

West Virginia Wesleyan College - WV

HLC ID 1678

STANDARD PATHWAY: Mid-Cycle Review

Visit Date: 11/16/2015

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Context and Nature of Review

Visit Date

11/16/2015

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- Federal Compliance
- On-site Visit

There are no forms assigned.

Institutional Context

West Virginia Wesleyan College just marked its 125th anniversary. Since 1927, with a short hiatus before World War II, WVWC has been accredited by the Higher Learning Commission and its predecessors. In the 1970s the first Master's degrees were introduced. WVWC is a leading liberal arts institution in the state, which draws some of the best students from the region, based on the number of Promise Scholars who attend.

Under the previous president the institution declined in enrollment and resources, developing a debt and deficit that posed serious challenges for the college. Under the current presidential leadership the college has made steady progress toward financial and enrollment stability, while maintaining a quality educational product.

Interactions with Constituencies

President

Vice President for Academic Affairs

Vice President for Finance

Vice President for Students

Vice President for Admissions

Six members of the Board of Trustees, including the Chair

Vice President for Advancement

Associate Dean for Teaching and Learning

Director of Athletics

Director of Institutional Research

Comptroller

Registrar

Director of the Learning Center

Seven School Directors

Director of General Education

HLC Steering Committee (8 of 10 members)

Strategic Planning Committee (18 members)

Assessment Council (11 of 12 members)

President's Commission on Student Learning (12 members)

Title III Staff (5 members)

Student Success Team (14 members)

Center for Teaching and Learning Coordinator

Director of the Physical Plant

Open meeting for Criteria 1&2 (23 faculty and staff, 2 students)

Open meeting for Criteria 3&4 (25 faculty and staff, 11 students)

Open meeting for Criterion 5 (20 faculty and staff, 1 student)

Additional Documents

None

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

The current mission statement of WVWC was developed as part of a 1995-97 President's Commission on the Future of the College and was adopted by the faculty and Board of Trustees in 1996. The Final Report of the President's Commission, in 1997, "recommends that any new or modified programs or initiatives at the College be 'tested' against the Mission Statement, by asking, 'Is this proposal consistent with the Wesleyan Mission Statement?'" The mission statement was modified in 2011-12, by recommendation of the Strategic Planning Committee, to recognize the new constituency of graduate students.

The interdependence of the citizens of West Virginia and WVWC is recognized in the mission statement and the college grants in aid support WV students, who make up the majority of its population.

The 2016-18 Strategic Plan contains seven overall goals related to enrollment, diversity, educational quality, faculty and staff, infrastructure, financial stability and institutional advancement and community, and assessment, which focus on strengthening the institution in ways that will help it carry out its mission.

In the Open Meeting on Criteria 1 & 2 the faculty and staff cited numerous examples of how extensively the mission is used, in Council meetings and decisions, in Strategic Planning, in guiding student work and thinking, in community service settings. Alumni "live out the mission" according to the VP for Advancement, in how they give back to the college and how they live their lives.

Interim Monitoring (if applicable)

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

The mission statement is presented publicly on the WVWC webpage under "About," in both undergraduate and graduate catalogs, and internally through student, faculty and staff handbooks, the annual Fact Book, the Strategic Plan.

The mission statement was developed and adopted in 1996 and modified by a Strategic Planning group in 2011-12.

In its mission statement the college articulates its commitment to the religious tradition on which it was founded and which still guides it today: "Firmly rooted in the liberal arts tradition and closely related to The United Methodist Church, the College is a community of learning based on fundamental principles formed at the intersection of Christian faith and liberal education...."

The educational mission of the college is also delineated in the mission statement: "West Virginia Wesleyan College prepares its students through its curriculum of arts and sciences, pre-professional, professional, and graduate studies."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

WVWC recognizes the role of diversity in its mission statement that lists among its "fundamental principles formed at the intersection Christian faith and liberal education" the "appreciation of diversity." The college further defines how it recognizes diversity in its non-discrimination policy found on p. 34 of the Faculty Handbook, "The College fully subscribes to the development of individuals as worthy persons who should be nurtured to their fullest potential regardless of race, color, creed, religion, age, gender, marital status, sexual orientation, veteran status, genetic predisposition, national or ethnic origin, or physical or mental disability." The Student Handbook also affirms the worth of all persons in the Non-Discrimination and Affirmative Action statement.

The college is significantly more diverse than the state of West Virginia and particularly the surrounding communities, with 19% of its student body identifying as domestic students of color or international students, whereas the African American and Hispanic population of West Virginia is only 5.1%. The scope of this difference in diversity was articulated by an alumna who is a recent employee of the college who noted that as a resident of Buckhannon she expected WVWC to be similar to the town, but she found the richness of the campus community striking and welcome.

The Multicultural Affairs Office supports student campus organizations, recruitment, and faculty staff training on matters of diversity through a director who himself was a student at WVWC and who understands what is needed for a successful experience by a minority student in a rural setting.

WVWC recognizes and emphasizes the under-served population that surrounds it, in the socio-economically depressed Appalachian region. With 59% of its students coming from West Virginia and another 16% from the broader Appalachian region, the college fulfills an important role in higher education by serving this constituency.

Within its curriculum and broader student experiences the college is intentional in educating its students to the richness that comes from cultures unlike one's own. As the team heard in the Open Forum on Criteria 1 and 2, this integration of diverse perspectives and experiences takes many forms: Cultural Studies requirements that include a Non-Western course, a jazz ensemble that interacts with artists from urban settings who can share the socio-cultural aspects of their music, students in a course on politics in Africa whose learning extends beyond facts to an engagement with NGOs, science majors who spend semesters abroad in countries ranging from Kenya and Nigeria to Brazil, international travel courses to the Caribbean that open students' eyes to severe poverty, and spring

break trips to meet an orthodox Jewish congregation that recently made the controversial move of ordaining a woman.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

The college's mission statement "recognizes and affirms its interdependence with the external communities-local, regional, national, and global-and its covenant with the people of West Virginia to share its educational and cultural resources." Consistent with this aspect of the mission, WVWC has added a number of programs in areas where the region has high demand in the last several years, such as undergraduate programs in Public Health and Health Education, Petroleum and Natural Gas Geophysics, and Graphic design. Longer standing masters programs in Nursing and Education serve both the students in the programs and the public that they will teach and attend to after graduation.

In addition to the educational opportunities that WVWC affords the citizens in its surrounding area, the college engages in a wide array of student community service activities, overseen by the Center for Community Engagement. While these service activities include many hands-on projects, such as collecting canned goods for a local food pantry, the Center also encourages deeper engagement with service at an organizational level, such as the recent campus event related to the WV "Our Children, Our Future" campaign, where students were challenged to participate in lobbying efforts in Charleston. NSSE results for 2014 showed that over two-thirds of first-year students' courses had a service learning component, compared to 50% or less for other respondents that year. One such service component, in an introductory biology course included identifying invasive species near a local river and later visiting the site again to remove some of the offending plants.

Additional outreach comes through specific programs and departments, such as Nursing, Arts, Music, and Physics. Information about these public enrichment activities is found on the college's website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Evidence

West Virginia Wesleyan developed and reviews its mission statement through a collaborative process. The mission articulates the values of the college and its role in education, particularly in the state of West Virginia, where its generous student grants aid citizens attending the college. The college welcomes community members to campus in other contexts as well as sending its students into the state and world for service. The college recognizes the importance of diversity both in its mission statement and in its implementation. The college's efforts to diversify its student body have increased the presence of minorities on campus. Efforts to recruit and retain diverse faculty and staff are harder, but should continue to be an institutional priority. The mission statement is published in many key documents of the institution. Many individuals and groups regularly refer to the mission for educational, planning and review purposes.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

West Virginia Wesleyan College has established and publicized policies directed toward fair and ethical behavior in many areas of its organizational life. These policies, outlined in the assurance argument, include faculty, staff in general, enrollment and admissions, students, athletes, and Board of Trustees members. For example, the college has adopted the AAUP Code of Professional Ethics and has adopted policies on nondiscrimination, intellectual property, copyright and fair use, confidentiality, conflict of interest, whistleblowing, equal employment opportunity, sexual harassment, and sexual misconduct, among others.

In interviews with the various constituencies, the team noted a systematic concern for fair and ethical behavior that exceeded the demands of the written policies.

Conversations with some faculty and staff indicate that persons feeling mistreated sometimes seek safe spaces with individuals who are trusted rather than appealing to procedures outlined in policies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

Team review of both the college's Web site and the academic catalogs confirms the college's claims in the assurance argument that the institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, and control.

Anyone accessing the college's Web site can readily see what majors are offered by the college. For all but twelve of the undergraduate programs, the interested person can follow a hyperlink to the department where the major resides and find more information. In some cases the information is a narrative description of the program; in others, learning goals or required courses are listed. The academic catalogs list requirements for all programs, but with a few exceptions do not list learning objectives for those programs.

With regard to accreditation relationships, college's accreditation web page uses the current HLC logo-hyperlink to verify the college's accreditation with the Higher Learning Commission, but the statement on the page uses the pre-1996 name "Commission on Institutions of Higher Education." The undergraduate and graduate catalogs correctly identify the Higher Learning Commission, but still associate the Higher Learning Commission with the North Central Association, which has been dissolved.

The college's other, specialized national accreditors are listed on the web page and in the two academic catalogs; for that list, see the "Evidence" under 4A. The information presented in the three locations varies slightly. For example, the catalogs list the BSN as "approved" while the web site lists it as "provisionally approved" by the State of West Virginia Board of Examiners for Registered Nurses. The catalog statement is in agreement with the West Virginia RN Board website.

Each school's section of the college's Web site includes a page listing faculty.

Both of the catalogs and the web site provide cost information; there is a discrepancy between the graduate catalog and the Web site concerning the tuition for the MSN cohort entering in the fall of 2015.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

While board members give credit to the president and her cabinet for the recent and ongoing financial turnaround, interviews and meetings with board members demonstrated members' commitment to the welfare of the college and their commitment and contribution to its success. A board retreat in the summer of 2015 focused on the educational product offered by the college and resulted in changes to the value proposition, recognizing that the college must offer students value that cannot be obtained elsewhere in order to sustain and grow enrollment.

While board members are elected by the West Virginia Annual Conference of The United Methodist Church, the board is not accountable to the conference or to any other external entity. The board does include as members ex officio representatives of the Church, the chairs of the faculty and staff assemblies, the president of the alumni association, and the president of the student senate. The board make up thus allows for stakeholder and constituency perspectives to be expressed, but it also provides a framework to keep external pressures from dictating what the board must do.

Board members and administration alike pointed to the implementation of key performance indicators as a significant way in which the board fulfills its role in oversight of the institution and caring for its preservation and maintenance, while not intruding into day-to-day operations. WVWC's KPIs are aligned with the strategic plan and are organized by functional areas for distribution to the various councils of the board for review at each of their meetings.

Faculty and administrators attending the open forum on criterion 2 stated that they perceived the board as engaged, conscientious, accessible, and supportive; board members are willing to help when asked but do not try to push their own agendas or "dictate the way to do things." As an example, a new board member offered his expertise in revision of the faculty handbook, but mentioned that he would only do so if invited, consistent with his board training.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

While the assurance argument for this core component is brief, it is true that the college has adopted the AAUP 1940 Statement of Principles on Academic Freedom and Tenure, the standard expression on pursuit of truth and freedom of expression in teaching.

On the student side, two statements were cited as affirming the value of freedom of expression and pursuit of truth. The first is embedded in a Social Responsibility Statement, balanced against the initial statement that "All individuals and/or groups of the West Virginia Wesleyan College community are expected to speak and act with respect for the human dignity of others...." The second is a mere mention in support of the community-expectations statement in the Student Handbook. Still, pursuit of truth and freedom of expression must be balanced, as the Student Handbook notes, with respect to human dignity and community life.

In the open forum on criterion 2, faculty commented to the team that they have not felt any pressure from administration that would be a threat to their freedom to pursue and express truth.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

West Virginia Wesleyan College's concern for developing students who evidence responsibility in the acquisition, discovery and application of knowledge is evident in its B.A. thesis requirement in the senior capstone course for all majors. The college begins this development early in the freshman year with its introductory first-year seminar, and expectations increase as the student progresses through the core curriculum where development is reinforced.

Professional library staff have become point persons for guidance in ethical use of information, both for students and faculty. The staff offer general instruction for students, but also can provide advice on specific questions for faculty fair use of materials for coursework or use in more broadly disseminated forms.

The argument for this core component outlined the role of the IRRB, and faculty confirmed that it fulfills its oversight function for ethical research practices. Almost no research using animals is carried out at the college.

Academic integrity policies at the college deal with the whole range of possible student infractions, giving latitude to the professor involved to deal with individual cases as the circumstances warrant, but also requiring a report to the VPAA who may submit a repeat or severe case to the College Judicial Board for assignment of penalties. The policy is outlined in the Student Handbook. Faculty confirmed that the processes were followed, and stated that they could deal with individual cases according to the nature and severity of the problem. The VPAA indicated that several reports are received each semester, only one or two of which rise to the level of needing adjudication.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

West Virginia Wesleyan articulates its expectations for ethical practice by all of its constituencies.

Discussions on campus indicate that the expectations are carried out in practice. In some cases, policies that exist may set the tone for integrity on campus, but the policies themselves may not have the specificity or respect on campus to be as effective a final arbiter as they could be. The college might be well served by reviewing existing policies, discussing them on campus, strengthening them if and where needed and agreeing to follow the procedures outlined within the policies.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

The Program Review process demonstrates a commitment to keeping programs current. (See Core Component 4A) Curriculum Council minutes from 2014-2015 reveal the College's process for course proposal and revision and thus the College's efforts to assure programs and courses are current. The external accreditation of the programs in Nursing, Athletic Training, Music and Education further demonstrate a commitment to keeping programs current. (See additional comments under Core Component 4A.)

The 2015-2016 undergraduate and graduate course catalogs show differences in the courses required for completion of the degrees. The student learning outcomes for programs that offer graduate and undergraduate degrees are differentiated.

Review of the syllabi for courses offered both through on-line and traditional on campus instruction evidence the same learning goals in most cases. While variances in syllabi construction and student assignments exist, the evidence demonstrates these are due to the length of the teaching term and not the modality of instruction. In the Fall of 2015, faculty approved *Faculty Standards for On-line Instruction*. With the exception of the discussion of the learning management system and certification to teach an on-line course, the standards for online syllabi are the same as those expected of all WVWC courses. Review of course evaluations for courses taught both on-line during May and summer term 2015 and spring 2015 (Hist 251, Econ 110, Econ 120, Eng 165, Eng 230 and Eng 250) demonstrate students' evaluations of course quality do not vary substantially based on course modality.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

The college catalog shows the linkage of the general education curriculum to the mission. The goals and categories of the general education program directly map into the four educational goals of WVWC's mission. The college catalog articulates the purposes, content and intended learning outcomes of WVWC's undergraduate general education requirements. The college catalog demonstrates that while there are a few stand-alone general education courses such as the INDS courses, the majority of general education course offerings are embedded and inseparable from departmental course offerings and thus appropriate to the educational offerings of the college. The Assessment Council minutes for 2014-15 illustrate that the college reviews assessment data to evaluate whether existing courses are meeting general education expectations. Curriculum Council minutes of 2014-15 show evidence that WVWC considers whether new individual courses are appropriate for the general education program.

The general education webpage shows that the general education curriculum is reviewed on a three-year cycle. Minutes of the 2014-15 faculty meetings further demonstrate that the college reviews general education. In 2014-15, assessment data for courses in four general education areas (Cycle 1) were reviewed. The *General Education Cycle 1 Assessment Report* resulted in an action plan that reveals an ongoing commitment to consistency in its general education program. For example, the faculty were brought together to discuss variations in the assessment of the general education area *Experimental Inquiry*. The *General Education Course Review Form* demonstrates that general education review on the course level is also on-going. Each time a faculty member teaches a

previously approved general education course, s/he must complete the *General Education Course Review Form* and submit his/her syllabi for review to the General Education subcommittee of the Curriculum Council.

Two of the college's general education course categories--US Cultural Studies and Non Western Cultural Studies--demonstrate that the education offered by the college recognizes the human and cultural diversity in which students live and work. The 2015-16 catalog reveals 50 courses across a variety of fields that fulfill one of these general education categories. Minutes of the December 11, 2014 faculty discussion on the Non-Western general education category further demonstrate the community's recognition and reflection on the human and cultural diversity of the world.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

Evidence reveals the institution has sufficient numbers of faculty members for its course responsibilities. Between 2009 and 2014, the number of full-time equivalent faculty increased by 4.4 faculty. The 2014-2015 Fact Book shows the undergraduate student to faculty ratio during the same time period increased from 13.1 to 13.7. The 2014-2015 WVWC Fact Book also shows that 64 of 89 full-time faculty had terminal degrees. Review of a sample of faculty CVs for 2015-2016 randomly selected from the Dean's files provides further evidence that faculty are appropriately qualified with all those sampled having terminal degrees in their fields.

The WVWC faculty handbook shows that all probationary and adjunct faculty are reviewed and evaluated on an annual basis. The WVWC faculty handbook also shows a process for post-tenure review. Conversations with faculty members revealed that this evaluation for tenure track faculty includes class visits by senior colleagues (usually school chairs), review of course evaluations and a meeting with their school chair. Conversations with tenured faculty affirmed that all tenured faculty have comprehensive post-tenure review every 6 years after tenure.

Conversations with faculty and remarks in the open forum on assessment revealed faculty felt supported in their professional development as teachers. The schedule of consultants, workshops and events offered by the Center for Teaching and Learning since its inception early in 2015 demonstrates the institution has resources to support the faculty in their teaching roles. In interviews, staff members providing student support services highlighted the creation of the Center for Teaching and Learning

and its programs as useful professional development. Faculty noted in the open session on Criteria 3 and 4 that they feel able to pursue their scholarship. Other faculty affirmed the college provides some limited resources for attendance at scholarly conferences.

The Faculty Handbook specifies that every faculty member must provide at least 5 full hours per week of office hours. In the fall of 2015, the Faculty also approved *Faculty Standards for Online Instruction* which specify a minimum of 2 virtual office hours per week. Review of syllabi included in the compliance sampling as well as a sampling of on-line syllabi (referenced in Core Component 3A) showed the majority had office hours specified.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

WVWC's website reveals that the college offers a variety of student support services. Students learn about these support services when they come to register as first year students and in Fall orientation. The 2015 first year Orientation Schedule shows that students are informed about financial aid and how to pay for college. The College website also shows that the College offers a Health Center, Wellness Center, Counseling Center and Career Services office for students. Further student support programming is provided by the Residential Life office.

The College addresses the academic needs of its students in a variety of ways. The Writing Center website shows it is available to all students. The Learning Center website reveals that it offers a College Study Strategies course, study groups and a peer tutoring program. Conversation with the Learning Center Director also revealed that the Learning Center partners with the Athletic Department to provide peer tutoring for student-athletes as well as a section of College Study Strategies taught by the Athletic Director. Conversation with the Athletic Director revealed that the Athletic Department also sponsors two different study hall programs for student athletes. The Learning Center website shows the college offers students with diagnosed learning disabilities a foundational program built around Comprehensive Advisors as well as additional programming that is fee based.

Conversation with the Academic Services office shows the process WVWC uses for determining where a student is placed in courses on their entry into the college. At first year registration, students fill out a *Math Registration sheet* and a *Composition Placement form* which rely on student self-reports of test scores to place them in the appropriate level of math and English courses. The effectiveness of this placement process is confirmed by the HLC Student Survey, with 85% of respondents either agreeing or strongly agreeing that they were "placed at the appropriate course level

that matched my academic preparation."

The Faculty Handbook reveals that student advising is considered to be a faculty responsibility at WVWC. All students have faculty advisors. In addition, the Academic Services website shows that all students have access to the professional advising staff of the office on a walk-in basis. First-Year Seminar advisors are specially trained to advise first year students. Conversation with the Learning Center's Director affirmed that the Comprehensive Advisor program is intended to provide the unique support and holistic advising needs students with learning disabilities face in their first two years of college. The Student Success Center website shows it offers additional advising for students considered to be at risk due to academic preparation or other factors. Conversation with the Student Success Center Director revealed that student-athlete advising occurs through a partnership between the center and the Director of Athletic Academic Services. Student surveys, including the NSSE, the Noel-Levitz Student Satisfaction Inventory, and the HLC Student Survey confirm that most students have a generally positive view of academic advising at WVWC, though results from the latter instrument suggest that ongoing faculty training and support for effective advising is needed.

WVWC currently has wireless access in all classrooms and living areas but conversations with faculty and staff revealed some frustration regarding the wireless delivery and the need for more bandwidth capacity to stream materials in classes. The *Title III Strengthening Institutions* grant provides resources for the upgrading of the college's wireless and classroom technology throughout campus over the course of the next five years.

The library website reveals that guidance in the effective use of research and information is provided by the library staff. Conversations with faculty affirm that librarians work with the faculty on teaching of research skills in their courses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

The rich variety of co-curricular programs and opportunities available to students at WVWC is evidenced in both quantity and quality. As the assurance argument notes, WVWC has over 60 student organizations on campus, including fraternities and sororities, academic honor societies and clubs, religious life, student government, campus activities board, and many others. Furthermore, NSSE results indicate that freshmen and seniors report spending significantly more hours per week in co-curricular activities than their counterparts at other southeast private institutions. Seniors also report significantly higher rates of holding formal leadership positions. Campus conversations with Student Development staff and students confirmed that students find at Wesleyan an enriched environment for developing leadership skills, community engagement, and service, all of which reinforce the college's mission.

The Center for Community Engagement and Leadership Development's three primary community service programs demonstrate the commitment to service within the College's mission. The Residential Life Program's residential curriculum reveals a focus on core elements of the College's mission--service and leadership. Conversation with the Athletic Director revealed that the majority of athletic team coaches follow the four educational goals of the mission in their programming for student athletes as well.

The significance of co-curricular programs to the students' educational experience at WVWC is further evident in how they are assessed. A review of the College website reveals almost all the college's co-curricular programs have student learning outcomes, and these outcomes directly tie to the mission. The contribution of co-curricular programs to student learning and the mission are assessed using the same process as academic programs, as indicated by Assessment Council minutes for 2014-15. Seven-year program review documents submitted by Residence Life and Intramural Sports include student learning outcomes aligned with the college mission and with Student Development learning objectives, and in the case of Intramural Sports, rubrics for assessing achievement of these objectives. Conversations with members of the Assessment Council affirmed the role co-curricular programming has in the WVWC student experience and the trust faculty place in the staff in charge of these activities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

Education is the primary mission of West Virginia Wesleyan College. This educational mission is carried out by qualified faculty, who are trained and supported in their roles, as well as student support and athletic staff who understand their role in the development of the students they serve. WVWC students, whether undergraduate or graduate, receive a wide array of services to allow them to achieve their potential as ethical learners.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met With Concerns

Evidence

West Virginia Wesleyan has committed to a seven-year program review cycle for academic and co-curricular programs, except for General Education, which is reviewed on a three-year cycle. Revised Assessment Guidelines, adopted in spring 2014, articulate the expectations for program reviews, including analysis of student learning outcomes and indicators of program effectiveness. Program review documents submitted in 2014-15 for Art, Biology, Business, Music, and Honors, as well as two co-curricular programs—Residence Life and Intramurals—demonstrate that the college's assessment and program review processes focus on student learning outcomes, analyze the results, and make curricular and programmatic improvements based on the results. A calendar of program review deadlines included in the Assessment Guidelines indicates plans for each unit in the college to

submit reviews through 2021-22. Both minutes of the Assessment Council and face to face meetings with members of the Council confirm that program review documents are carefully analyzed, with written feedback provided to each unit and, if needed, follow-up reports. All of the program review documents from 2014-15 included an assessment plan and identified student learning outcomes, though some lacked clear assessment data on which to base decisions about curricular structure, resource needs, or pedagogical approaches.

WVWC regularly evaluates the credit it accepts in transfer, and has transfer policies that ensure the quality of such credit. The evaluation begins in the Academic Services Office, where staff complete a transfer equivalency report based on course descriptions and syllabi from accredited institutions. When necessary, staff consult with faculty in the appropriate academic department for further review and analysis. The catalog includes policies on credit by examination, including information on Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) programs. Credit is awarded on the basis of commonly accepted standards.

WVWC ensures the quality and rigor of courses offered on campus and online. Faculty oversight of the curriculum, including prerequisites, expectations for student learning, and rigor of courses, is exercised through the curriculum review process. New course proposal forms and other curriculum proposals require departments and schools to identify the level of course, a course description, including prerequisites, student learning outcomes, and faculty available to teach the course. The Faculty Constitution delineates the Curriculum Council's authority to approve curricular proposals and policies and forward them to the Faculty Senate for review and final approval by the Faculty Assembly. A review of Curriculum Council minutes confirmed its active role in reviewing and ensuring the quality and consistency of course offerings. Approved course descriptions and prerequisites are published in the undergraduate and graduate catalogs. The Academic Services Office enforces prerequisites through the college's registration system, which restricts course access when prerequisites have not been met, though exceptions are allowed at the discretion of the academic advisor and course instructor. The college does not offer dual credit programs.

To ensure quality and maintain consistent standards, the college has sought specialized accreditation in several professional programs—Athletic Training (CAATE), Teacher Education/Bachelor's level (NCATE/CAEP and West Virginia Board of Education), Music (NASM), BSN Nursing (ACEN/ and West Virginia Board of Nursing), MSN Nursing (ACEN), and two advanced teacher certification programs at the Master's level in Special Education and Reading (West Virginia Board of Education). Concerns noted by NCATE regarding the master's level teacher certification programs and by ACEN regarding the B.S.N. Nursing program have been explored by the team. The comments from the Federal Compliance Report are included below:

In 2014, the National Council for Accreditation of Teacher Education revoked accreditation at the advanced preparation level. However, in a letter dated August 18, 2014 the West Virginia Educator Preparation Program Review Board (EPPRB) stated their disagreement with the findings from the BOE report of NCATE and said that "all standards identified in Policy 5100, including the diversity Standard, were, in fact, met." EPPRB recommended continuing approval for the MEd.

In 2012, the National League for Nursing Accrediting Commission, Inc. approved continued accreditation with identified areas needing development. [Note: In 2004-2008, the nursing program was almost closed by the college due to a combination of accreditation and financial concerns.] A change in leadership in the Nursing Program two years ago led to increased support of students in preparation for their licensure examination resulting in increases in pass rates from 64% in 2013 to 84% in 2014 to 100% in 2015. Despite this dramatic improvement, ACEN (formerly NLNAC) has told the WVWC Director of Nursing that their program's three-year average pass rate will fall short of

the national mean by a percentage point, so the school will be in non-compliance with ACEN Standard 6. Consequently, WVWC's School of Nursing has begun an initial accreditation process with the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing, whose approach is less prescriptive than ACEN. CCNE will visit in February 2016 to review the BSN and MSN programs.

In depth interviews with the Directors of both the School of Education and the School of Nursing revealed a firm understanding of the findings that led to negative reports from their accrediting agencies, as well as concrete measures that have been and are being taken to address concerns.

The college tracks students through an annual survey of graduate outcomes six months after graduation. These data, reported to the community through the annual Fact Book, indicate that over the most recent five-year period over 90% of the graduates responding are either employed in the field or enrolled in graduate school. Periodic alumni surveys harvest more in-depth information about the success of graduates. Interviews with faculty and staff also noted that they keep track of the outcomes of graduates of their individual programs through social media contacts. A couple of faculty at an open meeting noted that they evaluated the success of their programs by whether their graduates said "I was ready" in commenting on their post-graduate lives. Other faculty said they evaluated the success of their graduates through their medical or doctoral program acceptances.

Interim Monitoring (if applicable)

Per Assumed Practice A.7a Integrity: Ethical and Responsible Conduct, WVWC should report immediately, via letter to their staff liaison, all past specialized accreditation actions that have occurred and to date have been unreported to the Higher Learning Commission. In the future, WVWC should always report all actions, favorable or adverse, from specialized accrediting agencies to the Higher Learning Commission upon receipt by the college of those actions.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Evidence

As a result of a team recommendation from its 2009 comprehensive visit, WVWC was required to host a focused visit in 2013 addressing progress on assessment of student learning and finances. The team report from the April 2013 visit noted that the college had made significant progress in developing a sound conceptual framework for assessment of student learning but also observed that the college could show little evidence of concrete progress on implementing an effective assessment process using the results for continuous improvement. Since the focused visit in 2013, the college has made major improvements in assessment and program review processes. The college's commitment to educational achievement and improvement through the assessment of student learning has become a primary driver of campus conversation and collaboration as faculty and staff have embraced new policies and procedures designed to focus on student learning.

Goals for student learning are identified at the institutional, program, and course levels. The college mission statement includes four student learning outcomes. Faculty and staff affirmed their awareness of these goals and the foundational role they play in all of the college's educational programs, especially in the General Education and co-curricular programs. Evidence that each academic program has developed or is in the process of developing clearly stated student learning outcomes can be found in multiple locations:

- The college website includes a listing of "Program Learning Outcomes" for academic programs, the Learning Center, and the Library
- An annual program review report submitted to the Strategic Planning Committee by School Directors includes a list of program learning outcomes
- The seven-year program review document requires each program to address learning outcomes
- As of August 2015, 98% of the college's academic programs identified learning goals in Taskstream, an electronic assessment management system that provides a mechanism for systematically tracking assessment and program data

At the course level, the college has made significant progress in the inclusion of student learning outcomes in course syllabi. A WVWC syllabus template includes a section labeled “Student Learning Outcomes,” along with brief instructions on developing stated outcomes. Taskstream data indicate that, by August 2015, 84% of 837 courses included student learning outcomes. Finally, in reviewing syllabi for courses offered in 2014-15 academic year, the team identified student learning outcomes for all except a few courses. To address the absence of learning outcomes in some course syllabi taught by adjunct faculty, the Center for Teaching and Learning developed an Adjunct Faculty Resource Guide with a link to the syllabus template that requires student learning outcomes.

WVWC uses both direct and indirect measures to assess achievement of the learning outcomes it has identified at the institutional, program, and course levels. At the institutional level, the college uses alumni surveys, faculty-staff surveys, and NSSE data to measure institutional effectiveness.

Academic programs increasingly employ direct measures of student learning, including rubrics for evaluating student writing and oral communication, student performances and artifacts such as portfolios, and external exams such as the ETS Major Field Exam in Biology. Programs such as Athletic Training, Teacher Education, and Nursing track their students' performance on licensure exams and report pass rates to the appropriate accrediting agencies and/or state boards.

One of the college's most successful assessment initiatives is its process for assessing the General Education Program, as indicated in the Cycle One General Education Assessment Report submitted by the Director of General Education to the Assessment Council. The process involved working groups of faculty who teach courses in selected categories of general education requirements. Through a collaborative process, faculty teaching courses in each category refined their intended student learning outcomes, developed or revised specific assessments and rubrics to better address those outcomes, and piloted the new assessments in the fall of 2014. They followed up in the spring of 2015 by reviewing student work samples to compare results and identify ways to improve student learning. According to the Director of General Education, this process uncovered inconsistencies across different courses and departments and has led to greater clarity about course expectations, more intentional approaches to course sequencing, and a stronger awareness of weaknesses in student preparation for college-level skills.

Co-curricular programs also use a variety of assessment instruments to improve programs. The Student Development area has used results from surveys, including the NSSE and Student Satisfaction Inventory, to identify areas of improvement for co-curricular programs. In addition to surveys, a staff member reported that, as a result of assessment initiatives, their staff has become more mission-focused and data-driven. Other examples of co-curricular programs focused on enhancing student learning include the Learning Center's electronic note-taking service developed in response to student surveys, the Library's renewed emphasis on educating students for information literacy, and the Center for Community Engagement's recommendation to use OrgSync software to enhance communication.

Over much of the past fifteen years, WVWC's focus on assessment of student learning has come in fits and starts. The college was seemingly unable to sustain any momentum, as evidenced by its history of HLC monitoring on assessment. Since 2013, however, the college has taken significant steps to align its assessment program with best practices, provide effective support for faculty and staff engaged in assessment activities, and perhaps most importantly, appoint several key leaders to positions through which they can influence others. Among the most consequential of these steps are the following:

- Participation in the HLC Assessment Academy, which has familiarized WVWC faculty and staff with proven practices in assessment

- The formation of the President's Commission on Student Learning, a group of faculty and staff who keep abreast of assessment practices, develop ideas for improving the assessment of student learning on campus, and disseminate these ideas throughout the college community
- The appointment of an Associate Dean who chairs the Assessment Council on an ongoing basis, providing consistent, informed leadership for the assessment and program review processes
- The creation of a Center for Teaching and Learning and the appointment of a director who provides faculty development support, including workshops and training on assessment
- Establishment of the Faculty Fellows program, a cohort of 10-12 faculty each semester who meet periodically to share ideas and learn about effective assessment approaches
- Annual program review report intended to communicate to the Strategic Planning Committee student learning outcomes across the college's academic and co-curricular programs, along with staffing and other resource needs for improving those outcomes

Because many of these assessment initiatives and processes have been created or revised within the last 18 months, the college still has work to do in order to ensure that the results of assessment are used to improve student learning. Unlike previous initiatives, however, faculty and staff affirmed in multiple settings that these recent changes have moved the institution toward a culture of assessment. From cabinet-level officers to school directors to rank-and-file faculty members, there is a strong sense that the momentum can be sustained because effective leadership and support have been put in place.

Throughout the campus visit, the team heard from a broad cross-section of faculty and staff affirmations of the centrality of student learning outcomes to the college's ability to improve its educational programs. In an open forum, one faculty member eloquently stated that she felt more connected to the college now than she did five years ago because her involvement in assessment allowed her to forge relationships and learn from others outside her discipline, affirming assessment as a community-building activity. This and similar statements validated the Director of General Education's observation in his annual report that the college's comprehensive approach to assessment represents "an institutional sea change, the effects of which are visible on both college-wide and department levels."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

The Strategic Plan's *Summary of 2016-2018 Objectives and Strategies by Goal* demonstrates that the college has defined goals for retention, persistence and graduation. These are the same goals that underlie the Title III grant, which demonstrates that they are appropriate for WVWC.

The 2014-2015 Fact Book demonstrates that WVWC collects information on student retention, persistence and graduation. The Program Review one-page summary document submitted to the Strategic Planning Committee shows that the College also tracks retention and graduation by program. The charge of the Strategic Enrollment Management Team reveals they are specifically tasked with analyzing retention data and using it to provide strategic guidance to the cabinet and the Strategic Planning Committee.

WVWC is strongly focused on effective analysis and use of retention, persistence, and completion data. The Cabinet and Strategic Planning Committee review and analyze these data each fall for planning and budgeting purposes. The Student Success Team, charged with coordinating efforts to improve retention across campus, analyzes such data to identify initiatives designed to assist students in completing their degrees at the college. According to the chair of the Student Success Team, the group is currently taking a five-pronged approach to enhancing retention and persistence: identifying and addressing high failure-rate courses; developing living-learning communities to assist at-risk students; strengthening faculty advising; tracking sophomore to junior retention rates; and tracking freshman to sophomore retention rates. The Student Success Center, funded through the Title III grant, offers comprehensive support for at-risk students, including tutoring, workshops on student success, and focused advising, all of which were developed in part to address data on student

retention.

Another example of the effective use of retention data is the Athletic Department's analysis and response to a significant decline in retention rates for athletes over several years. The addition of a Director of Compliance and Academic Services in 2011 sought to provide additional resources, including advising and monitoring of attendance for student-athletes at risk of dropping out.

Furthermore, the Athletic Director, after considering the retention data, moved to increase the academic strength of scholarship athletes by raising the high school GPA required for athletic scholarships from 2.0 to 2.5. At the same time, when coaching positions are vacant, he seeks to hire candidates who are committed to recruiting student-athletes who have the potential to succeed in the college's academic environment. In conversations with the Athletic Director, he affirmed that this change has increased retention of athletes, leading to greater stability and a better return on the investment of the college's athletic aid.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

West Virginia Wesleyan College has had HLC followup on multiple occasions related to assessment of student learning and program review. The college is now in a position where it has both developed and begun implementing procedures for both of these important measures. The team witnessed this implementation through written reports, committee minutes and face-to-face conversations in multiple venues. The importance of assessment and program review is evident through the call for data and reports at many levels of the institution, which are then used for planning purposes. Traction in these areas has come through widespread participation on campus and effective and talented leadership in key positions. The Title III grant is providing additional resources for supporting student learning and faculty guidance of that learning.

Specialized accreditations in graduate Education and in Nursing have been denied or are in jeopardy. In both schools the leadership (which is new in Nursing) is focused on addressing the concerns and seeking avenues for successful accreditation in the next few years.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

West Virginia Wesleyan College provided evidence that demonstrates resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings and respond to future challenges and opportunities. Much progress has been made to improve the financial condition of WVWC over the past five years. This is evidenced by the increase in unrestricted net assets, steady increase in net tuition and fees, reduced dependence on the line of credit, growth in the Endowment and the five-year (2014-2019) \$10 million Title III grant. Additionally, the College has raised nearly \$24 million of the \$30 million capital campaign goal, which was announced publicly in October 2015. The comprehensive capital campaign is comprised of six components: capital improvements, academic programs and faculty support, endowed scholarship funds, Title III endowment match, athletic facilities and the Wesleyan Fund (current scholarships). As a result of the improvement in financial resources, the DOE financial responsibility composite scores have improved from 0.60 in FY2012 to 2.6 in FY2014.

A number of facility improvements have been completed or planned. Title III grant funds of \$5.6 million will assist in upgrading numerous academic classrooms as well as addressing some deferred maintenance issues. In fall 2014 a new admissions welcome center was opened and funded entirely with donor gifts. The completion of Dunn Hall, a new residence hall, and renovation of Doney Hall

are efforts to upgrade and improve the living conditions in the residence halls.

The institution has been successful in creating a process to prioritize budget requests and expenditures. Budget managers prioritize needs with the Cabinet finalizing the budget. The budget is reviewed and approved at the October Board of Trustees meeting each year when revenue numbers are confirmed.

Even though the college has limited budget resources, funds have been allocated for salary increases. In 2013, the strategic planning committee created a compensation committee to consider ways to improve faculty and staff compensation. Across the board raises of 3% have been given and minimum salaries have been established and met for both the rank of assistant professor and associate professor. In addition the college has been able to maintain a competitive benefit package for employees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

The 40 member governing board meets three times per year, with the executive committee meeting more often. The board has the following councils: academic affairs, advancement, enrollment management, facilities, finance and student development. The membership of each of the committees includes, board members, administration, faculty, staff and students.

The governing board operates from established by-laws with the latest revision on June 10, 2014. The board has an orientation process for new members and term limits for existing members.

The campus community, through the committee structure, provides a collaborative environment for meaningful contribution. The faculty constitution describes faculty governance and gives voice to the faculty of WVWC in shaping, implementing and monitoring the mission of the College, in particular its academic mission. The Assessment and Curriculum Councils demonstrate this collaborative spirit by including members of faculty, staff and students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

The Strategic Planning Committee, chaired by the President, is charged with the ongoing evaluation and review of the strategic plan. The strategic planning process has been a college-wide effort, with input from all sectors of the campus community. The three-year strategic plan (2016-2018) has corresponding budget projections and Key Performance Indicators (KPI's). As part of the planning process, one additional year will be added to the strategic plan prospectively. The strategic planning committee and Board of Trustees regularly assess the institution's progress against KPI's that are reviewed and reported at their meetings. Additionally, KPI's are reviewed and discussed by each of the board councils. Progress is indicated by a color chart of green-met, yellow-met within 5% of goal and red-not met.

The strategic planning committee performed a SWOT analysis at their May 2013 retreat which informed the strategic planning process. In 2015, the strategic planning committee adopted an annual program review report that will assist in linking assessment of student learning with planning and budget.

A campus master plan was completed in October 2009. The VP for Finance compiles and updates a "top 20" list of deferred maintenance items. The deferred maintenance "top 20" list is reviewed regularly with the facilities council. The VP for Finance reported the top nine items were completed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

The institution has a number of ways to measure its operational performance. This is evidenced by board councils, strategic planning, enrollment management and student success committees. The strategic plan includes KPI's and a rolling three-year budget that inform the planning process. The institution has applied much of what it has learned from the past which is demonstrated by improved planning processes and resulting positive financial performance. The financial performance has improved substantially with steady growth in net tuition revenue over the last five years. Gifts and grants have increased significantly and unrestricted net assets have seen a turn from negative to positive in the last two years. Dependence on the line of credit has been substantially reduced each year. In FY2014 and FY2015 there were balances owed for five of twelve months. At the end of both fiscal years the balance on the line of credit was zero.

As a result of past financial decisions, the board instituted a policy that requires 80% of project funding to be raised prior to the start of construction.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

West Virginia Wesleyan College provided evidence that demonstrates resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings and respond to future challenges and opportunities. Much progress has been made to improve the financial condition of WVWC over the past five years. This is evidenced by the increase in unrestricted net assets, steady increase in net tuition and fees, reduced dependence on the line of credit, growth in the Endowment and the five-year (2014-2019) \$10 million Title III grant. Additionally, the College has raised nearly \$24 million of the \$30 million capital campaign goal.

Although WVWC has demonstrated significant financial progress, the college must continue to build a more stable financial base. It is important that efforts begun to address deferred maintenance continue into the future. Continuing financial investment in facilities, technology and human resources is key to successfully carrying out the mission of WVWC. Enrollment growth, fund raising, balanced budgets, increased financial margin and managed debt load are essential elements of a healthy and thriving institution.

The college is experiencing a season of strong leadership. As the board and institution look to the future, strong, capable, responsible and balanced leadership will be necessary to navigate the challenging environment especially found in small liberal arts colleges.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met With Concerns
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met With Concerns
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Interim Report(s) Required

Due Date

Not Set.

Report Focus

Per Assumed Practice A.7a Integrity: Ethical and Responsible Conduct, WVWC should report immediately, via letter to their staff liaison, all past specialized accreditation actions that have occurred and to date have been unreported to the Higher Learning Commission. In the future, WVWC should always report all actions, favorable or adverse, from specialized accrediting agencies to the Higher Learning Commission upon receipt by the college of those actions.

Conclusion

Through the diligence of West Virginia Wesleyan's faculty, staff, administration and Board of Trustees the college has overcome financial challenges, learned how to benefit from assessment and program review, and garnered a significant federal grant to aid in its retention efforts. Perseverance and wise leadership contributed greatly to these successes and will be needed for remaining challenges and continued improvement. The college has positioned itself to meet these challenges with the same determination that has brought them to this place.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Pathways Recommendation

Not Applicable to This Review



Federal Compliance Worksheet for Review Panels and Evaluation Teams

Effective September 1, 2014 – August 31, 2016

Evaluation of Federal Compliance Components

The panel reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. The panel should expect the institution to address these requirements with brief narrative responses and provide supporting documentation, where necessary. If the panel finds in the course of this review that there are substantive issues with the institution's fulfillment of these requirements, it should document them in the space provided below.

This worksheet outlines the information the panel should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The panel should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The evaluation team will review the areas the panel identified for further review and will consider the panel's work in light of information gained in the on-ground visit.**

Institution under review: West Virginia Wesleyan College

Panel Members: Myrna Perkins
Jane J. Salisbury, HSD

Panel Recommendations for Further Review

- The site-visit team should discuss with the institution the concerns reported by program accreditation entities and assess progress in responding to these concerns.
- Two syllabi did not address all required issues. These are attached and should be reviewed while on campus.
- Item C under Credit Hours has been left "unmarked" as to needed follow-up, awaiting determination by the site visit team.

Team Findings

*The team should identify its findings in following up on the areas identified by the panel. The team should also identify any findings it made related to Federal Compliance over the course of the visit. **The final***

version of the worksheet should reflect the findings of the team. It should not contain findings from the panel with which the team does not concur.

DETAILED REVIEW OF FEDERAL COMPLIANCE

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the “Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and on Clock Hours” in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.

West Virginia Wesleyan College provides multiple venues for students wanting to share concerns, suggest improvements, or file complaints. College community concerns can be aired through the Student Senate, through the campus newspaper or radio, through social media, and through responses on student surveys, either classroom-based or national, such as climate surveys, the Student Satisfaction Survey and the National Survey of Student Engagement. Personal grievances can be addressed through a formal student complaint process.

2. Determine whether the institution has a process to review and resolve complaints in a timely manner.

Student Senate meetings post a standing agenda item, “Community Concerns,” and discuss concerns aggregated into Academic Affairs, Safety and Security, Student Life, and Alumni and Community Relations. Email, note, letter or personal contact concerns may be directed to the office or individual most capable of addressing the issue, or they may become a part of the formal student complaint process. The formal process is available to students in the Student Handbook, pages 15-16, and on line. That process describes steps in filing the complaint and to whom the complaint should be directed.

3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.

There is no centralized student complaint log. Formal complaints are recorded in the offices where they are received and resolved. Logs provided for reviewed do indicate resolutions and notification to parties involved of those resolutions. No time lines are provided, but the student survey reflects positively on conflict resolution processes.

4. Advise the institution of any improvements that might be appropriate.

A centralized log of complaints and their resolutions would be helpful when aggregating, analyzing, and resolving concern trends. This centralization would support the college’s efforts to monitor and integrate changes needed to better meet student needs.

5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team’s conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The college has provided evidence that it tries to meet the needs of students through addressing their concerns, both informally and through a formalized student complaint process.

Additional monitoring, if any: None.

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.

Undergraduate and graduate transfer policies are published in the respective catalogs, pages 171 and 184, undergraduate, and on page 47, graduate. They are also available on line and accessible by students and community stakeholders.

The process for transfer of credits to WVWC is described clearly and can be found in the college catalogs, online, and in the Transfer Credit Information Guide.

2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.

The college maintains general articulation agreements for bachelor degree completion with the West Virginia Technical and Community College System institutions, Montgomery College and Frederick College. Discipline specific articulations are maintained with Shenandoah University Division of Physical Therapy, engineering degree completions with The University of Virginia and Virginia Tech, and pharmaceutical science with West Virginia University.

3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The college provides transfer information through published and online sources. Information is available to potential students, dual enrollment students, and community stakeholders wanting information for transfer.

Additional monitoring, if any: None.

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution's approach respects student privacy.

Students enrolled in distance learning classes utilize the Blackboard course management system and are provided an *Orientation Technology Handbook* as a guide. College derived usernames and passwords are provided; steps for personalizing the password are listed on page 5.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The college is verifying student classroom participation in distance courses by username and password. The verification process is typical of our times. No mention of additional fees are mentioned; a general technology fee is required of all students. Again, this is common practice.

Additional monitoring, if any: None.

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

The college provided the current Program Participation Agreement and ECAR statement indicating WVWC was current and compliant with this Federal Requirement. Financial Aid programming supports those areas of student compliance and these are published in the undergraduate and graduate catalogs and on the college's website.

- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

Gibbons & Kawash, Certified Public Accountants, audited West Virginia Wesleyan University years ending 2011 through 2015. The college received unqualified reports with no material weaknesses identified. In 2011-2012 a significant weakness in the area of contribution accounting was noted but has been resolved. The institution is considered a low-risk, according to Gibbons & Kawash.

The college's composite ratio has been improving to the current 2.5 in 2014 and 2.3 in 2015.

- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*

The college's default rates for years 2010 – 2012 have been 10.2%, 11.4% and 7.1%. These rates are lower than the median of other West Virginia four-year colleges and below the national average. The college does provide information on private loan availability through the Financial Aid Office and online sources.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has*

demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.

Campus Crime statistics are categorized and published annually and sent throughout the campus each fall. They are also published online. An annual Security Report defining emergency procedures, contact information, code of conduct policies, and misconduct sanctions is also published.

Materials related to athletic participation is posted online and published in the college Fact Book and the Federal Equity in Athletics Disclosure Act.

- ***Student Right to Know.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

West Virginia Wesleyan completes both annual IPEDS and NCAA reports on graduate and completion. The National Center for Educational Statistics, the US Department of Educational Statistics, the US Department of Education's College Scorecard, and multiple WVWC websites post or most of these data.

Access of information regarding withdrawing, anticipated cost of attendance, refund and return policies, academic programming, faculty, accrediting agencies, disability services, and international study are published in the undergraduate and graduate catalogs, the *Student Handbook*, and various WVWC websites.

- ***Satisfactory Academic Progress and Attendance.*** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*

The college catalog, the *Student Handbook*, and various college websites port the Satisfactory Academic Progress Policy and the college's Attendance Policy.

- ***Contractual Relationships.*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*

West Virginia Wesleyan College maintains no contractual relationships.

- **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*

The college maintains one consortial relationship, approved by the HLC. The relationship provides for graduate-level degrees in Nurse Midwifery and Psychiatric Mental Health Nurse Practitioner through Shenandoah University.

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
5. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The college has presented evidence that it complies with the requirements of the Department of Education and also meets the expectations of the Higher Learning Commission.

Additional monitoring, if any: None.

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.
2. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The college's website hosts all the necessary categories of resources needed by students and other stakeholders—registrations, finances, grades and transcripts, degree planning, calendars, etc. Expectations regarding class attendance, satisfactory progress, and student conduct are also published on the website. All the aforementioned published in catalogs and/or the *Student Handbook*.

Additional monitoring, if any: None.

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.
4. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The college publishes information about its academic programs and courses on the website as well as through hard copy documents. Admissions, Financial Aid, Advancement, and

About Us sites, and the Fact Book explain program expectations and college activities. The logo of the Higher Learning Commission is found on the website where accreditation is discussed.

Additional monitoring, if any: None.

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The college collects data from an after graduation survey six months post, an Alumni Survey, the Student Satisfaction Survey (SSI), and the National Survey of Student Engagement (NSSE) for review of general information. Program data is gleaned from program reviews measuring student outcomes, including both general education programming and discipline-specific programs. Taskstream and an annual assessment checklist are used to monitor program and course-level assessment.

Additional monitoring, if any: None.

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff

liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

WVWC was granted unqualified continuing state accreditation.

In 2011, a monitoring report regarding financial stability was required by the University Senate of the United Methodist Church.

In 2007, the National Association of Schools of Music reported several concerns regarding the music program.

In 2012, the Commission on Accreditation of Athletic Training Education (CAATE) visited campus and reported their findings. After gathering needed information from WVWC, CAATE awarded Continuing Accreditation to the Athletic training Education Program at WVWC in a letter to the president dated August 30, 2012 (available in the Addendum.)

In 2014, the National Council for Accreditation of Teacher Education revoked accreditation at the advanced preparation level. However, in a letter dated August 18, 2014 the West Virginia Educator Preparation Program Review Board (EPPRB) stated their disagreement with the findings from the BOE report of NCATE and said that "all standards identified in Policy 5100, including the diversity Standard, were, in fact, met." EPPRB recommended continuing approval for the MEd.

In 2012, the National League for Nursing Accrediting Commission, Inc. approved continued accreditation with identified areas needing development. [Note: In 2004-2008, the nursing program was almost closed by the college due to a combination of

accreditation and financial concerns.] A change in leadership in the Nursing Program two years ago led to increased support of students in preparation for their licensure examination resulting in increases in pass rates from 64% in 2013 to 84% in 2014 to 100% in 2015. Despite this dramatic improvement, ACEN (formerly NLNAC) has told the WVWC Director of Nursing that their program's three-year average pass rate will fall short of the national mean by a percentage point, so the school will be in non-compliance with ACEN Standard 6. Consequently, WVWC's School of Nursing has begun an initial accreditation process with the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing, whose approach is less prescriptive than ACEN. CCNE will visit in February 2016 to review the BSN and MSN programs.

Additional monitoring, if any:

Per Assumed Practice A.7a Integrity: Ethical and Responsible Conduct, WVWC should report immediately, via letter to their staff liaison, all past specialized accreditation actions that have occurred and to date have been unreported to the Higher Learning Commission. In the future, WVWC should always report all actions, favorable or adverse, from specialized accrediting agencies to the Higher Learning Commission upon receipt by the college of those actions.

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The institution solicited 3rd-party comments through information provided on the college website and through social media. No comments were received by the Commission.

Additional monitoring, if any:

None

Institutional Materials Related to Federal Compliance Reviewed by the Panel

Provide a list materials reviewed here:

Student Handbook

Undergraduate and Graduate Catalogs

Schedule of Fees and Charges

Student Complaint Survey Results

College Website

Articulation Agreements

- West Virginia Council for Community and Technical College Education
- Montgomery College
- Frederick College
- Shenandoah University
- West Virginia University, Engineering and Mineral Resources; School of Pharmacy
- University of Virginia
- Virginia Tech, College of Engineering
- WVWC Transfer Credit and Information Guide
- IPEDS, 4-7-2015: Graduation Rate
- Orientation Technology Handbook
- Title IV Participation Agreement and ECAR
- Financial Audits 2011-2014
- HLC Focused Visit Report
- School Default Rates
- Crime Statistics, 2014
- 2015 Annual Security Report
- Equity in Athletics, 2013
- Fact Book, 2014-15
- Academic Success Rate Reports, 2005-2008
- Freshman Cohort Graduation Rates, 2008-2009
- Consortial Agreement, Change Request and HLC Approval Letter of 8-15-13
- Student Outcomes Data: Career Placement, Alumni Survey, Strategic Planning; Spring Assessment Guidelines
- Courses Reviewed:
 - ✓ 24252 BIOL-151-01 Hum Anat & Physio I
 - ✓ 24253 BIOL-151L-01 Lab
 - ✓ 24344 ECON 110-01 Prin of Macroeconomics
 - ✓ 24315 PHED-130-01 Pers & Commun Health

- ✓ 24313 GEOG-121-01 World Geography
- ✓ 24296 PHYS-152-01 General Physics II
- ✓ 24257 BUSI-550-01 Quant Meth for Mgt
- ✓ 24335 NURS-555-01 Theor Found Nursing Science
- ✓ 24280 EDUC-520-01 Adv Educational Psych
- ✓ 2014FA EXSC-620-01 Adv Orthopedic Assessment
- ✓ 2014FA SPEC-560-01 Autism: Learning Characteristics
- ✓ 2014FA ART-375-01 Advanced Design Studio
- ✓ 2014FA BUSI-242-01 Advertising Management
- ✓ 2014SP SPEC-555-01 Learn & Pres Assess Tech
- ✓ 2014SP BIOL-344-01 Evolution
- ✓ 2014AP ENGL-102-11 Composition II
- ✓ 2014SP SOCI-112-01 Human Origins
- ✓ 2014SP PHYS-497-01 Research Seminar I

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: _____

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the "*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*" as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

The review panel had concerns regarding two course syllabi reviewed. Syllabi supplied were scant and did not contain all elements the panel was tasked to review. The courses are identified below were discussed when the team was on campus.

- 24313 GEOG-121-01 World Geography
- 24296 PHYS-152-01 General Physics II

Prior to the team pointing out the deficiencies of the two syllabi listed, the Division Head for the World Geography course had been working with the instructor in that course on a revision for his spring syllabus, incorporating materials that he uses when teaching, but which were not part of the syllabus. The VPAA noted the physics course for follow up. WVWC has syllabus templates that faculty can and should use when writing the syllabi for their courses.

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
 - Note that one quarter hour = .67 semester hour
 - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is

- appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
- Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.
4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.
5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
- At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
 - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
 - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
 - Provide information on the samples in the appropriate space on the worksheet.
6. Consider the following questions:
- Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

✓	24252	BIOL-151-01	Hum Anat & Physio I
✓	24253	BIOL-151L-01	Lab
✓	24344	ECON 110-01	Prin of Macroeconomics
✓	24315	PHED-130-01	Pers & Commun Health
✓	24313	GEOG-121-01	World Geography
✓	24296	PHYS-152-01	General Physics II
✓	24257	BUSI-550-01	Quant Meth for Mgt
✓	24335	NURS-555-01	Theor Found Nursing Science
✓	24280	EDUC-520-01	Adv Educational Psych
✓	2014FA	EXSC-620-01	Adv Orthopedic Assessment
✓	2014FA	SPEC-560-01	Autism: Learning Characteristics
✓	2014FA	ART-375-01	Advanced Design Studio
✓	2014FA	BUSI-242-01	Advertising Management
✓	2014SP	SPEC-555-01	Learn & Pres Assess Tech
✓	2014SP	BIOL-344-01	Evolution
✓	2014AP	ENGL-102-11	Composition II

- ✓ 2014SP SOCI-112-01 Human Origins
- ✓ 2014SP PHYS-497-01 Research Seminar I

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes No

Comments:

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments:

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

Syllabi reviewed:

- 24252 BIOL-151-01 Hum Anat & Physio I
 - ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours -- Yes
 - ✓ Grading information -- Yes
 - ✓ Textbook information -- Yes

- 24253 BIOL-151L-01 Lab
 - ✓ Assignments for class -- in class and out of class = credit hours (Included w/ BIOL-151-01)
 - ✓ Class meetings times (Included w/BIOL-151-01)
 - ✓ Faculty contact information and office hours (Included w/ BIOL-151-01)
 - ✓ Grading information (Included w/ BIOL-151-01)
 - ✓ Textbook information (Included w/ BIOL-151-01)

- 24344 ECON 110-01 Prin of Macroeconomics
 - ✓ Assignments for class -- in class and out of class = credit hours - Yes
 - ✓ Class meetings times - Yes
 - ✓ Faculty contact information and office hours - Yes
 - ✓ Grading information - Yes
 - ✓ Textbook information - Yes

- 24315 PHED-130-01 Pers & Commun Health
 - ✓ Assignments for class -- in class and out of class = credit hours - Yes
 - ✓ Class meetings times - Yes
 - ✓ Faculty contact information and office hours - Yes
 - ✓ Grading information - Yes
 - ✓ Textbook information - Yes

- 24313 GEOG-121-01 World Geography
 - ✓ Assignments for class -- in class and out of class = credit hours -- **Weak**
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours -- Yes

- ✓ Grading information -- **Weak**
- ✓ Textbook information -- **Weak**

- 24296 PHYS-152-01 General Physics II
 - ✓ Assignments for class -- in class and out of class = credit hours -- **Unsure**
 - ✓ Class meetings times -- **No**
 - ✓ Faculty contact information and office hours -- **No**
 - ✓ Grading information -- **Weak**
 - ✓ Textbook information -- **No**

- 24257 BUSI-550-01 Quant Meth for Mgt
 - ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours -- Yes
 - ✓ Grading information -- Yes
 - ✓ Textbook information -- Yes

- 24335 NURS-555-01 Theor Found Nursing Science
 - ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours -- Yes
 - ✓ Grading information -- Yes
 - ✓ Textbook information -- Yes

- 24280 EDUC-520-01 Adv Educational Psych
 - ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours -- Yes
 - ✓ Grading information -- Yes
 - ✓ Textbook information -- Yes

- 2014FA EXSC-620-01 Adv Orthopedic Assessment
 - ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours -- Yes
 - ✓ Grading information -- Yes
 - ✓ Textbook information -- Yes

- 2014FA SPEC-560-01 Autism: Learning Characteristics

- ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours -- Yes
 - ✓ Grading information -- Yes
 - ✓ Textbook information -- Yes
- 2014FA ART-375-01 Advanced Design Studio
 - ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours -- Yes
 - ✓ Grading information -- Yes
 - ✓ Textbook information -- Yes
- 2014FA BUSI-242-01 Advertising Management
 - ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours -- Yes
 - ✓ Grading information -- Yes
 - ✓ Textbook information -- Yes
- 2014SP SPEC-555-01 Learn & Pres Assess Tech
 - ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours -- Yes
 - ✓ Grading information -- Yes
 - ✓ Textbook information -- Yes
- 2014SP BIOL-344-01 Evolution
 - ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours -- Yes
 - ✓ Grading information -- Yes
 - ✓ Textbook information -- Yes
- 2014AP ENGL-102-11 Composition II
 - ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours – **No Office Hours Identified**

- ✓ Grading information -- Yes
- ✓ Textbook information -- Yes

- 2014SP SOCI-112-01 Human Origins
 - ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours -- Yes
 - ✓ Grading information -- Yes
 - ✓ Textbook information -- Yes

- 2014SP PHYS-497-01 Research Seminar I
 - ✓ Assignments for class -- in class and out of class = credit hours -- Yes
 - ✓ Class meetings times -- Yes
 - ✓ Faculty contact information and office hours – **No office hours identified**
 - ✓ Grading information -- Yes
 - ✓ Textbook information -- Yes

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
 1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions n/a

Does the institution’s credit to clock hour formula match the federal formula?

Yes

No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes

No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes

No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: West Virginia Wesleyan College WV

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW: Year 4 Comprehensive Evaluation to include embedded interim report on assessment and program review. Embedded monitoring is to be addressed by the institution in the applicable core components of its Assurance Argument. The review team is to ascertain whether the institution has satisfactorily addressed the monitoring issue(s) and will document its findings in the conclusion section of the team report.

DATES OF REVIEW: 11/16/2015 - 11/17/2015

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Private NFP

RECOMMENDATION: no change

DEGREES AWARDED: Bachelors, Masters, Certificate

RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

Prior Commission approval is required for substantive change as stated in Commission policy.

RECOMMENDATION: no change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: no change

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

APPROVAL OF DISTANCE EDUCATION DEGREES:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: no change

ACCREDITATION ACTIVITIES:

Standard Pathway, Comprehensive Evaluation: 11/16/2015

Year 4 Comprehensive Evaluation to include embedded interim report on assessment and program review. Embedded monitoring is to be addressed by the institution in the applicable core components of its Assurance Argument. The review team is to ascertain whether the institution has satisfactorily addressed the monitoring issue(s) and will document its findings in the conclusion section of the team report.

RECOMMENDATION:

Letter to their staff liaison, documenting all past specialized accreditation actions that have occurred and to date have been unreported to the Higher Learning Commission. (Liaison is in receipt of this letter.)

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2009 - 2010

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2019 - 2020

RECOMMENDATION: no change



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1678 West Virginia Wesleyan College WV

TYPE OF REVIEW: Standard Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW: Year 4 Comprehensive Evaluation to include embedded interim report on assessment and program review. Embedded monitoring is to be addressed by the institution in the applicable core components of its Assurance Argument. The review team is to ascertain whether the institution has satisfactorily addressed the monitoring issue(s) and will document its findings in the conclusion section of the team report.

No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	0
Bachelors	46
 Programs leading to Graduate	
Doctors	0
Masters	13
Specialist	0
 Certificate programs	
Certificate	3

Recommended Change: no change

Off-Campus Activities:

In State - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change: no change

Out Of State - Present Activity
Campuses: None.

ORGANIZATIONAL PROFILE WORKSHEET

Additional Locations: None.

Recommended Change: no change

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change: no change

Distance Education Programs:

Present Offerings:

None.

Recommended Change: no change

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change: no change

Contractual Relationships:

Present Offerings:

Master 51.3810 Psychiatric/Mental Health Nurse/Nursing Master of Science in Nursing - Psychiatric
Mental Health Nurse Practitioner

Master 51.1607 Nurse Midwife/Nursing Midwifery Master of Science in Nursing - Nurse Midwifery

Recommended Change: no change

Consortial Relationships:

Present Offerings:

None.

Recommended Change: no change
