



FORM

## IAC Hearing Committee Report

*Hearing Committee A*

*Session 1*

*March 6, 2017*

Institution: West Virginia Northern Community College (WV)

**Type of Evaluation:** Comprehensive Evaluation Year 4 (Probation recommendation)

**Staff Liaison:** Stephanie Brzuzy

### Committee Members:

- Convener:** Thomas Hamel, (Retired) Vice President for Academic Affairs, Oakton Community College, Glenview, IL
- Recorder:** Sue King Willcox, Vice President for Institutional Effectiveness and Information Services, Avila University, Kansas City, MO
- Member:** Andrea Durbin, Chief Executive Officer, Illinois Collaboration On Youth, Chicago, IL **Public member**
- Member:** James R. Perry, Faculty, Owens Community College, Perrysburg, OH
- Member:** Vaidehi Rajagopalan, Professor of Psychology, Saint Charles Community College, Cottleville, MO
- Member:** Joaquin Villegas, Associate Professor Emeritus, Teacher Education, Northeastern Illinois University, Chicago, IL

### Institutional Representatives:

- Lead: Vicki Riley, President
- Rep: J. Michael Koon, Interim Vice President of Academic Affairs
- Rep: Larry Tackett, Institutional Accreditation Liaison

**Team Chair:** Rebecca Ann Nickoli, Retired, Ivy Tech Community College, IN

## 1. IAC Hearing Committee Determinations

Complete the following chart and indicate the Committee's determination (Met, Met with Concerns, Not Met) for the Criteria and Core Components. In the "IAC Determination" Column, please identify with an asterisk each instance where the IAC determination differs from the Team's determination. For any Criterion or Core Component where the IAC Committee's determination differs from the Team's determination, or where the IAC Committee agrees with the Team's determinations on a Criterion or Core Component, but disagrees with the underlying rationale, or where the IAC Committee concurs with the Team's determination of "met with concerns" or "not met," please be sure to provide a detailed rationale in Section II.

Number	Title	IAC Determination	Team Determination
<b>1</b>	<b>Mission</b>	Met	
1.A	Core Component 1.A	Met	Met
1.B	Core Component 1.B	Met	Met
1.C	Core Component 1.C	Met	Met
1.D	Core Component 1.D	Met	Met
<b>2</b>	<b>Integrity: Ethical and Responsible Conduct</b>	Met	
2.A	Core Component 2.A	Met	Met with Concerns
2.B	Core Component 2.B	Met	Met
2.C	Core Component 2.C	Met	Met
2.D	Core Component 2.D	Met	Met
2.E	Core Component 2.E	Met	Met
<b>3</b>	<b>Teaching and Learning: Quality, Resources, and Support</b>	Met	
3.A	Core Component 3.A	Met	Met
3.B	Core Component 3.B	Met	Met

Number	Title	IAC Determination	Team Determination
3.C	Core Component 3.C	Met	Not Met
3.D	Core Component 3.D	Met	Met
3.E	Core Component 3.E	Met	Met
<b>4</b>	<b>Teaching and Learning: Evaluation and Improvement</b>	Not Met	
4.A	Core Component 4.A	Met	Met
4.B	Core Component 4.B	Not Met	Met with Concerns
4.C	Core Component 4.C	Not Met	Met with Concerns
<b>5</b>	<b>Resources, Planning, and Institutional Effectiveness</b>	Met	
5.A	Core Component 5.A	Met	Met
5.B	Core Component 5.B	Met	Met
5.C	Core Component 5.C	Met	Met
5.D	Core Component 5.D	Met	Met

## **2. IAC Hearing Committee Supporting Evidence, Findings and Rationale for Action or Recommendation**

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For all cases, note below the IAC findings with respect to each relevant Core Component with appropriate rationale. This section should be organized by Core Components. For Criteria and/or Core Components where the IAC agrees that the requirements are met, only a brief statement affirming the reasons for concurrence is required.

However, a detailed rationale is required in this section for any Criterion or Core Component where:

- The IAC Committee’s determination differs from the Team’s determination, or
- Where the IAC Committee agrees with the Team’s determinations on a Criterion or Core Component, but disagrees with the underlying rationale, or
- Where the IAC Committee concurs with the Team’s determination of “met with concerns” or “not met,”

In cases considering removal or continuation of a sanction, the specific Core Components which led to the sanction originally being imposed by the Board of Trustees should be referenced specifically along with the IAC findings with respect to the Core Component. Careful attention to the Board's action letter outlining the underlying reasons for the sanction, as well as the Team report, institutional response and verbal responses of the institutional representatives at the hearing is required.

Core Component 1A: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 1B: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 1C: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 1D: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Criterion 1: The IAC Committee finds this criterion is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 2A: The IAC Committee finds that this core component is met. This is in variance from the Visiting Team finding of met with concerns.

Rationale:

WVNCC operates within several state and federal laws, and numerous local policies and procedures to guide fair and ethical behavior for students, faculty, staff, administration, and its governing board. The institution presents itself clearly and completely through the website, College catalog and student handbook. The Board of Governors operates according to the by-laws of the board. While there have been three vacancies on the board, two positions have recently been filled. The Team questioned the practice of staff and faculty representatives discussing and voting on issues that appear to be conflicts of interest such as pay increases; the board members responded it had not been a problem and represents only two of 12 votes.

The institution has addressed the process issues for the few instances of payroll issues and the extra compensation that was identified by the Visiting Team. WVNCC implemented a new process to track and review ongoing payroll processing to assure correctness. The IAC Committee believes that WVNCC has taken reasonable and appropriate steps to address this issue raised by the HLC site visit Team.

WVNCC provided documents indicating the proper payment of the particular billing and ongoing monitoring of the budgets. The institution explained the differences between the numbers of the systems of Banner and Argos, especially as related to the use of credit card payments and entry dates. The Banner ERP system is only accessed by a few budget managers; it is a state system requiring access by only a tiny number of WVNCC employees. Argos provides the data reports and feed directly from information in the Banner system for the majority of users. The CFO described to the IAC Committee the steps the institution is taking to educate Argos users about the two systems and the information provided. The IAC Committee agrees that the new steps in place are reasonable for addressing the issues raised.

Since the time of the Team visit, the institution has revised their processes for recruitment of faculty and staff to improve diversity. They have added an outreach program to the local community, are advertising in local and other identified publications and electronic sites to assure a larger pool of candidates with a wider range of diversity. It was shared that WVNCC implemented many of the recommendations by the

HLC site visit Team to advertise open positions into new media options to further enhance recruitment of minority faculty and staff. The IAC Committee thus feels that the institution has the capacity and will sustain these practices to increase a diverse pool of job candidates.

Core Component 2B: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 2C: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 2D: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 2E: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Criteria 2: The IAC Committee finds that this criterion is met. This differs from the Visiting Team determination of met with concerns.

Rationale:

WVNCC follows local policies and operates within state and federal laws to ensure fair and ethical treatment of all constituents. For the most part, the College maintains effective systems to provide information for students, faculty and staff and other stakeholders. However, there is a concern that the College does not have reliable information pertaining to its budgets, leaving faculty with inconsistent and sometimes inaccurate information about what funding is available to them. In addition, there are reported instances of the College not paying bills for materials and/or services that has led to students not having access to important materials for their classes. The institution presents itself clearly and completely through the website, the College catalog and student handbook.

The WVNCC Board of Governors is comprised of nine lay members, two College employees, and one student. The Team met with the Governing Board and it is clear that they understand their responsibilities to govern and not micro-manage the institution. In the last HLC report it was noted that minorities were underrepresented in the faculty and staff as compared to the demographics of the service area. The Team did not identify any substantial change in hiring practices to specifically recruit minority faculty

The institution has addressed the process issues for the few instances of payroll issues and the extra compensation that was identified by the current Visiting Team. WVNCC implemented a new process to track and review ongoing payroll processing to assure correctness. The IAC Committee believes that WVNCC has taken reasonable and appropriate steps to address this issue raised by the HLC site visit Team.

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The IAC Committee has determined that, based on the evidence provided above in core component 2A and the rationale provided by the HLC Visiting Team for the rest of the core components, the institution has satisfactorily met the requirements in Criterion Two.

Core Component 3A: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 3B: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 3C: The IAC finds this core component is Met. This differs from the Visiting Team determination of Not Met.

#### Rationale:

Instructors are reviewed annually through a faculty evaluation process. Faculty evaluation covers five major areas of responsibility: effectiveness in teaching, mastery of subject matter, scholarly ability/activity, continuing professional growth, and effectiveness of College service. During the annual evaluation, each faculty member submits a load analysis, goals, accomplishment report, self-evaluation, and student course evaluation report. The Division Chair then completes an evaluation of the faculty position description and reviews the materials with the faculty member, offering suggestions for improvement. Also, each faculty undergoes a classroom visit. In the past year, an ad hoc promotion policy committee has been meeting to review and provide recommendation to the Vice President for Academic Affairs on the most recent faculty evaluation and promotion policy, which was last updated in 2014.

The College annually devotes a portion of the budget for professional development. For the 2016-17 academic year, WVNCC set aside a total of \$50,000 towards professional development with a \$2000 limit per person for external professional development activities. The College also offers tuition reimbursement of \$1000 per person in an academic year. There appears to be limited in-house professional development. The most recent required professional development was an Assessment workshop held in August 2016 for all faculty. The College does not have a Center for Teaching and Learning though there is a professional development committee that reviews faculty and staff requests for funding. Faculty are most familiar with their programs, courses and career opportunities and so the College uses a faculty advising model. They are required to serve as advisors as part of the faculty workload and are available to students by phone, in person, and via email. Student Support and Academic Support service personnel are qualified and trained for their respective areas, as outlined in the College's evidence file. Job descriptions are reviewed and updated as vacancies occur and prior to job posting.

The HLC Visiting Team cited several problems with the faculty qualifications and the Credentialing Matrix established by WVNCC. This matrix was submitted to the HLC in a monitoring report in 2013 and accepted by HLC. The Visiting Team was asked to review this as part of their Team visit. In the Team report, it was noted that they found several instances in which the institution was not following their matrix. The institution provided evidence that the Visiting Team either misunderstood parts of the matrix

or did not have the opportunity to understand all aspects of its implementation. For example, the approval date in a faculty member's file indicates the month of the semester for which it is valid; it does not indicate an exception that continues into future semesters. After the Team visit, the institution asked a retired administrator -- who has served as an HLC Peer Evaluator -- to use the matrix to audit the qualifications of all faculty. His review revealed only three instances in which faculty qualifications fell short of HLC expectations, and those are being rectified. In the Institutional Response and during the hearing, the college provided a lengthy and clarifying explanation regarding exceptions and length of time vs. the labeling on the forms. At this time, the Visiting Team Chair agreed that this misunderstanding occurred. It was clear to the IAC Committee that the institution is regularly reviewing faculty qualifications in line with its adopted matrix and are not extending exceptional cases beyond the one semester timeframe.

The HLC Visiting Team shared in their Team report and during the hearing that there was a belief on the Team that several requirements in the Credentialing Matrix was unsuitable and should be changed. The Team chair cited, for example, that the matrix called for a Master's in Physical Science was required to teach physical science or physics. The Team felt that the requirement should be a Master's in Physics, not Physical Science. The Team chair noted that the current faculty member does hold a Master's Degree in Physics, but disagrees with the matrix. Another cited example was for teaching Accounting. The matrix calls for an MBA degree not a Master's in Accounting. The Team felt that this was inappropriate although the current faculty do have at least 18 hours of graduate work in accounting. The IAC Committee believes that, while the institution should continue to review qualifications in light of the new standards starting in September 2017, the institution is in compliance with faculty qualifications.

Core Component 3D: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 3E: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Criterion 3: The IAC Committees finds that this criterion is met. This disagrees with the Team determination of Not Met.

Rationale:

WVNCC is a comprehensive community college offering Liberal Arts and Sciences, Career Technical, Workforce Development, Community and Continuing Education at three locations: Wheeling, Weirton and New Martinsville. WVNCC offers sixty-seven academic programs available to students in traditional format which included 20 transfer programs, twenty-five AAS programs, three AS programs, five AA programs and fourteen certificate programs which includes eight online programs and two online certificate programs. The associate degrees, certificates and courses have appropriate student learning goals, along with six general education goals. Those goals include 1) communicate effectively in oral and written formats; 2) employ or utilize information access and literacy skills; 3) demonstrate problem solving and critical thinking skills; 4) employ mathematical and science literacy skills; 5) acquire a cultural, artistic and global perspective; and 6) demonstrate professional and human relations skills. Though faculty know the six general education goals, faculty are not clear on how to perform a comprehensive assessment of the goals. A more thorough examination is needed to define WVNCC's assessment strategy on general education goals and is discussed under Criteria Four.

WVNCC employs 55 full-time faculty and 59 part-time faculty. Full-time faculty have three primary areas of responsibility: instruction and academic advising, professional development, and institutional and community service. The full-time faculty workload is 30 credit hours per year. They are also required to be available during office hours for 10 hours per week with the rest of the hours supporting institutional and community services. The College annually devotes a portion of the budget for professional

development. For the 2016-17 academic year, WVNCC set aside a total of \$50,000 towards professional development with a \$2000 limit set per person for external professional development activities with faculty making a request for funding. Though limited, in-house professional development is available to staff and faculty.

All three campuses provide the necessary class and laboratories spaces necessary for the College's programs. Each classroom was equipped with instructional technology applicable to a modern classroom; a projector, whiteboard, camera and computer. Computer laboratories were adequate for class sizes and appeared to be in working order. Faculty and students are concerned about the consistent reliability of internet access at all three campuses and spotty IP video conferencing services. The College should make a focused effort could improve the IP video technology and band width needs to ensure that students are able to complete homework assignments and have the required adequate seat time for each course. Students can participate in co-curricular activities that are associated with academic programs and/or activities that are provided through student organizations at all three WVNCC campuses. These activities provide students the ability to gain hands-on experiences by using their critical thinking and problem solving skills to real life situations. The College offered intramural sports and students are informed of all student activities through the monthly letter called Coop Scoop. Finally, the College for nine years has earned a listing on the national President's Higher Education Community Service Honor Roll which recognizes higher education institutions that support exemplary community service programs and raise the visibility of effective practices in campus community partnerships.

The issues noted by the HLC Visiting Team were for Core Component 3C regarding faculty qualifications. This was an area of concern at the previous Team visit and was a focus of evaluation for the current Visiting Team. Since the prior Team visit, WVNCC had submitted a monitoring report to the HLC for the development of a Credentialing Matrix to be applied for the determination of meeting faculty qualifications standards. This monitoring report with the matrix was accepted by the HLC. Since that time, the matrix has been applied. The issues raised by the current Visiting Team were a combination of not understanding the matrix and documentation supplied by the institution and a disagreement with a few of the types of Master's degrees that should be required. The institution noted that they plan to continue to review the qualifications and make adjustments in the matrix as necessary. The IAC Committee thus believes the institution is in compliance with all Core Components for criterion 3 including 3C regarding faculty qualifications.

Core Component 4A: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 4B: The IAC Committee finds that this core component is Not Met. This differs from determination of the Visiting Team of Met with Concerns.

Rationale:

The Visiting Team in their Team report noted that WVNCC had continuing challenges with their assessment of student learning including the following.

- Assessment activities were not as robust and comprehensive as described in the Assurance Review.
- The institution had generated new forms, guides, and procedure at the course level to help faculty, students and other stakeholders to be able to identify course outcomes.
- A complete assessment cycle had not occurred
- No data collection, results, and analysis were noted.



- Not all General Education Outcomes were identified but “two were identified for measurement.”

The assurance argument provided considerable discussion of new forms and processes being created for an extensive internal program review process. The HLC Visiting Team noted that, only after discussions with IE/IR and program directors, was it clear that a seemingly separate, external (from the State) process did exist. It is not clear to what extent the new process will be incorporated into the existing one. The existing process is mandated by the state of West Virginia. Programs conduct a review on a five-year schedule. It is unclear if or how the reviews are integrated with internal processes, particularly in how they use information for program improvement. One serious omission from all of the program reviews is assessment of, and reporting data about, actual student learning. Many program reviews mention graduation and retention rates. Some reviews, particularly those for programs holding specialized accreditation such as Surgical Technology and Culinary Arts, describe their process of student assessment, however no data are presented. Thus, employees do not uniformly understand the distinctions and interactions between Program Review and Assessment. Nor is there systematic and continuing of continuous improvement, either from Program Review or the Assessment of Student Learning.

Significant turnover in key roles including President, Vice President of Academic Affairs, Director of Institutional Effectiveness and Research, as well as the numerous faculty, appear to have resulted in minimal assessment activity for much of the time since the last HLC visit. Additionally the new leadership has introduced a variety of new assessment processes and forms within the last year. There is evidence of the discussion of new processes and forms; there is little institution-wide evidence of their systematic implementation, analysis of their results, and action plans based on those results. Both faculty and administration maintain that assessment is led by faculty. The Assessment Committee is comprised of faculty who are already carrying full loads (and many are teaching overloads) and serving on numerous other committees. The Director of Institutional Effectiveness participates in an ex officio role on the committee. It is important to note that the faculty member who served as Assessment Director retired, and a new director has not been appointed. Without a single individual who has the time, resources, and support needed to conduct this complex work, the College seems likely to continue to struggle with assessment of student learning outcomes. The College's assessment vocabulary is unclear and/or redundant, causing confusion and inhibiting progress. College web pages, process descriptions, and forms include the terms teaching goals, student learning outcomes, student performance objectives, course objectives, and essential traits. There is not agreement on which terms are distinctly different and which are synonyms. The College's 2016-17 Assessment Plan offers a brief overview of an assessment process but is predominantly a collection of forms and AAC&U rubrics. A workshop was conducted in spring 2016 to describe the new processes.

The College's assessment efforts appear to be centered on course assessment, though all the processes are still new and no data exist yet. The emphasis appears to be on identifying activities and methods to assess each course outcome. The Team found no evidence in the plan to assess the stated program student learning outcomes. There seemed to be confusion on campus if both an Assessment Committee and General Education Committee still existed. The process for General Education assessment is unclear. One example of general education assessment consisted of a

survey of faculty regarding the general education outcomes addressed in their respective courses. A PowerPoint slide from the spring workshop indicates “we are folding the assessment of general education core outcomes into the existing course assessment process.” The Team did not uncover additional clarification except that faculty are asked to map general education outcomes to course outcomes. Currently there is no assessment of achievement in co-curricular areas. The Director of Institutional Effectiveness and Research indicated the College is considering ways to assess the general education outcomes in co-curricular areas such as financial aid and the library. It is not clear that all faculty can differentiate between assigning grades and assessing student learning. A lack of clarity in the basic principles of student learning assessment will impede efforts to identify, collect and use information to systematically improve learning.

The Office of Institutional Effectiveness and Research is consumed by meeting external reporting demands and basic data requests, leaving little time to engage with faculty in formative assessment of program outcomes. The College needs to prioritize collection of student learning outcomes assessment data to inform curriculum design and faculty professional development needs. Some course level data are collected but the process seems largely completed at an individual level and reduces the results to a written report which is primarily summative in nature. The emphasis should shift to actively engage faculty in data collection at the program level. Faculty conversations about what data to collect and what analyses are most useful to support programmatic improvement are essential.

Based on the above, and the information presented at the hearing, the IAC Committee also noted that the assessment process at the institution is going through again one of its historically established bouts of fits and starts, perhaps as a result of a turnover of several key members including the coordinator of assessment. The culture of assessment is struggling to reemerge as evidenced by lack of consistency in a shared understanding among faculty and others on the basic terminologies, the current assessment process, and its newly merged general education outcomes. There appeared to be a general disengagement from the assessment process as indicated by the observations made that there was a general confusion around the campus regarding the existence/remerging of the assessment or the general education committees, despite the ongoing efforts by the college to merge the two processes.

Without the clearly articulated outcomes, processes, methodologies, and clearly identified leaders, the institution has not presented convincing evidence to show that the current processes have enabled the inculcation of a culture of assessment. Such a culture would provide the college with a sustainable and robust assessment process that would be capable of generating data for analysis and a systematic approach to improve or enhance student learning.

**Core Component 4C:** The IAC Committee finds this core component is Not Met. This differs from the Visiting Team determination of Met with Concerns.

Rationale:

Although WVNCC has defined goals for student retention, persistence, and completion, the college acknowledges that the goals are aspirational and unrealistic, having been set by the State of West Virginia. The goals are supposed to be "ambitious but attainable..." The Visiting Team found the goals "unrealistic," and WVNCC has agreed.

The college acknowledges that it could set its own goals, but the IAC Committee was unable to identify any evidence that it has done so. Regretably, the institution is thus responsible for goals that it has not set, and it has not presented evidence that it will work towards them in an iterative manner. The IAC Committee thus finds that although the college has goals, it does not find them realistic, and it has not presented evidence that it is systematically working to improve student success, as measured by retention, persistence, and completion.

WVNCC does assemble data on retention, persistence, and completion for purposes of Program Review. However, the Visiting Team only cited comparisons of online vs. face to face course data. It also noted that the counts for these comparisons can be quite low. This is just one very small area of retention, persistence, and completion that the college needs to examine, and there was no evidence of analyses or actions plans resulting therefrom. Nor is there evidence that these steps are taken at the far broader institutional level.

The Visiting Team did find that the Office of Institutional Effectiveness and Research follows good practices, but it did not find evidence that administrators, faculty, or staff actually discuss or act upon these practices or data in broad, consistent, and meaningful ways.

In its Institutional Response and at the IAC hearing, WVNCC says it is looking at a proposal regarding retention, persistence, and completion. However, at this date, it remains a proposal, and the IAC Committee has no evidence of an approved plan with metrics, dates, specific outcomes, or other indicators that the college can manage this core component without HLC oversight.

Criterion 4: The IAC Committee finds that this criterion is Not Met. This disagrees with the Team determination of Met with Concerns.

#### Rationale:

The IAC Committee concurs with the Visiting Team that Core Component 4.A. is met. WVNCC has a practice of program reviews. It is responsive to state requirements for program review, it gathers data in support of them, and it has documentary evidence of these. It also exercises responsibility for transcripts and accepting credits from other institutions. It provides resources and tools for student learning at its various sites, and it is exercising responsibility for heightened expectations for dual credit curricula. It is compliant with expectations for specialized accreditation, and it gathers and responds to indicators regarding the success of its graduates.

The Visiting Team identified Core Component 4.B. as “Met With Concerns.” The IAC Committee finds 4.B. Not Met for the following reasons: WVNCC has engaged in a variety of assessment activities, such as updating its processes and forms, providing some training, and developing an Assessment Plan. But there is very little substance resulting from these. The college has very little data on assessment at the institutional level, very little evidence of its analysis, and even less evidence that changes have been initiated due to the assessment process. Faculty remain confused about varying terminologies, there has been inconsistent and/or insufficient leadership for and implementation of the assessment process, and little evidence that the institution can move from course to Program and ongoing General Education assessment. The IAC Committee heard evidence that the college has the dedication and will power to make this transition, and these are critical. The IAC Committee also believes that HLC follow-up is required.

The Visiting Team identified Core Component 4.C. as “Met With Concerns.” The IAC Committee finds 4.C. Not Met for the following reasons: Although WVNCC has goals for persistence, retention, and

completion, it has not assumed full ownership of them. It does not have an institution-wide plan for implementing the goals that the State has set for them, and the IAC Committee could not identify evidence that these areas are the subject of concerted efforts by the college. A proposal is under consideration this month – March, 2017 – but as of the IAC hearing, there are no metrics, targets, strategies, or a track record suggesting the college is poised to engage in the work that will produce meaningful and sustained improvements in persistence, retention, and completion.

Core Component 5A: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 5B: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 5C: The IAC Committee finds that this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

Core Component 5D: The IAC Committee finds that this core component is met and concurs with the Visiting Team. The IAC Committee adds the following points of discussion regarding 5D.

#### Rationale:

WVNCC has established a variety of internal processes and forms to collect evidence of academic performance including master course guides, a new program review process, and a faculty credential matrix. The College has an aggressive strategic plan but many of the goals lack clear data collection processes and benchmarks. The College completes IPEDS reports, submits data to West Virginia Higher Education Policy Commission (HEPC), and participates in CCSSE and conducts an internal student satisfaction survey. The College also complies with grant reporting requirements. Two large grants providing additional data include the Title III Strengthening Institutions Grant and Bridging the Gap TAACCCT Grant in which the College is a partner with several other West Virginia community colleges.

The IAC Committee discussed the overall institutional effectiveness process at WVNCC. The President and institutional Team acknowledged that they are in the process of strengthening their systems. They have had an institutional effectiveness leader in place for the last two years. They are currently struggling with getting reports collected but they are using a process of reviewing institutional data at every cabinet meeting. They are collecting and reviewing data through student satisfaction surveys and CCSSE to review institutional and co-curricular offices for student support such as registration and financial aid.

The state requires all community colleges to complete the CCSSE every three years. Data from CCSSE and Student Surveys are linked to improve development processes. Improvements that have been made in the last few years include improvement in distance education improvement and changes to parking lots and vending machines. Additionally, Financial Aid was restructured in how student calls were handled. The improved system now channels issues in a triage manner before routing questions into a particular person in financial aid for faster assistance and reducing the call backlogs. The newly hired CFO worked to improve identified communication challenges. Input from students also identified challenges with available bandwidth. Improvement in this area has been more difficult but are moving forward.

The President and institutional representatives explained to the IAC hearing Team that all executives are requested to link budget requests to strategic plan objectives. The Presidents has asked that these then be reviewed for how these address institutional success. Additionally, national pass rates in individual programs are reviewed on a regular basis and improvement initiatives are considered as part of the

budget planning process. While still in process, the institution is creating tracking mechanism to better track data across the institution. Additionally, the President indicated that documentation and communication of institutional processes and improvement are a work in progress to assure the continuity of new processes and procedures being developed.

Criterion 5: The IAC Committee finds this core component is met and concurs with the rationale and evidence provided by the Visiting Team.

### 3. IAC Hearing Committee Recommendation

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State the IAC's recommendation for the institution's status in this section. Where relevant, indicate the nature, timing, and scope of any interim monitoring and/or next on-site evaluation. Where no sanction is recommended, for any core components the IAC believes are "met with concerns," the IAC must articulate the nature, timing and scope of interim monitoring that must occur. Interim monitoring is not to be assigned where the ultimate recommendation involves a sanction.

- Continued accreditation recommended
- On Notice recommended – Insert date of next review:
- Probation recommended – Next review: On or before June 2019
- Continuation of Probation recommended – Insert date of next review:
- Withdrawal recommended
- Removal of sanction recommended
- Initial Candidacy recommended
- Initial Accreditation recommended
- Other (Describe issue: )

**Conditions for Remediation if Recommending Notice or Probation** (Provide HLC expectations on what the institution should demonstrate at its next review.)

Expectations:

The College must submit evidence of a new Institutional Assessment Plan that includes program review, co-curricular review, and assessment strategies for course, program, and general education learning outcomes. The plan should reflect more refined definitions of terms so the current confusion about terminology is obviated. In addition, the College should have begun to implement the plan so that there is at least one year of metrics/data available for review and analysis along with evidence that the data has been used to make course, program, and service improvements. Monitoring for retention, persistence, and completion should include a realistic plan to improve these metrics/data and the College should be able to provide evidence that they are moving toward implementing these plans. (Core Components 4.B and 4.C).

SAS Language (Next reaffirmation date is 20xx-xx.):

Monitoring, if applicable:

- Interim Report(s). Insert description and due date(s):

Embedded Report within an upcoming Review. Insert description and identify date of the applicable review:

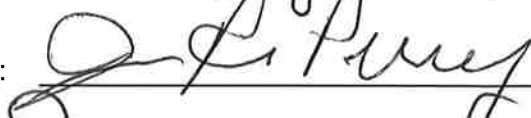
Focused Visit. Insert description and due date:

Changes to Stipulations, if applicable:

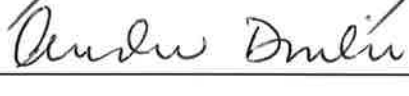
**Signature Page**

Convener: 

Recorder: 

Member: 

Member: 

Member: 

Member: 