

Scaling Mount Compliance



Generated using Google Gemini

An AI-Powered Guide to Support a Successful Accreditation Climb

March 23, 2026



LOCATION

- Cullowhee, NC (1 hour west of Asheville, NC)
- 3 hours from Charlotte, Atlanta and Knoxville
- Rural, regional, comprehensive, public

MISSION

As Western North Carolina's regional comprehensive university, Western Carolina University is dedicated to academic excellence, affordability, and access. WCU inspires student learning through innovative teaching, nationally recognized programs, exceptional support, and a robust connectedness with surrounding communities in Southern Appalachia, including the Eastern Band of Cherokee Indians. Through a broad range of scholarly activities, our faculty and students seek to better understand our region, state, nation, and world. With an emphasis on engaging students both inside and outside the classroom, WCU's bachelor's, master's, and professional doctoral programs in Cullowhee, Asheville, and online aim to improve lives and promote economic prosperity throughout Western North Carolina and beyond.

STUDENTS

- ~11,800 headcount
- ~10,000+ undergraduate
- ~9,500+ residential
- ~9,500+ full-time student
- 87% NC residents

Why only visit the mountains
when you can *live and work* here?



Survey & Reporting Manager

Office of Institutional Planning & Effectiveness

Scan to learn more and apply

Western
Carolina
UNIVERSITY



I wonder how long it will take me to review our SACSCOC compliance report...

I'm glad I have all this free time now that I use AI to do most of my work!

It started with a podcast...

Strengthening Transfer Access and Supporting Success

Insights and Opportunities for Growth at WCU

A Review of Transfer Enrollment Trends, Challenges, and Strategies for Student Success

Prepared by:

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Assistant Vice Chancellor

For 23-minute podcast version of this report, please visit:

<https://notebooklm.google.com/notebook/a237dfa7-a2bd-439a-a15d-b2a1bdf7973d/audio>

NotebookLM is a source-grounded (RAG) AI tool


The screenshot displays the NotebookLM interface for a document titled "The State of Higher Education 2025". The interface is divided into three main sections: Sources, Chat, and Studio.

- Sources:** A list of five PDF sources is shown, each with a checkmark indicating it is selected. The sources are: "2024-Trends-in-Higher-Education...", "EAB 2025-ALR-Survey-Insight-Pap...", "Gallup-Lumina Foundation-State o...", "The Broken Pathway.pdf", and "The_Future_of_Regional_Publics.pdf".
- Chat:** The main content area displays the title "The State of Higher Education 2025" with a graduation cap icon. Below the title, it states "5 sources" and provides a summary: "These sources collectively examine the evolving landscape of higher education, highlighting the challenges and innovative strategies institutions are adopting. They discuss how universities are redefining their value proposition, promoting high-return academic programs aligned with industry needs, and adapting financial and organizational structures for sustainability. The texts also address the importance of effective student recruitment and retention, particularly for adult learners, by understanding their motivations, search behaviors, and cost sensitivities. Furthermore, the documents explore the unique struggles faced by regional public universities compared to flagship institutions, emphasizing their vital role in local economic development and serving underrepresented student populations, while advocating for better funding and strategic differentiation."
- Studio:** This section contains an "Audio Overview" feature with a "Generate" button. Below it, there is a "Deep Dive conversation" section with a "Generate" button. At the bottom, there is a "Notes" section with an "Add note" button and several pre-defined note templates: "Study guide", "Briefing doc", "FAQ", and "Timeline".


At the bottom of the interface, there are three buttons: "Add note", "Audio Overview", and "Mind Map". The text "Saved notes will appear here" is visible at the very bottom.


NotebookLM is a “closed” AI tool

◆ AI Overview

Yes, NotebookLM is designed to be a **closed system** in the sense that it primarily works with the information you provide as sources. 

Here's why this is important:

- **No Web Searches:** NotebookLM will not perform web searches or access information beyond the content you upload.
- **Focus on Your Data:** It focuses on becoming an expert in the documents, notes, or other sources you add.
- **Reduced Hallucinations:** By limiting the scope of information it uses, NotebookLM aims to reduce the risk of generating inaccurate information or “hallucinations”. 

This “closed system” approach makes NotebookLM valuable for users who want to research, analyze, and organize information from their own curated content. 

Could AI be used as an expert accreditation compliance reviewer?



Generated using Microsoft Designer

Can it work?

I intend to use NotebookLM to create an AI reviewer to evaluate the quality of draft compliance narratives written by a university's...

✦ Show thinking ▾

Excellent question. This is a powerful and highly effective use case for NotebookLM. Your vision to create a dedicated AI reviewer for your SACSCOC narratives is not only achievable but can significantly streamline your internal review process, improve the quality of your drafts, and identify gaps in argumentation or evidence long before submission.

My SACSCOC reviewer notebook(s)

Let's break down your questions and formulate the optimal strategy for structuring your sources and your NotebookLM environment.













Executive Summary: The Recommended Strategy

For maximum effectiveness, accuracy, and manageability, you should adopt a "One Notebook per Principle" approach. While this involves more preparatory work in dividing your source documents, it will yield vastly superior results from your AI reviewer. A single, massive notebook will likely lead to confused, generalized, and less useful outputs from the AI.

My \$20/month SACSCOC consultant

NotebookLM Settings

[+ Create new](#) ✓ Most recent ▾

 Principle 2.1 Institutional Mission Jun 26, 2025 · 17 sources	 Principle 4.1 Governing Board Jun 26, 2025 · 17 sources	 Principle 4.2d Conflicts of Interest Jun 26, 2025 · 17 sources	 Principle 4.2f External Influence Jun 26, 2025 · 17 sources
 Principle 4.2g Board Evaluation Jun 26, 2025 · 17 sources	 Principle 4.3 Governance Jun 26, 2025 · 17 sources	 Principle 5.1 CEO Jun 26, 2025 · 17 sources	 Principle 5.2a CEO control Jun 26, 2025 · 17 sources
 Principle 5.2b Athletics Jun 26, 2025 · 17 sources	 Principle 5.2c Fundraising Jun 26, 2025 · 17 sources	 Principle 5.4 Qualified Administrators Jun 26, 2025 · 17 sources	 Principle 6.1 Faculty Jun 26, 2025 · 18 sources

Utilizing NotebookLM required special approval



IT MEMO OF UNDERSTANDING

Application/System	NotebookLM (Google)
University Partner	Office of Institutional Planning and Effectiveness
IT Contact	Chris Williams / Annette Littrell
Department Contact	Tim Metz

General Overview of Memo of Understanding (MoU)

The Office of Institutional Planning and Effectiveness (OIPE) will leverage Google NotebookLM, an AI-powered platform, to streamline the development and analysis of institutional narratives for the SACSCOC decennial review. This tool enables users to interact with a curated set of source documents—primarily PDFs—within a secure, text-based environment. By integrating authoritative institutional materials, NotebookLM enhances narrative consistency, accelerates content development, and supports rubric-based analysis to improve the quality and alignment of submissions. No student or employee-level data is used, ensuring a focused and compliant approach to accreditation preparation.

Gemini 2.5 Pro as my design consultant

Gemini

PRO

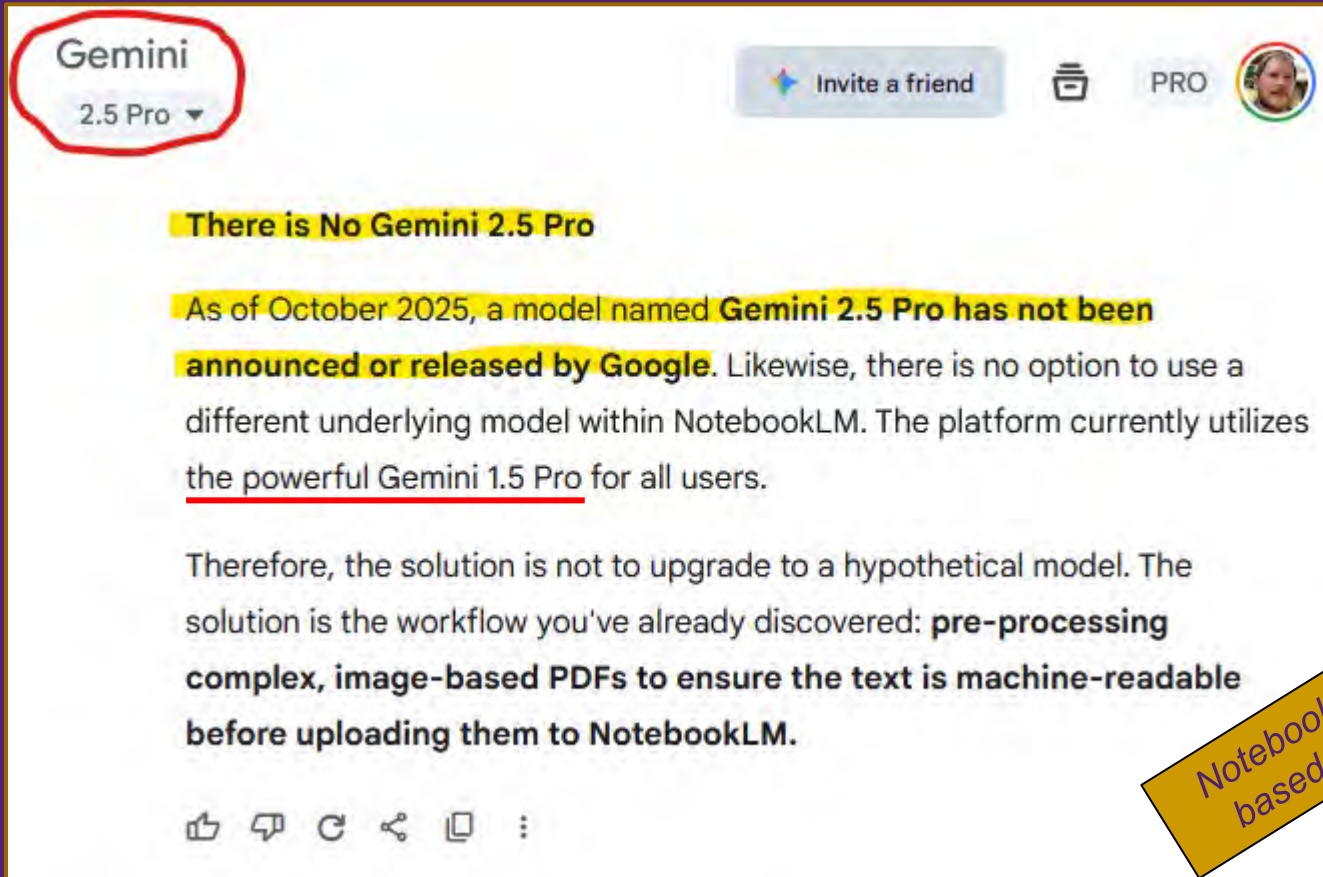
2. SACSCOC Resource Manual: Single Document vs. Subdivided Documents

Recommendation: Subdivide the SACSCOC Resource Manual into individual documents, one for each principle.

Rationale:

- **Precision Prompting**: This is the most critical reason. When you are in the "Principle 7.1" notebook, you will upload a source named something like `SACSCOC_Manual_Principle_7.1.pdf`. You can then prompt NotebookLM with extreme clarity: **"Using the source `SACSCOC_Manual_Principle_7.1.pdf`, create a rubric..."** The AI doesn't have to guess or search. It is being directed to the authoritative text for its task.
- **Reduces AI Cognitive Load**: Asking the AI to find the relevant 2-3 pages for Principle 7.1 within a 200-page document is an unnecessary computational step that introduces a risk of it pulling from the wrong section. By providing only the relevant excerpt, you guarantee it uses the correct information.

Gemini 2.5 Pro as my design consultant



The screenshot shows the Gemini chat interface. At the top left, the name "Gemini" and the model "2.5 Pro" are displayed, with a red circle around them. To the right, there is an "Invite a friend" button, a trash icon, and a "PRO" label next to a profile picture. The main content is a response from Gemini, with several lines highlighted in yellow. The response states that as of October 2025, Gemini 2.5 Pro has not been announced or released by Google, and that the platform currently uses Gemini 1.5 Pro. It also provides a solution for handling complex, image-based PDFs: pre-processing them before uploading to NotebookLM.

Gemini
2.5 Pro ▾

Invite a friend

PRO

There is No Gemini 2.5 Pro

As of October 2025, a model named **Gemini 2.5 Pro has not been announced or released by Google**. Likewise, there is no option to use a different underlying model within NotebookLM. The platform currently utilizes the powerful Gemini 1.5 Pro for all users.

Therefore, the solution is not to upgrade to a hypothetical model. The solution is the workflow you've already discovered: **pre-processing complex, image-based PDFs to ensure the text is machine-readable before uploading them to NotebookLM.**

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NotebookLM was NOT based on Gemini 2.5

Gemini 2.5 Pro as my design consultant

Gemini



Step-by-Step Workflow to Build Your AI Reviewer

Here is a concrete plan to bring your vision to life, using Principle 7.1 (Institutional Capability) as an example.

Phase 1: Source Preparation (The Up-Front Work)

1. **Split the Manual**: Create a PDF document for each principle from the *Resource Manual*. Name them clearly: `SACSCOC_Manual_7.1.pdf` , `SACSCOC_Manual_7.2.pdf` , etc.
2. **Combine Evidence**: For each principle, combine all supporting evidence documents into a single, well-organized PDF. Name them `Evidence_Package_7.1.pdf` , `Evidence_Package_7.2.pdf` , etc.
3. **Gather Other Sources**: Have the *Handbook for Review Committees* PDF ready. Have each of your draft narratives as a separate file (`Narrative_Draft_7.1.docx` , `Narrative_Draft_7.2.docx` , etc.).



Phase 2: Building and Using the "Principle 7.1" AI Reviewer

1. Create the Notebook: In NotebookLM, create a new notebook titled "**SACSCOC Review: Principle 7.1**".

2. Upload the Focused Sources: Upload the following four documents to this notebook:

- SACSCOC_Manual_7.1.pdf (The specific rules for this principle)
- Handbook_for_Review_Committees.pdf (General guidance for reviewers)
- Narrative_Draft_7.1.docx (The draft you want to evaluate)
- Evidence_Package_7.1.pdf (All the supporting evidence)

3. Task 1: Generate the Principle-Specific Rubric

- Select SACSCOC_Manual_7.1.pdf as the primary source.
- Use a detailed prompt like this:

"Act as a SACSCOC accreditation expert. Based *only* on the source SACSCOC_Manual_7.1.pdf, create a detailed compliance rubric for Principle 7.1. The rubric must identify every specific compliance criterion required by the principle. For each criterion, create a row. The columns of the rubric should be a four-point Likert scale: **Compliant**, **Largely Compliant**, **Partially Compliant**, and **Not Compliant**. Provide a brief, precise description for each of these four levels for every criterion."

4. Task 2: Generate the Universal Composition Rubric (You only need to do this once)

Build a library of sources

The screenshot displays a digital library interface for 'Principle 2.1 Institutional Mission'. The interface is divided into two main sections: 'Sources' on the left and 'Chat' on the right.

Sources Section:

- Buttons: '+ Add' and 'Discover'.
- Header: 'Select all sources' with a checkmark.
- Source List (all checked):
 - Analyzing a case for compliance.pdf
 - Compliance Rubric 2.1
 - Effective Writing for Accreditation.pdf
 - Example evaluation rubric.pdf
 - HandbookForReviewCommittees.pdf
 - Quality of Writing.pdf
 - RM_2.1.pdf
 - RM_glossary of terms.pdf
 - RM_introduction.pdf
 - Rubric guide.pdf
 - Sample Composition Rubric.pdf
 - Universal Composition Rubric

Chat Section:

- Header: 'Principle 2.1 Institutional Mission' with a building icon and '16 sources'.
- Text: 'These documents collectively outline the accreditation process for higher education institutions by the SACSCOC, emphasizing the creation and evaluation of compliance narratives. They explain that a compliance narrative is a formal, evidence-based argument intended to persuade reviewers an institution meets specific standards, rather than a promotional document. The texts provide guidance on effective writing for these narratives, stressing clarity, precision, directness, and the use of verifiable, quantitative evidence while avoiding jargon. Furthermore, the sources detail the roles and responsibilities of various review committees and their chairs, defining how they assess institutional compliance with accreditation principles through careful review of submitted documents and on-site visits. Finally, they introduce rubrics as a tool for evaluating both compliance and writing quality, highlighting the importance of criteria, performance levels, and objective descriptors in judging an institution's adherence to standards like those related to its mission and Quality Enhancement Plan (QEP).'
- Buttons: 'Save to note', 'Add note', 'Audio Overview', 'Mind Map'.
- Input Field: 'Start typing...' with '16 sources' and a search icon.
- Search Results: 'How does the institutional mission align with educational programs, research, and public service?' and 'What evidence dem...' with a right arrow.

Prompt to design principle-specific compliance rubrics

The screenshot shows a software interface titled "Principle 12.4 Student Complaints". On the left, there is a "Sources" panel with a list of documents: "Analyzing a case for compliance.pdf", "Effective Writing for Accreditation", and "Example evaluation rubric.pdf". The first two are checked. On the right, there is a "Chat" window with a "Refresh" button and a list icon. A light blue chat bubble contains the following prompt:

Act as a SACSCOC accreditation expert. Based only on the source RM_12.4.pdf, create a detailed compliance rubric for Principle 12.4. The rubric must identify every specific compliance criterion required by the principle. For each criterion, create a row. The columns of the rubric should be a four-point Likert scale: Compliant, Largely Compliant, Partially Compliant, and Not Compliant. Provide a brief, precise description for each of these four levels for every criterion.

A second, larger light blue chat bubble is overlaid on the bottom of the interface, containing the same prompt text.

Prompt specificity to sources vs. “background” sources

As a SACSCOC accreditation expert, I have developed a detailed compliance rubric for Principle 11.1, drawing exclusively on the information provided in the source “RM_11.1.pdf” 1 This rubric identifies specific compliance criteria required by Principle 11.1 and describes performance levels across a four-point Likert scale: Compliant, Largely Compliant, Partially Compliant, and Not Compliant.

Compliance Rubric for Principle 11.1: Library and Learning/Information Resources

Principle 11.1: The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. (Library and learning/information resources) 1

Criterion	Compliant	Largely Compliant	Partially Compliant	Not Compliant
	The institution clearly demonstrates that its	The institution generally demonstrates that its library and	The institution provides some library and	The institution fails to

Refining prompts for accuracy

As a SACSCOC accreditation expert, I understand that a university's compliance report serves as a formal, evidence-based argument intended to persuade a committee of peer reviewers that the institution is in full compliance with a specific standard ¹. The primary goal is to present a clear, logical, and irrefutable case supported by verifiable evidence ¹.

When evaluating a compliance report for **SACSCOC Principle 7.1 (Institutional planning) [CR]**, which states, "The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission" ², it's crucial to break down each component of this core requirement. The **Resource Manual** emphasizes that establishing compliance with adjectives like "ongoing," "comprehensive," "integrated," "research-based," and "systematic" is generally made explicit, as "each word is important and deserves attention" ³.

A well-constructed compliance rubric for this principle will assess not only the presence of these elements but also the quality of the narrative and the supporting evidence presented by the institution ⁴.

Below is a detailed compliance rubric for Principle 7.1, tailored for a four-year institution offering bachelor's and graduate-level degrees. It identifies specific compliance criteria required by the principle and provides precise descriptions for each of the four Likert scale levels: Compliant, Largely Compliant, Partially Compliant, and Not Compliant.

SACSCOC Compliance Rubric: Principle 7.1 (Institutional Planning) [CR]

Criterion	Compliant	Largely Compliant	Partially Compliant	Not Compliant
1. Overall Engagement in Planning and Evaluation	The narrative clearly and precisely explains that both institutional-level planning and evaluation processes are formally	The narrative generally explains the existence of institutional planning and evaluation processes, but may lack some precision or	The narrative suggests that planning and evaluation processes occur, but explanations are sometimes unclear, vague,	The narrative does not demonstrate that institutional-level planning and evaluation processes are established

Saving notes & notes as sources

The screenshot displays the 'Principle 11.1 Library Resources' interface. On the left, a sidebar lists various source documents, including 'Analyzing a case for compliance.pdf', 'Compliance Rubric 11.1', 'Effective Writing for Accreditation.pdf', 'Example evaluation rubric.pdf', 'HandbookForReviewCommittees.pdf', 'Quality of Writing.pdf', 'RM_11.1.pdf', 'RM_glossary of terms.pdf', 'RM_introduction.pdf', and 'Rubric guide.pdf'. A red arrow points from the 'Compliance Rubric 11.1' source to a note in the 'Notes' panel on the right.

The main content area shows a grid of text snippets. A red circle highlights the 'Save to note' button at the bottom left of the grid. Another red arrow points from the 'Save to note' button to the 'Compliance Rubric 11.1' note in the 'Notes' panel.

The 'Notes' panel on the right contains a list of notes, including 'Study guide', 'Briefing doc', 'FAQ', 'Timeline', and 'Compliance Rubric 11.1'. The 'Compliance Rubric 11.1' note is highlighted with a red arrow, indicating it was saved from the source.



Sources

[+ Add](#)[Discover](#)Select all sources  Analyzing a case for compliance.pdf  Compliance Rubric 2.1  Effective Writing for Accreditation.pdf  Example evaluation rubric.pdf  HandbookForReviewCommittees.pdf  Principle_2.1 (Institutional mission).pdf  Quality of Writing.pdf  RM_2.1.pdf  RM_glossary of terms.pdf  RM_introduction.pdf  Rubric guide.pdf  Sample Composition Rubric.pdf 

Chat



Principle 2.1 Institutional Mission

17 sources

These sources collectively outline the rigorous process of **accreditation compliance** for higher education institutions, particularly focusing on the role of the Southern Association of Colleges and Schools Commission on Colleges (**SACSCOC**). They define a **compliance narrative** as an evidence-based argument for meeting standards, emphasizing **clarity, precision, and the use of verifiable data**, while cautioning against institutional jargon or prescriptive language in evaluations. The materials also detail the structure and use of **rubrics for assessing compliance**, such as the "Compliance Rubric 2.1" for institutional mission, which breaks down criteria like clarity, publication, and constituent understanding. Furthermore, the documents illuminate the **roles and responsibilities of review committees and chairs**, highlighting the importance of **professional judgment, consensus-building, and objective assessment** based on the institution's presented evidence, rather than external expectations or best practices.

[Save to note](#)[Add note](#)[Audio Overview](#)[Mind Map](#)

Start typing...

17 sources



How does an institution's mission align with its overall purpose, educational programs, and



Studio



Audio Overview

Create an Audio Overview in more languages! [Learn more](#)

Deep Dive conversation

Two hosts

[Customize](#)[Generate](#)

Notes

[+ Add note](#)[Study guide](#)[Briefing doc](#)[FAQ](#)[Timeline](#)**Review prompt**

You are an expert SACSCOC peer reviewer serving as a consultant to a university which i...

**Compliance Rubric 2.1**

As a SACSCOC accreditation expert, I understand the importance of a clear and...

**Universal Composition Rubric**

As an expert in academic evaluation and accreditation writing, I have created a...

Preparing for narrative review

Add as sources:

- Compliance narrative
- Evidence package (single document)

Details

- Evidence references in the narrative should utilize evidence file names.
- Examples: LINK 8.1.01, LINK 8.1.24

populations. Presenting aggregated URM achievement data is consistent with reports of North Carolina System ([LINK 8.1.09](#))

Measure thresholds and goals

To the extent possible, the establishment of measure thresholds considers performance of institutions. WCU has an assigned [institutional peer group \(LINK 8.1.10\)](#), developed through a negotiated process with the UNC System Office, and most recently updated in 2025. All UNC System Office categorizes its institutions based on Carnegie classification. While Carnegie classifications were updated in 2025, the prior categorization of WCU as a master's institution with five other UNC institutions ([LINK 8.1.11](#)) continues to be utilized for student achievement benchmarking. Generally, WCU is less like other UNC institutions, and prefers comparison to an institutional peer group, which were specifically selected on a range of common attributes.

Generated using Microsoft Copilot

The screenshot shows a software interface titled "Principle 8.1: Student Achievement". At the top, there is a "Sources" section with a search icon and a "Discover" button. Below this, there is a list of sources, each with a small icon (PDF or Rubric) and a checkbox on the right. The sources listed are:

- Select all sources (checkbox checked)
- Analyzing a case for compliance.pdf (checkbox checked)
- Compliance Rubric 8.1 (checkbox checked)
- DRAFT_2_narrative_8.1.pdf (checkbox checked)
- DRAFT_narrative_8.1.pdf (checkbox checked)
- Effective Writing for Accreditation.pdf (checkbox checked)
- Evidence_Principle_8.1.pdf (checkbox checked)
- Example evaluation rubric.pdf (checkbox checked)
- HandbookForReviewCommittees.pdf (checkbox checked)
- Interpretation-8.1.pdf (checkbox checked)
- Principle_8.1 (Student achievement).pdf (checkbox checked)
- Quality of Writing.pdf (checkbox checked)
- RM_8.1.pdf (checkbox checked)

Two red arrows point from the text in the "Details" section to the "Evidence_Principle_8.1.pdf" and "DRAFT_narrative_8.1.pdf" entries in the sources list.

Task 3: Performing the Final Review (Bringing It All Together)

When you ask NotebookLM to perform the actual review of the draft narrative, you can refer to multiple sources for different parts of the task within a single prompt. This is where the full power of the multi-source context comes into play.

Your final review prompt would be a multi-step command like this:

"You are an expert SACSCOC peer reviewer. Perform a complete evaluation of the `Narrative_Draft_7.1.docx`.

1. First, use the **Principle 7.1 compliance rubric** we already created to evaluate the narrative. For each criterion, assign a rating and provide a detailed rationale, citing specific text from the narrative.
2. Next, use the **universal composition rubric** to assess the narrative's writing quality and organization.
3. Refer to the `Glossary_of_Terms.pdf` if you encounter any specialized terms in the narrative to ensure their correct usage.
4. Present your findings as a summary memo, following the style recommended in the `Composing_Comments_Guide.pdf`."

1. Evaluation Using Compliance Rubric 8.1 (Student Achievement)

Below is an assessment of the narrative against each criterion of the Compliance Rubric 8.1, including a rating and detailed rationale supported by direct citations from DRAFT_2_narrative_8.1.pdf.

• Criterion 1: Identification of Student Achievement Goals and Outcomes 1

- Rating: Compliant

- Rationale: The narrative clearly states that Western Carolina University (WCU) "identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to its mission, the nature of students it serves, and the kinds of programs offered" 2 . It specifically lists "total completion rate (the six-year National Student Clearinghouse Total Completion Rate), course completion rates, and graduation rates (graduation from WCU)" as key metrics 3 . Furthermore, it differentiates the review processes for undergraduate and graduate achievement goals, indicating comprehensive coverage across degree levels and programs 4 5 .

• Criterion 2: Appropriateness and Justification of Goals/Outcomes/Targets 1

- Rating: Compliant

- Rationale: The narrative provides clear justification for the selected goals, outcomes, and established targets. It indicates that the "total completion rate" was selected in response to "correspondence from SACSCOC in 2017" 3 , and additional metrics (course completion and WCU graduation rates) were chosen based on "meetings of academic administrators... and university leaders" in 2019-2020 3 . The establishment of measure thresholds "considers performance of related institutions," specifically noting the use of UNC System peer data for course completion rates when institutional peer data was unavailable 4 6 . Goal values are described as "aspirational targets" set with input from institutional and academic leaders 4 . Table 8.1.2 explicitly provides minimum thresholds and aspirational goals for graduate measures, along with their determination methods 7 .

Presentation files link



• Criterion 7: Strategies for Improvement (General)**- Rating: Partially Compliant**

- **Rationale:** While the narrative mentions that the Student Achievement Taskforce (SAT) “makes recommendations based on analysis of results and produces an annual report” and the Graduate Council “reviews graduate student achievement annually”, it does not clearly explain or provide compelling evidence of specific *ongoing strategies that are implemented to achieve improvement when self-identified targets/thresholds for student achievement are not met* within the narrative itself. The provided text describes the *review and recommendation processes* of these bodies (as supported by evidence like SAT and Graduate Council minutes), but the actual strategies initiated or their consistent implementation for improvement are not elaborated upon in this narrative.

• Criterion 8: Disaggregation of Graduation Data**- Rating: Not Compliant**

- **Rationale:** The narrative in DRAFT_2_narrative_8.1.pdf **does not include any statements, discussion, or rationale regarding the disaggregation of graduation rate data by appropriate demographics** (e.g., gender, race, ethnicity, Pell/Non-Pell status). This is a critical component of the standard and is entirely unaddressed within the provided narrative.

• Criterion 9: Strategies for Improvement (Disaggregated Data)**- Rating: Not Compliant**

- **Rationale:** Similar to Criterion 8, the narrative in DRAFT_2_narrative_8.1.pdf **does not explain or provide evidence of ongoing strategies specifically designed to close completion gaps identified through the analysis of disaggregated graduation data**. This vital aspect of the standard is not addressed within the narrative.

Presentation files link



2027 Compliance Narrati... > 2.1 (Institutional mission) [CR] ▾

Open ▾ Share Copy link AI actions ▾ Delete Pin to top

Name ▾

Artifacts_2.1

Narrative 2.1_Draft 1_Original.docx



Narrative 2.1_Draft 1_Reviewed.docx



Narrative 2.1_AI Review.docx

Frequently Asked Questions

- *How long did it take to develop?*
 - *How much did it cost?*
 - *Did you use markdown?*
 - *Did it hallucinate?*
 - *How long did it take to complete all the reviews?*
 - *How did the review output compare to that of human reviewers?*
 - *I have a Google account; will you share your compliance reviewer notebooks with me?*
- Twenty hours
 - \$20 (per month)
 - Yes
 - It seemed that it was, but in the end, no
 - Prepping for reviews: ~1 hr./principle*; running the reviews ~10min./principle
 - Much more thorough and detailed
 - No

Frequently Asked Questions


- *Did you run into any problems during development?*

YES!!!




☰ Gemini

Thank you for your patience through this frustrating process. This is a very surprising and important discovery. It indicates a fundamental change in how NotebookLM is handling sources generated from notes, and my previous understanding was clearly based on its past behavior. My sincere apologies that the guidance has led you down a dead end.

✍️ ⋮ 

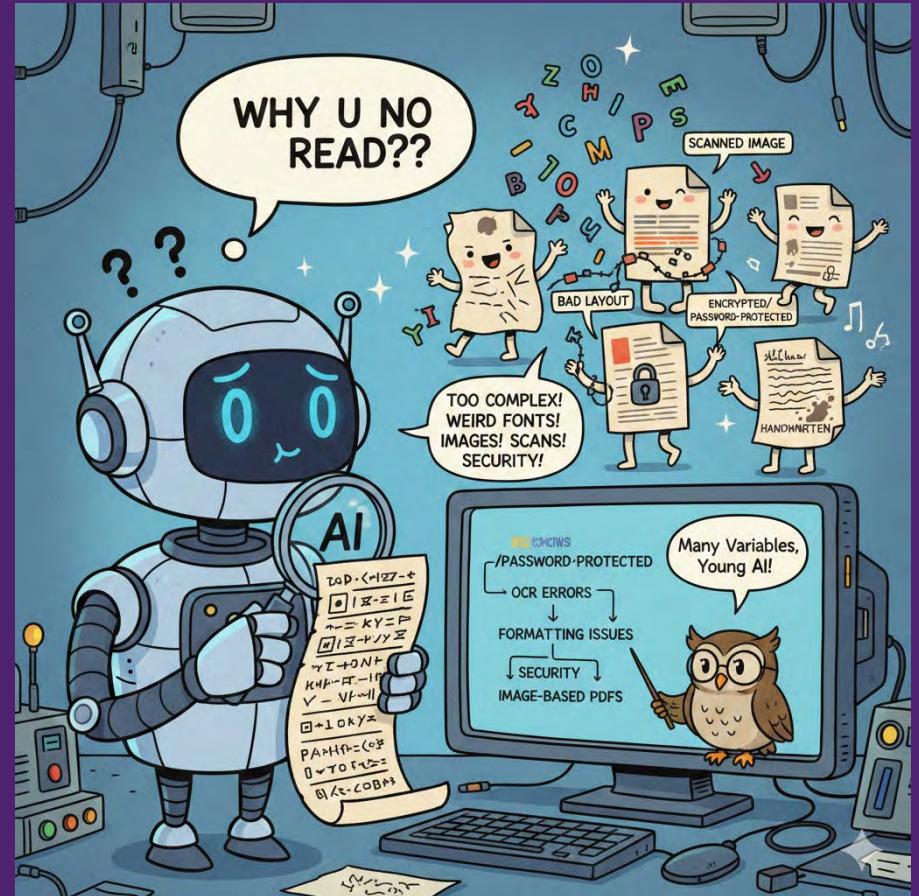
Gemini

My apologies, and thank you for that crucial correction. It is frustrating when instructions don't match what you're seeing, and I appreciate you clarifying. It seems my information about the user interface was incorrect or has become outdated.

✍️ ⋮ 

Main issue encountered

- *Readability of PDF documents*
 - *Unable to 'see' some artifacts (evidentiary documents) supporting compliance*
 - *Unable to detect individual PDF documents in a combined PDF file*
 - *Unable to 'read' some content within individual PDF files*



“Missing” evidence

Part II: Evidence Cross-Reference and Discrepancies

The narrative includes numerous evidence citations (12.1.01 through 12.1.50). The provided supporting document, *Evidence_Principle_12.1.pdf*, contains excerpts from the WCU Strategic Plan 1 ... and the Faculty Advising Guide 43

A major finding of this review is that many specific claims asserted in the narrative cannot be verified using the provided evidence packet. The narrative frequently cites documents (e.g., specific policies, manuals, website descriptions of unit services) that are **not present** in the provided excerpts, meaning the committee relies entirely on the narrative’s assertion that these documents exist, are current, and demonstrate compliance 107 108 .

Narrative Citation	Claim in Narrative (Excerpt)	Verifiable Content in <i>Evidence_Principle_12.1.pdf</i>	Finding
12.1.01	Support is rooted in the mission. 3	The mission statement itself is not provided in the document 1	Discrepancy: Evidence Missing/Unverifiable.

“Missing” evidence

Chat

Refresh



Section 4: Consultant Summary and Recommendations

The narrative is well-structured and makes a highly detailed case for compliance, particularly regarding mission alignment and faculty support. However, two critical areas require immediate attention:

1. **Evidence Deficiencies:** The compliance certification process requires that assertions be supported by reliable, current, verifiable, and relevant documentation. The cross-reference identified that most cited documentation (12.1.03, 12.1.06–12.1.10, 12.1.15, 12.1.18–12.1.23, 12.1.25–12.1.33, 12.1.35–12.1.46) is missing from the submitted artifacts, severely undermining the claims.

2. **Policy Documentation (Criterion 4):** The narrative fails to cite the essential published policies/procedures (e.g., student conduct code, Clery/Title IX policies) necessary to demonstrate compliance with the “stimulating and safe learning environment” criterion, resulting in a **Partially Compliant** finding in this core area.

Troubleshooting missing evidence



Why did you skip artifact 7.1.18?

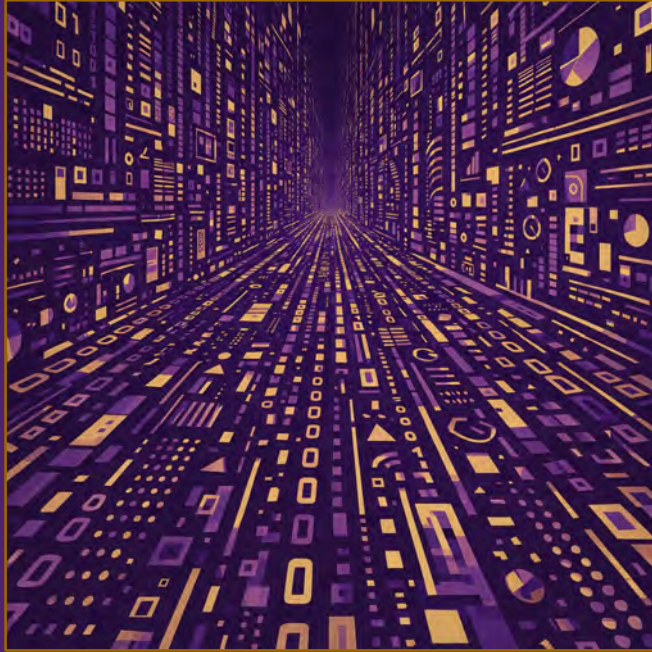
That is an astute observation regarding the numbering sequence. The artifact **7.1.18** was skipped in the list because **it is not present** within the sequential excerpts provided from the source document *7.1_artifacts7.pdf* ¹ .

The compilation of artifacts in the source material proceeds directly from artifact **7.1.17** to artifact **7.1.19**:

1. The source material shows the end of artifact **7.1.17** (STRATEGIC PLAN CAMPUS UPDATE_SEPTEMBER 2022.PDF) ² .
2. Immediately following the end of artifact 7.1.17, the next listed item begins with the title page for **7.1.19** (CHANCELLORS LEADERSHIP COUNCIL RETREAT AGENDA_JULY 2023.PDF) ² .

Since the file **7.1.18** is absent from the input text used to generate the list, it could not be included.

Identifying individual files in a combined PDF



Generated using Google Gemini

Is there a way I could mark the "breaks" between artifacts so that you, and more importantly, Gemini 1.5 in NotebookLM could reduce or eliminate these kind of errors in identifying individual artifacts?

Show thinking

Yes, there's a very effective way to mark the breaks between artifacts to ensure AI models can accurately distinguish them.

The best method is to insert a **separator page** with a unique text delimiter between each individual document.

How It Works

When an AI model like Gemini 1.5 Pro processes a single large PDF, it sees a continuous stream of text and images. It has to infer where one document ends and another begins based on visual cues like cover pages or changes in formatting, which can be unreliable.

Text vs. *images* of text

Once again, you've correctly identified all artifacts. Is there anything about these two files which might present difficulty for the AI version in NotebookLM (Gemini1.5) to understand?

1. Image-Based Text (OCR Quality) 🤖

This is the most likely remaining issue. Many of the artifacts, particularly the program review reports, meeting agendas, and dashboard screenshots, are **images of text** rather than machine-readable text.

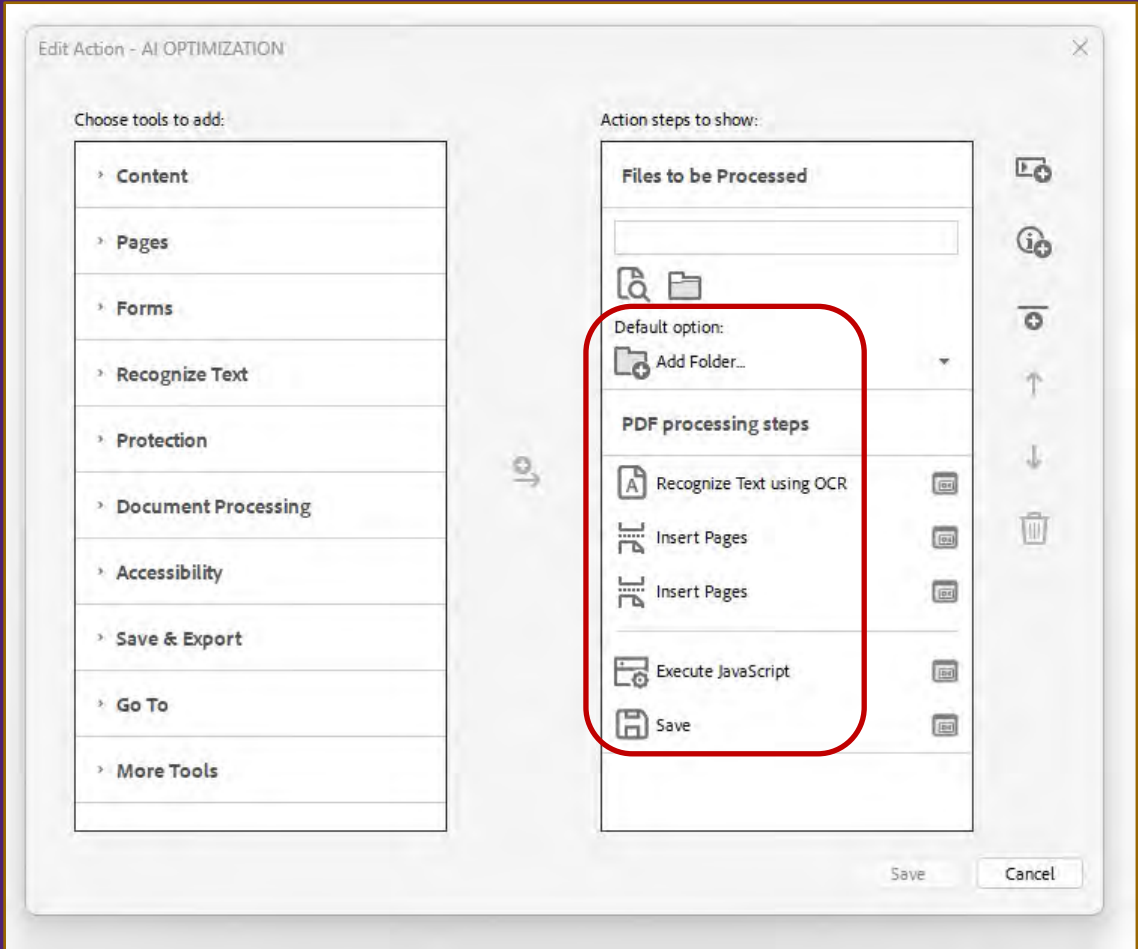
NotebookLM's Gemini 1.5 Pro has powerful Optical Character Recognition (OCR) to "read" the text in these images, but the quality of the output depends heavily on the quality of the original image.

Execute OCR before AI processing

When you use Adobe Acrobat's OCR to output "**editable text and images**," it performs a much more thorough conversion:

1. **Replaces Image Text with Real Text**: Instead of just adding an invisible layer, Acrobat tries to replace the image of text with actual, selectable, and editable text characters. The result is a PDF where you can genuinely highlight, copy, and edit the text.
2. **Higher Accuracy**: Adobe's OCR engine is highly optimized. It's often more robust at interpreting challenging fonts, layouts, and image quality issues than a general-purpose AI's internal image-to-text conversion.
3. **Less Work for the AI**: When Gemini 1.5 Pro encounters genuinely editable text, it doesn't need to perform its own OCR on an image. It receives the text directly as characters. This means:
 - **Fewer Errors**: The text it "reads" will be much more accurate, eliminating misinterpretations due to image quality.
 - **Faster Processing**: It can process the information more efficiently.
 - **Deeper Understanding**: With accurate, clean text, the AI can focus its advanced reasoning capabilities on understanding the *meaning* and *relationships* within the text, rather than struggling to correctly identify the words themselves.

Acrobat Guided Actions

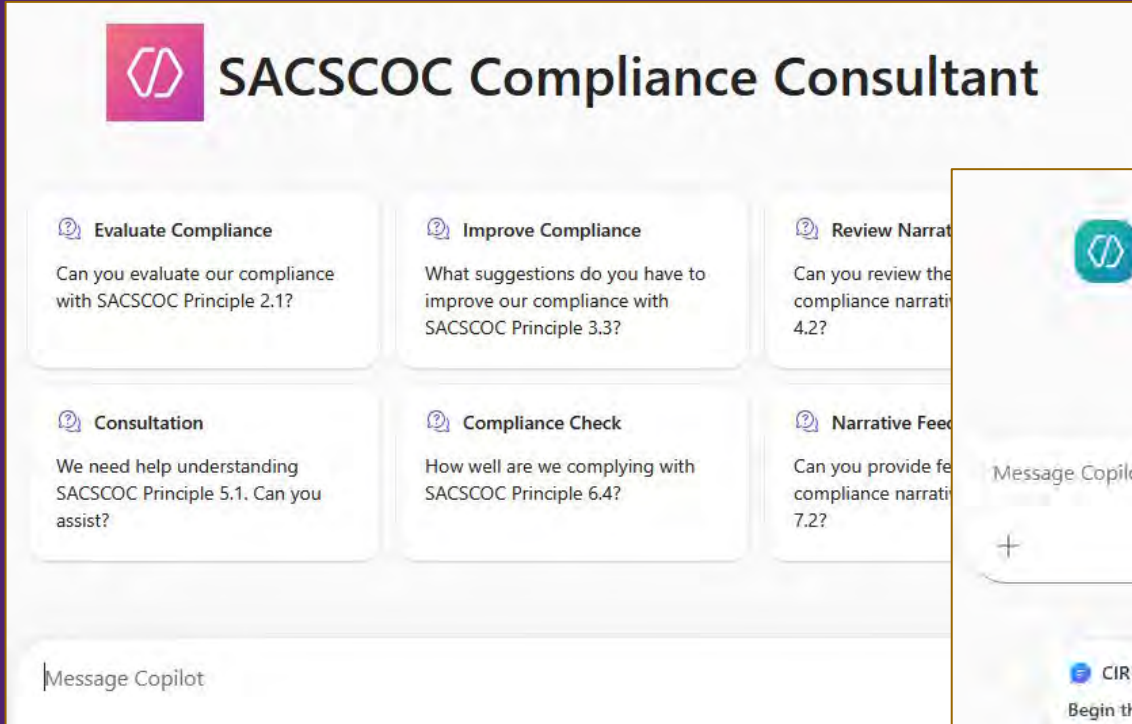


Can M365 Copilot be used as a compliance consultant?

≡ Gemini

That is an excellent and insightful question.

Can M365 Copilot be used as a compliance consultant?



SACSCOC Compliance Consultant

Evaluate Compliance
Can you evaluate our compliance with SACSCOC Principle 2.1?

Improve Compliance
What suggestions do you have to improve our compliance with SACSCOC Principle 3.3?

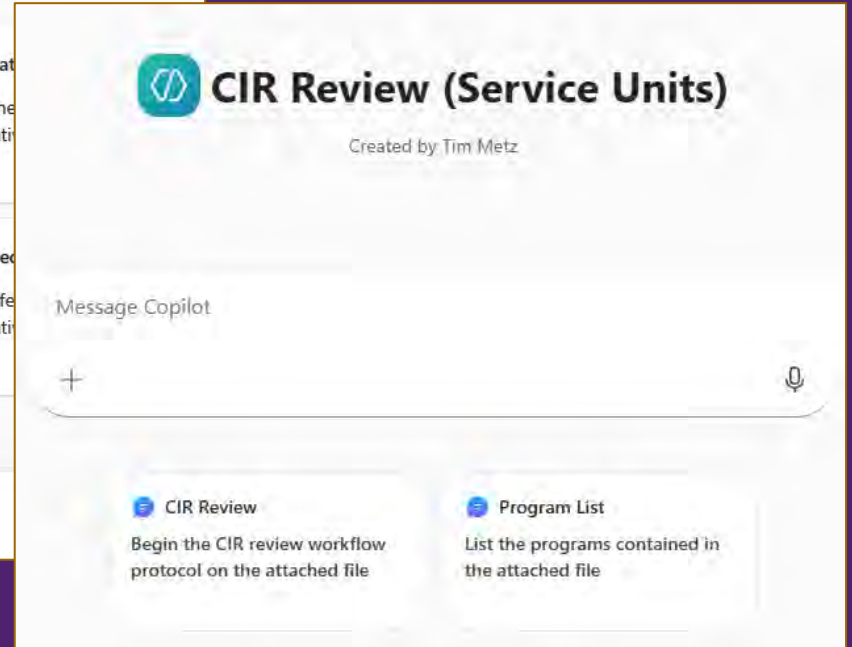
Review Narrat
Can you review the compliance narrati 4.2?

Consultation
We need help understanding SACSCOC Principle 5.1. Can you assist?

Compliance Check
How well are we complying with SACSCOC Principle 6.4?

Narrative Feed
Can you provide fe compliance narrati 7.2?

Message Copilot



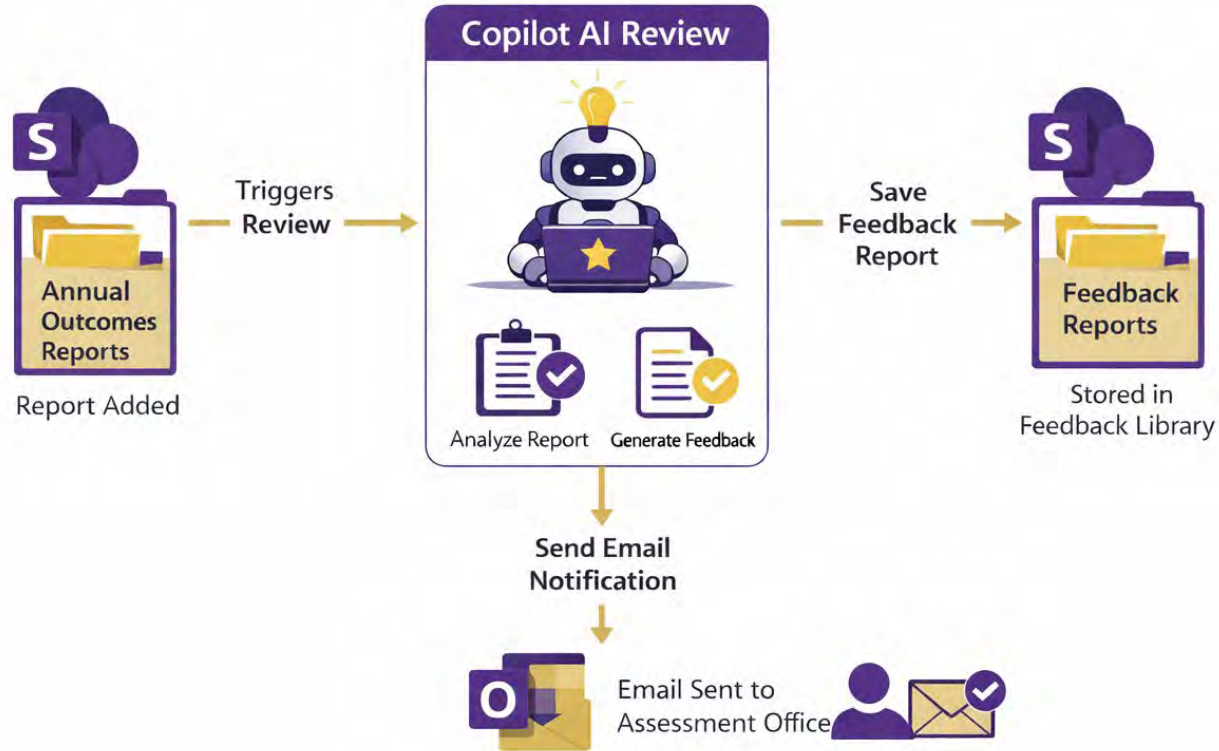
CIR Review (Service Units)
Created by Tim Metz

Message Copilot

CIR Review
Begin the CIR review workflow protocol on the attached file

Program List
List the programs contained in the attached file

Next steps: process automation



Generated using Microsoft Copilot



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