

Western Carolina University
College Student Personnel (CSP) Academic Program Review Report
Site Visit: April 27-29, 2014

Team Roster:

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College Student Personnel (CSP) Program Review Report 2014

The Western Carolina University (WCU) Department of Human Services and the College of Education and Allied Professions scheduled a program review for the College Student Personnel Program in 2013- 2014. The review was conducted by a four-person team comprised of two external visitors, Jillian Kinzie from the School of Education at Indiana University Bloomington and Dick Mullendore from the College Student Affairs Administration Program at the University of Georgia, and two internal reviewers from WCU, Kofi Lomotey from the College of Education and Allied Professions and Michael Smith from the Kimmel School of Construction Management and Technology. David Onder, the Director of Assessment was the primary WCU contact for the review process. The team met several times by phone in advance of the visit to prepare the schedule and identify lines of inquiry for the review and conducted the campus visit April 27-29, 2014. The visit schedule is attached as Appendix A.

This review is the first formal program review of WCU's 10-year-old CSP Program. The Program was designed in accordance with the well-respected guidelines established by the Council for the Advancement of Standards in Higher Education (CAS). It has grown steadily

since inception, and in 2007 a full-time tenure track faculty member was hired to coordinate and teach. In the last four years the annual cohort enrollment averaged 15 students. The Program was favorably evaluated in the College of Education and Allied Professions prioritization process in 2011, and in the university-wide prioritization process in 2013. A new faculty position was recently assigned to the Program and the Department successfully recruited two new faculty members to teach in the Program for the 2014-2015 academic year.

The positive prioritization of the College Student Personnel (CSP) Program and commitment of additional faculty resources indicates a clear interest by the institution in supporting and enhancing the Program. The purpose of this review was to evaluate and make recommendations regarding enhancements to the M.Ed. in College Student Personnel Program. The review was intended to result in recommendations for a revised program.

Program History and Overview

Established in 2003, the College Student Personnel Program is designed to help entry- and mid-level professionals develop their skills for organizational leadership careers in student services, academic support services, residence life, admissions, multicultural affairs, financial aid and other professional staff areas in higher education. Specifically, the M.Ed. prepares students as student affairs professionals, working in positions that promote the intellectual, social, emotional and personal development of college students. These professionals work with colleagues, faculty, administrators, and staff to provide college students with a wide array of services that enhance their educational and campus experiences. WCU's Program offers late afternoon and evening classes at the campus in Cullowhee and offers at least one course per term at Biltmore Park in Asheville to accommodate part-time students working in and around Asheville. The Program can be completed in two years by full-time students, and in three years

by part-time students (we did learn, however, of one graduating student who finished the Program in 1½ years--despite being admitted on probationary status).

Admission criteria for the M.Ed. in College Student Personnel are aligned with the WCU Graduate School, and include the following program-specific requirements, GRE General Exam, average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major, three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study, a written statement of professional goals and interest in the CSP Program, and a personal interview.

The CSP Program requires 48 semester hours of graduate study. The core curriculum includes 39 credit hours of coursework on college student subcultures, the organization and history of administration and higher education, theories of college student development, teaching and learning environments, legal issues, research methods, helping skills, program development and evaluation, and internship. Nine hours of electives are required, and options include special topics in college student personnel, cross-cultural counseling, the community college, principles of supervision, education in a diverse society, and courses in psychology. Courses incorporate content appropriate for working in student affairs in a variety of two- and four-year higher education settings.

For the past several years, CSP courses have been taught by the Program Director, Dr. Cheryl Joy Daly, and several adjunct instructors, including Dr. Dennis King, Vice President of Student Affairs, Asheville-Buncombe Technical Community College; Dr. Phil Weast, Dean of Student Services at Southwestern Community College; and Dr. Sam Miller, Vice Chancellor of Student Affairs at WCU.

For the past five years, the annual cohort has consisted of approximately 15 students. CSP students engage in practical, hands-on work experience via assistantships and internships. The Program requires the successful completion of a capstone course and a comprehensive exam. CSP students have secured competitive summer internships with major national organizations including the National Orientation Directors Association (NODA) and the Association of College and University Housing Officers (ACUHO). Graduates have been very successful obtaining employment in the field, and the Program boasts a 100% placement rate. A WCU College of Education CSP Graduate Alumni Survey 2005-2010 report published in Spring 2011 included responses from 10 graduates. Respondents were satisfied with the education they received at WCU, with the highest scores in the extent to which WCU helped prepare graduates for working with students and their learning and preparation as professional educators. However, the questions for this survey were primarily oriented toward K-12 educators and were not necessarily applicable for graduates working as student affairs educators in colleges and universities. In open-ended responses, graduates made positive comments about the importance of hands-on experience, namely graduate assistantships and internships, and appreciated the cohort experience and having faculty dedicated to their learning and growth as new professionals.

Pertinent Issues for CSP Program Review

Several issues are particularly pertinent to the timing and outcomes of this program review. The following points influenced the conclusions and recommendations in this report.

- Western Carolina University is in the midst of a comprehensive academic program prioritization process to ensure the appropriate mix of programs to advance the institution's mission and to position the University for the opportunities and challenges

of the future. The CSP Program received a satisfactory review from the College of Education and Allied Professions prioritization process in 2011 and from the university-wide prioritization process in 2013. The M.Ed. in CSP has been identified as an active program with potential for growth.

- The CSP Program has had one full-time faculty member assigned since 2007. In 2013-14, the one full-time faculty member was on a terminal contract (ending in Spring 2014). Two newly hired faculty members, Dr. April Perry and Dr. Adriel Hilton, will join the Program full-time beginning Fall 2014.
- Enrollment in CSP has been consistently high, ranging from a low of 24 in 2008-2009 to 38 in 2010-11 and 2013-14, and most students complete the Program and are gainfully employed in the field. Most full-time students complete the Program in two years, and part-time students complete in three years.
- According to the Graduate School Demographics by Program Report, from Fall 2011 to Fall 2013, CSP admitted 58 students, 38 enrolled, and 69% had in-state status. The Program enrolls a diverse student body, averaging about 20% Black or African American. The average undergraduate GPA of admitted students in 2013-14 was 3.3.
- Currently there are only two other master's level graduate programs in college student affairs in North Carolina: Appalachian State University and University of North Carolina at Greensboro. As the westernmost institution in North Carolina, WCU's CSP Program is serving a unique regional student population. The market appears to be stable for master's programs in college student affairs.

The Review Process

The WCU Guidelines and Procedures for Academic Program Review (Revised July 2008) informed this review process. However, the standard WCU academic program review process was adapted somewhat for the CSP review because the Program did not conduct an Internal Program Evaluation. Instead, the team relied on a collection of institutional reports about program enrollment, program prioritization, annual assessment reports, alumni surveys, curriculum documents, and assistantship descriptions. Interviews were conducted on campus on April 28-29, 2014 with a range of stakeholders including the Provost, Dean of the College of Education and Allied Professions, Dean of the Graduate School, Department Head of Human Services, current students and graduates of the Program, WCU student affairs administrators, assistantships and internship site providers and employers, and current full-time and adjunct faculty. The team considered curricula in selected competing programs (www.acpa.nche.edu/c12/Alpha_Dir.htm) and relevant professional standards documents including CAS and the ACPA and NASPA Professional Competencies. The Director of Assessment, David Onder, provided additional Program documents.

Review Findings and Recommendations

The team organized its findings and recommendations regarding enhancements for the Program into two categories: immediate and long-term. In the first category the team identified concerns that warrant immediate attention and are vital to ensuring the short-term health of the Program. The team then identified a concise summary of Program strengths to clearly convey to WCU the strong basis upon which enhancements to the Program can be built. The second category of findings is intended to provide longer-term feedback for Program consideration and is in response to the specific request for this review to offer suggestions for Program

enhancement and revision. In the final section, the team identifies six broad topical areas and specific recommendations.

Immediate Administrative Concerns

Several current conditions in the Program emerged as pressing concerns during the visit. Current students, in particular those in their first year, expressed uncertainty regarding the availability of course offerings they need to graduate, some students were clearly frustrated about a lack of information from the Department about the status of the Program, and others were upset that the Program Director's contract was not renewed. Despite these understandable worries, students were proud and protective of their Program and confident about the quality of their learning experiences. Assistantship and internship providers were similarly concerned about the present status of the Program, and in particular the state of admissions for Fall 2014 and the availability of assistantship funds. These conditions are also issues for the newly hired CSP faculty. Given the situation of the Program faculty at the time of this review, the worry and concern about the state of the Program expressed by current students, and in particular the lack of complete information about academic year 2014-15 course offerings and Program enrollments, the team identified some administrative issues requiring immediate attention by the Department Chair and Dean, and recommend the following steps:

1. Issue a letter of support to the current students to assure them that the Program is alive and well, and that the Department is committed to their success. Reassure current students that the new faculty are going to be available and are excited about working with them. The letter should identify a current contact person for questions and concerns, and could be jointly written by the two new faculty members and the Department Chair, Dale Brotherton. An additional letter from Dean Dale Carpenter

would also help in reinforcing the message of institutional commitment to the continued success of the Program and its students.

2. Follow-up on 2013-14 Program admission and recruitment needs to be done quickly in order to have a reasonable cohort for the fall. Perhaps a list of current alumni in the state (and beyond) could be generated and the new faculty could reach out and ask supporters to consider sending some of their outstanding students to WCU. Current student affairs staff at WCU should also be approached to ask them if they could recommend potential students. Any current complete or incomplete applications should get immediate follow-up. Achieving a cohort of 10 students for this fall would be ideal.
3. Most contemporary masters programs have updated their program names to remove the outdated “personnel.” We recommend that the Program be renamed “College Student Affairs Administration.” We recommend that the WCU CSP Program name change process begin immediately and when it is approved that it be widely circulated.
4. The Program needs to re-establish its connections to student affairs and related administrative units on campus, and renew the commitment to having student affairs professionals teach in the Program. Dr. Brotherton and Vice Chancellor Sam Miller should meet and begin the process of re-connecting and take immediate steps to ensure that adjunct faculty members are awarded graduate faculty status.

There is real urgency to these matters. Following the swift resolution of these four immediate priorities, the team recommends that leaders and supporters of the WCU CSP Program reflect on the notable strengths of the Program, and then initiate a longer-term process for considering the suggestions contained in the six areas for Program improvement.

CSP Program Strengths

- Institutional perceptions of the Program are positive across various campus constituencies as reflected in the campus prioritization plan and reinforced by the hiring of two new full-time faculty members.
- The division of student affairs is willing and ready to provide essential academic and experiential support to the Program.
- Recruitment of underrepresented students occurs, and African American student enrollment has more than doubled in recent years.
- Enrollments are very healthy given the Program's relatively short history.
- Students performed exceptionally well in their internships, with 100% rated very satisfactory or better.
- CSP graduates are highly successful in gaining employment, including at highly competitive institutions such as William & Mary and Stanford, and institutions outside of western North Carolina.

These strengths provide a solid foundation for considering the suggested topics for Program enhancement.

Faculty Support & Mentoring

WCU has hired two new tenure-track assistant professors to teach in--and provide leadership for--the CSP Program. Of course, ultimately, these individuals will be responsible for their success in the academy (i.e., successful reappointments, tenure and promotion). However, the University has an important role to play in their success and it is critical to insure that the role is a positive one. Mentoring will be important to insure that these new Program faculty quickly become familiar with (1) the campus, College and Department cultures, (2) effective teaching

strategies, (3) research and publishing issues and (4) the importance of service to the campus, community and field. Consideration should be given, in this instance, to the extraordinary responsibilities that these new Program faculty will have in shepherding this Program while seeking reappointment, promotion and tenure. The central administration, the College and the Department will have vital roles to play in this regard. Mentorship, guidance and support of the new Program faculty will be critical to their individual success and to the success of the Program. The support of the new Program faculty will be enhanced through incorporating adjunct faculty into the business of the Program, involving them in regularly scheduled meetings designed to address curricular, admissions and related issues within the Program.

Consistent with CAS standards and guidelines, the Program should have consultative and collaborative relationships with student affairs professionals and relevant advisory committees to ensure the fulfillment of the Program mission. Toward this end, the re-establishment of a Program Advisory Committee is of the utmost importance. This Committee should have representation from (1) Program alumni, (2) current students, (3) non-Program WCU faculty, (4) WCU student affairs administration, (5) non-WCU student affairs administration where Program participants do their internships and (6) Program adjunct faculty. Some issues for which this Committee might advise the Program could include (1) curriculum, (2) admission standards, (3) graduate recruitment weekends, (4) communicating with alumni, and (5) course format and location.

In summary:

- Establish appropriate support structures to mentor and guide new Program faculty.
- Ensure that all Program faculty, full-time and adjunct, are involved in regular Program meetings.

- Re-establish a Program Advisory Committee and develop a meaningful charge to ensure Program support.

Admissions

Admission to the CSP Program is rolling and criteria align with the Graduate School. However, admission reports indicate that each year the Program admits students conditionally or with provisions below the stated criteria. Adjunct faculty and the Dean of the Graduate School expressed some concern about rolling admission and admitting students with conditions, and wondered how students fared in the Program. The Program should clarify and adhere to established admission standards. In addition, the rolling admission deadline allows students to begin the Program mid-stream, in the spring or summer term, and they miss the strength of the cohort design. (Over the past two years, the Program only averaged five students admitted in spring and summer combined, thus the practice is not widespread.) By requiring a fall start for full-time students, all students will have the opportunity to fully participate in a cohort. To the extent practical, admissions should be cut off on an agreed upon date, rather than utilizing a rolling admissions strategy.

The Program seems to have functioned well with an annual cohort of about 15-18 students. However, a determination should be made as to how many students should be in each entering class/cohort. We are suggesting 10 initially for the next three years, (2014-15 through 2016-17) with consideration being given to increasing that to 15 or even 20 in the coming years.

Consideration should also be given to re-establishing the Graduate Recruitment Weekend, wherein faculty could assess prospective Program participants and representatives from offices offering graduate assistantships and other potential employers could seek out appropriate recipients of these opportunities. This event would also give prospective Program

participants an opportunity to assess the appropriateness of the WCU Program for them and to evaluate potential graduate assistant and other employment opportunities. (Graduate assistantships are considered more thoroughly elsewhere in this Report.) Student affairs staff and internship providers were generally supportive of more formal recruitment activities including a visit weekend, and a more transparent process for placing students in assistantships, instead of the current practice where placement is the province of the CSP Director.

In summary:

- Create admission criteria and adhere to them.
- Commit to the cohort model, determine the optimum cohort size, and ensure students begin the Program in the fall.
- Explore the feasibility of conducting a Graduate Recruitment Weekend.

Marketing and Recruitment

The Program has enjoyed relatively healthy enrollments since its inception, and enrolled students have been supported in meaningful assistantships. However, the approach to marketing the Program and recruiting students has relied on considerable one-on-one recruitment by the Program Director and a few dedicated staff. The Program has failed to take advantage of the considerable support and investment of student affairs staff, and other academic affairs units that provide sites for assistantships, employment, and internships. One staff member who recruits students through his professional networks, put it plainly: “as a partner in the Program, we’d like to be involved in recruiting and be a part of the team.” Program recruitment has benefited from the recommendations of alumni and in particular, student affairs staff members whose professional networks put them in contact with undergraduates aspiring to the field. While much of this recruitment will continue to happen through informal networking, this approach can be

fostered and deepened by more regular communication with alumni and Program supporters on campus. The CSP Program alumni working in colleges and universities across many states can be the strongest recruiters for the Program. Outreach to alumni, informing them of the new hires and commitment to the Program and inviting them to recommend their talented undergraduates to WCU, needs to be happening as soon as possible. Contact with alumni can also be an important source of input and support for the two new faculty members. WCU is a regional institution; however, the CSP Program is parochial in nature, and Dean Carpenter would like to see the Program attract students from throughout the region. The review committee supports the Dean in that regard.

In summary:

- Involve CSP Advisory Council in Program marketing and student recruitment.
- Partner with student affairs and other relevant academic affairs units in recruitment efforts.
- Develop a meaningful way to follow up with alumni to involve them in recruitment, and to solicit input on Program improvement.
- Engage with other universities and colleges in a region that includes western North Carolina, as well as surrounding states, to recruit their students and employees to the Program, and to place graduates for employment.

Academic and Curricular Issues

The CSP Program academic purpose and curricular design is strong in its emphasis on longstanding and current issues in the field. The inclusion of contemporary issues such as teaching and learning environments in higher education and college student subcultures is important and reflects current content in the field. In fact, WCU's CSP course offerings are

comparable to curricula at some of the best graduate preparation programs. However, broader concerns about unclear Program scope, specifically the extent to which the Program is committed to emphasizing community college issues, diversity and multiculturalism, and budget and finance, emerged during the visit. Adjunct faculty, current students and student affairs professionals commented that these important content areas were not sufficiently addressed or were not emphasized as promised.

In addition, recent inconsistent course scheduling to accommodate what students need to graduate has resulted in a hodge-podge of offerings and incoherent educational experience for students. Even more, the reliance on one faculty member and a few adjuncts to teach the curriculum combined with unclear course planning, has contributed to unfair teaching loads. The lack of planning also limits the involvement of other adjuncts in delivering the curriculum, and limits the curricular and institutional exposure of students. Such a narrowed focus fails to move the Program toward WCU's regional mission.

CSP offers courses at Biltmore Park to provide convenient course offerings to part-time students located in and around Asheville. Current students appreciate the purpose of offering courses at Biltmore Park, but they did not understand why the courses were offered during the day, which required the Cullowhee students to sacrifice precious workday assistantship or internship hours to drive to Asheville. Teaching courses at Biltmore Park seemed rather arbitrary and is perceived as an inconvenience to most current students. Many wondered why the Program did not invest in more hybrid or distance education formats to address this need.

Graduate assistantships and internship opportunities provide students with valuable practical learning experiences. Graduate assistantships provide financial support and are students' primary site for practical experience. To be in compliance with CAS, students are

required to complete two distinct internship experiences to gain exposure to different functional areas in student affairs/higher education totaling a minimum of 300 hours of supervised practice.

Through these learning experiences, students gain beneficial professional experience and the opportunity to apply relevant theories and course lessons to practical contexts. However, these experiences must be properly supervised and sequenced for optimal educational benefit.

Determining the appropriate sequencing of internship hours and the balance between internships, academic courses, and assistantships is a current curricular challenge for the CSP Program.

It is common for students in graduate preparation programs to crave “hands-on” experience and to seek out multiple experiential learning opportunities or internships while participating in challenging academic course work. Students in WCU’s CSP Program expressed these interests, and some were doing internships as early as their first semester, sometimes combined with an assistantship. Practical experience must be balanced with course demands, and because students are more likely to gain from the practical experience once they have some course work to draw upon, it would be useful for the Program to consider postponing internship hours until the summer or second year. The Program may also wish to consider developing a spring practicum experience that provides students an introductory practical exposure to a student affairs administrative operation and more intentionally blends practical experience, supervision and reflection, to enhance the extent to which students gain experience that integrates course content with mindful practical exposure.

Internship providers expressed a strong commitment to providing students with beneficial experiences; yet, they felt that practical experiences are not as intentionally designed as they should be. A clearer description of the purpose and sequencing of practical experiences and meetings with internship providers and supervisors to assure their understanding of these

objectives is important. Finally, concerns about balancing hands-on experience with demanding academic work might also provide an occasion to examine the Program's academic rigor.

In summary:

- Determine Program commitment to content related to community college emphasis, and content in diversity and multiculturalism, and budget and finance.
- Evaluate the purpose and schedule for offering courses at Biltmore Park and the potential for offering courses in hybrid or totally online formats.
- Review course topics and sequencing and ensure that offerings are reliably planned and scheduled for students and full and part-time faculty.
- Clarify with students, faculty and providers the educational and work expectations for assistantships, distinguished relative to internships, and consider how the establishment of "practicum experiences" might offer students greater exposure to a second area of focus without being overly demanding of their time. Such additional exposure may be useful in assisting students in finding a good fit both in internships and eventual employment.
- Ensure students have fundamental knowledge in the field before beginning internships and practica (CAS p. 14). Schedule internships to begin, at the earliest, in the summer or second fall.
- Benchmark Program policies, curriculum and quality with comparable and aspirational student affairs programs (for example, Appalachian State, Slippery Rock, Indiana University Pennsylvania, Western Illinois University, as well as the University of Connecticut, University of Georgia and Bowling Green State University).

- Ensure a balance between academic rigor and learning from experience – do not shy away from academic rigor and elevating the importance of curriculum knowledge above practice.

Rebuild Morale and Bridges

A positive, collaborative relationship should exist between the CSP Program and the student affairs unit at WCU. Although the quality of this relationship has been strained over the last several years, student affairs staff and other units that serve as internship providers expressed strong commitments to the Program and to re-establishing a productive working relationship. The two new faculty members, Dr. April Perry and Dr. Adriel Hilton, should meet as soon as possible with Vice Chancellor Sam Miller and his upper level staff, to begin building a solid relationship. Dr. Miller's staff can give them a tour of the facilities and departments in the division. The new faculty should meet all of the assistantship (and current internship) providers as well.

Dr. Perry and Dr. Hilton should meet with current adjuncts to talk about moving forward and deciding on courses, content and teaching assignments. In a number of cases, the adjunct instructors may be able to provide important input for strengthening the Program. For example, it is important to note that Dr. Miller has considerable experience and knowledge regarding curricular needs and issues, having been deeply involved in the master's program at his previous institution (University of Connecticut)--an institution that enjoys an excellent national reputation.

In preparation for the return of students for the fall, the faculty and the students should consider a one-day off-campus retreat to build morale and teamwork. Current student affairs staff should be asked to be guest lecturers when appropriate as they have energy and current knowledge about functional areas. Internship providers should work with Dr. Perry and Dr.

Hilton to develop appropriate descriptions of the internship experiences and work together for any WCU placements.

In summary:

- Rebuild the relationship between CSP and student affairs and administrative units.
- Involve student affairs staff as guest lecturers and in other ways to foster deeper connections to the Program.
- Involve adjunct instructors in curricular decisions.

Funding Issues

According to a report from the Dean of the Graduate School, in 2013-14, ten assistantships at \$8,000 each were awarded to CSP students. No CSP students received a study grant or graduate fellowship in 2013-14. The CSP Program was allocated 15 assistantships for the 2014-15 academic year. Only one out-of-state tuition remission and one in-state tuition remission were allocated for the 2014-15 academic year. Although these funds are clearly providing support to CSP students, the challenges of funding CSP students through scholarships, tuition remission, out-of-state waivers, assistantships, and hourly employment were consistently identified as a frustration of administrators, faculty and staff. Some assistantship funds are available, but current and potential providers were unsure how these are awarded and how students are matched to assistantships. Some dedicated internship providers jumped through hoops to create paid positions for graduate student employees to ensure students' modest financial support and meaningful experiential learning. Clarification is needed regarding the number and type of graduate assistantships available to the Program, the process for identifying providers and matching students, and for some sites, how to establish legitimate paid work experiences. There are paid opportunities for graduate students to work at WCU that should be

made more transparent to providers and prospective students so that everyone understands the possibilities. The number and process for allocation of in-state and out-of-state waivers should also be clarified.

Departmental support should also be provided to allow the new Program faculty to travel to other student affairs preparation programs (summer 2014, if possible) to meet and learn from other faculty. They should also become involved in either NASPA or ACPA or both. Financial support for the development of a Program website and for social media presence should be provided. Adjunct faculty also reported their perception that pay rates for teaching vary.

In summary:

- Clarify funding sources and determine how to create more consistent funding packages for students.
- Provide funds for new Program faculty to visit nearby programs and to participate in graduate preparation program faculty meetings hosted by ACPA and NASPA.
- Decisions should be made regarding the fair and consistent compensation of adjunct faculty.

Final Thoughts

Leadership at the program level, and from administrators above that level, will be necessary in any attempt to revise and revitalize any program, and it is only through purpose-driven leadership that the transformation of the CSP Program at WCU can be expected to succeed. The Program is certainly at a crossroads, but has a wonderful opportunity to be a destination for students from throughout the region. The Review Team was very impressed by the level of institutional commitment to the Program, and is encouraged about the prospect of support from all levels for improving the Program. We appreciate the excellent assistance

received from David Onder in advance of the on-campus visit, as the information and communication assisted the team in deciding how to proceed. Thank you for the opportunity to visit WCU and to review this promising Program.

Appendix A. Visit Schedule

<u>DATE/TIME</u>	<u>ACTIVITY</u>	<u>LOCATION</u>
Sunday, April 27th		
1:56 PM	Dr. Richard Mullendore arriving at Asheville Regional Airport aboard USAIR Flight #4254.	Dale Brotherton will pick up Dr. Mullendore at Asheville Regional Airport and drive him to Madison
6:30 PM	Meeting – Review Team Only	Kimmel School Conference Room
9:25 PM	Dr. Jillian Kinzie arriving at Asheville Regional Airport aboard Delta Air Lines Flight #2249.	Dale Carpenter will pick up Dr. Kinzie at Asheville Regional Airport and drive her to Madison Hall on the WCU
Monday, April 28th		
7:00 – 7:30 AM	Breakfast – External Reviewers	Courtyard Dining Hall (Michael Smith to pick up External Reviewers at Madison Hall).
7:30 – 8:15 AM	Meeting with Alison Morrison-Shetlar (Provost) & Review Team	460 HFR
8:15 - 9:00 AM	Meeting with Review Team & Dale Carpenter (Dean, College of Education & Allied Professions)	KA-136
9:05 – 9:55 AM	Meeting with Review Team, Cheryl Daly (CSP Program Director) & Tour of College Student Personnel Program Facilities.	KA-136
9:55 – 10:10 AM	Break	
10:10 – 11:00 AM	Meeting with Review Team & Assistantship/Internship Providers (current): Mike Corelli (University Center), Lane Perry (Service Learning), James Felton (University Center) and Jeff Hughes (University Center)	KA-136
11:15 AM- 12:05 PM	Meeting with Review Team & Dale Brotherton (Human Services Department Head)	KA-136
12:05 - 12:20 PM	Break/Transit to UC Dogwood Room	

DATE/TIME	ACTIVITY	LOCATION
12:20 - 1:10 PM	Lunch Meeting – Review Team and Selected Current Students/Alumni (Assistantship/Internship Recipients (current)): Josh Thompson (Alumni); Alicia Cameron (Alumni); Amanda Fishman (Current Student); Meredith Gasaway (Current Student); Jennifer Hester (Current Student); Maggie Hoop (Current Student); Michael Hood (Current Assistantship); Joanna Jennings (Current Assistantship); Amanda Marshall (Current Assistantship) and Kevin Metcalf (Current Assistantship).	UC Dogwood Room
1:10 - 1:25 PM	Break/Transit to KA-136	
1:25 - 2:15 PM	Meeting with Review Team & Faculty/Staff serving as CSP Adjuncts: Dennis King; Phillip Weast and Melodie Frick	KA-136
2:30 – 3:20 PM	Meeting with Review Team & Employers of our students (including WCU, and other non-WCU companies): Patrick Frazier (WCU Admissions Office), Miles Basehart (WCU Residential Living).	KA-136
3:20 – 4:00 PM	Brief Work Meeting – Review team only	KA-136
4:00 – 4:50 PM	Meeting with Review Team & Sam Miller (VC Student Affairs); Brian Boyer (Residential Living); Stephanie Sue Helmers (Residential Living); Virginia Fowler (Residential Living) & Shauna Sage (Campus Recreation Center).	KA-136
6:00 PM	Dinner –Review Team Only	Lulu's
Tuesday, April 29th		
8:00 – 8:45	Breakfast – External Reviewers	Courtyard Dining Hall
9:00 – 10:00 AM	Exit Meeting with Carpenter, Morrison-Shetlar, Burton, Onder & Review Team	540 HFR

<u>DATE/TIME</u>	<u>ACTIVITY</u>	<u>LOCATION</u>
10:00 AM – 12:00 PM	Work Meeting for Review Team	KA-136
12:00 - 12:15 PM	Break/Transit to McAlister's Deli	
12:15 – 1:45 PM	Lunch Meeting with Review Team & David Onder	McAlister's Deli
2:00 – 3:00 PM	Brief Work Meeting for Review Team	KA-136
3:00 PM	External Reviewers depart WCU Campus	
5:55 PM	Dr. Richard Mullendore departing Asheville Regional Airport aboard USAIR #4768.	Dale Carpenter will return Dr. Mullendore to Asheville Regional Airport.
6:45 PM	Dr. Jillian Kinzie departing Asheville Regional Airport aboard Delta Air Lines Flight #5444.	Dale Carpenter will return Dr. Kinzie to Asheville Regional Airport.