

12-3-1993

ua56/3/3 Institutional Report 1992-1994 Vol. 1, Parts 1-2

WKU Institutional Research

Follow this and additional works at: http://digitalcommons.wku.edu/dlsc_ua_records



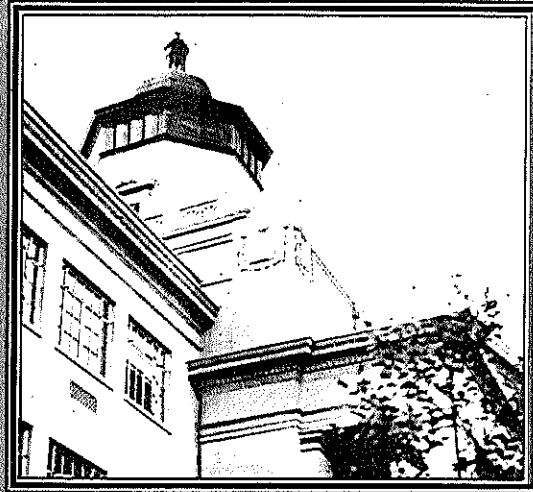
Part of the [Education Commons](#)

Recommended Citation

WKU Institutional Research, "ua56/3/3 Institutional Report 1992-1994 Vol. 1, Parts 1-2" (1993). *WKU Archives Records*. Paper 741.
http://digitalcommons.wku.edu/dlsc_ua_records/741

This Report is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in WKU Archives Records by an authorized administrator of TopSCHOLAR®. For more information, please contact topscholar@wku.edu.

WESTERN KENTUCKY UNIVERSITY



Institutional Self-Study 1992-1994

**Volume 1
Institutional Report**

DEC 9 1993

SACS 1992-94 SELF STUDY

December 3, 1993

TO: Administrators, Unit Heads, and other interested parties
FROM: Livingston Alexander LA
Joe Glaser JS

Here is your copy of Western's SACS self study Institutional Report, which has been approved by the university-wide steering committee and sent to members of the SACS visiting team. It should reflect the changes you requested, if any. We hope you will review parts of the report that concern your area, keeping in mind that the SACS visitors may be contacting you in February to follow up on statements or recommendations connected to your programs.

We will shortly be sending out a general letter to faculty and staff, inviting them to review the report and referring them to your offices if they wish to do so. Copies will also be available in the reference area of the Helms-Cravens Library.

If you or any of the people in your area have questions about the report, we will be happy to discuss them with you. We also invite your comments. If you make comments in writing, we will be sure to get them to the visiting team so they can consider your reactions along with the report itself.

The self study project is still not quite complete. You have Volume 1. Volume 2 contains general documentation such as Western's SACS Institutional Profiles. Since that information is available on campus, we did not print copies for everyone. Volume 3, which contains institutional and unit updates and interim replies to the self study recommendations, is almost ready and should be reaching you shortly.

Again, thank you for all your help with this large and important project.

enclosure

1994

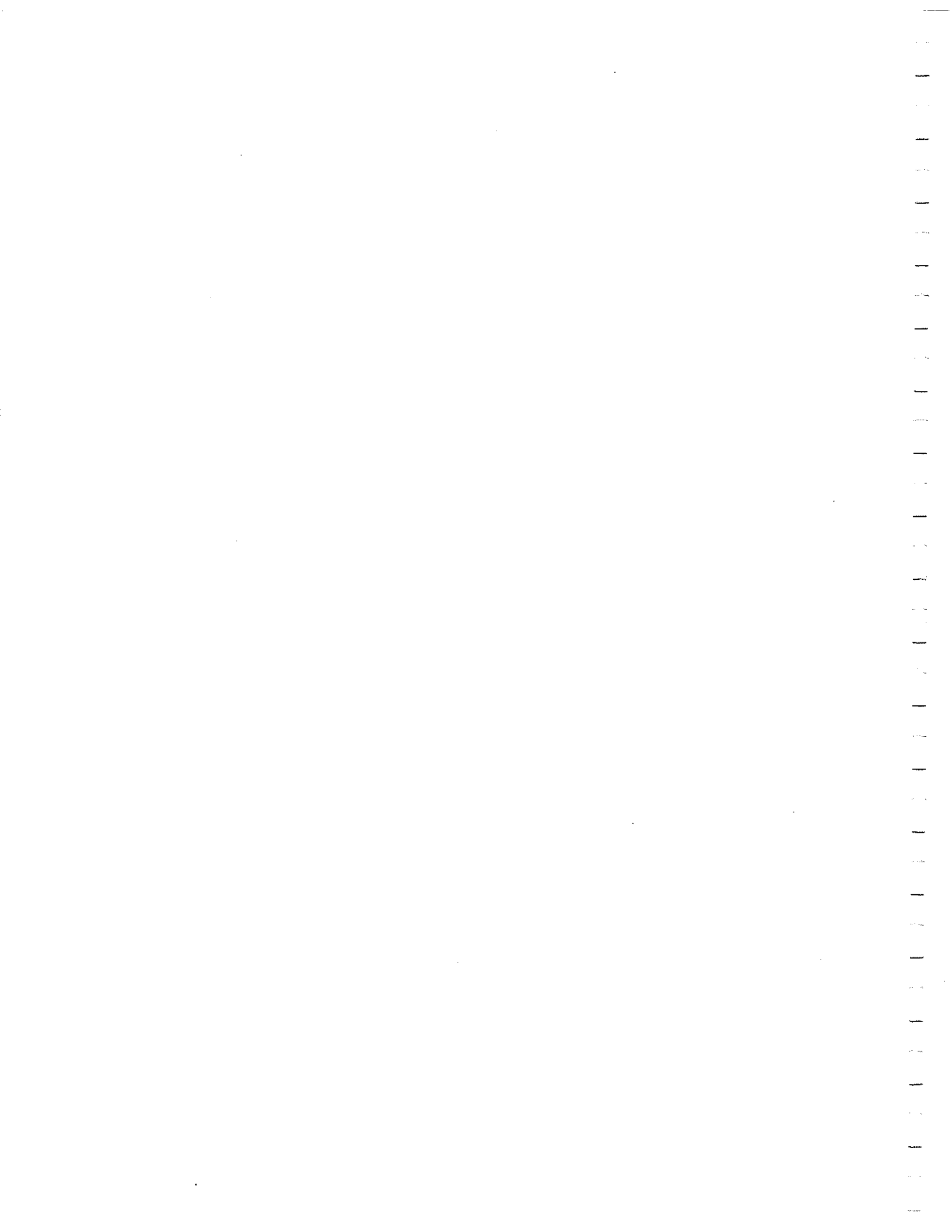
Western Kentucky University

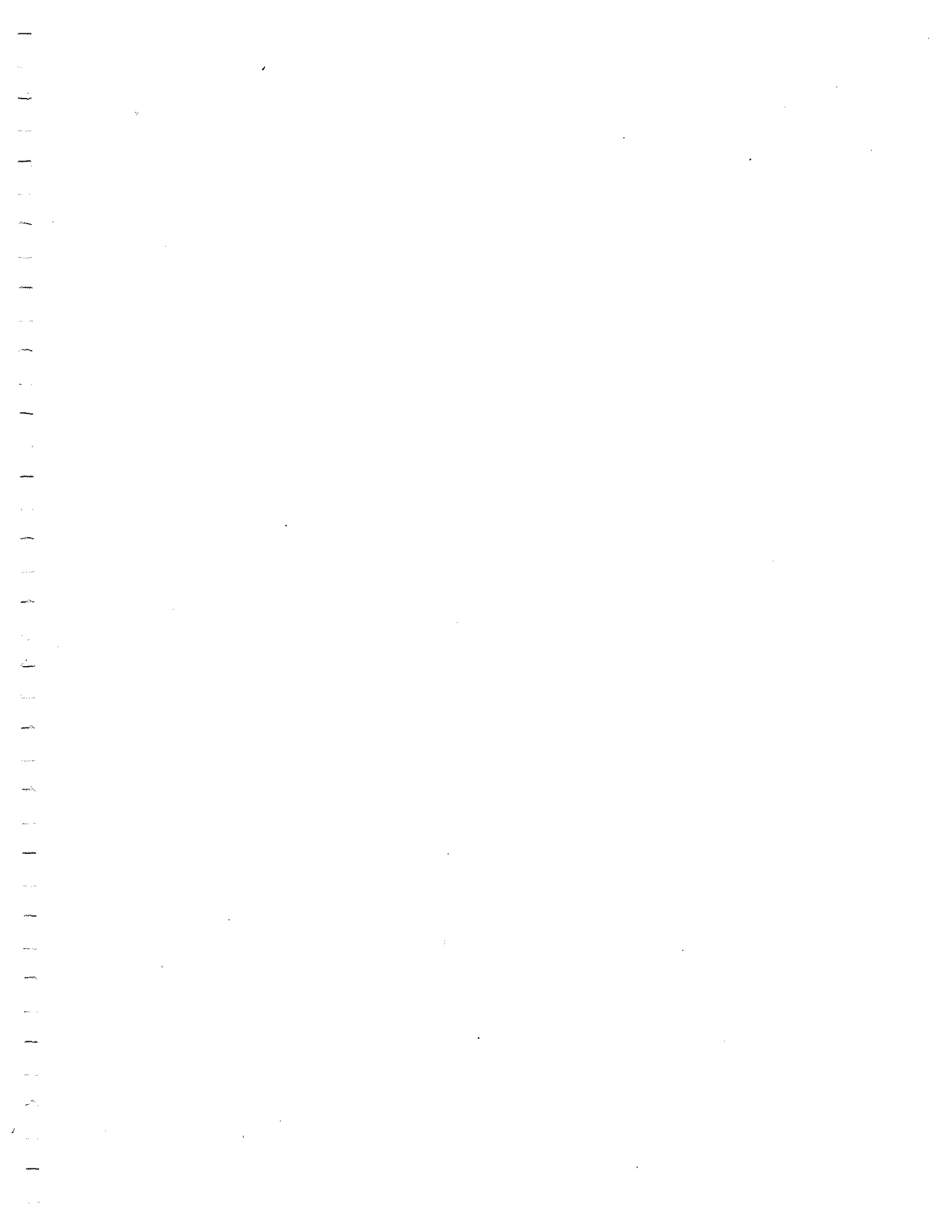
SELF STUDY

*For the Southern Association of Colleges
and Schools*

VOLUME I

INSTITUTIONAL REPORT





1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

PREFACE

Western's self study is the result of hundreds of contributions from every corner of the university over a period of two years. The self study was essentially a three-stage process: fall 1992 unit reports covering the full range of applicable SACS criteria fed into several working committee reports written in spring 1993. During the summer of 1993 all these materials were used in compiling this institutional report. At one stage or another, the process probed deeply into almost every office and program on campus.

Eighty-five academic departments and other offices submitted unit self studies, which were sent on to eight large, institution-wide working committees. While the working committees varied in size from time to time as the self study progressed, working committee membership started at 94 in fall 1992 and never dropped significantly below that number. Working committee rosters as of spring 1993, when the working committee reports were completed, are given in Appendix 1 to this volume. In addition, the entire self study process was overseen by a broad-based steering committee of 20 members, several of whom met with the working committees. Steering Committee members are also listed in Appendix 1.

Another layer of involvement was provided by the SACS surveys, overseen by a data collection committee drawn from various areas of the university. These surveys collected 1,871 responses from faculty, students, staff, administrators, alumni, and regents. Survey items and results are available in Volume II: Documentation.

With the encouragement of our SACS program officer, Bennett Hudson, Western decided not to limit its study to SACS criteria. Working committees were also free to explore other issues in their areas as they saw fit. In fact, the majority of the Working Committee

recommendations, most of which made their way into the final report, concern local conditions not directly linked to SACS criteria.

Because most unit self study reports were submitted in the fall semester of 1992 and the working committee reports were prepared the following spring, many of the conditions described in this institutional report have already changed, partly because the university has moved to address recommendations as they surfaced and partly because of the ongoing life of the institution. A self study supplement, Volume III: Self Study Updates, is being compiled to update the information in this volume and describe Western's responses so far to self study recommendations, several of which have already been implemented.

One other procedural point needs to be explained. The original In-House Manual sent to reporting committees and units asked for a distinction between **recommendations**--"the actions [you] want to urge most strongly"--and **suggestions**--"the ones [you] merely advise. The same terminology was carried over into the working committee reports and the final document.

In the text that follows, no distinction is drawn between SACS and non-SACS recommendations. However, Appendix 2 attempts to break out recommendations which apply directly to SACS "must" statements and list them by section, along with relevant text from the Criteria booklet.

Although not all recommendations and suggestions in unit reports were retained in the various working committee reports and not all working committee recommendations and suggestions appear in the institutional report, nothing from any stage of the self study process has been discarded or silently modified. All unit and working committee reports submitted will be available to SACS visiting team members, and all of them will be kept on file in the University Archives after the self study process is completed. In addition, working committee chairs have been asked to respond to each draft of the institutional document to make sure the intentions of their committees were adequately represented. Throughout the process, every level of report has been available in the SACS office and in the Helm library reference area, where numerous press releases and direct mailings have encouraged interested parties to consult them.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

TABLE OF CONTENTS

VOLUME I: NARRATIVE REPORT

PREFACE	iii
SECTION I: CONDITIONS OF ELIGIBILITY	3
SECTION II: INSTITUTIONAL PURPOSE	11
Institutional Purpose	11
Historical Development	11
Western's Evolving Purpose	12
Western's Current Purpose Statement	13
Analysis of Western's Current Purpose Statement	18
Survey Results	18
College Purposes	20
College of Arts, Humanities, and Social Sciences	20
College of Business Administration	21
College of Education and Behavioral Sciences	22
College of Science, Technology and Health	23
Community College	24
Academic Department Purposes	25
College of Arts, Humanities, and Social Sciences	25
College of Business Administration	26
College of Education and Behavioral Sciences	26

College of Science, Technology and Health	26
Non-Academic Units' Purpose Statements	27
Units Under the Vice President for Academic Affairs	27
Units Under the Vice President for Administration and Technology	28
Units Under the President's Office	28
Units Under the Vice President for Student Affairs	29
Assessment and Assessment Outcomes	30
Summary of Recommendations and Suggestions	31
SECTION III: INSTITUTIONAL EFFECTIVENESS	35
Introduction	35
Strategic Planning (Western XXI)	35
Budget Planning	37
Academic Assessment and Planning	39
General Measures	39
CHE Reviews	40
General Education	40
Academic Majors	41
Satisfaction Surveys	42
Accreditation	42
Unit-Level Academic Assessment	42
Teaching and Learning	43
Scholarly and Creative Activities	45
Public and University Service	45
Assessment and Planning in Non-Academic Areas	47
Non-Academic Area Plans	47
Unit-Level Assessment in Non-Academic Areas	48
Institutional Research	49
Evaluative Summary	50

Summary of Recommendations and Suggestions	52
SECTION IV: UNDERGRADUATE EDUCATION	59
Introduction	59
Students	61
Admission Policies and Procedures	65
University Admissions	67
Beginning Freshmen--High School Graduates	67
Beginning Freshmen--GED Students	68
Readmission and Transfer Students	68
International Students	69
Community College Admissions	69
Special Programs Admissions	70
Credit by Examination	70
Block Credit	71
Other Advanced Placement Programs	71
Advising	72
Organization and Delivery of Services	72
Completion Requirements	73
Transfer of Credits	75
Academic Probation	76
Curriculum and Courses	77
Curriculum Process	78
General Education	79
Courses Taught in Non-Traditional Formats	80
Undergraduate Instruction	81
Instructional Techniques	82
Evaluation of Students	84
Instruction in the Community College	85

Evaluation of Teaching	86
Scholarly and Creative Activity	89
Instructional Growth and Funding	90
Continuing Education, Outreach, and Extended Campus Programs ..	91
Non-Credit Continuing Education	92
Extended Campus	93
Elizabethtown/Fort Knox Center	93
Glasgow Campus	94
Owensboro Center	94
Russellville and Other Locations	95
Recommendations and Suggestions	95
Other Outreach Programs	97
SPAN	97
Educational Television Services (ETS)	98
International Programs	98
Assessment, Evaluation and Planning	99
CHE Assessment of Instruction	99
Assessment Related to Western XXI	100
Other University-Wide Assessment	101
Assessment of Individual Programs	102
Assessment Summary	103
Summary of Recommendations and Suggestions	104

SECTION V: GRADUATE EDUCATION	115
Introduction	115
Students	116
Graduate Admission Policies and Procedures	120
General Requirements	121
Other Admissions Policies	124
Graduate Advising	125
Organization and Delivery of Services	125
Completion Requirements	126
General Regulations	126
Program Filing Requirements	127
Transfer of Credit	128
Graduate Curriculum and Courses	128
Initiation of Programs	128
Graduate Curriculum	130
Graduate Instruction	132
Summary of Recommendations and Suggestions	137
SECTION VI: HUMAN RESOURCES AND PERSONNEL POLICIES	141
Introduction	141
Selection of Faculty and Staff	141
Faculty Academic and Professional Preparation	144
Non-Degree and Certificate Program Faculty	144
Associate Degree Faculty	144
Baccalaureate Faculty	146
Graduate Faculty	146
Academic & Professional Preparation Off-Campus	148
Academic & Professional Preparation, Part-time Faculty	149

Academic & Professional Preparation, Graduate Assistants	153
Faculty Compensation	154
Academic Freedom and Professional Security	160
Professional Growth	161
The Role of the Faculty and Its Committees	163
Faculty Loads	164
Criteria and Procedures for Evaluation	165
Summary of Recommendations, Commendations, and Suggestions ..	168
SECTION VII: INSTRUCTIONAL SUPPORT SERVICES	175
Introduction	175
Library	175
History and Facilities	176
Purposes and Goals	177
Educational Impact	179
Collection Development	181
Library Staff	183
External Relationships	184
Facilities and Equipment	185
Support Services	186
Summary Statement	187
Evaluation and Assessment	187
Computer Resources and Services	189
Student Facilities	192
Faculty Facilities	195
Local Area Networks	196
Evaluation and Assessment	197
Other Support Services	197
Media Services	197

Faculty Media Center	198
Film and Video Library	198
Student Technology Center	198
Campus Services	199
Instructional Production Services	199
Additional Services	199
Center for Teaching and Learning	200
Workshops and Seminars	200
Videotaped Teaching Assessments	200
Computer Resources	201
Newsletter	201
Instructional Travel Grants	201
Instructional Design and Production	201
Print Shop and Duplicating Services	202
Print Shop	202
Copy Centers	202
Educational Television Services	203
Individual Colleges and Departments	204
Assessment and Assessment Outcomes	204
Media Services	204
Center for Teaching and Learning	205
Print Shop and Duplicating Services	206
Educational Television Services	206
Summary of Recommendations and Suggestions	208

SECTION VIII: STUDENT DEVELOPMENT SERVICES	215
Introduction	215
Academic Support Programs	216
Academic Advising and Retention Center and Orientation	216
Counseling Services Center	217
Career Services Center	218
Minority Student Support Services	219
Services for Students with Disabilities	220
Student Government, Activities, and Publications	220
Student Government	220
Student Activities	221
Student Publications	221
Student Behavior	223
Student Records	223
Residence Halls	224
Student Financial Aid	225
Student Health Services	226
Intramural Athletics	227
Intercollegiate Athletics	227
Purpose	227
Administrative Oversight	228
Financial Control	228
Academic Program	229
Summary on Student Development Services	230
Summary of Recommendation	232

SECTION IX: ADMINISTRATION AND INSTITUTIONAL

ADVANCEMENT 239

 Introduction 239

 Organization and Administration 240

 Governing Board 240

 Advisory Committees 242

 Official Policies, Governing Councils, Job Descriptions 243

 Administrative Organization 245

 Institutional Advancement 247

 Fund Raising 247

 Alumni Affairs 248

 Publications 249

 Externally Funded Grants and Contracts 250

 Related Corporate Entities 251

 Ogden College Foundation 251

 College Heights Foundation 252

 Hilltopper Athletic Foundation 253

 The Western Kentucky University Foundation 254

 Assessment and Assessment Outcomes 254

 Summary of Recommendations and Suggestions 255

SECTION X: FINANCIAL AND PHYSICAL RESOURCES 265

 Introduction 265

 Financial Resources 265

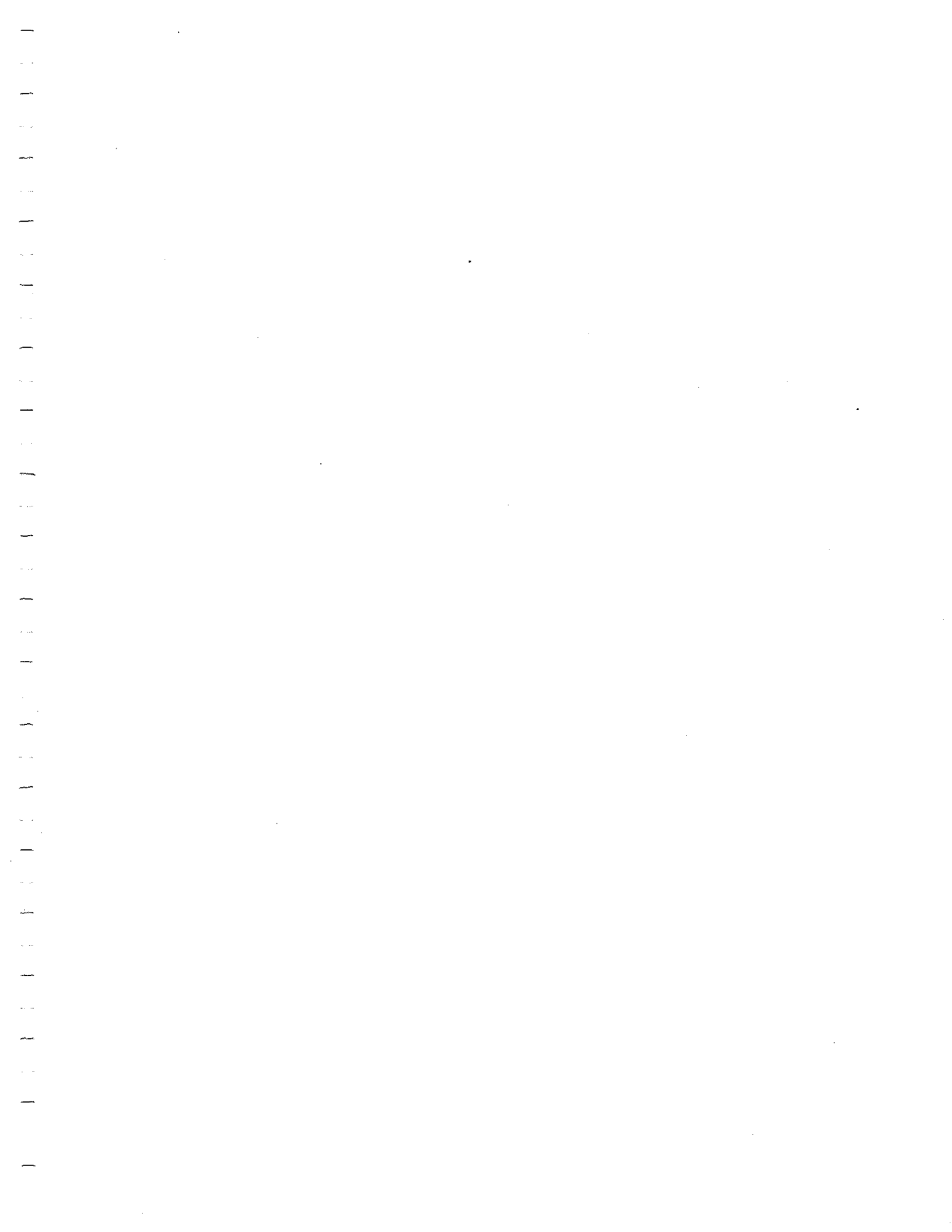
 Recent Financial History 265

 Administration of Financial Resources 269

 Budget Planning 270

 Budget Control 271

External Budget Control	273
Accounting, Reporting and Auditing	274
Purchasing and Inventory Control	276
Refund Policy	277
Cashiering	278
Investment Management	279
Risk Management and Insurance	279
Physical Resources	280
Space Management	281
Buildings, Grounds, and Equipment Maintenance	281
Safety and Security	282
Parking	283
Facilities Master Plan	284
Summary of Recommendations and Suggestions	285
APPENDICES	295
Appendix 1: SELF STUDY COMMITTEES	295
Appendix 2: SACS-RELATED RECOMMENDATIONS	301
Appendix 3: 1984 SACS RECOMMENDATIONS	309



**SECTION I:
CONDITIONS OF
ELIGIBILITY**

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

Western Kentucky University satisfies the thirteen Conditions of Eligibility to be accredited by the Southern Association of Colleges and Schools. Achieving and maintaining reaccreditation is a central university priority.

1. The university is committed to and intends to comply with the criteria of the College Delegate Assembly, either current or as hereafter modified consistent with the policies and procedures of the Commission on Colleges.

The university understands and agrees that the Commission on Colleges may at its discretion make known to any agency or member of the public that may request such information the nature of any action, positive or negative, regarding status with the Commission.

The university agrees to disclose to the Commission on Colleges any and all such information as the Commission may require to carry out its evaluating and accrediting function.

2. Kentucky Revised Statute 164.300 (SACS Resource File, Higher Education Laws) provides authority for Western Kentucky University to offer degree programs at the associate, baccalaureate, and graduate levels.
3. Western is governed by a ten-member Board of Regents created pursuant to Chapter 164 of the Kentucky Revised Statutes (SACS Resource File, Higher Education Laws). The board is charged with establishing university policies and seeing to it that the

university's mission is fulfilled. The board includes one elected faculty member and one student member, the President of Western's Associated Student Government.

The board is an active policy making body, having discussed and ratified Western XXI, the university's strategic plan and set budgeting guidelines for athletics and other programs. The board has also announced policies on faculty compensation and financial reallocations in the face of budget cuts, among other actions. The board's bylaws are published in the policy manual Western Kentucky University Governing Statutes, Rules, Policies, Administrative Regulations, hereafter referred to as Governing Statutes (SACS Resource File).

Neither the presiding officer of the board nor a majority of the other voting members have a contractual, employment, personal, or family financial interest in the institution.

4. Western's president, Thomas C. Meredith, owes his primary professional responsibility to the university. His responsibilities are fully described in the university's Governing Statutes (SACS Resource File). The president reports to but is not a member of the Board of Regents.
5. Western has been in operation under different names since the late 1800s. Enrollments currently hover around the 15,500 mark. The university offers a broad range of degrees at the associate, baccalaureate, master's, and specialist level.
6. Western currently offers thirteen associate degree programs (plus nine more in the university's community college), baccalaureate degrees in one hundred majors, twenty-four master's degrees, one specialist degree, and joint doctorates with the universities of Kentucky and Louisville (including a recently approved cooperative doctoral program with the University of Louisville in education with an emphasis on educational administration). Associate degree programs require a minimum of 64

semester hours. Candidates for baccalaureate degrees must have at least 128 semester hours. Graduate degree programs require a minimum of 30 semester hours. Students satisfying these minimum requirements normally meet or exceed SACS residency criteria.

7. Western's current statement of purpose (a recent reformulation) is published in the University Bulletin catalog issue as of this writing (3/93). By the time of the SACS team visit, it may be incorporated into revisions of such other university publications as the Faculty Handbook, the Student Handbook, Governing Statutes, and elsewhere.
8. The university is guided by Western XXI (SACS Resource File), a 1990 strategic planning process and report based on participation by faculty, staff, students, alumni, and administrators from across campus and approved by the Board of Regents.

Western XXI considers all the university's instructional and support programs and contains priority rankings of academic and non-academic units and operations, an expanded mission statement, and other recommendations. However, as Section III: Institutional Effectiveness reports, an interim review of Western XXI scheduled for 1992 has had to be postponed until fall 1993. Western XXI is slated for a major overhaul, including a replication of the whole participatory process, in 1996.

Western's spending plans are subject to government budgeting requirements, which include coordination and approval of major capital spending for state institutions in keeping with Kentucky's strategic planning for higher education.

Finances are also addressed in Western XXI, which includes several fiscal "Priorities for Action." Central among these is the principle that the university's instructional mission must be protected. The Western XXI report also includes many specific recommendations, several of which have already been realized.

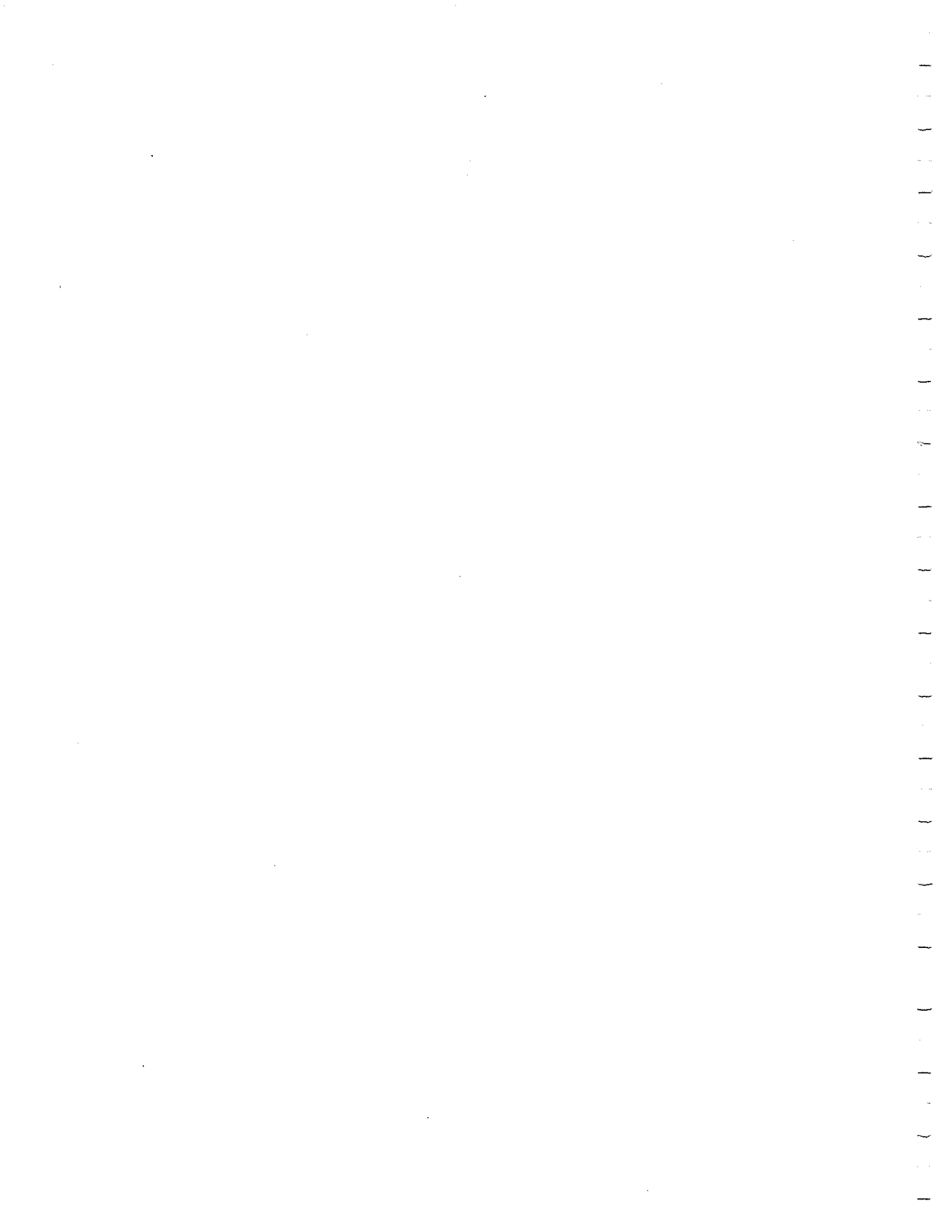
The university maintains a professionally prepared facilities master plan and detailed planning on campus communications and use of technology.

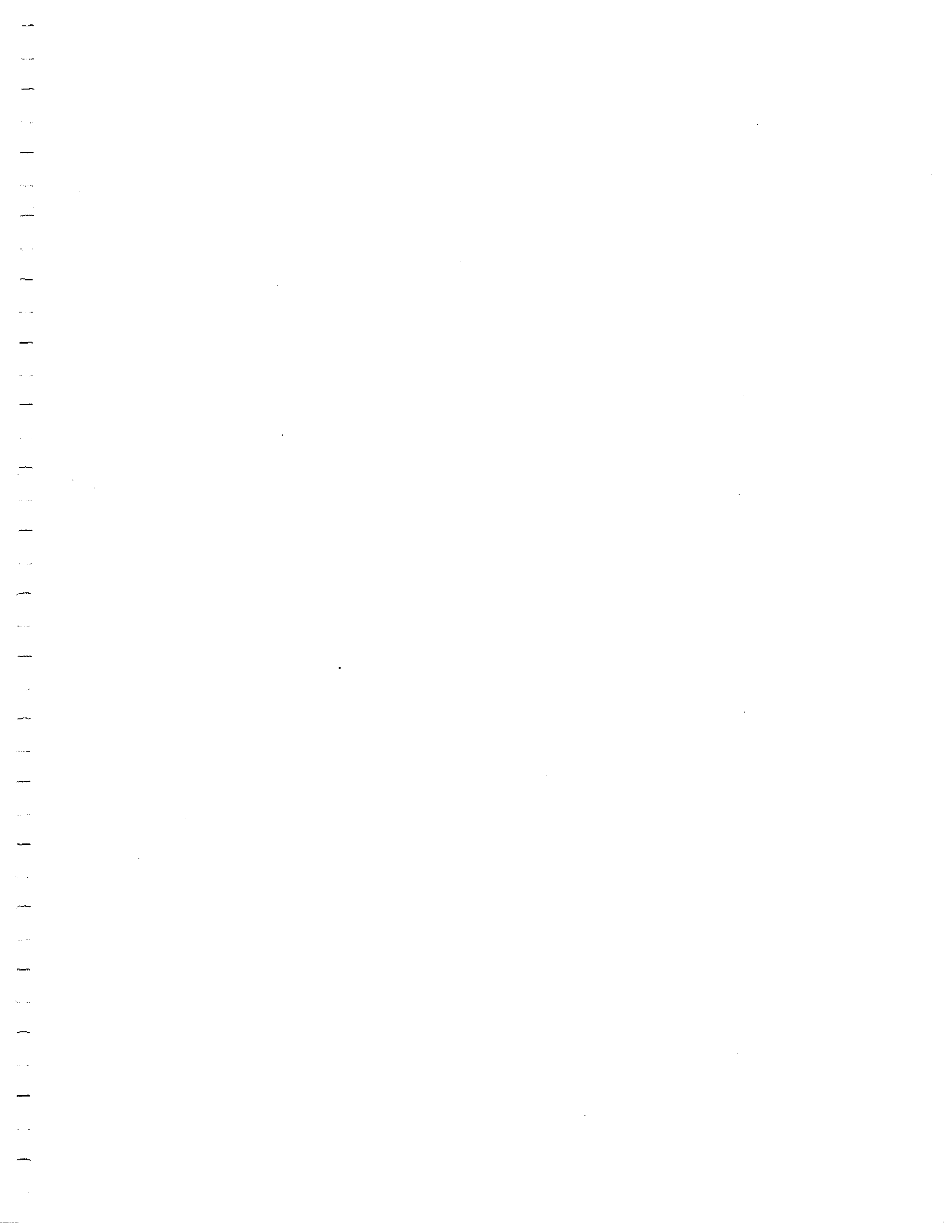
Assessment plans for academic departments and other units are centrally coordinated. Current documentation is on file in the SACS Resource File under "Unit Assessment." Western's progress toward an effective system of unit-level assessment and planning is presented in greater detail in Section III: Institutional Effectiveness.

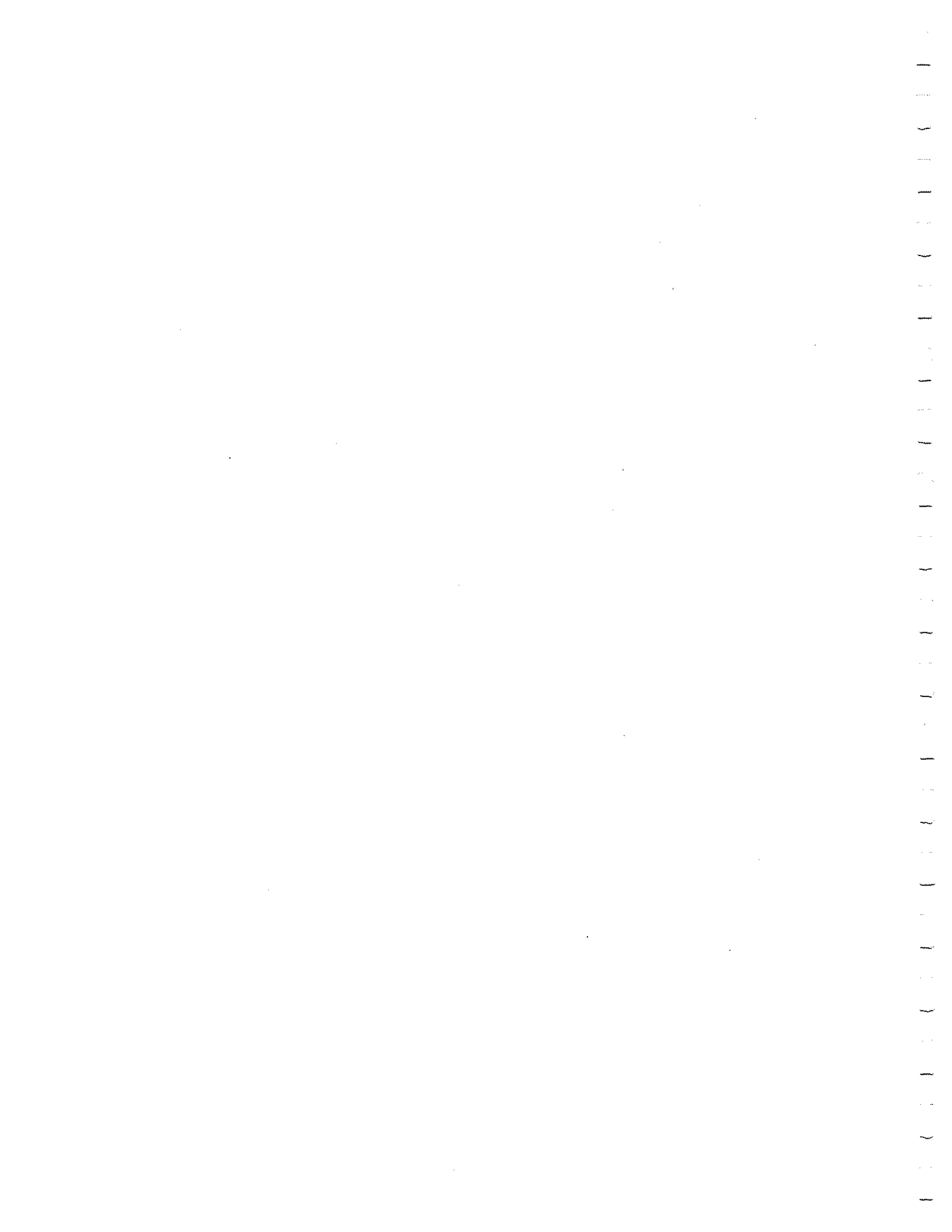
9. Western's admissions policies are detailed in the university catalog and various admissions and other publications. All policies are approved by the university's Academic Council and Board of Regents, and also by the Kentucky Council on Higher Education (CHE). Admissions policies are discussed more fully in Section IV: Undergraduate Education and Section V: Graduate Education.
10. Western's General Education program was recently revised to include a foreign language requirement and components serving the university's explicit commitment to communication skills and other objectives such as ethical and environmental learning. Procedures are in place to review individual courses for continuing relevance to the goals of general education, as opposed to skills more narrowly applicable to particular occupations or professions. The result is a program with a strong liberal arts orientation. As Section IV: Undergraduate Education explains, the program more than meets SACS standards with regard to distribution and hours required.
11. As documented in Section IV: Undergraduate Education and Section V: Graduate Education, each area in which Western offers a major in a degree program has at least one full-time faculty member with responsibility for academic coordination and supervision, except for certain business, health, and technology associate degree

programs offered by the university's community college. See "Instruction in the Community College," Section IV: Undergraduate Education.

12. Western's library self study and related reports show the university has sufficient learning resources and services to support the courses, programs, and degrees it offers.
13. In spite of recent budget cuts, Western maintains an adequate financial base. The university is audited regularly. Recent financial statements meeting SACS requirements are available in the SACS Resource File. The area of fiscal affairs is discussed in Section X: Financial and Physical Resources.







**SECTION II:
INSTITUTIONAL PURPOSE**

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

I. INSTITUTIONAL PURPOSE

A. HISTORICAL DEVELOPMENT

Western's purpose reflects the past as well as the present, embodying the ideals of several institutional forebears now merged into the university. A fuller account of Western's institutional past may be found in the Working Committee Report on Purpose in the SACS Resource Files.

The Glasgow [Kentucky] Normal School, established in 1875, was moved to Bowling Green in 1884 to operate as the Southern Normal School and Business College. In 1892, the brothers Henry Hardin Cherry and Thomas Crittenden Cherry assumed direction of the school, renaming it the Bowling Green Business College and Literary Institute, an enterprise that eventually became the Western Kentucky State Normal School (1907), with Henry Hardin Cherry as its first president. Bowling Green Business University went on separately to become a junior college in 1922 and a senior college in 1926, merging with Western in 1963. Its purpose is perpetuated in Western's College of Business Administration.

Founded in 1877 in Bowling Green as a liberal arts college for men, Ogden College sought "to give a thoroughly practical education, and at the same time . . . the highest culture for mind, body, and spirit." In 1928, Western subsumed the college as the Ogden Department of Science, forerunner to the current Ogden College of Science, Technology and Health.

Another liberal arts school, the Pleasant J. Potter College for Young Ladies, opened in 1889 to educate young women thoroughly in scholarship, grace, taste, and amiability. By 1911, Potter College had merged with Western Kentucky State Normal School, where it eventually was transformed into today's Potter College of Arts, Humanities and Social Sciences.

Not just the names but the purposes and ideals of these forerunner institutions are preserved in Western Kentucky University through its continuing dedication to teaching and service.

B. WESTERN'S EVOLVING PURPOSE

Western's purpose has also evolved in accordance with changing educational needs and expectations for institutions of higher education.

In 1906, the General Assembly made Western a state-supported Normal School, with teacher training as its primary purpose. Over the intervening years, the university expanded this mission with a strong commitment to liberal arts (1933-34) and pre-professional work (1946-47). By 1960, Western's statement of purpose also included offering classes and cultural development programs away from campus.

During the late 1960s and the 1970s, Western evolved into a multi-purpose comprehensive university providing general and specialized education at the undergraduate and graduate levels and a range of professional and pre-professional programs. Western achieved university status in 1966 and assumed its present name at that time.

The 1980s brought a reexamination of the nature of the institution as Western veered toward downsizing, selective admissions, and increased research and creative commitments during one period, then back toward the less exclusive past during the next. Today, the more selective tendency is reflected in the university's requirements for unconditional undergraduate admission, while the accessibility theme is preserved in the greater openness of Western's Community College and Glasgow Campus, which may admit students who meet Community College requirements (see "Community College Admissions, Section IV: Undergraduate Education).

The Kentucky Council on Higher Education (CHE) Strategic Plan for Higher Education in Kentucky, 1991-96 recently outlined a mission for Western emphasizing the university's status as a regional center and its role as a provider of technical programs and teacher education. The Council's statement also recognizes and supports Western's involvement in community college programs:

KENTUCKY'S CHE MISSION STATEMENT FOR WESTERN

Western Kentucky University shall serve as a residential, regional university offering a broad range of traditional programs to the people of south central and portions of western Kentucky. Recognizing the needs of its region, the university should provide programs at the associate and baccalaureate degree levels, especially programs of a technological nature.

Subject to demonstrated need, selected master's degree programs should be offered as well as the specialist programs in education. A retrenchment or elimination of duplicative or nonproductive programs is desirable, while development of new programs compatible with the mission is appropriate.

The university should continue to meet the needs in teacher education in its primary service region and should provide applied research, service, and continuing education directly related to the needs of its primary service region.

Because of the limited community college opportunities in the service region, the university should develop its Bowling Green Community College component, emphasizing technical programs. The university should develop close working relationships and develop articulation agreements with other institutions.

C. WESTERN'S CURRENT PURPOSE STATEMENT

In 1990, all elements of the university were represented on committees formed to reexamine Western's heritage, operations, and priorities for the future. This strategic planning effort, Western XXI, considerably expanded the university's sense of purpose. The following formulation of Western's purpose was prepared by the chair of the Western XXI task force in fall 1992 at the request of President Meredith and based on the Western XXI report. It has been approved by the university's Administrative Council and Board of Regents and is published in the 1993-95 catalog:

PURPOSE

Western Kentucky University offers a broad spectrum of instruction, scholarly activity, and professional service within an academic climate encouraging intellectual excellence.

Western Kentucky University provides instruction at the associate, baccalaureate, and graduate levels in the liberal arts and sciences, traditional preprofessional programs, and emerging career areas and professional fields including agriculture, business, communications, education, health, and technology. The University supports diverse scholarship, including basic and applied research and creative activity, in order to expand knowledge, improve instruction, and serve its varied clientele. The University directly supports its constituents with professional and technical expertise, cultural enrichment, and educational assistance.

Western Kentucky University affords educational opportunities in a climate that recognizes human diversity. The University is committed to increasing access for both traditional and nontraditional students, and to improving education at all levels. Finally, Western Kentucky University recognizes that its mission continues to evolve in response to regional, national, and global changes.

WKU'S SPIRIT OF EXCELLENCE: VALUES AND DIRECTIONS

Western Kentucky University is committed to excellence in carrying out its fundamental mission of educational service. Through this commitment, the University promotes the fullest possible development and most expansive possibilities for its students and others who seek its assistance. In particular, the principle of excellence is basic to Western's academic programs but extends as well to all pursuits and services at the University. The University fosters a love for learning in an atmosphere of intellectual excitement.

In fulfilling its mission, Western Kentucky University actively promotes a sense of community among teacher-scholars, students, staff, and administrators based on a spirit of cooperation, intellectual challenge, social support, and the traditional Western

trademarks of helpfulness and friendliness. The University cultivates in students such values as honesty, integrity, generosity of spirit and intellect, respect for human diversity and individuals, as well as intellectual curiosity, cultural and aesthetic awareness, and creativity and imagination. It acknowledges the benefits that flow from the free and open discussion of all ideas within the academic setting, and encourages respect for others and tolerance for opposing points of view. The University recognizes that much of this important education, which amounts to lifelong learning, takes place beyond the regular classroom setting. To that end, a collegiate environment continues to evolve that nurtures these values, and the students, faculty, and staff and administrators that embrace them.

In order to promote and maintain excellence and its fundamental values, the University has refined and focused its directions and priorities. Through Western XXI, a strategic planning process, the University has identified five major strategic directions

TEACHING AND LEARNING

First and last, Western Kentucky University is a center of excellence in teaching and learning. This primary mission, the institution's reason for existence, will broadly inform the University's priorities and imperatives.

The University maintains an uncompromising commitment to providing high-quality undergraduate education through ongoing assessment and improvement of all programs in this fundamental instructional area.

The University challenges students to master content, see the relation between content and practical experience, think critically, and develop global understanding and environmental awareness.

The University is committed to the values of liberal education, basic to the development of enlightened citizens and individual potentials and important as a safeguard against unforeseen challenges of the future.

The University is committed to offering selected preprofessional, professional, and career-entry preparation programs. Additionally, in support of its primary undergraduate teaching mission, the University sustains an array of high-quality programs at the graduate level.

The University is committed to solidifying its role as an acknowledged leader in the field of teacher preparation, especially in underscoring linkages between content and pedagogy in its liberal arts and sciences and teacher preparation programs.

The University's academic programs will be mainly staffed by full-time teacher-scholars, who are both professionally active and committed to connecting their scholarly/creative and public service activities to their primary mission of high-quality teaching.

The University values and promotes scholarly inquiry which contributes to the general advancement of knowledge and to the solution of societal problems.

The University provides creative extracurricular programs that enhance the lives of students and stimulate the development of knowledge and skills necessary to cope with the future.

COMMUNICATION

The University ensures that students develop proficiency in written and spoken communication; such proficiency is a hallmark of all University graduates.

In support of essential teaching, service, and scholarly activities, the University is committed to developing state of the art information technology, increasing computing access, and utilizing telecommunications to expand and improve the delivery of instruction to place-bound students.

ECONOMIC DEVELOPMENT

Within the context of its resources, the University will promote the economic development of its wider service area by providing appropriate programs and expertise for business, industry, and government.

DIVERSITY

The University strives to ensure that its community of students, faculty, and staff reflects a healthy human diversity. Proactive strategies in recruitment and retention of minority students and affirmative action in employment practices are primary vehicles for ensuring diversity.

ACCESS

The University remains committed to providing a high-quality teaching and learning environment for a wide segment of high school graduates, community college transfer students, minority students, and nontraditional, and place-bound students, as well as for graduate students in selected programs. This commitment to access constitutes the University's most basic and vital contribution to the economic development of the region and the state.

To achieve these purposes, Western Kentucky University reaffirms the institutional commitment to the educational ideals declared by Dr. Henry Hardin Cherry, the founder and first president. Three of the ideals formulated by Dr. Cherry are

- ♦ *to be a live school and to impart to its students a burning zeal to do and to be something;*
- ♦ *to let the reputation of the school be sustained by real merit;*
- ♦ *to lead the student to understand that a broad and liberal education is essential to the highest degree of success in any endeavor of life.*

The seal of the University contains two additional ideals of the University. "Life More Life" stresses that education should increase the individual's power and desire to live

a life of excellence. "The Spirit Makes the Master," the motto of the University, expresses the belief that "Spirit"—that is, attitude, motivation and will to achieve—is a primary condition in the mastery of any discipline, task or problem. It challenges all to exert themselves completely in the pursuit of truth and excellence.

D. ANALYSIS OF WESTERN'S CURRENT PURPOSE STATEMENT

The current statement breaks new ground with its explicit emphasis on written and spoken communication in all programs and unmistakable commitment to open access and recognizing human diversity. The statement also establishes expanded use of information technology and economic development as important goals, and tries through its "teacher-scholar" concept to define the role of faculty research and creative activity. Western faculty are expected to be active in service and research or creativity, but their work in these areas must be connected to teaching--the university's primary mission.

The statement's strong insistence on Western's liberal arts tradition seems to represent something of a variance between the way the university community sees itself and the way it is seen--largely in regional and utilitarian terms--by the Kentucky CHE, whose mission statement for Western appeared on page 15. However, the purpose statement's emphasis on teaching is clearly in keeping with SACS requirements. At Western this education is generally to be directed to liberal values but may also serve career and professional goals. Teacher education receives special emphasis at Western because of the needs of our service area in a time of educational reform and because of our historical links to the teacher college and normal school movements.

E. SURVEY RESULTS

SACS surveys (SACS Resource File) found that 85% of instructional faculty, 78% of professional staff members, and 100% of responding academic administrators answered "strongly agree" or "agree" to an item asking whether they were familiar with Western's

current purpose as expressed in the Western XXI report. In view of the fact that the latest statement had yet to appear in a printed catalog at the time of the survey, this result seems very positive.

Faculty and staff were less sure that the present purpose adequately defines what the university should be doing in teaching, research, and service, although a majority supported the statement. Fifty-six percent of the faculty and 59% of the professional staff agreed on this point, with about four times as many "Agree" as "Strongly Agree" answers.

In spite of general campus involvement in preparing the purpose statement's parent document, the Western XXI report, somewhat fewer faculty, staff, and administrators felt Western's present purpose statement was developed in a participatory manner. The percentages who agreed: faculty, 53%; staff, 43%; administrators, 87%.

There was widespread doubt regarding whether the university's purpose and mission statements are periodically evaluated and changed as the need arises, perhaps because no set process for reviewing purpose statements is in place at Western. Answering "Agree" or "Strongly Agree": faculty, 47%; staff, 40%; administrators, 63%.

All in all, a significant number of instructional faculty and professional staff at Western seem uncertain about the accuracy of the university's statement of purpose, the way it was developed, and the procedures in place for it to be periodically evaluated and modified. Some of this uncertainty may arise from the fact that the statement was developed rather informally as an offshoot of a strategic planning process. Also, when the survey was carried out, the purpose statement had not yet appeared in Western's catalog. On the other hand, the self study process demonstrated that college and unit purpose statements across campus are frequently out of step with the official university statement. This may indicate that some of the misgivings about Western's institutional purpose statement turned up in the SACS surveys are based on unresolved theoretical issues.

RECOMMENDATION: That a formal, participatory process for evaluating and reaffirming the university's purpose statement be established, possibly in conjunction

with the scheduled reviews of Western XXI. Once in place, this review should be made a regular, ongoing process.

II. COLLEGE PURPOSES

Western contains four academic colleges and a community college reporting directly to the Vice President for Academic Affairs.

A. COLLEGE OF ARTS, HUMANITIES, AND SOCIAL SCIENCES

The SACS self study of Potter College of Arts, Humanities, and Social Sciences reports the following college purpose:

The objectives of Potter College reflect the university's purpose statement adopted by the board of regents in October 1992. The college provides a broad spectrum of instruction, scholarly activity, and professional service within an academic climate that encourages intellectual excellence. Committed to achieving quality and fostering diversity, the college offers a broad array of major programs as well as individual courses central to the general education of all students.

The Potter College report comments in detail on how this purpose and its implementation mesh with the university's stated purpose.

Analysis

The Potter College purpose statement clearly aligns college programs with elements of the university's purpose, including emphasis on written and spoken communication, diversity, and access. The statement was drafted by the Potter College Dean's Advisory Committee, which includes a member from each department in the college, and submitted to the college

faculty and department heads for their comments, after which the Advisory Committee wrote the final draft (Source: David Lee, Interim Dean).

B. COLLEGE OF BUSINESS ADMINISTRATION

Western's College of Business Administration states its purpose as follows:

The purposes of the College of Business Administration are to prepare students to become business professionals within an atmosphere of scholarly activities which improve classroom performance of faculty and students, advance relevant business research and professional activity by faculty and students, and provide professional faculty services to the university and the business community.

These purposes encompass the meeting of AACSB accreditation standards, the conduct of undergraduate programs in business, the pursuit of graduate programs in Economics and Professional Accountancy, the presentation of service courses to students of other colleges within the university, the conduct of adult education and professional seminars to business persons, and the maintenance of a contemporary and future-oriented learning environment for all persons entering into college programs.

The college complies with the university mission statements (to the extent possible), as outlined in the Western XXI planning document, for performance excellence.

Analysis

Business programs tend to be career-oriented, as the college purpose statement specifies. The document also defines the links between research, teaching, service and economic development. But in disregarding social and environmental issues, written and spoken communication, access, and diversity, the college statement of purpose appears out of step with the university purpose as a whole. Nor does the report describe official policies

governing the drafting, review and approval of purpose statements. As noted above, lack of such policies is a problem across the university.

C. COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The College of Education and Behavioral Sciences self study report presents this purpose statement:

The College of Education and Behavioral Sciences provides preprofessional and professional preparation through a variety of undergraduate and graduate programs in teaching, school leadership, learning disorders, psychological services, personnel development, sports and fitness, hotel and restaurant management, design, dietetics, and military science. Departments within the college also provide service courses to other programs across campus based on the expertise of faculty within the college.

The college has a primary focus on teaching and learning and on improving the teaching and learning process of its students and the potential program graduates. The college promotes scholarly activity and research, particularly the study of the application of knowledge and theory to practice.

The college encourages and supports partnership and service activities with schools and agencies that employ graduates or that are related to the professions for which graduates are being trained. Furthermore, the college promotes the sharing of technical expertise and provision of educational assistance to schools, agencies, and communities for the purpose of development, enrichment, and improvement.

The college recognizes the richness that can be derived from utilizing the potential of human diversity in a changing global economy. The college strives to recruit underrepresented groups to join both the faculty and student body and to provide a culturally rich learning environment and community of scholars.

Analysis

This statement supports all elements of the university's mission except communication. It is especially clear on the importance of teaching, regional development, access, and diversity. The college unit report explains that the present statement was thoroughly reviewed by the college administrative council, directors of programs and projects within the college and members of the dean's faculty advisory council as part of the self study process. However, the report describes no established policies on how college purpose statements are generally created, reviewed, and approved.

D. COLLEGE OF SCIENCE, TECHNOLOGY AND HEALTH

In its self study report Ogden College includes this purpose statement:

The Ogden College of Science, Technology and Health has as its area of scholarly commitment the acquisition and dispersion of knowledge embodied in the applied, basic, and clinical sciences. Objectives of the College are: to provide educational opportunities at the associate, baccalaureate and master's degree levels for students interested in careers in the College disciplines; to provide course offerings as an integral component of the University's general education program; and to encourage faculty efforts in research and public service in support of the College's instructional mission.

Analysis

Though generally consistent with the university document on teaching and research, the Ogden statement does not acknowledge communication, economic development, diversity, or access--the other chief components of the university's purpose. The report also fails to discuss how the college purpose is drafted, reviewed, and approved, leaving SACS standards in those areas unaddressed.

E. COMMUNITY COLLEGE

Western's Community College reports this purpose statement:

The primary mission of the Community College shall be to provide Community College programs, courses, and services in this six county region of Kentucky. The Community College shall promote access, while maintaining quality, for Kentuckians who seek a small college environment or do not meet the requirements for admission to the University. (Comment: The Community College of WKU should offer the same type two-year programs and services to the citizens of its defined region as those currently offered to citizens in other areas of the state by the University of Kentucky Community College System, such as Elizabethtown, Owensboro, Somerset, and Hopkinsville.)

The following objectives shall continue to guide the future growth and development of the Community College:

1. Offer career-oriented programs designed to prepare students for immediate technical or semi-professional employment.
2. Offer transfer credit courses which would apply to the first two years of a baccalaureate degree for students desiring a small college atmosphere or those not prepared for the University.
3. Offer college-prep courses and developmental education programs to help underprepared students achieve academic success.

Analysis

The Community College statement, which is notably consonant with the CHE mission statement for Western, stresses access but skirts teaching, communication, economic development and diversity--the other four elements highlighted in the university's purpose statement. While the statement was approved when Western's Board of Regents established the Community College in 1986, the self study report does not specify other policies or procedures concerning its official purpose.

SUGGESTION: Policies for drafting, reviewing, and approving college purpose statements at Western Kentucky University should be more clearly defined. In addition, discrepancies between university and college purpose statements should be explained or eliminated.

III. ACADEMIC DEPARTMENT PURPOSES

In general, academic department purpose statements at Western seem to have been developed in different ways and to vary greatly in content. While some departments keyed their purpose statements to the university statement, more did not. Most academic departments undoubtedly observe the spirit of the university's purpose statement, but their compliance with its specific provisions is often not reflected in their self studies.

A. COLLEGE OF ARTS, HUMANITIES, AND SOCIAL SCIENCES

Nine of Potter College's twelve academic departments support the university's commitment to teaching, research, and service. The remaining three did not include research or service in their purpose statements. In some departments, research was interpreted as creative professional activities.

Of the priorities recently added to Western's purpose, ten of the twelve departments mentioned "diversity," eight included "access," six reported an emphasis on "communication," and three listed "economic development."

Only one department indicated that its purpose statements are based on a participatory process, used to evaluate effectiveness, approved officially, and periodically reviewed.

B. COLLEGE OF BUSINESS ADMINISTRATION

All five departments in the Bowling Green College of Business Administration embrace the university commitment to teaching and public service, which in this case implies economic development also. Two say they disseminate scholarly work but do not specify scholarship itself as a purpose. Communication, diversity, and access were not mentioned in any business college department purpose statement.

None of the departments detailed processes for periodically reviewing and revising departmental purpose statements or explained how these were officially approved.

C. COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

All five departments in the College of Education and Behavioral Sciences include teaching, research, and service in their purposes. Communication, economic development, and access were mentioned by only one department each. Diversity was addressed by three.

One department reviews its purpose through an annual process of goal setting and evaluation by the faculty. Another refers to a systematic review of purposes, goals and objectives. However, procedural details are not specified.

D. COLLEGE OF SCIENCE, TECHNOLOGY AND HEALTH

With one exception, a department that said nothing about research, all twelve Ogden departments supported the university's commitment to teaching, research, and service in their purpose statements. In one case, research was interpreted as an educational development program for faculty. Another department described service solely in terms of services offered by department graduates, not by the department itself.

Economic development was mentioned by seven departments, but the other priorities recently added to Western's purpose were not widely endorsed. Access was mentioned by four

departments, diversity by three. Only one department subscribed to the university goal of promoting written and spoken communication.

One department described in detail the process by which its purpose statements were generated and reexamined. No department explained how its purpose statement received official approval.

SUGGESTION: Policies for drafting, reviewing, and approving department purpose statements at Western Kentucky University should be more clearly defined. In addition, discrepancies between university and department purpose statements should be explained or eliminated.

IV. NON-ACADEMIC UNITS' PURPOSE STATEMENTS

A. UNITS UNDER THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Twelve non-academic units under Western's Vice President for Academic Affairs made separate self study unit reports: the vice president's office, the Academic Advising Center, the Center for Teaching and Learning, the office of the Dean of Academic Services, Extended Campus operations, Graduate Studies, the Honors Program, International Programs, the Registrar, Sponsored Programs, Student Publications, and University Libraries.

Seven of the twelve list teaching as part of their official purpose; three cite research; nine give service. The purpose statements of these units largely ignore the new emphases established by Western XXI. While International Programs cites diversity and University Publications gives communication as part of its purpose, none of the other units in the area mention these goals. Only Extended Campus lists access as part of its purpose. No non-academic Academic Affairs unit mentions economic development.

Aside from the requirements of the SACS self study process itself, requirements that seem to have been handled differently in different areas, no unit in this group reported a system to create and review purpose statements and have them approved.

B. UNITS UNDER THE VICE PRESIDENT FOR ADMINISTRATION AND TECHNOLOGY

This area includes twelve units that filed SACS reports: Academic Computing and Research Services, Accounts and Budgetary Control, the vice president's office, Budget and Planning, Computer and Information Services, Institutional Research, Media Services, the Microcomputing Support Center, Physical Plant, Public Radio, Public Television, and Purchasing. No unit report was submitted for Personnel Services or Telecommunications.

Of the twelve reports, four mentioned teaching as part of their purpose; one, Media Services, mentioned research; and eight mentioned service. Two units listed communication as a purpose, two listed access, and one listed diversity. No unit mentioned economic development.

No unit under Administration and Technology explained how its purpose was generated, reviewed, or officially approved.

C. UNITS UNDER THE PRESIDENT'S OFFICE

At the time SACS self studies were assigned, this area included eight offices: Alumni Affairs, Athletics, Continuing Education, Development, the Institute for Economic Development, the Internal Auditor's Office, the President's Office, and University Relations. Three of the eight said teaching was part of their purpose, one included research, and seven included service. Three of these units listed economic development as a purpose, one listed access, and none listed communication or diversity.

No administrative unit in the President's area reports having a formal process for the creation, review, and approval of official purpose statements.

D. UNITS UNDER THE VICE PRESIDENT FOR STUDENT AFFAIRS

Fourteen units under the Vice President for Student Affairs filed self study reports: Admissions, the Bookstore, Career Services, Counseling Services, Housing, Student Life, Minority Student Support, Public Safety, Recreational Activities, Residence Life, Student Activities, the Vice President's Office, Student Financial Assistance, and Student Health Service. Of these, eleven listed teaching as a purpose, two listed research, and nine listed service.

Two student affairs units included communication in their purposes, seven included diversity, and five listed access. None included economic development. Only Public Safety had a procedure in place to review its purpose statement. None of the units had an official process for creating purpose statements and having them approved.

Analysis

In general, the purpose statements reported by non-academic units at Western are not based on a clear participatory drafting process, and their review and approval are not governed by official policies. The majority of non-academic units do not appear to have integrated the findings of Western XXI into their purpose statements, even when these are or could be clearly applicable to the unit's operation.

SUGGESTION: Policies for drafting, reviewing, and approving purpose statements for non-academic units at Western Kentucky University should be more clearly defined. In addition, discrepancies between university and unit purpose statements should be minimized or eliminated.

V. ASSESSMENT AND ASSESSMENT OUTCOMES

Western's policies and procedures for establishing and assessing statements of the university's purpose are unclear. Moreover, because of the administrative time and effort that went into dealing with a series of budget cuts, the interim review of Western XXI planned for 1992 had to be postponed to fall 1993, making it appear that no periodic assessment of the university's purpose is in place.

Similar points could be made about purpose statements at the college, department, and unit levels. Although a few units have adequate, clearly defined policies for dealing with purpose statements, most do not. Western should develop a set of uniform procedures for drafting, reviewing, and approving purpose statements at all levels to ensure that colleges, departments and other units are working to realize accepted university goals and also to provide an effective basis for assessment across campus.

VI. SUMMARY OF RECOMMENDATIONS AND SUGGESTIONS

RECOMMENDATION: That a formal, participatory process for evaluating and reaffirming the university's purpose statement be established, possibly in conjunction with the scheduled reviews of Western XXI. Once in place, this review should be made a regular, ongoing process.

SUGGESTION: Policies for drafting, reviewing, and approving college purpose statements at Western Kentucky University should be more clearly defined. In addition, discrepancies between university and college purpose statements should be explained or eliminated.

SUGGESTION: Policies for drafting, reviewing, and approving department purpose statements at Western Kentucky University should be more clearly defined. In addition, discrepancies between university and department purpose statements should be explained or eliminated.

SUGGESTION: Policies for drafting, reviewing, and approving purpose statements for non-academic units at Western Kentucky University should be more clearly defined. In addition, discrepancies between university and unit purpose statements should be explained or eliminated.