary action through the President to the Board of Regents is disseminated in the Undergraduate Catalog. As indicated in the Bylaws, the Board shall render "a final decision on an appeal of any student disciplinary decision." The President's Office receives and maintains the records. The [Student Ombuds Officer](#) is also available to provide guidance to the student, which is disseminated on the website and in the [Undergraduate](#) and [Graduate](#) Catalogs.

## **Student Disabilities**

Western Kentucky University is committed to providing equal access for students with disabilities. Therefore, students with a disability who believe they have been discriminated against or denied accommodations of services, programs, or activities have the right to file a formal complaint. Therefore, WKU has two types of formal

complaint policies regarding student disabilities: 1) [denial of accommodations](#); and 2) [discrimination](#).

Student disability complaints regarding denial of accommodations are filed with the Director of the Student Accessibility Resource Center. This policy is published on the [website](#) and in both the [Undergraduate](#) and [Graduate](#) Catalogs. The Student ADA Compliance Officer investigates, resolves, and maintains the complaint records. During the 2019-2020 academic year, WKU's Student Accessibility Resource Center received [one complaint](#).

Student disability complaints regarding discrimination are filed with the Office of Equal Employment Opportunity/Affirmative Action/University ADA Services (EEO) Director. This policy is published on the [website](#) and can be found in both the [Undergraduate](#) and [Graduate](#) Catalogs. The EEO Director assesses, investigates, mediates, resolves, and maintains records of student complaints regarding discrimination, harassment, and sexual misconduct. Further details are discussed in the below section.

### **Discrimination, Harassment, and Sexual Misconduct/Assault**

Providing learning and working environments free from discrimination, harassment, and sexual misconduct is essential, and thus guided by [WKU's Discrimination and Harassment Policy \(#0.2040\)](#) and [WKU's Sexual Misconduct/Assault Policy \(#0.2070\)](#). In addition, these policies are also disseminated in the [Student Handbook](#) and in both the [Undergraduate](#) and [Graduate](#) Catalogs.

Student complaints of discrimination, harassment, and sexual misconduct/assault are primarily handled by two departments: (a) the Office of Student Conduct (OSC) and (b) the EEO office. A complaint brought forward by a student, where the accused is a student, is assessed, investigated, mediated, resolved, and retained by the OSC; in AY 2019-2020, 9 reports of discrimination and harassment, and 3 reports of sexual misconduct/assault were communicated to the OSC. A complaint brought forward by a student, where the accused is an employee, is assessed, investigated, mediated, resolved, and retained by the EEO office; in AY 2019-2020 (from July 1, 2019 through May 31, 2020), 4 reports of discrimination and harassment, and 6 reports of sexual misconduct/assault, were communicated to the EEO office. A complaint brought forward by a student, where the accused is a non-university person (e.g., visitor) is discussed between the OSC Director and EEO Director to determine the appropriate investigator. Complaints that involve sexual misconduct/assault are also communicated to the Title IX Coordinator, who oversees investigations regarding these concerns. A [summary](#) is included.

To ensure a fair review of a complaint, the appropriate OSC or EEO investigator will arrange to interview the Reporting Party, Responding Party, and any witnesses identified as being necessary to the investigation. In addition, the WKU President has [the authority](#) to appoint an alternate investigator as circumstances require. The attached [example](#) demonstrates the investigatory process.

As stated in the [Discrimination and Harassment Policy](#), complaints of this nature can also be filed with the U.S. Equal Employment Opportunity Commission, U.S. Department of Education, or Office for Civil Rights. These resources provide an additional level of fairness for each situation.

### Appeal Processes Available to Students

In addition to the formal complaint process, students dissatisfied with a decision can also appeal that decision. Students have the right to appeal an admission decision at the [undergraduate](#) and [graduate](#) level, appeal dismissal for [academic](#) or [disciplinary](#) reasons, and appeal graduation regulations at the [undergraduate](#) or [graduate](#) level. A [parking citation](#), the exception for the [live-on campus requirement](#), [schedule change fee](#), [tuition](#), and [departmental/fees](#) can be appealed and is disseminated to students. In addition, student charges from the [WKU Store](#) can be disputed. In all situations, a student is required to submit, in writing, an appeal to the appropriate office, at which point a faculty committee reviews the appeal. As indicated by the linked information above, all the processes are published in the [Undergraduate](#) and [Graduate](#) Catalogs and/or on the WKU website.

In addition to the above appeals, a student dissatisfied with a financial aid decision or policy (e.g., satisfactory academic progress, dependency override) [can](#) request reconsideration. The student financial aid complaint process is governed by federal policies [34 CFR 668.43\(b\)](#). Therefore, complaints not resolved through administrative channels at the institutional level can be directed to the [Kentucky Council on Postsecondary Education](#) or the [Southern Association of Colleges and School Commission on Colleges](#). Students residing outside the state of Kentucky can also [appeal](#) to their home state. In most cases, these complaint procedures require the student to exhaust all institutional complaint avenues before a complaint can be filed at the state or accrediting agency level. WKU students are advised to first attempt to resolve complaints with WKU administration. If the student believes due process or rights have been violated, complaints can be submitted to the [Department of Education](#), the [Department of Veteran Affairs](#), or the [Department of Defense](#).

### Documentation of Student Complaints

WKU maintains a record of formal written complaints, depending on the policy type, according to the below information:

Record of Formal Complaints			
Academic	Dr. Rob Hale, Associate Provost for Faculty and Academic Excellence	1. Student Appeal 2. Department Recommendation 3. College Decision 4. University Level Decision	Office of the Provost
Disciplinary	Dr. Timothy Caboni, President	1. Complaint 2. Investigation Summary 3. President 4. BOR Decision	President

Record of Formal Complaints			
Student Disabilities (Accommodations)	Dr. Peggy Crowe, Director of the Student Accessibility Resource Center	1. Registered Student Complaint 2. Investigation Notes 3. Resolution	The Student Accessibility Resource Center
Discrimination, Harassment, and Sexual Misconduct/ Assault	Ms. Andrea Anderson, Title IX Coordinator and Assistant General Counsel Oversees Sexual Misconduct/Assault Student-to-Student Complaints and Student-to-Employee Complaints	1. Complaint 2. Appropriate Point of Contact informed 3. Investigation notes, and 4. Resolution	Office of the General Counsel
	Mr. Michael Crowe, Director, Title IX Deputy/Investigator, and Co-Chief Diversity Officer <u>Student-to-Student Complaints</u>		Office of Student Conduct
	Mr. Joshua Hayes, Director, Title IX Deputy/Investigator, and University ADA Coordinator Student-to-Employee Complaints		Office of Equal Employment Opportunity/Affirmative Action/University ADA Services

Records of complaints lodged with SACSCOC are centrally located in the Office of the General Counsel.

### Supporting Documents

[WKU's Statement of Non-Discrimination](#)  
[Academic Student Complaint Procedure](#)  
[WKU Student Handbook](#)  
[Undergraduate Catalog](#)  
[Graduate Catalog](#)  
[Senate Charter Academic Complaint Committee](#)  
[Academic Complaint Committee Summary](#)  
[Academic Appeal Example](#)  
[Student Complaint Procedure 19-20](#)  
[Student Resource Portal](#)  
[Student Resource Portal Online Learner](#)  
[Complaint Procedures Policy Statement](#)  
[WKU Disciplinary Committee Procedures](#)  
[Board of Regents Bylaws](#)  
[Disciplinary Appeal Procedure](#)  
[Student Ombuds Officer](#)  
[Denial of Accommodations](#)  
[Discrimination and Harassment](#)



[ADA Student Grievance Procedure Website](#)  
[Student Accessibility Resource Center Complaint](#)  
[Equal Employment Opportunity Website](#)  
[WKU Policy 0.2070 – Sexual Misconduct/Assault](#)  
[Summary of Cases 19-20](#)  
[Sequence of Events 19-20](#)  
[Admission Appeals – Undergraduate Catalog](#)  
[Admission Appeals – Graduate Catalog](#)  
[Academic Dismissal](#)  
[Committee on Credit and Graduation - Undergraduate](#)  
[Graduate School Appeal](#)  
[Parking Citation](#)  
[Required Housing Policy](#)  
[Schedule Change Fee](#)  
[Tuition Appeal](#)  
[Departmental/ Fees Appeals](#)  
[Dispute WKU Store](#)  
[Student Resource Portal State Agencies](#)  
[Institutional Information – 34 CFR 668.43\(b\)](#)  
[Kentucky Council on Postsecondary Education Complaint Submission Form](#)  
[Department of Education Complaint](#)  
[Department of Veteran Affairs Complaint](#)  
[Department of Defense Complaint](#)

**13.6 The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. (*Federal and state responsibilities*)**

**Compliance**       **Non-Compliance**

### **Title IV, Higher Education Act**

In 2018 the University applied for recertification to participate in federal student financial aid programs. [The Program Participation Agreement Transmittal Letter](#), issued on U.S. May 22, 2018 stated that WKU meets the minimum requirements of institutional eligibility, administrative capability, and financial responsibility as set forth in 34 CFR Parts [600](#) and [668](#).

The [Program Participation Agreement \(PPA\)](#) was signed by both the President of WKU and the Secretary of the Department of Education in May 2018 as a prerequisite to the Institution's continued participation in Title IV, HEA programs.

The [Recertification Approval Letter](#) of May 2018 indicates that WKU satisfies the definition of an eligible institution under the Higher Education Act of 1965, as amended (HEA) and has qualified to participate in federal student financial assistance programs (Title IV, HEA programs). The University's current PPA is valid until March 31, 2024. WKU has never been placed on the reimbursement method, heightened cash management, nor has it ever been obligated to post a letter of credit on behalf of the Department of Education or other financial regulatory agencies. There are no impending litigation issues with respect to financial aid activities, no existing issues with Title IV programs and no unpaid dollar amounts due back to the Department of Education. The University is not aware of any infractions to regulations that would jeopardize Title IV funding. WKU's most recent [Official 3-year Cohort Default Rate](#) for fiscal year 2016 is 9.2%.

### **Audit of Financial Aid**

The University meets all audit and review standards for administration of Title IV student aid in accordance with the Program Participation Agreement. Annual audits performed by an independent accounting firm for the last five fiscal years ([2016](#), [2017](#), [2018](#), [2019](#), [2020](#)) have reported no findings of non-compliance or significant deficiencies with the administration of Title IV aid. The audit is conducted in accordance with standards generally accepted in the United States of America; the standards applicable to financial audits contained in the Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. The audit includes examining, on a test

basis, evidence about the WKU's compliance with such standards in consideration of federal and state requirements and university policies and procedures. Upon completion, the firm provides a report on compliance for each major federal program, internal control, and the schedule of expenditures of federal awards required by OMB Circular A-133. WKU has submitted all reports required by the United States Department of Education, including the Fiscal Operations Report and Application to Participate ([FISAP 2015-16](#), [2016-17](#), [2017-18](#), [2018-19](#), [2019-20](#)).

## Supporting Documents

[Program Participation Agreement Transmittal Letter](#)

[34 CFR Part 600](#)

[34 CFR Part 668](#)

[Program Participation Agreement \(PPA\)](#)

[Recertification Approval Letter](#)

[Official 3-year Cohort Default Rate](#)

Compliance Reports (in accordance with OMB Circular A-133):

[2020 Compliance Report](#)

[2019 Compliance Report](#)

[2018 Compliance Report](#)

[2017 Compliance Report](#)

[2016 Compliance Report](#)

Fiscal Operations Report and Application to Participate (FISAP):

[2019-2020 FISAP Report](#)

[2018-2019 FISAP Report](#)

[2017-2018 FISAP Report](#)

[2016-2017 FISAP Report](#)

[2015-2016 FISAP Report](#)

**13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (*Physical resources*)**

**Compliance**                       **Non-Compliance**

Western Kentucky University maintains adequate and appropriate facilities to serve the University's mission and programs.

### **Overview of Facilities**

WKU operates facilities at the Main Campus; the WKU farm; the South Campus, Glasgow, Elizabethtown, and Owensboro Regional Campuses. The main campus consists of 76 academic, administrative, and residential buildings on 235 acres. Main Campus academic buildings hold 232 classrooms and 165 labs. At South Campus, Academic Wing, which includes 25 classrooms and 11 labs, and Knically Conference Center share one large, subdivided building. The principal buildings at Glasgow, Elizabethtown, and Owensboro are shared with Kentucky Community & Technical College System Institutions (KCTCS). Glasgow has 29 classrooms and 8 labs; Elizabethtown has 20 classrooms and 2 labs; and Owensboro has 17 classrooms and 2 labs dedicated to WKU classes. The WKU Farm, with 5 classrooms, is the site of educational activities by several departments; it occupies 600 acres six miles from the main campus.

### **Recreation Facilities**

The [Raymond B. Preston Health and Activities Center](#) (141,000 square ft), houses a gym that can accommodate six basketball courts, six volleyball courts, two tennis courts, and twelve badminton courts. Four racquetball courts, a meeting room, a fitness room, a 25-meter X 25-yard pool, and a health and fitness lab are located on the ground floor. The second floor contains a mezzanine exercise area, a dance/aerobics studio, stretching/warm-up area, and an indoor track.

The [Hattie L. Preston Intramural Sports Complex](#) at the South Campus is a 24-acre multi-purpose outdoor sports facility with four softball fields, seven flag-football fields, a rugby pitch, a lacrosse/field hockey field, and four soccer fields. Through a partnership with WKU Intercollegiate Sports a tennis facility (6 courts) and an indoor golf practice facility is also located at the complex.

The [Downing Student Union](#) was renovated in 2014. It consists of 15 meetings rooms, university offices, a game area consisting of 5 billiard tables, 4 ping pong tables, 5 gaming systems, a multipurpose venue (Nite Class) and an auditorium.

## Residential Facilities

WKU offers a variety of [living options](#) for its students in 16 residence halls and two apartment buildings. Three residence halls have been built since 2018 and the remaining 13 halls have undergone extensive renovations. Living options include community, suite, hotel, and pod-style housing. Students may elect to participate in Living Learning Programs based on their academic or social interests and be housed with other students in their program. The WKU apartments are available to undergraduate and graduate/non-traditional students in 1 or 2-bedroom options.

## Food Service Facilities

In addition to food-vending services all over campus, the [WKU Restaurant Group](#) offers a number of options. Downing Student Union (200,200 square feet) houses several restaurants: Fresh Food Company (all-you-care-to-eat), Red Zone, Chick-fil-A, Papa John's Pizza, Steak 'n Shake, Burrito Bowl and Starbucks Coffee Shop. The Garrett Conference Center (80,000 square feet) is home to another food court which includes Papa John's, Bene Pasta, Grille Works and Izzi's Southwest along with other restaurants in the building including Panda Express, Subway and Java City Coffee. There is another location close to most residential halls, Tower Court (6,300 square feet) which houses The Den by Denny's and The Pit Stop convenience store. Other restaurants throughout campus in various buildings include: Subway @ Bates Runner Hall, POD Market @ Bates, Einstein Bros. Bagels in Jody Richards Hall, DaVinci's in Snell Hall and another all-you-care-to-eat restaurant, Hilltopper Hub, inside Hilltopper Hall residence hall.

## Master Planning

The University engages in a regular Critical Needs and Master Planning committee process to discuss future improvements to facilities and infrastructure across the institution. The [Department of Facilities Management \(DFM\)](#) collaborates with Planning, Design and Construction (PDC) on projects that support both operations and maintenance of our physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. In general terms, capital planning is generated on a biennial basis, with input from all departments and sections of the University, working through Planning, Design and Construction Project Managers who guide the department liaison through the planning process. [2020-2026 Capital Plan Listing](#)

The WKU Master Planning Committee is responsible for developing the University-wide master plan, prioritizing projects, and monitoring, developing, and improving facilities across the institution. Since 2015, WKU has completed a number of projects described in the [WKU 2010-2022 Master Plan](#) including the Ogden College Hall (2017), science and laboratory facility, renovated Kelly Thompson Hall (2018), new Honors College & International Center (2015) facility, and fully renovated Cliff Todd Center (2019). WKU completed other projects that support the mission including the new Parking Structure

#3 (2017), new Hilltopper Hall (2018), resident dormitory. Other projects that are under construction with completion dates in the year 2021 are a fully renovated Police Department and fully renovated WKU Commons at the Helm Library (Note: Replacement for the Garrett Conference Center project is noted in the 2010-2022 Master Plan document—Garrett will be razed as part of the overall project scope.)

Currently, the WKU Master Planning Committee meets monthly or as needed during the school year and has been focused on the next 10 years, 2020-2030. Based on priorities outlined in WKU's new Strategic Plan, [Climbing to Greater Heights](#), the committee has recently completed and submitted a [working draft of the WKU Campus Master Plan 2021-2031](#) to imagine a bold new vision for WKU's campus, and how WKU might reimagine the campus experience to increase student enrollment, boost student retention, and promote student success across the region. These principles set the tone for the entire process, focusing on uncovering opportunities through observation of unmet needs.

### **Maintaining Facilities**

In 2017 assessors from Vanderweil Facility Advisors, Inc. (VFA), an Accruent Company, visited the campus in Bowling Green and conducted comprehensive Facility Condition Assessments (FCA) of 51 existing building assets, which does not account for the full campus. The executive summary has identified an average asset condition "Fair". [WKU Executive Summary E&G](#)

Utilizing the 2017 data from Vanderweil Facility Advisors, Inc. (VFA) our robust computerized maintenance management system known as [Maintenance Connection](#), and the annual customer satisfaction survey, the Department of Facilities Management (DFM) leadership has focused on prioritizing the critical work in both the corrective and preventative maintenance programs. These actions have increased our customer overall satisfaction of our faculty and staff from 64.1% to 69.7%. A telling indicator of positive change is the "Not Satisfied" survey inputs decreased from 17.9% to 13.1%.

In November of 2018 DFM assumed the responsibilities for both the maintenance and custodial operations for Housing and Residence Life (HRL), approximately 1.5 million gross square footage. This was a 20-year shift on how those services were being delivered. In the second year of delivering those services, [overall satisfaction of our students](#) has improved from 32.9% to 56.7%. Even more important is that the Students "Not Satisfied" has decreased from 32.9% to 16.8%."

In 2019 assessors from Accruent visited the campus in Bowling Green, KY and conducted comprehensive Facility Condition Assessments (FCA) of 17 residential buildings. The executive summary has identified an average asset condition "Excellent." [WKU Exec Summary HRL](#)

Specifically, [as a result of the spring 2020 survey](#), comparing the past two years, the following improvements were made:

1. Facilities Management made a shift in coverage with Housing Environmental Services attendants (ESA's) to ensure efficient coverage on both Saturday and Sundays. This change dramatically improved the cleanliness of our restrooms. Satisfaction rate increased from 44.3% to 80.9%
2. To help improve on customer satisfaction, a service level agreement has been created. This will provide faculty/staff a better understanding of what is paid for by DFM and what is charged back to departments. Overall customer service satisfaction improved by 19.5% in the spring 2020 survey.
3. To enhance building maintenance and overall customer satisfaction DFM has completed a Quality Assurance action for the Computer Maintenance System Program. DFM updated room inventory, ensuring barcoding of room and building components are up to date and standardizing like items. This review will also assist in the transition to a new work order system to be implemented in the next year.

## **Deferred Maintenance**

Currently WKU is providing a base funding in the amount of \$1.4 million per year for deferred maintenance. Our Critical Needs Committee, which is comprised of DFM and PDC personnel, reviews how this base funding is allocated each year. WKU has also been addressing deferred maintenance facility issues by fully renovating facilities and extending the useful life of building systems.

Under WKU's Resource Allocation, Management, and Planning (RAMP) Model, deferred maintenance needs will be presented annually to request additional funding support above the \$1.4 million base amount.

- DFM will make a case for deferred maintenance funding to the Capital Allocation Committee. A list will be prepared by DFM and presented to the committee for vetting and comments.
- The Capital Allocation Committee will review and recommend that the list of proposed projects be forwarded to the Budget Executive Committee.
- The level of funding determined by the Budget Executive Committee will depend on WKU's budget position and appetite for reserving funds for deferred maintenance in face of challenges.

## **Space Management**

WKU uses the [AD ASTRA](#) scheduling system to track and schedule classes. Recently this system has gone through a complete in-house validation of room and square footage between Institutional Research, Planning, Design and Construction and the Provost's Office. The data is cross-checked with the ArcGIS database which is the facilities geodatabase. This information is presented to the Capital Allocation Committee



(CAC) which in turn, reports to the Executive Budget Committee. CAC (chaired by the Chief Facilities Officer) is charged with confirming space management and usage across the campus. [Ramp FAQ Page](#) These findings support the Resource Allocation, Management and Planning (RAMP) model adopted by WKU for incentive-based budgeting.

As stated on the FAQ page of the RAMP web page, “Our budgeting process results in a one-year fiscal plan and the model will provide support for the priorities established in the Strategic Plan. The RAMP model ... promotes, incents, and develops processes for moving resources to support strategic priorities (e.g., improved student retention and graduation).” Furthermore, the RAMP model does not just explain how to allocate resources, but it considers how campus units should operate differently (i.e., the integration of academic planning and financial management, thinking in holistic terms (all funds budgeting), and considering the financial implications of each academic decision). As part of the RAMP model, the Capital Allocation Committee oversees and advises the Budget Executive Committee for emergent and future capital needs in conjunction with the Capital Planning process.

The Scheduling Applications Coordinator regularly runs reports with our space management system [AD ASTRA](#) to determine room occupancy (number of students in each classroom for each class) and utilization (number of sections/courses per available classroom). The table below summarizes occupancy and utilization rates. Reports linked to the percentages demonstrate occupancy and utilization rates across campus.

	<b>Average Occupancy Rate</b> (Total Enrollment/ Total Capacity)	<b>Average Utilization Rate</b> (Total Available Minutes/ Total Minutes Used)
Classrooms – Fall 2019	56%	49%
Labs – Fall 2019	69%	44%
Classrooms – Spring 2020	55%	46%
Labs – Spring 2020	68%	41%

### **Risk Management and Property Insurance**

Under [KRS 56.070](#), the Finance and Administrative Cabinet determines that state property is insured through the State of KY Fire and Tornado Fund. Property insurance is determined by [Risk Management](#). Loss of use refers to loss of income from structures whether it's from restoration or construction or general down time. WKU only carries this loss of income for Diddle Arena and Food Service/Bookstore at Downing Student Center. This loss of income from most if not all insurers excludes claims based on pandemics.

### **Disposal of Surplus Property**

The university has an established policy ([9.0201 Responsibilities for Disposal of Surplus Property](#)) for the proper disposal of surplus property. As noted on the [WKU Surplus](#)

[website](#), “WKU Surplus manages all university assets that departments no longer need. This [property] includes furniture, electronics (excluding computers), vehicles, lab equipment, office supplies, and any other item purchased by the university. Items transferred to Surplus are available for reuse on campus first, after which surplus assets may be auctioned on GovDeals.com, transferred to other governmental agencies, donated to local non-profit organizations, recycled, or disposed of in the landfill (if asset is of no value).”

As property is no longer needed, the client will submit a [Surplus Pick Up Request](#). The client will need to sign up at [the Log In](#). The Surplus Pick Up Request is found in the drop- down box. The client is asked to be specific about the item which will include Inventory Control Number, Serial Number, and condition of equipment. The equipment will be evaluated by the Recycling/Surplus associate with the assistance of other knowledgeable individuals and will be sold or disposed of according to [KRS 164A.575\(8\)](#). [Submitting a Surplus Pick-Up Request](#)

## **Inventory Control**

Assets with an original value of \$2,000 or more and all computers are evaluated for inventory control. Inventory Control includes tracking inventory, physically tagging assets, organized fixed asset records, updating building codes, recording transfers, initiating disposals and conducting campus-wide annual inventories.

When a purchase order is generated, the commodity code(s) assigned to each line on the purchase order initiates a tag if the item meets the \$2,000 threshold and/or is a computer. The inventory control associate will contact the ship-to user to set a time to place the tag on the item. Computers are tagged at the factory and the company notifies inventory control. Inventory Control also works with Recycling/Surplus to identify and/or dispose of surplus equipment. [Inventory Control Frequently Asked Questions](#)

## **Technology Infrastructure**

Because nearly 5,000 WKU students live in WKU residences and a large percentage of students live within a reasonable driving distance of WKU, on-campus information technology support is vital in helping our students meet their educational goals. In 2019, WKU’s Information Technology Services (ITS) unit supported 166 departmental computing labs and 455 classrooms consisting of 2,595 computers, 9 Student Technology Centers with 312 computers, 4,842 faculty and staff workstations, and 545 printers. IT’s Service Desk resolved over 20,000 support requests via a combination of phone calls, chats, service catalog requests, and walk-ups. WKU’s TopperTech service repaired over 2,000 personally owned devices for students, and the service’s equipment loans totaled 5,736 pieces of technology equipment (4,221 to students and 1,515 to faculty and staff).

WKU’s pervasive wireless network provides interior coverage of all academic, administrative, athletic, and residential facilities through the use of over 3,300 Wireless

Access Points. Coverage is provided in several common exterior locations as well. WKU receives over 500,000 wireless authentication requests daily with 31,000 unique devices using wireless in the last year. WKU Infrastructure supports phone service for over 4,000 devices supported through traditional phones, mobile devices, and personal computers. WKU's robust network consists of over 5,000 pieces of equipment, multiple 10 Gigabit-per-second connections to Commodity Internet and Internet2, 5 long-distance links to remote campuses, and over 2,000 miles of fiber optics strands and copper "station" cables to connect systems in over 100 facilities.

For calendar year 2019, 19.7% of student credit hours produced at WKU were generated through distance learning. Systems that support distance and/or online learning are implemented and maintained at a high level of efficiency so that the technology becomes transparent. These technology tools, including the learning management system and videoconferencing system, have also benefited many students in face-to-face and hybrid classes and have the potential to revolutionize teaching and learning processes. All WKU students, faculty, and staff have access to our campus-wide learning management system, Blackboard. WKU had a total of 5,973 course sites for calendar year 2019. In the first 10 months of 2020, WKU's primary videoconferencing platform, Zoom, has been heavily utilized with over 7,000 accounts/hosts, 105,000 meetings, 45,455,313 meeting minutes, and 917,929 participants.

ITS's commitment to WKU's regional campuses is demonstrated through their connectivity and our distance-learning technologies, but also through initiatives such as "WKU Connect," which leverages Zoom and in-classroom audiovisual hardware to provide a high-quality, synchronous learning experience for classes that span multiple campuses. A major goal with this technology is to enhance interactions between faculty and students in these classes, but ITS also strives to standardize common hardware and software that will allow faculty and students to have a simpler and more consistent experience, regardless of location.

The regional campuses are supported by an ITS consultant who is part of the ITS organizational structure and is based at the Glasgow campus and regularly travels to and serves each off-site location. The ITS consultant works closely with the ITS departments to coordinate networking, videoconferencing hardware and software, student computer labs, and regional faculty and staff computers and has taken the lead on the regional campus side in the WKU Connect initiative. This initiative began in the fall of 2018 and is still in the implementation phase with the hope of completely upgrading all videoconferencing hardware to Zoom classrooms by 2021. ITS has worked closely with the regional campus staff to design classrooms that will meet the growing needs for connected classrooms where instructors are physically distant from students and still engage and interact with students across multiple locations.

[Information Technology Strategic Plan](#)

## Supporting Documents

[Raymond B. Preston Health and Activities Center](#)  
[Hattie L. Preston Intramural Sports Complex](#)  
[Downing Student Union](#)  
[Residence Hall Living Options](#)  
[WKU Restaurant Group](#)  
[Department of Facilities Management \(DFM\)](#)  
[2020-2026 Capital Plan Listing](#)  
[WKU 2010-2022 Master Plan](#)  
[Climbing to Greater Heights](#)  
[WKU Campus Master Plan 2020-2030 – Working Draft](#)  
[WKU Executive Summary E&G](#)  
[DFM Maintenance Connection](#)  
[DFM Customer Survey Results – Spring 2019](#)  
[WKU Executive Summary HRL](#)  
[DFM Customer Survey Results – Spring 2020](#)  
[AD ASTRA](#)  
[Resource Allocation, Management and Planning \(RAMP\) FAQ's](#)

	<b>Average Occupancy Rate</b> (Total Enrollment/ Total Capacity)	<b>Average Utilization Rate</b> (Total Available Minutes/ Total Minutes Used)
Classrooms – Fall 2019	56%	49%
Labs – Fall 2019	69%	44%
Classrooms – Spring 2020	55%	46%
Labs – Spring 2020	68%	41%

[KRS 56.070](#)  
[Risk Management](#)  
[WKU Policy 9.0201 - Responsibilities for Disposal of Surplus Property](#)  
[WKU Surplus Website](#)  
[Surplus Pick Up Request](#)  
[DFM Maintenance Connection Log In](#)  
[KRS 164A.575 \(8\)](#)  
[Submitting a Surplus Pick-Up Request](#)  
[Inventory Control FAQ's](#)  
[Information Technology Strategic Plan](#)

**13.8. The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (*Institutional environment*)**

**Compliance**                       **Non-Compliance**

WKU has a multi-faceted approach to establishing and maintaining policies, procedures, and implementation enablers for critical areas of campus safety and security. Universities are communities within themselves with unique dynamics including unique potential risks and a diverse population that includes faculty, staff, students, and the communities that surround them.

WKU has a long-standing reputation for maintaining safe campuses within an equally safe regional footprint. A matrixed hierarchy is in place to manage essential program areas, with the focus of integrating key elements supporting health, safety, and security into the everyday operational norms of academic, athletic, and administrative departments.

Oversight for these critical areas reside with the [WKU Police](#) and the [Department of Environmental Health and Safety](#). Key enabling actions in the form of policies, strategic planning, and tactical initiatives are supported by the [Departments of Facilities Management](#), [Human Resources](#), [Business Services](#) and [Information Technology Services](#). These departments are aligned with and report to the Executive Vice President for [Strategy, Operations, and Finance](#), who reports directly to the University [President](#). Other primary partners include the [Divisions of Athletics](#) (Director of Athletics) and [Academic Affairs](#) (Provost & Vice President for Academic Affairs) report directly to the President ([organizational chart](#)). Emergency plans and procedures are readily available on the [EHS Department](#) and [Emergency websites](#).

### **USDOE Investigations**

The United States Department of Education Office of Civil Rights has not investigated and there are no pending investigations of WKU during the review period.

### **WKU Police Department**

The [Western Kentucky University Police Department](#) is a professional full-service agency operating 24 hours a day, 365 days a year. Officers have police powers, including arrest powers, [under Kentucky Revised Statute 164.955](#). The agency consists of 25 sworn police officers, 9 communications officers, 2 student workers, and 1 office associate. The department provides services to the Main Campus and property owned or operated by WKU, which includes South Campus, The Center, Lost River Cave, and The WKU AG Center. WKU Regional Campuses (Elizabethtown, Ft. Knox, Glasgow, Owensboro, and Somerset) are within the law enforcement jurisdictions of their

respective communities. WKU Police coordinates with these agencies as needed for purposes of criminal investigations and other safety issues.

The WKU Police Mission is to create a safe interactive environment that is conducive to learning. They seek to accomplish this mission by strengthening relationships within the community, developing and evaluating effective responses to identified problems, and maintaining order.

In August of 2019 the WKU Police Department was awarded its [sixth five-year accreditation](#) by the Kentucky Association of Chiefs of Police (KACP). WKU Police was the first University and fourth police department in the state of Kentucky to become accredited by the KACP.

The WKU Police Department has established policies and procedures and maintains records in accordance with the provisions of Clery Act. [See 2019 report example.](#)

### **Department of Environmental Health and Safety (EHS)**

The responsibility for health and safety is shared across all staff and academic departments, but the [Department of EHS](#) oversees health and safety enforcement. Particular divisions and departments are responsible for integrating sound health and safety practices into all aspects of their operations. They have direct responsibility for the ongoing safety of their faculty, staff and students. The authority to implement and enforce Environmental and Safety program elements is derived for the university [EHS Policy 9.0301](#).

EHS compliance is measured in a variety of ways including the completion and submission of governmental reporting mechanisms, reviews by property insurance carriers, and inspections from various state agencies, regular preplanning tours by local fire departments, and internal audits and evaluations.

EHS is [staffed](#) by nine professionals in the areas of Fire/Life Safety, Environmental Compliance, Occupational Safety, Laboratory Safety, and Emergency Management. Staff members hold a variety of certifications at the local, state, federal, and international levels, including:

- [Certified Safety Professional \(CSP\)](#) with the Bureau of Certified Safety Professionals (BCSP)
- Certified Occupational Hygiene and Safety Technician with the [Bureau of Certified Safety Professionals \(BCSP\)](#)
- [Council-Certified Indoor Environmental Consultant \(CIEC\)](#) with American Council for Accredited Certification
- [Certified Emergency Manager \(CEM\)](#) with the International Association of Emergency Managers (IAEM)
- KY [Accredited Asbestos Inspector](#) with the Commonwealth Department for Environmental Protection



- KY Accredited [Asbestos Management Planner](#) with the Commonwealth Department for Environmental Protection
- Stormwater Management Certification with City of Bowling Green
- KY [Registered Contractor Fire Systems](#) and Equipment
- KY Fire Alarm License ([Inspection](#), [Installation](#), & Maintenance)

## **WKU as a Safe Community**

In 2014 WKU received accreditation as a Safety Community by the [Safe Communities America](#) and [Pan Pacific Safe Communities organizations](#). WKU became the fourth university in the world to receive this designation.

The [WKU Safe Communities Coalition](#) is made up of faculty and staff representing nineteen different functional areas. The coalition focuses on key injury prevention priorities including pedestrian safety, fall prevention, drug abuse, off the job injuries, violence and suicide prevention, emergency preparedness, Health, Fitness and Wellness, and residential life safety. See sample meeting [minutes](#).

## **Public Safety and Emergency Response**

The WKU Police are charged with maintaining a safe campus environment through the implementation of community policing, physical security, and access control. The department is also charged with leading emergency response operations including establishment of Incident Command, and Unified Command with fire, EMS and other responding agencies.

## **Emergency Planning and Management**

The responsibility for emergency planning resides with EHS where the Director and coordinator are responsible for maintaining the [Emergency Management Plan \(EMP\)](#) as well as facilitating meetings of the Emergency Management Core Group (EMCG) that provides a cross functional leadership committee empowered to set policy and establish applicable programs within the area of emergency management.

The Emergency Management Plan was constructed using a hybrid format that includes traditional target hazard annexes with a hierarchical overlay of Emergency Support Function (ESF) assignments. This assures that the plan is both functional for the University users but also consistent in form to other community and statewide plans that it may need to be integrated with in a large-scale event or disaster.

The emergency management hierarchy consists of an Incident Commander (IC) established for all incidents by WKU Police and unified command (UC) with other responding agencies when applicable. The Emergency Operations Center (EOC) that provides decision and logistical support to the IC/UC and is managed by staff from EHS as well as other key leaders that have been trained and are aligned with the incident type. The Policy Group (PG) or Multi-Area command (MAC) is led by the University



President and is comprised of members of the President's Cabinet. Appropriate PG representatives will be assigned as liaisons to the EOC for larger scale events or incidents.

## **Crisis Communications and Emergency Notifications**

Having a multi-faceted and robust communications strategy to rapidly and accurately notify persons of impending danger on and around campus is essential. WKU has integrated [several strong avenues of communication](#) into the campus infrastructure, as well as deploying external systems for [text messaging](#), etc. The mechanisms used for communicating significant events or other areas of public concern include traditional telephone networks, cellular networks, outdoor warning and voice notification (main campus), RAVE [text messaging](#).

Critical, time sensitive messages are immediately initiated from the WKU Police dispatch center. WKU Police personnel are fully empowered to send such messages based on a [standard operating procedure](#). Other messages that are not as time sensitive may be sent from the Communications Department or the Police Department depending on the nature, scope, and timing. The emergency notification systems are [tested periodically](#) in conjunction with state and local exercises to assure proper operation.

## **Environmental Compliance Programs**

WKU's environmental compliance programs are multi-dimensional and reach into air quality, waste management, and storm water as well as indoor air quality. WKU maintains a [Conditional Major Air Permit with the Kentucky Division for Air Quality](#), a [RCRA Hazardous Waste Generator Permit with the Kentucky Division of Waste Management](#), and a [Phase II Storm Water General Permit with the Kentucky Division of Water](#). Other regulated programs the University has in place include an [Oil Spill Prevention Control and Countermeasure Plan](#), an [Asbestos Management Program](#), and a [Lead Based Paint Program](#). Non-regulated programs include [Indoor Air Quality and Radon](#).

## **Fire and Life Safety**

Keeping the WKU campus safe from the hazards associated with fires is a shared responsibility, with oversight from the [Office of the University Fire Marshal](#). The Fire Marshal's staff has direct responsibility for the testing and inspection of all fire protection equipment and systems across campus. This includes automatic sprinkler systems, fire alarm systems, fire systems, special exchanging systems, fire doors and enclosures, etc. Additional inspections and oversight are provided by the Office of the State Fire Marshal, Bowling Green Fire Department, private contractors, and Factory Mutual Insurance. ([See Fire Safety Web Page](#))

Tests of fire alarm and prescribed fire drills are conducted for all buildings by the Fire Marshal staff. These tests are conducted quarterly for all Residence Halls and semiannually for Education and General Buildings. Impairments of fire suppression systems are handled in accordance with Factory Mutual and state fire marshal protocols.

Qualified fire system technicians are on staff within the Department of Facilities Management to perform required maintenance and repairs to fire alarm systems. Monitoring for all alarms is handled by the WKU Police dispatch center. A fully functional proprietary alarm monitoring system is in place, and all personnel are trained to properly process alarms when received.

The Fire Marshal in concert with emergency management maintains [Building Emergency Plans](#) which are available in posted form in all buildings, on the EHS website, and on the [iWKU application](#) for smart phones and tablets.

### **Healthy Learning and Working Environments**

Maintaining learning and working spaces that are comfortable and healthy is an essential element of a successful safety program. EHS maintains staff that are certified in a variety of areas to positively impact the health and safety of persons residing, working, or attending classes or events within our buildings.

Primary areas considered are [asbestos](#), [lead](#), [chemical materials](#), mold, etc. Proactive [indoor air quality](#) assessments are conducted in all buildings to validate the conditions. These assessments include physical inspections, air sampling, and interviews with building occupants.

The Department of Facilities Management also has a strong focus on this area and holds the primary responsibility to maintain all facilities in a safe and healthy manner. Technology is deployed to monitor system performance, along with a variety of key indicators including temperature, humidity, CO2 levels, etc.

### **Laboratory Safety**

WKU maintains over three hundred working laboratories for both research and academic instructional use. These span a variety of areas from sciences, agriculture, engineering, and art. [A robust Laboratory Safety program](#) has been in place at WKU for many years. A transformation of the program was undertaken in 2017 which provided clear expectations of laboratory managers, researchers, faculty and staff on how laboratories should be arranged and maintained. An [audit](#) process based on an asset barrier scoring system was piloted was fully implemented in the 2019 calendar year.

## Occupational Safety

Assuring that the employees that support the mission of WKU are safe is an overriding priority for the administration and all departmental leaders. The responsibility of occupational safety oversight resides with EHS and Human Resources. The [Manager of Worker Compensation](#) is aligned with the human resources department, but has a dual reporting relationship, and is collocated with EHS. This alignment assures fiduciary compliance for the workers compensation insurance program with HR, while driving consistence of purpose for accident prevention and [investigation](#) with EHS. WKU has consistently maintained [OSHA recordable and lost workday case rates](#) well below the national average for colleges and universities.

## Health and Wellness

WKU provides a number of health and wellness programs for students, faculty, and staff.

- [Campus Recreation & Wellness](#) offers programs, services, and facilities in the Preston Center, Health Services Building, Intramural Complex and Challenge Course. This unit covers all recreation and wellness for students, including fitness services, aquatics, health education, intramurals, nutrition, outdoor recreation or sport clubs. Faculty and Staff are eligible to use the Preston Center facilities for a fee.
- [Graves Gilbert Clinic @ WKU](#) offers Graves Gilbert Clinic physicians and nurse practitioners to provide on-campus healthcare services for WKU students, faculty, staff and community.
- [The Dental Hygiene Program](#) operates a clinic in which its students treat patients under the supervision of dental hygiene faculty members. Students and the general public are able to use services for a reduced fee.
- [Top Life Wellness Portal](#) provides a healthy campus culture for optimal health that leads to personal and professional growth and enriches the quality of life for faculty, staff and family members. WKU offers incentives for employees who participate in the Top Life Wellness program.
- [WellU](#) is an online student wellness program designed to promote health and wellness related programs and services available at WKU.
- [WKU Counseling & Testing Center](#) provides mental health and adjustment counseling for students who may be struggling with stress, depression, anxiety and other worries that keep them from achieving academic success. WKU recently created and launched [My Mental Health #WKU](#) which expanded the breadth and depth of self-service access to mental health resources.
- [The Employee Assistance Program \(EAP\)](#) provides free, confidential, short-term counseling—as well as referrals and access to educational tools and resources—for a variety of personal matters, including marital/relationship problems, drug and alcohol abuse, parenting, child and elder care, adoption, certain legal matters, stress management and financial planning. Employees and their

dependents may receive five free short-term counseling sessions, and a referral to a counselor for longer-term treatment if needed.

- [WKU Dining Services](#) provides a number of services, from Fresh and Healthy food options to an on-site dietician to assist students, faculty, and staff with any special health needs, WKU strives to provide healthy choices for our campus community.

## Information Technology Safety and Security

[The Office of IT Security and Identify Management at WKU \(ITS\)](#) utilizes internal and external assets to deliver a comprehensive and multifaceted security profile. In addition to numerous standard internal procedures, ITS works annually with a penetration testing company to perform audits of systems and networks with the intended goal of identifying opportunities to further bolster our security practices. ITS reviews the findings of these exercises and respond where appropriate ([ITS-Penetration Assessment](#)).

WKU undertakes an annual financial audit with an accredited outside auditing firm, with one aspect of that audit entailing a review of access to our Enterprise Resource Planning (ERP) data and datacenter along with a review of separation of duties. WKU ITS performs vulnerability assessments of all servers in WKU datacenters semi-monthly and responds to discovered vulnerabilities ([see NESSUS Sample](#)). Client and server operating systems are updated regularly by using centralized, policy driven systems to publish and monitor update provisioning. [Antivirus software](#) is utilized on all standardized client computers and is updated and monitored from a central system.

[Multifactor authentication](#) is required to access ITS Managed enterprise systems, such as email and our ERP, that contain high value data. Operating system level access to servers in our datacenter requires a VPN connection that utilizes multifactor authentication. Security best-practices are reviewed by our [Internal Audit team](#) using a tool from Educause that covers security standards and frameworks from ISO, NIST, and CIS controls. Critical data is backed up and stored in a secondary WKU datacenter as well as in a geographically diverse tertiary location.

## Covid-19

The onset of the COVID-19 Pandemic has truly affected every corner of the world. The impacts on institutions of higher education are vast including both direct and indirect ramifications. WKU acted quickly in early January to begin tracing the spread of the virus and to take immediate steps to support both international students residing on our campus and WKU students studying abroad. This response was accomplished through a partial activation of the Emergency Management Plan (EMP), specifically hazard annex 4.16 Infectious Disease. Within the incident command structure, the focus was on planning and logistics in the earliest stages of the response.

In early March, President Timothy Caboni ordered a full activation of the EMP which included a full activation of the Policy Group. This group is normally comprised of the

President's Cabinet, in this incident the Policy Group was integrated with a partial activation of an Emergency Operations Center utilizing a Taskforce concept. The expanded taskforce has been engaged as of March 11<sup>th</sup>, 2020 and will remain on partial activation until the threats of COVID-19 are deemed to have subsided. More information about WKU's response to COVID-19 is available on the [Healthy on the Hill](#) web site.

## Supporting Documents

[WKU Police Department](#)  
[Department of Environmental Health and Safety \(EHS\)](#)  
[Departments of Facilities Management](#)  
[Human Resources](#)  
[Business Services](#)  
[Information Technology Services](#)  
[Strategy, Operations, and Finance](#)  
[University President](#)  
[Divisions of Athletics \(Director of Athletics\)](#)  
[Academic Affairs \(Provost & Vice President for Academic Affairs\)](#)  
[Organizational Chart](#)  
[EHS Department](#)  
[Emergency websites](#)  
[WKU Police Department](#)  
[Kentucky Revised Statute \(KRS\) 164.955](#)  
[KY Association of Chiefs of Police Accreditation](#)  
[Annual Campus Safety Report 2020 Example](#)  
[EHS Department](#)  
[WKU EHS Policy 9.0301](#)  
[EHS Staff](#)  
[Certified Safety Professional \(CSP\)](#)  
[Bureau of Certified Safety Professionals \(BCSP\)](#)  
[Council-Certified Indoor Environmental Consultant \(CIEC\)](#)  
[Certified Emergency Manager \(CEM\)](#)  
[KY Accredited Asbestos Inspector](#)  
[KY Accredited Asbestos Management Planner](#)  
[KY Registered Contractor Fire Systems](#)  
[KY Fire Alarm Inspection License](#)  
[KY Fire Protection Systems Contractor License](#)  
[WKU Safe Communities Accreditation - 2014](#)  
[Safe Communities America](#)  
[Pan Pacific Safe Communities Organizations](#)  
[WKU Safe Communities Coalition](#)  
[Safe Communities Bi-Annual Meeting Minutes](#)  
[WKU Emergency Management Plan \(EMP\)](#)  
[Crisis Communications and Emergency Notifications](#)  
[Emergency Notification Examples of Text Messages](#)

Emergency Text Notification Web Page  
WKU Police – Timely Warning Policy  
Emergency Notification Systems are Tested Periodically  
Conditional Major Air Operating Permit 2018  
Hazardous Waste Contingency Plan  
Storm Water Quality Management Plan  
Spill Prevention Control and Countermeasure Plan  
Asbestos Management Program  
Chemical Hygiene Plan  
Lead Based Paint Program  
Indoor Air Quality and Radon  
Office of the University Fire Marshal  
Fire Safety Webpage  
Building Emergency Evacuation Plans  
iWKU Application  
Laboratory Safety Program  
Laboratory Inspection Sample Report  
Manager of Worker Compensation  
Accident Investigation Form  
OSHA Recordable/Lost Workday – Case Letter  
Campus Recreation & Wellness  
Graves Gilbert Clinic @ WKU  
The Dental Hygiene Program  
Top Life Wellness Portal  
WellU  
WKU Counseling & Testing Center  
My Mental Health #WKU  
Employee Assistance Program (EAP)  
WKU Dining Services  
WKU IT Security and Identify Management  
ITS-Penetration Assessment - 2019  
NESSUS Sample  
Antivirus Software  
Multifactor Authentication  
Internal Audit Team  
Healthy on the Hill

14.1. The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus. (*Publication of accreditation status*)

Compliance

Non-Compliance

Western Kentucky University's most recent reaffirmation of SACSCOC accreditation was completed in 2015. The following statement was published in both the [Undergraduate](#) and [Graduate](#) Catalog. The catalogs include the following statement on accreditation.

Western Kentucky University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, specialist, and doctorate degrees. Questions about the accreditation of Western Kentucky University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)) (<http://www.sacscoc.org>)).

Western Kentucky University does not have branch campuses.

### Supporting Documents

[Undergraduate Catalog](#)

[Graduate Catalog](#)



**14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (Comprehensive institutional reviews)**

**Compliance**

**Non-Compliance**

Western Kentucky University applies all SACSCOC standards and policies to our distance learning programs and off-campus instructional sites. WKU does not have branch campuses at the time of this fifth-year interim report, but we do [have off-campus instructional sites](#) located in Elizabethtown, Fort Knox, Glasgow, Owensboro, and Somerset, Kentucky. (See [Standard 10.7](#) for more information on physical resources; [See Standard 14.1](#) for more information about publication of accreditation status.) Distance learning and regional campuses are under the responsibility of the Associate Vice President for Extended Learning and Outreach who works closely with deans, department heads, and faculty who act as academic program coordinators to launch and support online and regional campus programs. The programs offered through the regional campuses are coordinated with main campus courses and with online course offerings to optimize students' paths to graduation.

WKU applies the same standards and policies, and devotes the same attention to quality and integrity, to courses and programs regardless of location or mode of delivery. All educational programs maintain the same academic expectations, student learning outcomes, and academic accountability. All of the academic programs offered by distance learning and at the regional campuses have been approved through the same curriculum process as on-ground academic programs on multiple levels through the Faculty Senate, the Office of the Provost, and approved by the WKU Board of Regents (See [Standard 9.1, page 1](#))

As the [WKU mission](#) states, "Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach." And the WKU Statement of Purpose further emphasizes WKU's "responsibility for access through its main and regional campuses, and through extensive distance learning opportunities. WKU recognizes that its mission continues to evolve in response to regional, national, and global changes, and the need for lifelong learning." [WKU's 2018 Strategic Plan](#) prioritizes leveraging online resources and WKU's regional campuses in order to provide quality learning and engagement with our community, regionally, nationally, and globally.

### **Faculty and Administration**

For distance education and academic programs for off-campus sites, the departments and full-time faculty assume primary responsibility for oversight of program rigor and quality of instruction. The academic departments are responsible for hiring and

assigning faculty to all modalities of courses, including distance learning courses. All faculty, full and part-time, are required to complete Blackboard and ADA training prior to loading their first course into the learning platform. Additionally, [Information Technology](#) and the [Center for Innovative Teaching and Learning](#) provide numerous resources and live instructional design and development sessions for all faculty teaching distance education courses utilizing best practices and online learning resources.

In 2020, WKU developed a [quality assurance program](#) to provide faculty with training, support, guidance, and opportunities for peer review in the development of quality online courses and programs. Developed by the Center for Innovative Teaching and Learning and the Office for Online Program Development, this program guides faculty through a rigorous process that incorporates universal design, accessibility best practices, strategies for assessment and for regular and substantive interaction.

WKU is an [institutional member of Quality Matters](#), a professional development organization supporting faculty in ensuring quality in the design of online courses.

### **Academic and Student Support Services**

WKU students studying by distance learning and those at off-campus sites overlap greatly often taking blended schedules of distance learning courses and on-ground courses at those sites. Student services are geared toward both groups. For additional details about student support services available to distance students and students at off-campus instructional sites, please see [Standard 12.1](#).

### **Admissions**

WKU admissions policies are the same for students regardless of delivery or location and are administered through the offices of Undergraduate Admissions and the Graduate School for graduate admissions. Prospective [online students](#) are guided to Undergraduate Admissions and Graduate School admissions through the [WKU Online](#) website.

### **Resource access**

All students have a single point of access for all student services through the [WKU Student Resource Portal](#). The portal is an embedded link in all courses on Blackboard. Moreover, as over 60% of WKU students enrolled in online learning take both face to face and distance learning courses as part of their semester schedule, the resources created to support online learners are available and are utilized by all WKU students.

WKU students receive an email regarding access to support services upon course registration. Additionally, dual credit students are mailed a letter of course registration confirmation which includes information about the Student Resource Portal to support their success. WKU engages in continuous improvement to expand resources for online

learners. In 2020, [My Mental Health #WKU](#) was created and launched which expanded the breadth and depth of self-service access to mental health resources.

All students who indicate on their admission application they plan to learn online are enrolled in the [WKU Online orientation](#). WKU online learners additionally have the option of participating in the University's Topper Orientation Program in person. Upon registration, new online learners are enrolled into a Blackboard Organization: WKU CARES ([Coaching for Academic Readiness and Excellence](#)). The CARES mission is to provide support that helps online learners reach their potential, build confidence, and succeed in reaching their academic goals. CARES introduces students each week to modules designed to leverage student success such as time management, study skills, test taking, etc. Following the initial term of registration into CARE, undergraduates who are enrolled exclusively in online courses are enrolled in a Blackboard CARE organization site with additional student support content. Additionally, online learners are invited to participate in individualized academic success coaching.

## **Library Access**

All WKU students have access through the [one-search Library online catalog](#) linked to multiple online databases to find books and articles available online or through interlibrary loan. The [WKU libraries offer extensive online support](#) through [on call reference librarians](#), [live 24/7 chat](#), [research guides](#), extensive journal databases that can be accessed from anywhere, and individualized librarian support through appointments by phone and chat. These services are provided to all WKU students, distance learners and on campus learners, so library resources and support can be accessed from anywhere and anytime.

## **Advising**

[Regional advisors](#) located at the regional campus sites help both regional and online students with their academic plans and connect them with program advisors to be sure they are on path to graduation. For more information about registration and privacy, [see Standard 10.6](#). For information about policies for awarding credit, [see Standard 10.7](#).

## **Technology Support**

All WKU students have access to the [IT Helpdesk](#) which is accessible by phone and chat extended hours and weekends. In addition to speaking with a live WKU ITS person, students, faculty, and staff can manage password resets, access software downloads, and access helpful articles that walk through most problems encountered such as setting up email on mobile devices and using our two-factor authentication system.

The regional campus staff includes an IT Consultant who is responsible for maintaining classroom and computer lab technology at our regional instructional sites as well as support students who may have hardware or software issues. During the Covid-19

lockdown, regional and online students who needed to check out laptops could pick them at a regional site which was coordinated by Information Technology Services and the regional IT Consultant.

## **Assessment**

Students taking courses online, at regional campus locations, or for dual credit are included in the University's [SITE \(Student Input to Teaching Effectiveness\) course evaluation process](#). Examples of course evaluations from students in [in-person, dual credit, and online courses](#) are attached. Online Programs are included in the same [Assurance of Student Learning](#) and [Academic Program Review](#) processes as on ground programs and referenced in the Council on Postsecondary Education [Review of Existing Academic Programs: Policy and Procedures](#).

## **Physical resources**

The [WKU Campus Master Plan update 2010-2022](#) included the regional campuses in the overall physical spaces under the WKU umbrella. The [WKU Department of Facilities Management supports the maintenance and safety of the regional campus buildings](#) that WKU owns or leases in Glasgow and Owensboro, Kentucky. For those spaces on [Fort Knox](#), Somerset, and on the Elizabethtown Community & Technical College that WKU shares by agreement, the physical spaces are maintained by partners while WKU is responsible for the academic technology and communication related to teaching at a distance.

## **Dual Enrollment**

Following [WKU Policy 1.1121 Part-Time and Temporary Faculty Qualifications](#), courses offered at local high schools are taught by teachers [who are credentialed](#) by Academic Affairs according to the [same standards as other part-time faculty](#). An academic liaison is appointed in each discipline to ensure the quality and integrity of instruction. The liaison is responsible for training adjunct dual enrollment instructors and providing guidance on syllabus construction, textbooks and course resources, and assessments.

WKU offers [online courses to high school](#) students via dual enrollment as a way to increase accessibility to those rural high schools who don't have a diversity of high school instructors eligible to be credentialed as part-time faculty. WKU online dual enrollment courses are taught by credentialed WKU full-time and part-time faculty with support from the instructional design team in the Center for Innovative Teaching and Learning.

## **State Authorization**

Since 2016, Western Kentucky University [is a member](#) of the National Council for State Authorization Reciprocity Agreement (NC-SARA), a voluntary agreement among member states and U.S. territories establishing comparable national standards for

interstate offering of post-secondary distance education courses and programs, which authorizes the offering of distance education courses to students in other member states. As part of the new federal requirements, WKU has also developed a student communication process for notification of [academic programs that lead to licensure](#) that began in July, 2020.

## Supporting Documents

[WKU off Campus Locations Website](#)  
[Standard 9.1](#)  
[WKU Mission](#)  
[WKU's 2018 Strategic Plan](#)  
[Information Technology](#)  
[Center for Innovative Teaching and Learning \(CITL\)](#)  
[Quality Assurance Program](#)  
[CITL Quality Matters](#)  
[Standard 12.1](#)  
[WKU Online Admission Criteria](#)  
[WKU Online Website](#)  
[WKU Student Resource Portal](#)  
[My Mental Health #WKU](#)  
[WKU Online Orientation](#)  
[Coaching for Academic Readiness and Excellence](#)  
[Library Online Catalog](#)  
[WKU Libraries Remote Support](#)  
[WKU Libraries Research Assistance Services](#)  
[Regional Advisors](#)  
[IT Helpdesk](#)  
[Student Input to Teaching Effectiveness \(SITE\) Course Evaluation](#)  
[Dual Credit Site Course Evaluation Example](#)  
[Online Site Course Evaluation Example](#)  
[Regular Site Course Evaluation Example](#)  
[Assurance of Student Learning](#)  
[Academic Program Review Template](#)  
[Review of Existing Academic Programs: Policy and Procedures](#)  
[WKU Campus Master Plan 2010-2022](#)  
[WKU Campus Maps](#)  
[Fort Knox MOA](#)  
[WKU Policy 1.1121 – Part-Time and Temporary Faculty Qualifications](#)  
[Part-Time or Temporary Credentials Form](#)  
[Part-Time Faculty Hiring Instructions](#)  
[WKU Dual Credit Registration](#)  
[WKU Membership in NC-SARA \(State Authorization\)](#)  
[WKU Professional Licensure Disclosures Webpage](#)

**14.4 The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy “Accrediting Decisions of Other Agencies.”). (*Representation to other agencies*)**

**Compliance**       **Non-Compliance**

### **Accurate Reporting**

Western Kentucky University represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation. WKU has been accredited from 1926 to the present. WKU has continued to submit an institutional summary and financial profile to SACSCOC in accordance with SACSCOC policies. Additionally, WKU has continued to submit an enrollment report each year in compliance with SACSCOC enrollment growth policy. In 2015, WKU submitted the ten-year reaffirmation report to SACSCOC and was successfully reaffirmed on [December 8, 2015](#).

WKU holds accreditation with many discipline focused organizations, which is coordinated through the Office of the Provost. Accredited programs undergo rigorous reviews by the professional organizations using specialized standards. In each report to those program accreditations, the mission statement, strategic plan, and information about the university are accurately represented as requested or required by the specialized accrediting body. Three examples of program accreditation self-studies are included:

- [Dental Hygiene 2019 Self-study](#) to the American Dental Association, Commission on Dental Accreditation in Standard 1
- [Electrical Engineering 2016 Self-study](#) (pp. 25 and 250) to Engineering Accrediting Commission of ABET
- [Mechanical Engineering 2016 Self-study](#) (pp. 27, 243) to Engineering Accrediting Commission of ABET

The University accreditation status with SACSCOC is accurately represented for program accrediting bodies and for the public online as demonstrated by the [USDOE accreditation database](#). The [Undergraduate](#) and [Graduate](#) Catalogs also include a current list of specialized accreditors.

WKU discipline area accreditation actions and status may be found on several accrediting body websites; examples are listed here.

- Accreditation Board for Engineering and Technology, Inc. ([ABET](#))
- The Association to Advance Collegiate Schools of Business ([AACSB](#))
- Commission on Dental Accreditation ([CODA](#))

The table below lists disciplinary accreditations currently held by WKU programs.

**SACSCOC 5<sup>th</sup>-year Accreditation Table**

Program	Accreditor	Most Recent Review Year
<b>Accounting</b>	<a href="#">The Association to Advance Collegiate Schools of Business (AACSB International) (BS and MAcc)</a>	2018
<b>Architectural Science</b>	<a href="#">The Association of Technology, Management, and Applied Engineering (ATMAE) (BS Program)</a>	2018
<b>Art</b>	<a href="#">National Association of Schools of Art and Design (NASAD) Commission on Accreditation (AB in Art History, AB in Visual Studies (Art Ed and Studio concentrations); and BFA in Visual Arts (Graphic Design and Studio concentrations))</a>	2016
<b>Business</b>	<a href="#">The Association to Advance Collegiate Schools of Business (AACSB International) (BS and MBA)</a>	2018
<b>Civil Engineering</b>	<a href="#">Engineering Accreditation Commission of ABET (BS Program)</a>	2016
<b>Computer Science</b>	<a href="#">Computing Accreditation Commission of ABET (BS Program)</a>	2018
<b>Construction Management</b>	<a href="#">The Association of Technology, Management, and Applied Engineering (ATMAE) (BS Program)</a>	2018
<b>Counseling</b>	<a href="#">Council for Accreditation of Counseling and Related Educational Programs (CACREP) (MAE)</a>	2014
<b>Dance</b>	<a href="#">National Association of Schools of Dance (NASD) Commission on Accreditation (AB Program)</a>	2018
<b>Dental Hygiene</b>	<a href="#">Commission on Dental Accreditation of American Dental Association (CODA-ADA) (AS and BS)</a>	2020
<b>Dietetics</b>	<a href="#">Accreditation Council for Education in Nutrition and Dietetics (ACEND) (Dietetic Internship)</a>	2016
<b>Early Childhood Education</b>	<a href="#">National Association for the Education of Young Children (NAEYC) (AA Program)</a>	2017
<b>Education</b>	<a href="#">Council for the Accreditation of Educator Preparation (CAEP) (Initial and Advanced Educator Preparation, ADV)</a>	2018
	<a href="#">Kentucky's Educational Professional Standards Board (EPSB)</a>	2018
<b>Electrical Engineering</b>	<a href="#">Engineering Accreditation Commission of ABET (BS Program)</a>	2016
<b>Engineering Technology Management</b>	<a href="#">The Association of Technology, Management, and Applied Engineering (ATMAE) (MS)</a>	2018
<b>Environmental and Occupational Health Science</b>	<a href="#">The National Environmental Health Science and Protection Accreditation Council (EHAC) (MS)</a>	2019
<b>Healthcare Administration</b>	<a href="#">Association of University Programs in Health Administration (AUPHA) (BS Program)</a>	2019
<b>Health Information Management</b>	<a href="#">Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) (BS Program)</a>	2016
<b>Interior Design</b>	<a href="#">National Association of Schools of Art and Design (NASAD) Commission on Accreditation (BS Interior Design and Fashion Merchandising (Interior Design concertation))</a>	2016
<b>Journalism</b>	<a href="#">Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) (Undergraduate Program)</a>	2016



Program	Accreditor	Most Recent Review Year
Long Term Care Administration	National Association of Long Term Care Administrator Boards (NAB) (BS in Healthcare Administration with a Long-term Administration Certificate)	2019
Manufacturing Engineering Technology	The Association of Technology, Management, and Applied Engineering (ATMAE) (BS Program)	2018
Mechanical Engineering	Engineering Accreditation Commission of ABET (BS Program)	2016
Music	National Association of Schools of Music (NASM) Commission on Accreditation (AB, BM and MM)	2011
Nursing	Commission on Collegiate Nursing Education (CCNE) (BSN, MSN and DNP)	2017
	Accreditation Commission for Education in Nursing (ACEN) (ASN Program)	2015
Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE) (DPT)	2016
Public Administration	Network of Schools of Public Policy, Affairs, and Administration (NASPAA) (MPA)	2016
Public Health	Council on Education for Public Health (CEPH) (BS and MPH)	2016
Recreation Administration	Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) (BS Program)	2015
Social Work	Council on Social Work Education (CSWE) (BSW and MSW)	2018
Speech-Language Pathology	Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) (MS)	2014
Theatre	National Association of Schools of Theatre (NAST) Commission on Accreditation (AB in Theatre and BFA in Performing Arts)	2012

## Informing USDOE Recognized Agencies of Changes

WKU informs U.S. Department of Education recognized agencies of any change in accreditation status.

### Voluntary Withdrawal

In 2016, WKU withdrew the Construction Management program from the American Council for Construction Education (ACCE). The program was also accredited by the Association of Technology Management and Applied Engineering (ATMAE) and the faculty determined that only one program accreditation was necessary and therefore made the decision to withdraw from ACCE. Documentation and communication with Southern Association of Colleges and Schools Commission on Colleges were exchanged and [the letter from SACSCOC](#) acknowledging the withdrawal is included.

## Change in Accrediting Agency Name

The College of Education and Behavioral Sciences received their [most recent accreditation](#) from the Council for the Accreditation of Education Preparation (CAEP) in 2018. Previously, the College was accredited by the National Council for Accreditation of Teacher Education (NCATE). In 2016, CAEP, the body who administers NCATE accreditation, decided not to renew recognition of NCATE through the U.S. Department of Education and to pursue recognition as CAEP. The [CAEP website gives additional information](#) about this change at the accreditor level. There was no lapse in program accreditation for the College of Education and Behavioral Sciences.

No accreditations have been terminated for any colleges, schools, or academic programs at Western Kentucky University.

## **Supporting Documents**

[SACSCOC Reaffirms Accreditation for WKU on December 8, 2015](#)  
[Dental Hygiene 2019 Self-Study](#)  
[Electrical Engineering 2016 Self-Study](#)  
[Mechanical Engineering 2016 Self-Study](#)  
[USDOE Accreditation Database](#)  
[Undergraduate Catalog](#)  
[Graduate Catalog](#)  
[Accreditation Board for Engineering and Technology, Inc. \(ABET\)](#)  
[The Association to Advance Collegiate Schools of Business \(AACSB\)](#)  
[Commission on Dental Accreditation \(CODA\)](#)  
[Associate of Technology Management and Applied Engineering](#)  
[The Association to Advance Collegiate Schools of Business \(AACSB International\)](#)  
[The Association of Technology, Management, and Applied Engineering \(ATMAE\)](#)  
[National Association of Schools of Art and Design \(NASAD\)](#)  
[Commission on Accreditation](#)  
[Engineering Accreditation Commission of ABET](#)  
[Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)  
[National Association of Schools of Dance \(NASD\)](#)  
[Commission on Dental Accreditation of American Dental Association \(CODA-ADA\)](#)  
[Accreditation Council for Education in Nutrition and Dietetics \(ACEND\)](#)  
[National Association for the Education of Young Children \(NAEYC\)](#)  
[Council for the Accreditation of Educator Preparation \(CAEP\)](#)  
[Kentucky's Educational Professional Standards Board \(EPSB\)](#)  
[The National Environmental Health Science and Protection Accreditation Council \(EHAC\)](#)  
[Association of University Programs in Health Administration \(AUPHA\)](#)  
[Commission on Accreditation for Health Informatics and Information Management Education \(CAHIIM\)](#)  
[Accrediting Council on Education in Journalism and Mass Communications \(ACEJMC\)](#)

National Association of Long Term Care Administrator Boards (NAB)  
National Association of Schools of Music (NASM)  
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Network of Schools of Public Policy, Affairs, and Administration (NASPAA)  
Council on Education for Public Health (CEPH)  
Council on Accreditation of Parks, Recreation, Tourism and Related Professions  
(COAPRT)  
Council on Social Work Education (CSWE)  
Council on Academic Accreditation in Audiology and Speech-Language Pathology  
(CAA)  
National Association of Schools of Theatre (NAST)  
Letter from SACSCOC  
CAEP Recent Accreditation Notice  
CAEP Website Gives Additional Information

# EVIDENCE & ARGUMENT

THE QUALITY ENHANCEMENT PLAN FOR WESTERN KENTUCKY UNIVERSITY

The goal of Western Kentucky University's (WKU) Quality Enhancement Plan (QEP) is to bring evidence and argument to life through written, oral, and visual means. It is expected that graduates will apply and adapt this learning to their professional, social, and personal lives. The following Student Learning Outcomes (SLO) support the goal above and complement the Colonnade General Education Program:

1. WKU students will demonstrate the ability to gather sound and relevant evidence to address an issue. (*Evidence-Gathering*)
2. WKU students will demonstrate the ability to analyze and synthesize the assembled evidence. (*Sense-Making*)
3. WKU students will demonstrate the ability to articulate a logical and supported argument based on this analysis. (*Argumentation*)

Central to the QEP are the programmatic “push” and capacity-building “pull” initiatives. The programmatic “push” initiative targets Foundations and Connections courses within the *Colonnade Program* that directly address student learning outcomes related to argumentation, including: (1) ENG 100: Introduction to College Writing; (2) COMM 145: Fundamentals of Public Speaking and Communication, as well as other equivalent Human Communications (HC) courses; (3) ENG 300: Writing in the Disciplines, as well as alternative writing in the disciplines courses. The capacity building “pull” initiative relates to activities or resources supporting the teaching of argumentation by faculty across the University. Rather than being targeted for integration into specific courses, these resources are available for general use by any interested faculty member of any program

In Fall 2014, WKU implemented a new general education model called the Colonnade Program. The program was designed to align with 24 statewide student learning outcomes for general education, as well as nine institutional outcomes designed to provide a culminating assessment of student learning throughout the general education program. Each of these outcomes supports one or more American Association of Colleges and Universities (AAC&U) Liberal Education and America's Promise (LEAP) Essential Learning Outcomes. The Colonnade Program is organized into three tiers—Foundations, Explorations, and Connections. The statewide student learning outcomes for general education are incorporated into Foundations and Explorations courses. Connections courses address additional student learning outcomes, unique to WKU, designed to integrate discipline-specific knowledge and skills with the significant issues arising from our individual and shared responsibility as global citizens. The key tenets underlying the Colonnade Program organization are: (1) progression, emphasizing continuing development of students' fundamental skills throughout their entire course of study; (2) perspective, exposing students to different ways of knowing and/or seeing the world and themselves; (3) connection, which intentionally involves students integrating knowledge across disciplines; and (4) application, whereby the general education experience provides students with opportunities to examine and engage in issues at the local, national, and international level. There is clear linkage between the organizational elements of the *Colonnade Program* and the *QEP* student learning outcomes related to (1) evidence-gathering, (2) sense-making, and (3) argumentation

In order to achieve the QEP SLO's, programmatic initiatives and capacity-building initiatives were established. *Programmatic initiatives* are defined as activities or programs designed to bridge pedagogical best practices and targeted course experiences. *Targeted courses* include courses in the Colonnade Program that directly address student learning outcomes related to argumentation. In addition to being

# EVIDENCE & ARGUMENT

THE QUALITY ENHANCEMENT PLAN FOR WESTERN KENTUCKY UNIVERSITY

content-relevant and vertically-aligned, these courses also serve as the key points of accountability in terms of assessing QEP student learning outcomes. Additional courses and teaching and learning experiences will be identified through a faculty-driven process associated with implementation of a sustained faculty development program. *Capacity-building initiatives* are defined as activities or resources that support the teaching of argumentation by faculty across the university. Rather than being targeted for integration into specific courses, these online resources will be available for general use by interested faculty member of any program. It is expected that these resources will be used by faculty teaching Explorations courses within the Colonnade Program, as well as in major courses that include a significant component of content-relevant critical analysis. The primary thrust of our capacity-building initiatives will be to develop an inventory of online materials and teaching modules that address our targeted QEP student learning outcomes related to evidence-gathering, sense-making, and argumentation within the context of different disciplines and ways of knowing.

In order to align the curriculum for maximum impact in addressing QEP student learning outcomes, it is essential that faculty across the university develop a shared understanding and vocabulary in argumentation pedagogy . To that end, we designed and delivered two year-long professional development programs for faculty who were (1) interested in improving their knowledge and skills in teaching evidence-gathering, sense-making, and argumentation, and (2) committed to applying this enhanced capacity to address a specific aspect of the curriculum. The first cohort, called E&A Argument Fellows, was selected through an application process that included development of an outcomes-based project plan to revise or enhance the curriculum in an area of identified need . These groups of E&A Argumentation Fellows will each work interactively over a two-year period to integrate what they are learning into the curriculum in a targeted way .

For example, faculty members might use the knowledge and skills gained through the professional development program to contribute to the revision of key *Colonnade Program* courses such as ENG 100, COMM 145, ENG 300, or Connections (see **Programmatic Initiatives** on page 30). Alternatively, they may elect to develop a set of online teaching materials to supplement the curriculum in their particular discipline (see **Capacity-Building Initiatives** on page 34). Finally, they may propose to address some other element of the curriculum for which they have documented a well-defined opportunity or need . The professional development program itself will include:

- Providing two-days of professional development activities for each of two semesters, delivered by an outside content expert;
- Supporting this periodic training with regular in-house discussion/brainstorming sessions, coordinated by the WKU Center for Faculty Development;
- Creating a community of faculty who share a common interest and capacity in advancing QEP student learning outcomes, and who will serve in an advisory role to the Director of QEP Implementation; and
- Appropriate opportunities and incentives for faculty to ensure that targeted project outcomes are met.

The goal of Western Kentucky University's (WKU) Quality Enhancement Plan (QEP) is to bring evidence and argument to life through written, oral, and visual means. It is expected that graduates will apply and adapt this learning to their professional, social, and personal lives. The following Student Learning Outcomes (SLO) support the goal above and complement the Colonnade General Education Program:

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- Appropriate opportunities and incentives for faculty to ensure that targeted project outcomes are met.



## **Part V: The Impact Report of the Quality Enhancement Plan**

### **I. Initial Goals and Intended Outcomes**

The evidence-gathering, sense-making, and argumentation outcomes of Evidence & Argument were directly tied to the institution's needs and priorities expressed in WKU's 2012-18 strategic plan, *Challenging the Spirit*. Challenging the Spirit outlined key institutional priorities within four strategic goals, including: (1) Foster academic Excellence – Extend the engaged learning and global dimensions of the WKU academic experience; reinforce WKU as a destination of choice for faculty, staff, and students; and (2) Promote a Dynamic and Diverse University Community – Emphasize the academic and social dimensions of diversity; support an intellectual climate of engagement and free exchange of ideas.

Strategic Goal 1, Objective 1.1 called on the university to “sustain a vibrant curricular and co-curricular experience built on a liberal [arts] foundation.” Specifically, Objective 1.1 addresses the implementation of a revised core (general education) curriculum, the Colonnade Program, aligned with AAC&U Liberal Education and America's Promise (LEAP) outcomes. Objective 1.3 (page 4) commits WKU to “reinforce a global context for teaching and learning,” in part by developing and offering new upper-division general education/core curriculum courses with a strong global dimension; these courses are represented in the Connections category of the Colonnade Program curriculum.

The QEP goals and outcomes, like those of Colonnade, directly tied to the AAC&U LEAP Essential Learning Outcomes. The LEAP initiative seeks to identify a set of essential learning outcomes for college learning and liberal education in the 21st century and to tie these outcomes to appropriate high-impact practices and authentic assessments.

### **II. Discussion of Changes Made and Rationale**

#### Quantitative Critical Thinking Instrumentation Change

Originally, the QEP planned for periodic benchmarking assessment using the Collegiate Learning Assessment (CLA+) which is a nationally normed instrument used to assess students' higher-order critical thinking, analytic reasoning, problem-solving, and written communication skills. WKU planned to do this assessment during years 1, 3, and 5. This instrument is a 90-minute exam that must be taken in a testing center. The assessment team was concerned with the logistics and searched for another instrument that was easier to implement. The team decided to use the California Critical Thinking Skills Test (CCTST) which is designed to permit test-takers to demonstrate the critical thinking skills required to succeed in educational or workplace settings where solving problems and making decisions by forming reasoned judgments are important. Students are scored in the areas of analysis, evaluation, inference, deduction, induction and overall reasoning skills. This instrument typically takes 45-50 minutes and can be done through a web site or on an app. The shortened length of time to complete the CCTST instrument combined with the ease of access increased the probability of participation and completion rates compared to the CLA+.

### Evidence & Argument (E&A Fellows) Change

Both E&A Fellow cohorts were designed for 15 participants. The first cohort had 12 and the second had three. While in the process of forming these groups, WKU experienced major changes in Academic Affairs administration and extreme budget cuts. Most faculty turned their focus to other priorities during this difficult time and had little interest in added projects. While the Fellows cohorts were smaller than intended, the quality did not suffer significantly. In addition, the original plan called for “Providing two-days of professional development activities for each of two semesters, delivered *by an outside content expert*,” however, the QEP team decided to use qualified in-house faculty and staff to conduct these activities. The director of QEP Implementation was trained by the National Institute for Learning Outcome Assessment (NILOA) staff to conduct assignment charrettes, which served as the activity for this part of the QEP plan. Charrettes are short workshops that allow five faculty to work together on constructing assignments that align with learning outcome; in this case, the QEP. Each person/group had the opportunity to share their assignment and receive suggestions and feedback from the group. In order for everyone to have an opportunity to give and receive feedback, we used NILOA’s timed carousel process – participants served as “presenter” for one round and a “participant” for the other four rounds. Because we did it in-house, we were able reach farther across campus to include more presenters and attendees.

### Program Assessment Change

And, finally, although COMM 145: Fundamentals of Public Speaking and Communication was originally an integral part of the design of the QEP, changes in the program and its oversight affected the assessment process of the introductory communication course. Since COMM 145 was not included for the first three years of QEP implementation due to restructuring of assessment, it was not included the last two years and, therefore, is missing from the QEP assessment.

## **III. Description of the QEP’s impact on student learning and/or student success, as appropriate to the design of the QEP**

### Program Data and Assessment Design

The assessment instruments and process were reviewed annually in consultation with the Directors of QEP Implementation and Assessment. Table 1 presents the activities and assessment cycle by year (regional campuses included in breakdown):

**Table 1.** QEP Five-Year Cycle

<u>Year/Cycle</u>	<u>Activity</u>
Year 1 (2015-16)	E&A Fellows: 1 <sup>st</sup> cohort formed (+regional campus rep) Assessment results of ENG 100, 300 and Connections Courses (main & regional)
Year 2 (2016-17)	E&A Fellows: 1 <sup>st</sup> cohort wrap-up Assessment results of ENG 100, 300 and Connections Courses (main & regional) Assessment Fellows Changes to assessment bootcamps made Changes to online rubric made Results from California Critical Thinking Skills Test (CCTST)

Year 3 (2017-18)	E&A Fellows: 2 <sup>nd</sup> selection Assessment of ENG 100, 300 and Connections Courses (main & regional) Changes to assessment bootcamps (did away with it) Changes to online rubric
Year 4 (2018-19)	E&A Fellows: 1 <sup>2nd</sup> selection Assessment results of ENG 100, 300 and Connections Courses (main & regional) Results from California Critical Thinking Skills Test (CCTST)

### **Expansion of Initiatives**

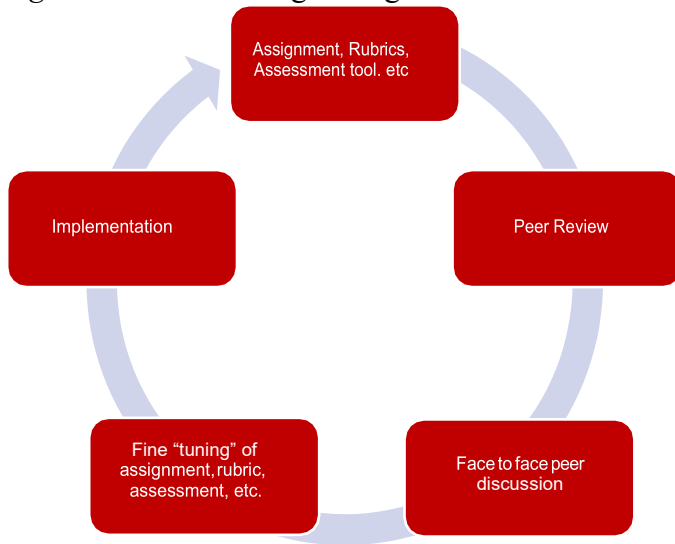
The alignment and strength of the assessment process allowed for greater expansion of initiatives and provided strategic insight for curriculum development. The expansion and refinement of QEP initiatives are discussed below.

#### Faculty and Staff Development: E&A Fellows Projects

In Years 1&2, the E&A Fellows participated in three, two-day assignment charrettes focused on evidence gathering, sense-making, and argumentation. In general, a charrette is a collaborative, intense workshop-style process to address a complex problem and build a successful plan. It is usually an intensely focused, multiday process that uses a cooperative approach to create a realistic and achievable solution. An assignment charrette brings teams of interdisciplinary faculty together to design, create, and/or adjust assignments to better address course/program learning outcomes, in this case, the QEP outcomes. Figure 1 is a diagram of how charrettes work in term of hermeneutic reasoning.

The first charrette, spring 2016, focused solely on E&A Fellows projects and was used as a training workshop for the fellows, so they could act as campus-wide Professional Learning Community (PLC) facilitators in the fall 2016 and spring 2017 semesters. The charrettes were co-sponsored by Academic Affairs (QEP) and the Center for Literacy. The workshops focused on creating and establishing innovative upper division general education course artifacts that truly represent students' mastery of argumentation in terms of critical thinking and information literacy. The PLCs provided a supportive, collegial, and confidential environment for faculty participants to evaluate their work by reflecting on their own courses and identifying strategies to improve artifacts relative to the mastery of argumentation. Participants learned from one another through conversations, group work, and reflection. Each participant who completed all PLC related tasks and attended each session was given credit for a professional development activity and their assignment charrette was added to TopScholar, the university's digital open access publishing platform, as a teaching publication. As defined in the QEP, the E&A TopScholar Project acted as a faculty resource.

Figure 1. Charrette Logic Diagram



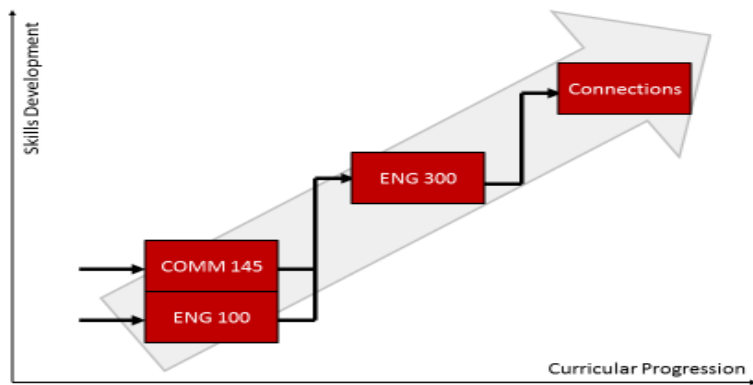
In Years 3&4, individual faculty interest in the E&A Fellows project was smaller, with three applications. While participation was low in numbers in the second round, all three projects focused on designing assessment plans to measure measuring best-practices for embedding evidence, sense-making, and argumentation in courses. The cohort worked together to design assessments using AAC&U’s Value Rubrics and created quasi-experimental research/assessments designed to measure the effects of specific exercises, like media education, on critical thinking and information literacy in the classroom.

Integration of Quality Practical Experiences

Table 1 illustrates the sequencing through curriculum mapping for the QEP. The idea is to introduce (evidence-gathering) basic skills in the Foundation courses, develop (sense-making) those in ENG 300 and in-major course, then master (argumentation) them in upper-division/Connections courses.

**Table 1.** Curriculum Scaffolding

	<b>Evidence-Gathering</b>	<b>Sense-Making</b>	<b>Argumentation</b>
<b>ENG 100</b>	Introduced	Introduced	Introduced
<b>COMM 145</b>	Introduced	Introduced	Introduced
<b>ENG 300</b>	Developed	Developed	Developed
<b>Foundations /Explorations In-Major Courses</b>	Developed	Developed	Developed
<b>Connections Courses</b>	Mastered	Mastered	Mastered



**Program Assessment Results:** Assessment results of ENG 100, 300 and Connections Courses (main & regional)

### Methodology

#### Artifact Collection and Review

To begin the assessment process, the Director of Composition in the English department was contacted each fall to notify of the need for 100 artifacts from ENG 100 and ENG 300 each for assessment. Also, a list of all senior students in Connection courses was requested. Then, the instructors of these courses were contacted to ask if they had artifacts generated in their course. If they responded positively, then they were sent a list of seniors and asked to send artifacts for those students and the prompt for the assignment. Once the artifacts from the Connection courses were received, 100 artifacts were randomly selected for assessment.

Collected artifacts were assigned to a minimum of two reviewers. Prior to rating, assignment prompts were assessed to ensure they could yield valid artifacts. The Table 3 summarizes the number of valid artifacts collected and the number of completed reviews.

**Table 3.** Valid Artifacts by Year

	Year 1 AY15-16	Year 2 AY 16-17	Year 3 AY 17-18	Year 4 AY 18-19	Year 5 AY 19-20
Valid Artifacts	227	301	292	297	293
Number of Reviews	529	557	586	562	574

#### Measures

Artifact Level. Artifacts were classified as Foundations, Explorations, or Connections

- Overall SLO Proficiency. Each SLO was measured by two items. Each artifact was rated on the level of proficiency demonstrated on each item, from 0 (does not demonstrate) to 4 (demonstrates mastery). Scores for individual items were averaged, as were scores for each SLO. A summed score was calculated for all six items.
- SLO 1, Evidence-Gathering: 1) determining the extent of information needed, and, 2) synthesizing in-depth information from relevant sources representing various points of view/approaches

- SLO 2, Sense-Making: 1) analyzing evidence to make judgments and draw appropriate conclusions, while recognizing the limits of this analysis, and, 2) using information effectively to accomplish a specific purpose
- SLO 3, Argumentation: 1) articulating an argument based on the analysis of evidence in terms of logic, errors, and organization, and, 2) articulating a conclusion that is a logical extrapolation from the inquiry findings

## Results

A total of 2,808 artifact reviews were analyzed to assess three main questions: Does proficiency differ between artifact levels? Will SLO proficiency differ between years? And, have we achieved our SLOs? Data were analyzed using SPSS 27; all inferential tests were calculated using a 95% level of confidence.

### *Proficiency Differences between Artifact Levels*

To determine if proficiency differed by artifact level, a one-way analysis of variance (ANOVA) was computed using the summed score of all six items for each of the five years under review (Table 4). As indicated in the table below, the average scores for the Foundations artifacts were significantly lower than Explorations artifacts each year, and lower than Connections artifacts every year except the first, when scores were similar. Notably, the first year of data collection occurred just one year after launching the Colonnade program, which introduced Connections courses.

During years two through four, the proficiency of Explorations artifacts was similar to, or higher than, Connections courses. In year five, the expected linear proficiency progression was observed.

### *Proficiency Differences between Years*

To determine if SLO proficiency differed between years, annual SLO (two-item) means were compared within each artifact level through a series of ANOVAs. As noted in the Table 5, proficiency for SLOs 1 – 3 were fairly consistent between years in both Foundations and Explorations courses, with two exceptions: Means in year four were statistically higher in each SLO, and in year five, the SLO 3 mean in explorations was statistically higher than in year one through three.

**Table 4.** One-Way ANOVA

	<u>Foundations</u>		<u>Explorations</u>		<u>Connections</u>		<u>Within Year</u>		
	Mean	SD	Mean	SD	Mean	SD	F	df	post hoc*
Year 1	12.8	4.8	16.4	5.7	13.0	5.9	24.1**	2,432	F, C < E
Year 2	12.7	5.4	16.7	5.5	15.4	5.1	27.7**	2,549	F < C < E
Year 3	12.9	4.9	16.3	5.6	16.1	6.2	22.8**	2,576	F < E, C
Year 4	13.2	5.7	18.0	4.8	15.9	5.3	42.4**	2,555	F < C < E
Year 5	12.5	5.7	16.3	5.6	16.9	5.5	32.2**	2,567	F < E < C

\*Tukey's post hoc      \*\* p <.01

## SLO Achievement

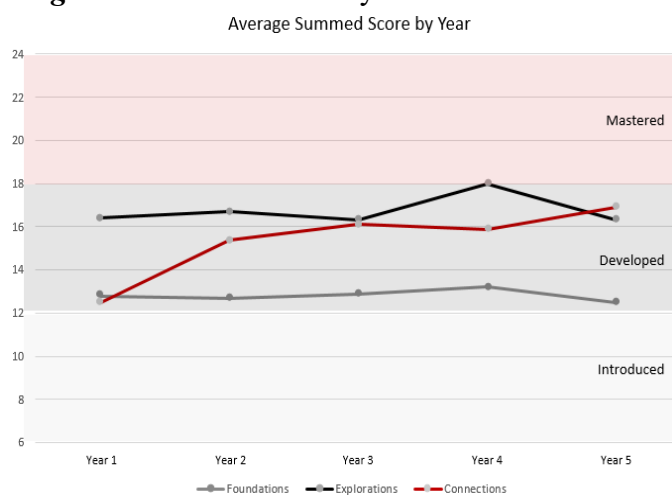
The Colonnade program was designed to meet SLOs by providing students with learning opportunities that introduce (Foundations), develop (Explorations), and master (Connections) proficiency in evidence-gathering, sense-making, and argumentation. Rating ranges, noted in Table 6, correspond to what is expected at each level.

**Table 6:** Rating Ranges by Artifact Level

Artifact Level	SLOs are:	Expected Item Rating	Expected SLO Sum Score
Foundations	Introduced	1 – 2	6 – 12
Explorations	Developed	2 – 3	12 – 18
Connections	Mastered	3 – 4	18 – 24

To determine SLO achievement, observed proficiency was compared to what is expected for each artifact level (Figure 3). The timeline below plots annual summary data for each artifact level onto proficiency expectations. In aggregate, Foundations exceeds expectations, Explorations meets expectations, and Connections fail to meet expectations.

**Figure 3:** Artifact Level by Year



Aggregate data, however, can mask changes within each SLO. Thus, scores for individual SLO items were categorized as being below, at, or above the expected proficiency level based on artifact level, using the expected SLO sum scores noted on the table above. The proportion of artifacts falling within each category was calculated. (Note: Connections courses were categorized as below or meeting expectations).

As noted on Table 7, nearly all of the artifacts in Foundations and Explorations were at or above the expected level of proficiency on each SLO item. The proportion of Connections artifacts meeting the expected level of proficiency increased over time, and by year three, all SLO items exceeded 50 percent and remained so through year five.



## Discussions and Limitations

One of the key tenets underlying the Colonnade program's organization is progression, emphasizing continuing development of students' fundamental skills throughout their entire course of study. While cross-sectional data cannot show such progression directly, between-year differences and changes in the proportion of students meeting or exceeding expected scores over time, approximate it. Moreover, within-year differences suggest the curricular progression inherent in the program.

Findings suggest that the foundations and explorations courses that transitioned into the Colonnade program were, and remain, robust contributors to SLO development. Despite strong scores at year 1, the proportion of artifacts scoring above expected levels was higher on nearly every item by year 5, suggesting continued improvement.

Similarly, proportions of Connections artifacts scoring at the expected mastery level were between 12 and 24 percent higher by year five. These differences noted over time may reflect greater student proficiency and/or better assignments for artifacts, which in and of itself contributes to skill development.

**Table 7.** Level of Proficiency over Time

	<b>Year 1</b>			<b>Year 2</b>			<b>Year 3</b>			<b>Year 4</b>			<b>Year 5</b>		
	Below	Expected	Above	Below	Expected	Above	Below	Expected	Above	Below	Expected	Above	Below	Expected	Above
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<u>Foundations</u>															
SLO 1.1	1.6	58.3	40.1	4.5	59.1	36.4	2.5	57.4	40.1	5.5	51.3	43.3	7.1	50.0	42.9
SLO 1.2	3.7	68.1	28.2	6.1	59.6	34.3	3.0	68.6	28.4	6.0	55.8	38.2	6.6	54.6	38.8
SLO 2.1	3.7	71.6	24.6	5.6	60.4	34.0	4.1	60.9	35.0	3.0	58.9	38.0	5.5	61.2	33.1
SLO 2.2	4.3	62.6	33.2	5.1	55.0	39.9	3.1	57.6	39.3	4.5	57.0	38.4	7.7	57.7	34.7
SLO 3.1	1.6	71.7	26.8	4.6	63.9	31.5	2.6	61.7	35.7	4.0	60.1	35.8	6.6	62.7	30.7
SLO 3.2	1.6	68.6	29.8	6.6	63.1	30.3	2.6	64.8	32.6	3.5	60.1	36.3	5.6	65.1	29.3
<u>Explorations</u>															
SLO 1.1	11.7	56.1	32.1	9.2	62.2	28.6	8.1	67.0	24.9	5.1	53.6	41.4	8.9	59.6	31.5
SLO 1.2	10.7	61.5	27.7	5.6	66.3	28.1	5.6	69.6	24.9	3.5	59.6	36.9	9.4	62.6	28.1
SLO 2.1	13.3	61.6	25.1	10.3	65.1	24.6	9.1	69.5	21.3	5.6	61.9	32.5	16.3	59.1	24.6
SLO 2.2	15.3	57.7	27.0	9.2	59.2	31.6	10.2	63.5	26.4	4.5	60.1	35.4	13.3	61.1	25.6
SLO 3.1	15.4	57.9	26.7	13.8	56.1	30.1	12.2	62.9	24.9	8.1	61.1	31.3	17.8	58.6	23.6
SLO 3.2	13.3	62.1	24.6	12.8	62.2	25.0	9.6	66.0	24.4	10.1	61.1	29.8	12.8	63.5	12.6
<u>Connections</u>															
SLO 1.1	52.2	47.9	--	45.7	54.3	--	31.1	69.0	--	38.2	61.8	--	35.4	64.6	--
SLO 1.2	66.9	33.1	--	53.7	46.3	--	36.8	63.6	--	44.2	55.8	--	42.9	57.1	--
SLO 2.1	57.0	43.0	--	53.4	46.6	--	41.6	58.5	--	43.6	56.4	--	41.7	58.3	--
SLO 2.2	54.6	45.4	--	48.1	51.9	--	35.3	64.8	--	38.8	61.2	--	38.2	61.8	--
SLO 3.1	57.8	42.3	--	50.0	50.0	--	37.6	62.5	--	41.2	58.8	--	45.7	54.3	--
SLO 3.2	64.8	35.2	--	55.3	44.7	--	42.9	57.1	--	43.9	56.1	--	44.8	55.2	--

### Program Assessment Results: California Critical Thinking Test

WKU chose to use the California Critical Thinking Test (CCTST) as a measure of the core cognitive skills needed for students to form arguments from evidence presented. The CCTST is designed to permit test-takers to demonstrate the critical thinking skills required to succeed in settings where solving problems and making decisions by forming reasoned judgments are important. The CCTST was administered in the Fall of 2016 and the Fall of 2018 using freshmen seminar students. In the spring of 2016 and 2018, the test was administered to seniors in Connection courses. It was difficult to get an adequate number of seniors to participate. The CCTST returns scores on these scales: Overall Reasoning Skills, Analysis, Interpretation, Evaluation, Explanation, Inference, Deduction, Induction and Numeracy. The Overall Score describes overall strength in using reasoning to form reflective judgments about what to believe or what to do. The Overall Score predicts the capacity for success in educational or workplace settings which demand reasoned decision making and thoughtful problem solving.

**Table 8.** Results from CCTST Fall 2016/18 and Spring 2016/18

	Freshmen		Seniors	
	Fall 2016	Fall 2018	Spring 2016	Spring 2018
<b>Sample Size</b>	100	106	4	19
<b>Overall</b>	68.31	68.77	77.5	68.84
<b>Percentile</b>	25.04	26.59	68.5	29.68

#### **IV. Reflection on what the institution has learned as a result of the QEP experience**

The implementation and institutionalization of Evidence & Argument made it clear that students benefit from courses embedded in critical thinking skills and information literacy. While modern political rhetoric and debates have become a crucial part of the American conversation, the media and other valued information sources have changed dramatically. Students, particularly traditionally-aged, are more likely to consume information through social media rather than major networks or reading print magazines and newspapers. Unfortunately, social conflict, public debates, propaganda, and “fake news” impede the process of civil thinking and information literacy, hence blurring the lines in “best practices” of critically gathering evidence to create rational arguments. In addition, finding fact-based information for school projects, reports, and analyses can be quite challenging for college students. In order to combat the consumption and dissemination of ambiguous, distorted, or deceptive communication, WKU’s QEP sought to embed educational pedagogy in the general education curriculum (Colonnade Program) aimed at information and civic literacy.

The QEP allowed faculty and staff to play an active role in shaping meaningful curriculum and work across disciplines to align learning outcomes within the Colonnade program. One of the most important lessons learned from the QEP was the value of meaningful assessment and the need to consistently reinforce and reevaluate student learning in relation to outcomes. In other words, the data collected revealed gaps in the Colonnade and the need to scaffold learning more effectively within the program. In addition, meaningful systematic assessment examines learning and enables identification of strategies that maximize the achievement of outcomes. Through the use of charrettes, the QEP team encouraged faculty to work across disciplines and explore one-

on-one or small group project mentorship as valuable tool for creating reflective and thoughtful course-based SLOs that map to the goals of the Colonnade program.

#### Impact on Student Learning and/or Environment Supporting Student Learning

The impact on student learning and the environment supporting student learning were examined annually in alignment with the goals and SLOs of the plan. The plan renewed the institutional commitment to critical thinking and assisted in cultivating a community of scholars, and reshaped the way the University viewed assessment. In order to build effective programs, it is prudent to start simply before adding layers of complexity and to employ a data-driven curriculum design. Using these principles as a guide, the utility of the implementing the QEP one step at a time and adjusting assessment along the way ensured the initiatives were actually achieving the desired goals. This approach helped to maintain a manageable and meaningful assessment plan, expand initiatives, and determine how evidence-gathering, sense-making, and argumentation should be institutionalized.

#### QEP Topic Selection

Selecting a topic that is well aligned with the institutional mission, values, and culture contributes to fast-paced growth and institutional “buy-in.” Faculty and staff embraced “Evidence & Argument” because they understood its impact on student learning and because it fit so well with WKU’s institutional vision. It is imperative to note that efforts like the QEP work best when faculty take ownership of an initiative. The E&A Fellows became central to the success of the plan because they championed adjustments to curriculum, recruited other faculty, helped lead workshops, identified areas that needed help, mentored each other, exchanged ideas, created interdisciplinary projects, and collaborated on research projects focusing on critical thinking and civic and information literacy. The E&A Fellows essentially became a community of scholars and transformed the notions of Evidence & Argument for their students.

#### Next Steps

As we move forward, the next phase is to reexamine the structure of the Colonnade program. The data collected for the QEP indicated a congruence between Foundation and Explorations courses but some tuning in Connections appears to be necessary. The Assurance of Learning Committee plans to work with the Colonnade to build an assessment plan that maps all courses to the SLOs of the program and how evidence-gathering, sense-making, and argumentation are embedded in general education.