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 The Higher Learning Commission <small>A Commission of the North Central Association of Colleges and Schools</small>	1101	Evaluation Summary Sheet (ESS) The Higher Learning Commission North Central Association of Colleges and Schools 30 North LaSalle Street, Suite 2400 Chicago, Illinois 60602-2504
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ID # 1675	West Virginia Northern Community College 1704 Market St. Wheeling, WV 26003 Dr. Martin Olshinsky President Phone: 304-233-5900 ext. 4200 Fax: 304-233-0272 mjolshinsky@northern.wvnet.edu Self-Study Coordinator: Mr. J. Michael Koon Phone: 304-233-5900 ext. 4204 Fax: 304-232-8187 mkoon@northern.wvnet.edu Staff Liaison: Robert R. Appleson, Ph.D. Visit Description: <i>A visit focused on assessment of student academic achievement</i>
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No. of Programs	STATUS: Team Set
Pre-Assoc: 8	Visit Summary
Associate: 17	Type of evaluation:
Baccalaureate: 0	Focused Visit
Post-Bacc Cert: 0	Dates of Visit:
Master: 0	11/12/07 - 11/13/07
Specialist: 0	Length of Visit: 2
1st Prof: 0	Number on Team: 2
Doctor: 0	Evaluation fee: 4727
	Draft Report Due: 12/10/2007
	Final Report Due: 01/14/2008
	For Office Use Only
	Invoice#: <input style="width:100px;" type="text"/>

Legal Status:	Headcount:
Public	Full-time Undergrad: 1448
	Part-time Undergrad: 1396
	Full-time Graduate: 0
	Part-time Graduate: 0
	Part-time 1st Professional: 0
	Full-time 1st Professional: 0

CE ID	CE Name/Title/Organization/City,State	Phone/Fax/eMail	For Office Use Only		
			Date Paid	Honorarium	Expense
362A	Dr. Sue Darby (Team Chair) Dean of Instruction Hutchinson Community College 1300 N. Plum Hutchinson, KS 67501	620-665-3508 ext. 620-665-3310 darbys@hutchcc.edu	<input style="width:80px; height:30px;" type="text"/>	<input style="width:80px; height:30px;" type="text"/>	<input style="width:80px; height:30px;" type="text"/>
55289A	Dr. Richard G. Shrubb Vice President, Academic & Student Affairs Terra State Community College 2830 Napoleon Rd. Fremont, OH 434209670	419-559-2395 ext. 419-334-3719 rshrubb@terra.edu	<input style="width:80px; height:30px;" type="text"/>	<input style="width:80px; height:30px;" type="text"/>	<input style="width:80px; height:30px;" type="text"/>



The Higher Learning Commission

30 North LaSalle Street, Suite 2400 | Chicago, Illinois 60602-2504 | 312-263-0456
800-621-7440 | FAX: 312-263-7462 | www.ncahigherlearningcommission.org

STATEMENT OF AFFILIATION STATUS

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE
1704 Market St.
Wheeling, WV 26003

Affiliation Status: Candidate: Not Applicable
Accreditation: (1972- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Public
Degrees Awarded: A

Conditions of Affiliation:

Stipulations on Affiliation Status: None
Approval of New Degree Sites: Prior Commission approval required.
Approval of Distance Education Degrees: Prior Commission approval required.
Reports Required: None.
Other Visits Scheduled: Focused Visit: 2007 - 2008; A visit focused on assessment of student academic achievement

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2002 - 2003
Year for Next Comprehensive Evaluation: 2012 - 2013
Date of Last Action: 08/08/2003



ORGANIZATIONAL PROFILE

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE

1704 Market St.
Wheeling, WV 26003

Enrollment Demographics (by headcount) (HLC Posted: 04/09/2007)

	<u>Full-Time</u>	<u>Part-Time</u>
Undergraduate:	1448	1396
Graduate:	0	0
Post-baccalaureate First Professional:	0	0
Non-Credit headcount:	719	

Educational Programs (HLC Posted: 04/09/2007)

		<u>Program Distribution</u>	<u>Degrees Awarded</u>
Leading to Undergraduate degrees:	Associate	17	277
	Bachelors	0	0
Leading to Graduate degrees:	Masters	0	0
	Specialist	0	0
	First Professional	0	0
	Doctoral	0	0
Certificate Programs:	Pre-Associate	8	75
	Other Undergraduate	0	0
	Post-baccalaureate	0	0

Dual Enrollment (HLC Posted: 04/09/2007)

Headcount in all dual enrollment (high school) programs 503

Off-Campus Activities (HLC Posted: 07/26/2007)

In-State:	Campuses:	None
	Sites:	New Martinsville; Weirton
	Course Locations:	12
Out-of-State:	Campuses:	None
	Sites:	None
	Course Locations:	None
Out-of-U.S.:	Campuses:	None
	Sites:	None
	Course Locations:	None

Distance Education Certificate and Degree (HLC Posted: 04/09/2007)



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North Central Association
of Colleges and Schools



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Serving the common good by assuring and advancing the quality of higher learning

August 8, 2003

Dr. John O. Hunter
President
West Virginia Northern Community College
1704 Market St.
Wheeling, WV 26003

Dear President Hunter:

This letter is formal notification of the action taken concerning West Virginia Northern Community College by the Higher Learning Commission. At its meeting on August 8, 2003, the Institutional Actions Council voted to continue the accreditation of West Virginia Northern Community College, and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated that action through its validation process concluded on August 8, 2003. The date on this letter constitutes the effective date of this new status with the Commission.

Normally a new Record of Status and Scope (RSS) is attached to this letter. The RSS includes the SAS and the Statement of Institutional Scope and Activities (SISA). The SISA is generated from the database and includes specific information gleaned from your Annual Report as well as from the team. This year we are holding the annual report information gathered online until our database redesign is complete. The Annual Report was designed to link with the new database, not our current one. Therefore, instead of sending you a Record of Status and Scope that is not current, I choose only to send the SAS portion of it. As soon as the new database is finished and tested, I will forward your full Record of Status and Scope. It will summarize the relationship between the Commission and West Virginia Northern Community College. Modifications to it may require prior approval from the Commission, although several sections of the Statement of Institutional Scope and Activity can be modified through submission of the Annual Report. In the meantime, I highly recommend that if you have any questions about how planned institutional changes might affect your relationship with the Commission, you write or call Robert R. Appleson, your staff liaison.

Changes in your institution that would require further Commission action prior to their initiation are found in Chapter 12 of *The Handbook of Accreditation, Second Edition* and on pages 42-46 of the March, 2002, *Addendum to the Handbook*. The *Addendum* can be found on the Commission's website at www.ncahigherlearningcommission.org under the Information for Affiliated Institutions and Consultant Evaluators. Please review them with care.

Information about informing the public of this action is found in Chapter 15 of the Commission's *Handbook*.

On behalf of the Board of Trustees I thank you and your associates for your cooperation.

Sincerely,

Steven D. Crow
Executive Director

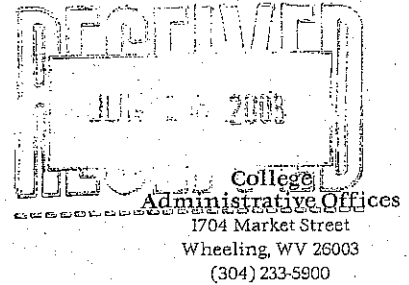
Enclosure: Statement of Affiliation Status

cc: Evaluation Team Members
Chair of the Board



**West Virginia
Northern
COMMUNITY COLLEGE**
For All Who Wish To Learn

June 10, 2003



Dr. Robert Appleson
Associate Director
Higher Learning Commission
North Central Association
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504

Dear Dr. Appleson:

Regional Campuses

Weirton
150 Park Avenue
Weirton, WV 26062
(304) 723-2210

Wheeling
1704 Market Street
Wheeling, WV 26003
(304) 233-5900

New Martinsville
141 Main Street
New Martinsville, WV 26155
(304) 455-4684

Thank you for your letter of May 27 and the four copies of "Report of a Visit to West Virginia Northern Community College." We have carefully examined the report and accept it as an insightful analysis of our situation at WV Northern. We appreciated the diligence of the visiting team.

We are especially appreciative of the team's comments about WV Northern's "exemplary programs that promote volunteerism" -- internally, an on-going program titled "Operation Hospitality." This spirit of the college was extended even to our recent commencement which was combined with "Project Graduation: Feed the Body, Feed the Mind," a community service project. (During the past year, a total of 1,151 students participated in 56 different community service projects, raised \$18,604 for local charities, and maintained West Virginia Northern's No. 1 collegiate ranking in support of Military Mail Call.)

There is one area covered in the report which does not fully reveal current status. It is reflected in observations about the organizational structure of the college.

For the past three years we have had a strong focus on organization development. I may have been remiss in not presenting more detail to the team, but an administrative reorganization was under way at the time of the visit. The new structure (please see attachment) was announced soon after the team's departure. This new structure eliminates previous positions of Provost and Academic Directors, favoring instead a Deans model and academic departmentalization. As a result of the re-organization and budget decisions taken, new appointments of Dean of Instruction, Dean of Institutional Effectiveness and promotions of classified staff to positions of greater responsibility for student services are provided for, as well as six new faculty positions. The Campus

Misc. #43/Appleson HLC

Dr. Robert Appleson
June 10, 2003
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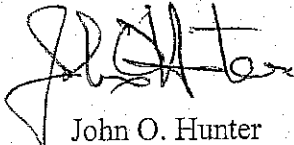
Executive Director role and authority are strengthened. With this new structure and a revitalized administrative team, combined with enhanced governance and a clear strategic agenda that focuses on assessment and a new vision for the college, in spite of declining financial resources I believe the college's future is secure. As we wind down this year of re-accreditation there is a positive spirit and confidence that we are on the right track despite the many challenges we face.

We understand the recommendation for a follow up visit focused on assessment in 2007-2008. While significant progress has been made, we can use the follow-up visit to good advantage in assuring that we continue to develop an assessment culture.

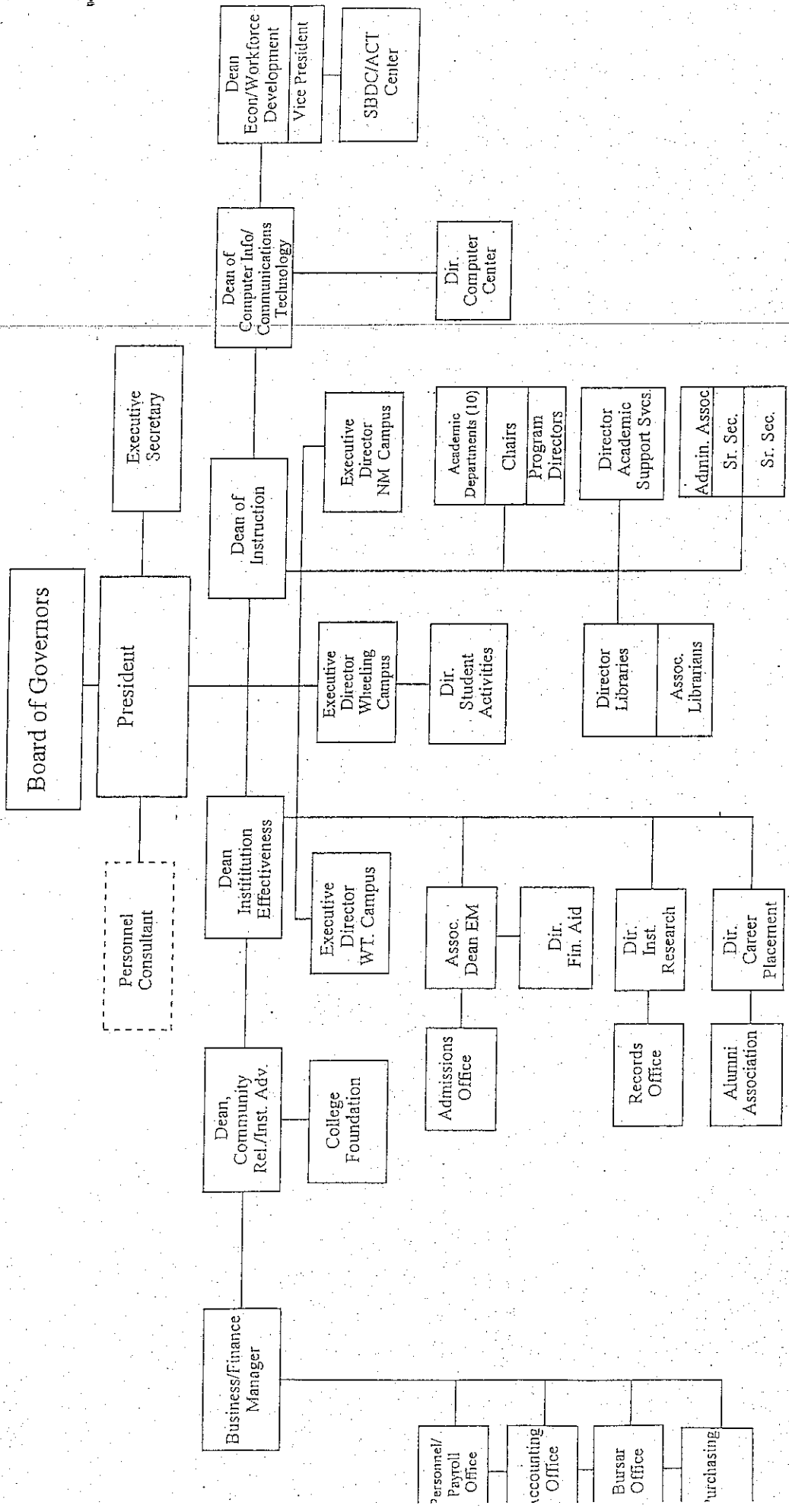
For the Commission's review process, we would prefer the reader's panel.

On behalf of the college community and our Board of Governors, I would again like to extend appreciation to the visiting team and to your office for your support in the conduct of a meaningful self-study and team evaluation for re-accreditation.

Sincerely,



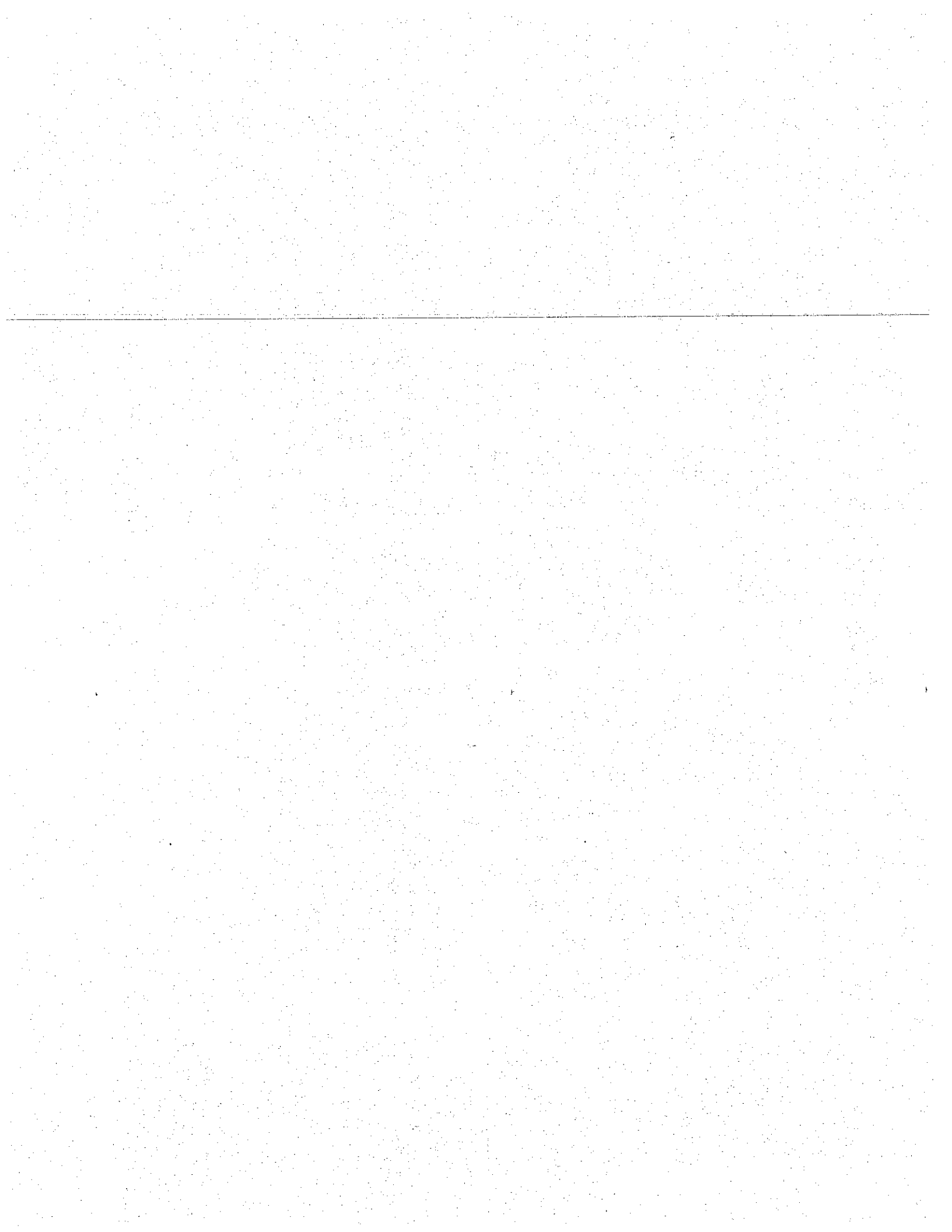
John O. Hunter
President



Campus Executive Directors will publish an organizational chart providing information for staff-student liaison purposes on each campus.

Notes regarding academic organization:

1. Academic departments include English and humanities, mathematics, social sciences (includes human services), developmental education, business studies/accounting, culinary arts, nursing, allied health, information technology, science and technology.
2. The Office of Dean of Instruction includes Admin. Assoc., Senior Secretary to the Dean, Senior Secretary to the Faculty.
3. A secretary is assigned to the departments of Nursing and Allied Health.
4. Campus Exec. Directors are responsible for scheduling in consultation with Office of Dean of



ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

**West Virginia Northern Community College
Wheeling, West Virginia**

24-26 March 2003

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

**Bonnie R. Miley, Vice President Student Services, Iowa Western
Community College, Chair**

**Dr. Robert E. Dunker, President, Western Iowa Tech Community
College**

**Dr. Ron Matuska, Vice President of Academic Affairs, Minnesota State
College, Southeast Technical**

**Dr. Susan D. Stenerson, Dean of Planning and Institutional Effectiveness,
Lake Superior College**

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ASSURANCE SECTION

I. CONTEXT AND NATURE OF VISIT

Purpose of Visit:

The team visited West Virginia Northern Community College for the purpose of conducting a comprehensive site visit for continued accreditation.

A. Institutional Context:

West Virginia Northern Community College (Northern, WVNCC or the College) is a thirty-year-old public, two-year comprehensive community college. The College was created by action of the former West Virginia Board of Regents. WVNCC has been governed by three different governing boards and a transition board during its thirty years. Since July 1, 2001, its institutional Board of Governors, consistent with the new policies of the West Virginia higher Education Policy Commission and the laws of the State of West Virginia, currently governs Northern. Legislative changes in 2000 created independently accredited community colleges from components of baccalaureate colleges and universities. The College serves six counties of the Panhandle of West Virginia and the Upper Ohio Valley. It is located on three campuses in New Martinsville, Weirton, and Wheeling, each campus serving two counties.

WVNCC offers Associate of Arts, Associate of Science, and Associate of Applied Science degree, and Certificate programs. The College's mission has been essentially the same since its inception, the mission was revised in 2000 to reflect a more aggressive responsibility to, not only serve those who wish to participate, but to motivate people to participate in higher education.

B. Unique Aspects of Visit: None

C. Sites or Branch Campuses Visited:

The team visited the main campus at Wheeling. One team member visited the campus at New Martinsville and one team member visited the campus at Weirton.

D. Distance Education Reviewed:

West Virginia Northern Community College offers two types of distance education courses; on-line courses and those produced through the Public Broadcasting System. Enrollments in both of these types of courses have expanded markedly, from 41 to 253 enrollments over the past five years. WVNCC offers six courses through the Southern Region Electronic Campus, which are available to students in

multiple states. These delivery systems, plus telecom and taped classes, enable the College to meet the needs of students who cannot commit to traditional delivery systems, and provide the College a cost-effective way to deliver classes to multiple sites.

E. Interactions with Institutional Constituencies:

- | | |
|--|--|
| 1. Board of Governors | 2. President |
| 3. Self Study Committee | 4. Administrative "A" Team |
| 5. Meeting with Non-Supervisory Staff | 6. Meeting with Supervisory Staff |
| 7. Assessment Committee | 8. Curriculum Committee |
| 9. Informal Lunch with Students | 10. Advisory Committee, Friends of Wheeling, and Partners |
| 11. Foundation Board Members | 12. Legislators |
| 13. Directors of Wheeling, Weirton, and New Martinsville Campuses | 14. Faculty Meeting |
| 15. Executive Secretary to the President | 16. Part-time Assistant for Quality Assurance |
| 17. Director of Institutional Research | 18. Vice President, Economic and Workforce Development |
| 19. Program Assistant, Continuing Education | 20. Provost |
| 21. Program Assistant | 22. Executive Secretary to the Provost |
| 23. Administrative Assistant Title III | 24. Academic Director, Center for Adult Learners & Developmental Education |
| 25. Academic Director, Center for Information Technologies, Business Studies and Culinary Arts | 26. Academic Director, Center for Liberal Arts and Transfer Studies |
| 27. Academic Director, Center for Nursing, Allied Health, Sciences and Technologies | 28. New Martinsville Librarian |
| 29. Building Workers, New Martinsville and Weirton | 30. Counselors, Weirton, New Martinsville and Wheeling |

- | | |
|--|--|
| 31. Associate Dean of Enrollments Management
(Also Director of Financial Aid) | 32. Certification Analyst |
| 33. Admissions Assistant | 34. Financial Aid Assistant |
| 35. Director of Career Planning and Placement | 36. Interim Director of Libraries |
| 37. Audio-Visual Technician,
Wheeling and Partners | 38. Director of Student Activities |
| 39. Business/Finance Manager | 40. Payroll/ Benefits Representative |
| 41. Accounting Assistant I | 42. Dean Community Relations and Institutional Advancement |
| 43. Public Relations Specialist | 44. Dean, Computer Information & Communications Technology |
| 45. Director of Computing Center Development | 46. Application Systems Analyst/ Programmer |
| 47. Telephone/Network/ Computer Technician | 48. Faculty: Business Studies, Culinary Arts, Mathematics, Social Sciences, Communication and Fine Arts, Nursing and Allied Health, and Science and Technologies |

F. Principal Documents, Materials, and Web Pages Reviewed:

ACADEMIC

- | | |
|---|--|
| 1. Curriculum Proposal and Approval Forms | 2. Curriculum Committee Membership and Minutes |
| 3. Multi-Year Program Evaluation Cycle | 4. Distance Education Classes Report |
| 5. Grant for Adult Learning Center Strategies | 6. Enrollments Management Retention |
| 7. Awarding Credit Through Portfolio Assessment | 8. Annual Report to WV Board of Examiners for Registered Professional Nurses |
| 9. Program Review Sheets | 10. WVNCC Nursing Program Self-Study Report, March 2002 |

11. Instructor's Schedules

12. Curriculum Committee Summary Report, 2002

ADMINISTRATION

13. PACE Climate Survey

14. Benefits Flyer

15. Faculty Contracts and Appointment Letter

16. Organizational Development Handbook

17. Student Self-Study Survey for Wheeling Campus

18. Foundation Board Minutes on Vision

19. Emergency Evacuation Plan

20. Student Satisfaction Survey

21. ADA Accommodation Handbook

22. Sample Charter of Responsibility

23. WVNCC Foundation By-Laws

24. Petition for Course Waiver or Substitution

25. Request for Public Comments Regarding Reaccreditation

26. Graduating Student Survey

27. Graduate Follow-Up Survey

28. WVNCC Technology Plan

29. Enrollments Management Plan

30. Personal Manual

31. LRC Staff Meeting Minutes

ASSESSMENT

32. Revised Assessment Plan

33. Levels of Implementation Survey

34. 1997 Assessment Plan

35. NCHEMS Report on Assessment

36. Course Outcome Form

37. Course Outcome Assessment Matrix

38. Assessment Report Form

39. Course Evaluation Form

40. Master Course Guides

41. 1998 General Education Outcomes

42. 1998 Matrix of General Education

43. Course Outcome Objectives Relating to General Education Program Goals 2002

44. Results of Levels of Implementation Survey, 2002

45. Course Evaluation Form

46. Wheeling Campus Assessment
and Follow-up

47. Work keys Test Results

48. Assessment in Major Fields

FINANCIAL

49. 2000-01 Audit Report

50. 2001-02 Audit Report

51. 2001-02 Budget

52. 2002-03 Budget

53. Comparisons of Tuition Charges

54. Financial Ratios Report

GOVERNANCE

55. Board of Advisors Minutes

56. Board of Governors By-Laws

57. Board of Governors
Minutes, 2001-02

58. Biographies of Board of Governors

59. Faculty Workload Policy

60. Council and Committee
Memberships

61. WVNCC Policy on Tracking
Written Complaints

62. Board End Statement of Self-Study

63. Classified Staff Council Minutes

PUBLICATIONS

64. Catalog, Fact Book, Fact Sheets,
Program Brochures

65. Centers of Excellence

66. It All Adds Up
Aid in West Virginia

67. Undergraduate Student Financial

68. Enrollment Projections 2000-2005

OTHER REPORTS

69. Master Plan Compact
Revised 2001

70. Title III Grant Application

71. Master Plan Compact 2002

72. Liaison

73. Facilities Master Plan 2000-2010

74. Class Schedules
Fall 2002-Spring 2003

75. Data on Student Enrollment

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process:

West Virginia Northern Community College formally began the process of Self Study in the Fall of 2001, with the development of the "Guidebook for the WVNCC Self Study." An Orientation program, for all faculty and staff, was presented in August of 2001, and committee work groups were formed to begin the process of self-study. It was clear to the visiting team that all constituencies of the college, including faculty, staff, students, and Board of Governors were represented in the study groups. A Self-Study web site was created, and all work group draft reports were put on the site for broad review. Eventually a full draft of the final study was placed on the web site for consideration by all College constituencies. A facilitator met in an open session with staff at each of the College's four buildings to review the draft document and receive suggestions. Members of the Student Senate were also given an opportunity to review the document and offer input.

Despite changes in leadership of the Self-Study process, the College maintained focus and initiative and concluded the process on time. The final document is comprehensive.

B. Integrity of the Self-Study Report:

It is clear to the team that West Virginia Northern Community College used the Self-Study process to critically review its programs and processes. Throughout the document the College has identified both strengths and areas needing more attention. Prior to, and during the team's visit, the College made documents available on the web site and in the Resource Room. College personnel were open and self-critical, and did not appear to be concerned about "hiding the institutions warts." Many administrators and faculty commented on the process of Self-Study being involving, useful and enriching for the College and its staff. Despite concerns, economic and otherwise, staff and faculty at WVNCC appeared optimistic about the College's future and committed to initiatives that would assure student success.

C. Capacity to Address Previously Identified Challenges

The team considers the responses of the institution to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment:

Requirements were fulfilled.

According to a communication from the Higher Learning Commission, dated March 10, 2003, the Commission did not receive any third party concerns regarding the College prior to the comprehensive evaluation.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information.

Comments: The procedures for handling complaints are well organized and include documenting the initial complaint, follow-up and disposition of the issues raised by the complaint. A record/log is maintained in the office of each campus Director. The logs are shared with the Provost and the President on a periodic basis.

IV. AFFIRMATION OF THE GENERAL INSTITUTIONAL REQUIREMENTS

Based on the self-study review and other documentation, the team confirms that the institution continues to meet each of the twenty-four General Institutional Requirements.

V. FULFILLMENT OF THE CRITERIA**A. CRITERION ONE**

The institution demonstrates that it has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Salient Evidence of Fulfillment of Criterion**1. Evidence that demonstrates the criterion is met:**

- a. The mission of West Virginia Northern Community College is clear, appropriate to an institution of higher education, and in compliance with state laws governing community colleges.
- b. West Virginia Northern Community College stakeholders are provided information regarding the College's mission, purpose, and goals through numerous documents and formats. These include; class schedules, delivered to over 100,000 households three times a year, the catalog, student handbook, staff handbook, policy manual, promotional brochures, website data, and numerous other documents distributed by the College.
- c. WVNCC purposes have been consistent and clear since its creation in 1972: to serve as a comprehensive community college by providing accessibility to higher education, to provide associate degrees for transfer programs and certificate programs to provide preparation for immediate career entry, and to provide community and developmental education to its constituency.
- d. The College annually reviews its mission, purposes and goals to identify achievements and to identify areas needing institutional attention. The local Governing Board semi-annually reviews the College's internal Strategic Agenda, reviewing areas needing special attention.
- e. The 2000 Legislative Higher Education Reform Law SB 653, provided the most historically significant support and emphasis on the purpose of community colleges throughout the state of West Virginia. This action increased institutional and community awareness of the mission and purpose of WVNCC.
- f. The mission is clearly understood by constituencies of the College. The team met with students, faculty and staff, and members of the communities served by the college. All groups made clear references to the College's mission. The Board of Governors is very well educated regarding the mission and goals of WVNCC and community college education, in the state of West Virginia.

2. Evidence that demonstrates the criterion needs institutional attention

None noted.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None noted.

Recommendation of the Team

Pattern of evidence sufficiently demonstrated: no Commission follow-up recommended.

B. CRITERION TWO

The institution demonstrates that it has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

- a. The Governance structure is evolving from a strict state controlled structure to one of local control. The gubernatorial appointed board is accepting of their new roles and is moving along in a positive direction with this transition to local control.
- b. The college has made significant progress in reducing the negative fund balance in the general fund and the preliminary audit reports dated December 31, 2002 show the college is operating in the black.
- c. The College has just received a Federal Title III grant, which will provide the resources necessary to help the President position the College to best meet the needs of the future.

- d. Students responding to a Student Satisfaction Survey, in the fall of 2001, indicate they are satisfied with the New Martinsville campus facilities, followed by Weirton and Wheeling, in that order.
- e. The College has sufficient faculty and staff to accomplish its purposes. An inspection of the personnel files supports that faculty have the appropriate credentials to teach in the subject matter they are assigned.
- f. Library services receive favorable comments among those groups that are regular users. The library is sufficient to meet the needs of the students and faculty of a small community college.
- g. Community members are supportive of West Virginia Northern Community College and see it as a critical part of each community that it serves.
- h. Enrollment at the College has increased in recent years, thereby providing additional tuition revenue at a time of declining state support.
- i. The College provides comprehensive students services programs, including all the offices and services that are normally found in an institution of higher education. The students interviewed were generally well pleased with the services they receive.
- j. The College tries to provide a safe teaching and learning environment by employing off-duty police officers as security during evening hours. These officers provide escort services to students and employees who request escort to their cars.

2. Evidence that demonstrates the criterion needs institutional attention

- a. The College operates in two buildings, several blocks apart, on the Wheeling campus. The buildings provide adequate classroom facilities, but are in need of major renovation and mechanical systems updates. The College does well with what it has available.
- b. Students on the Wheeling campus are concerned about the lack of parking within a reasonable distance from each of the campus buildings.

- c. Instructional equipment in a majority of the technical and science labs on the Wheeling campus does not seem to meet "state of the industry" standards. The College should develop a program to upgrade the learning equipment across the College.
- d. The Human Resources position remains vacant. The team is concerned about the attention being paid to personnel issues. The institution needs to fill this position.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None noted.

Recommendation of the Team

Patterns of evidence demonstrated; no Commission follow-up recommended.

C. CRITERION THREE

The institution is accomplishing its educational and other purposes.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met:

- a. The College offers a variety of program majors at the degree and certificate levels, appropriate to the needs of transfer students and those students seeking employment upon completion. Majors offered at the College include a commitment to general education consistent with the mission of the College. General education outcomes have been identified and systems are in place to identify these outcomes across the college curriculum.
- b. An effort is being made from full-time faculty to assist adjunct faculty and create a collegial relationship. Faculty demonstrates a willingness and

ability to work together within and between campuses toward common goals and initiatives of the College

- c. Students make note of the efforts of academic staff to meet their needs through effective teaching, flexibility of scheduling, and through a variety of delivery systems.
- d. Matriculation of students through the curriculum is being addressed as a high priority to better student completion rates.
- e. Credit transfer for both incoming and outgoing basis is supported by effective systems appropriate to a two-year college and consistent with the stated mission of WVNCC.
- f. Technology systems that support teaching and learning are in a constant mode of change to keep abreast of advancing technology. Qualified personnel with expertise that meets the current and future needs of the College staff the area.
- g. The College has been able to maintain an effective learning environment for students while dealing with declining financial resources. This has been accomplished through careful planning and the utilization of external sources of funding through state and federal grant programs.
- h. Special services to students through the Center for Adult Learners and Developmental Education such as tutoring and basic skills assessment are well organized and managed. Students interviewed speak highly of the availability and quality of these services.
- i. WVNCC has developed common course competencies for most of its courses. Competencies are identified on Master Course Guides that serve as the template for all faculty teaching the same course.
- j. The Board of Governors has included assessment of student learning as a standard agenda item for its monthly meetings. The institution has recently established an Office of Institutional Research with the expectation that the Director will be involved in the assessment process. While the plan to assess student learning is not yet fully implemented, there is an identifiable link planned between decision-making regarding program review and improvement and the results of assessment of student academic achievement.

2. Evidence that demonstrates the criterion needs institutional attention

- a. The organizational structure of the College should be reviewed to determine if student support services have clear and direct lines of authority.
- b. The College evaluate the academic leadership structure. Clear lines of responsibility, communication, and authority were expressed as areas of concern and frustration by some faculty and staff.
- c. There is only brief reference to assessment of student learning in the policies section of the college catalog. (page 163). In the same document, the index refers to assessment as basic skills testing. Students may be confused by a reference to assessment in the different contexts of Basic Skills, Student Academic Assessment and the ASSET test. The Student Handbook contains no reference to assessment of student learning.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

- a. The college has made progress in developing a plan to assess student learning; however, the bulk of that progress has been completed in the last year.
- b. The plan for the assessment of student academic achievement currently includes assessment of administrative and enrollments management. The institution must make the distinction between assessment of student learning and evaluation of functional areas (i.e. institutional effectiveness).
- c. The team's review of program assessment plans identified some confusion between classroom assessment and assessing learning above the level of the individual classroom. The team also identified a lack of multiple assessment measures in some of the academic units.
- d. There are five clearly identified general studies outcomes with clear statements of competency for each outcome. It is not clear to the team

however, who will be assessed for these outcomes, who will conduct the assessments and when and how they will be conducted.

- e. It is clear to the team that the senior executive officers provide leadership and support for assessment, as they currently serve as the co-chairs of the CLTA (The College Leadership Team for Assessment). However, the Handbook for Accreditation, 2nd Edition (page 44) states that effective assessment programs are marked by “faculty, including on- and off-campus faculty, [that] own and drive the program and use it to find ways to improve the education they provide . . .” The faculty at WVNCC must own and drive the assessment program. In addition, meetings with faculty other than CLTA members, confirm that they need assistance in further developing and implementing the plan.
- f. The team found little evidence that the institution has moved beyond planning for assessment and that there is an assessment program with “structured processes that are continuous and that provide meaningful and useful information to the planning processes as well as to students, faculty and administration” as identified in the Handbook for Accreditation, 2nd Edition (page 53).

Recommendation of the Team

Pattern of evidence demonstrated; Commission follow-up recommended. Focused visit recommended, in 2007-08.

D.

CRITERION FOUR

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Salient Evidence of Fulfillment of Criterion

1. Evidence that demonstrates the criterion is met

- a. WVNCC has strong support for its mission and purposes from each of the communities in which it is located and has formed a network of support through the Friends of the College on each of the three campuses. The Arts Council on the New Martinsville campus lends

another dimension of support to that campus through its connection to the community.

- b. The college has begun to address the issue of updating technology through a plan that calls for increased cost effectiveness and developing alternative delivery modes that will also increase cost effectiveness.
- c. The institution has engaged in a participative process in planning for reduction in the funding cycle. All employees were given the opportunity to give input into the process.
- d. The Office of Institutional Research has recently been established through a Title III grant. The IR Director plans to develop a data warehouse that will provide opportunities for the collection of valuable data and that will aid in data-based decision-making.

2. Evidence that demonstrates the criterion needs institutional attention

- a. The team could find no evidence of a plan to transition the college for the retirements expected to occur within the next five to ten years.
- b. WVNCC has a multi-year planning cycle with multi-level goals, initiatives and plans, with monthly progress reporting. However, the college has not yet implemented a process linking strategic plans, the results of needs assessments and the budgeting process. The WVNCC self-study (page 11-9) has identified that process as being in development.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None Noted.

Recommendation of the Team

Patterns of evidence demonstrated; no commission follow-up recommended.

E. CRITERION FIVE

The institution demonstrates integrity in its practices and relationships.

Salient Evidence of Fulfillment of Criterion**1. Evidence that demonstrates the criterion is met:**

- a. West Virginia Northern publicly states its policies and procedures and demonstrates integrity in its relationships with its constituents. Processes and procedures are available to address concerns of students and faculty and staff. WVNCC has online access and a tutorial for all employees regarding FERPA regulations, helping to ensure data privacy as appropriate.
- b. The institution's policies related to its personnel and students are based on ethical standards and are non-discriminatory.
- c. The college's contractual agreements adhere to generally accepted educational standards.
- d. The college provides a safe and secure student learning environment in which intellectual inquiry and academic integrity are fostered. The environment supports access, equity and diversity.
- e. The personnel handbook has been updated during the current fiscal year.

2. Evidence that demonstrates the criterion needs institutional attention

The state of West Virginia has undergone significant change in the governance of its community colleges and as a result many policies are in the transition stage, with some being adopted, some revised and some discontinued. In discussions with employees, the team found WVNCC employees uncertain, if not confused, regarding the status of many policies.

Attention must be paid to ensuring currency and understanding of all current policies across the college.

3. Evidence that demonstrates the criterion requires institutional attention and Commission follow-up

None Noted

Recommendation of the Team

Pattern of evidence sufficiently demonstrated; no commission follow-up recommended.

VII. ACCREDITATION RELATIONSHIP

A. CONTINUED ACCREDITATION

Next Comprehensive Visit: 2012-2013

Rationale:

The team concluded that West Virginia Northern Community College meets all the GIRs and fulfills all five of the Criteria for Accreditation. The evidence supports that the institution demonstrates leadership in its governance, resource allocation and planning, and has the support of its local Board of Governors, legislators, and community constituents to enable it to continue to fulfill its mission and purposes.

B. DEFINERS OF RELATIONSHIP

- 1. Degree Level: Associates**
Retain original wording.

Rationale:

- 2. Ownership: Public**
Retain original wording.

Rationale:

- 3. Stipulations: None**
Retain original wording.

Rationale:

- 4. New Degree Sites: Prior Commission approval required.**
Retain original wording.

Rationale:

- 5. Other (Identify): None**

Rationale

C. COMMISSION FOLLOW-UP

Focused visit 2007-2008 Assessment of Student Academic Achievement

Although it is clear to the team that the senior executive officers of WVNCC provide leadership and support for assessment, the team found little evidence that the institution has moved beyond planning for assessment. It is not clear that an assessment program with structured processes that are continuous and provide meaningful and useful information to the planning processes is in place, is owned by the faculty, and is being used to make decisions to improve instruction.

During the focused visit West Virginia Northern Community College must demonstrate the following:

- Consistent assessment of student learning outcomes across the College, regardless of location or modality.
- Implementation of assessment across the various levels, including courses, general education, degree programs/certificates, and institutional, and establish measures, indicators and specific benchmarks for acceptable levels of performance.
- Demonstrate that data collected is analyzed and used to improve subsequent instruction.

- Demonstrate that the analysis of assessment results is integrated with planning processes and is communicated to students, faculty and administration.

VII. ADDITIONAL COMMENTS OR EXPLANATIONS (OPTIONAL)

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

**West Virginia Northern Community College
Wheeling, WV**

24-26 May 2003

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

**Bonnie R. Miley, Vice President Student Services, Iowa Western
Community College, Chair**

**Dr. Robert E. Dunker, President, Western Iowa Tech Community
College**

**Dr. Ron Matuska, Vice President of Academic Affairs, Minnesota State
College, Southeast Technical**

**Dr. Susan D. Stenerson, Dean of Planning and Institutional
Effectiveness,
Lake Superior College**

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ADVANCEMENT SECTION

I. OVERALL OBSERVATIONS ABOUT THE INSTITUTION

Since its creation by the former West Virginia Board of Regents in 1972, West Virginia Northern Community College has undergone many changes. It has functioned under three governing boards and a transition board, and has been served by five presidents. One of the most significant changes for WVNCC was the 2000 legislative action that moved WVNCC to an independently accredited community college and placed more emphasis on the delivery of community college programs and services in the West Virginia system. Throughout its thirty years of operation the mission of WVNCC has not changed significantly. It remains a comprehensive community college, serving its communities with technical education, two-year degree programs preparing students for transfer to four-year universities, and numerous community education programs to meet the changing needs of its constituency.

The dedication and tenacity of the faculty and staff of West Virginia Northern Community College encouraged the team. Although its service area has the lowest percentage of people under the age of 18, and the highest medium age (38.9) of any in the U.S., the College continues to maintain enrollment capable of operating efficiently. The Upper Ohio Valley is experiencing many economic challenges and a decline in population. In the past, Western Steel had been the largest state employer; now Wal Mart holds that title. WVNCC is seen as a partner to community efforts at economic development. Many citizens, students, and legislators commented on the significant role played by WVNCC in bringing people together to solve problems and to face the challenges of the future.

In addition to economic and discouraging demographics, WVNCC also faces competition as an educational resource for its communities. Wheeling is located within an area also served for a four-year public college and two private baccalaureate colleges, and a proprietary business college. In addition, a technical college and a large branch university campus is located with a few miles, across the river in Ohio.

The creative spirit of WVNCC faculty and staff impressed the visiting team. Numerous examples of collaboration between the College and the community served as evidence of the institution's willingness to serve and its dedication to continue to be a viable educational option for its constituency. The team believes that, despite the negative impact of the economy and population decline, WVNCC will maintain its value to the community and it will adapt and survive. The Board and leadership of West Virginia Northern Community College will need to be diligent to assure fiscal resources are used wisely. As resources become more limited, the decisions made regarding allocation of the resources will be paramount.

II. CONSULTATIONS OF THE TEAM

A. Institutional Governance:

West Virginia had a centralized system for governing higher education and West Virginia Northern Community College's was part of it from its creation until 2001. Since 1989 the College's governing board had been the West Virginia Board of Directors, a Board that governed all state four-year and community colleges. With the passage of SB 653 in 2000 the state implemented the Higher Education Policy Commission for all colleges and universities and institutional governing boards, which became effective July 2001. The WVNCC Board of Governors was officially installed in July 2001. Many members of the new board had previously served on the College's Board of Advisors that had prepared for the transition to a governing board.

The College and the Board are currently involved in transition of policy authority and governance of WVNCC. Conversations with officers of the College and with members of the Board of Governors clearly show understanding of the perils and advantages of the new governance structure. Although many Board members have had substantive experience, serving on WVNCC's Advisory Board, the team believes that it would be advantageous for the Board, and the President to spend time developing strategies for transition and in developing skills as a Board.

Recommendations:

- The team suggests that the Board should continue to strengthen their role as a local governing Board by joining the Association of Community College Trustees and by organizing a West Virginia Association of Community College Trustees. The Board would learn much by participating in the meetings and educational opportunities offered by the national organization and by networking with other Virginia community college Board members.
- The team suggests that the Board and the President develop a Presidential evaluation process, conduct a written evaluation of the President's performance each year, and file a written report in the official personnel file of the College.

- The team suggests that the Board take a leadership role in institutionalizing the College's Assessment Plan.
- The team suggests that the Board support the College master facility plan, which includes the strengthening and consolidation of facilities on the Wheeling campus.
- The team suggests that the President review the organizational structure of the College in an effort to clarify the various reporting relationships at the College.

B. Institutional Planning/Effectiveness

Introduction:

The Commission's emphasis upon planning and improving institutional effectiveness is addressed throughout the criteria for accreditation: The clear and publicly stated purposes linked to the college's mission (Criterion 1) are expected to guide institutional planning and resulting plans to improve institutional effectiveness. The effective organization of human, financial, and physical resources (Criterion 2) is a critical component to an institution's effectiveness and must be analyzed and discussed in a manner that allows for the reorganization of such resources as necessary. The institution's ability to accomplish its education and other purposes (Criterion 3) is at the heart of what an institution must measure in order to be effective. Evidence that such evaluation is on going and linked to the college's planning processes is expected. The institution's ability to continue to accomplish its purposes and strengthen is educational effectiveness (Criterion 4) can only be determined through systematic evaluation of the college's institutional effectiveness. Demonstrating integrity in its practices and relationships (Criterion 5) by its very nature requires that an institution clearly articulates what it values and believes in, what its goals are, how it measures whether or not it is achieving its goals, and how changes in its practices and policies can improve its institutional effectiveness. In essence, the importance of having a clearly defined, well-executed plan for improving institutional effectiveness is grounded in the Commission's criteria for accreditation. Adherence to this philosophical underpinning must be documented in a college's institutional plan.

Recommendations: As the college reviews its institutional effectiveness initiative, it should consider the following recommendations:

- Discussions with campus personnel indicated confusion regarding the distinction between measuring student academic achievement and the plan to measure the college's overall institutional effectiveness. Defining the two separately, and their relationships with one another, might assist the institution in placing the planning and assessment of student academic achievement with the faculty and the planning and evaluation of the institution's overall effectiveness residing with the institution as a whole, i.e. the college's administrators, faculty, and staff.
- The college might consider establishing an "Institutional Effectiveness Committee" made up of representatives from all college constituencies. Membership on such a committee should integrate with other college committees, i.e., finance, facilities, assessment of student learning, equipment, and would be charged with the oversight of the evaluation of all the functional units on campus.
- The college should consider developing the measures and indicators that will help them determine how well they are meeting their mission thereby evaluating their institution's effectiveness. It is important to collect and document the feedback, identify feedback loops used to ensure that such information is shared and responded to, and that such activities are tracked as an effort to improve overall institutional effectiveness.
- Environmental scanning allows the institution to pay attention to emerging factors that may influence the future of the institution, such as emerging technology, demographic trends, issues of globalization, etc. An effective institution engages in systematic environmental scanning. West Virginia Northern might consider establishing a process whereby environmental scanning is routinely conducted, where data analysis is engaged in, and where decision-making is clearly linked to the environmental data. Consideration should be given to clearly identify the individual or individuals with whom the responsibility for institutional environmental scanning will lie.

Integrated institutional planning and the creation of a plan to measure the institution's effectiveness ensure that information and planning responsibilities are shared across college constituencies. Such integrated planning is essential for ensuring the college's future institutional health and vitality.

C. The Assessment of Student Academic Achievement

Introduction:

The Higher Learning Commission's Statement on Assessment of Student Academic Achievement emphasizes, "assessing student academic achievement is an essential component of evaluating overall institutional effectiveness." This expectation is embedded in the Commission's accreditation criterion: "the institution is accomplishing its educational and other purposes" (Criterion 3) and "the institution can continue to accomplish its purposes and strengthen its educational effectiveness" (Criterion 4). The meetings held to address this issue confirmed that the college is committed to the assessment of student learning. However, the team suggests that Northern further develop and fully implement a plan that is manageable and sustainable.

The Evaluation Team, in their 1997 Report of a Focused Visit, determined that the concern for assessment had been addressed, since a plan was in place and was being implemented and suggested that the implementation of the assessment plan should continue, with emphasis on actual student outcomes as well as expectations. By their own admission, the college recognizes that the pace of implementation since the 1997 focused visit has not met the expectations of WVNCC or the Higher Learning Commission. Progress has been made since August 2002, but much work toward full implementation remains.

The Instrumentation for the Assessment Plan identifies an eight-phase approach; however the framework does not differentiate between assessment at the course, the program and at the institutional level for general education. The college's efforts previously have been focused at the course level, yet even that is not fully developed and conceptually coherent.

Recommendations: As the college reviews its academic assessment initiative, it should consider the following recommendations:

- It is the expectation of the Higher Learning Commission that all learning outcomes be assessed. WVNCC has begun the process of identifying competencies, using the IPSI method, for each of its classes. In one case, over 150 competencies were listed for a single course. To assess and gather data on all those competencies would prove an overwhelming task. It is the suggestion of the team that the competencies be grouped into primary outcomes, and that the higher-level outcomes form the basis for assessment at the course level.

- Of the assessment plans in place and reviewed by the team, for both general education and program specific, expected and acceptable levels of achievement have yet to be determined. These benchmarks, once in place, will help the institution identify the areas of the curriculum in most need of improvement to meet desired levels of student achievement. It is suggested by the team that the CLTA, with the faculty, begin to develop rubrics for each of the general studies outcomes with acceptable levels of student achievement results in the aggregate.
- The institution has begun to demonstrate links between classroom assessment data and improvement in course delivery. It is not clear, however, what the process is to share successes in this area with the rest of the WVNCC faculty and/or student body. The college should identify assessment champions and creative leaders and provide them with the resources and time to facilitate the development and implementation of assessment. The math department, for example, has developed and implemented course based assessment in some classes, gathered data and made improvement decisions based on that data. The college should consider ways in which best practices within their own faculty ranks can be shared and replicated
- West Virginia Northern should consider developing an assessment implementation timeline with clear target dates for accomplishing feedback loops at all three levels of assessment. Following that, organizational and conceptual links to strategic planning, budgeting and overall institutional effectiveness should be developed to include ways in which assessment information can influence institutional priorities.”
- Students have not been meaningfully involved in the development of the assessment program, are not informed about assessment outcomes, and are not asked for ideas on improvements. The team suggests that a member or members of the Student Senate be considered as a formal member(s) of the CLTA, or at the very least, that a focus group(s) of students be convened at regular intervals for discussion and input into the process.
- WVNCC might also consider how the assessment program can be related to or complement other learning taking place on campus. The exemplary service learning program currently in place on all campuses would be a valuable addition to the program. The CLTA may lead that dialogue across the campus.
- Finally, the college should consider attending the HLC/AAHE Assessment Conference held in June 2003 in Omaha. The two-day conference will provide the Committee with a mentor to offer guidance and concentrated time to further develop the WVNCC assessment plan.

III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

West Virginia Northern Community College has exemplary programs that promote volunteerism. The College has made a significant commitment to its communities through outreach programs throughout its communities. The College has received awards for its outreach, including being named the number 1 college participating in "Military Mail Bag", a program that encourages students and staff to send letters and cards to military personnel. The College also participates in fundraising activities for various foundations and groups. Examples that illustrate the core commitment to this spirit of volunteerism include: Students enrolled in a physical education class are encouraged to participate in walk-a-thons for charitable causes. The health career programs perform outreach services to the immediate community in Wheeling. The faculty, students and staff provide a "safe Halloween" walk for neighborhood children. Funds raised by sales of coffee and popcorn, in the Student Center, are donated to community causes.

Community leaders were very sincere in their appreciation of the College's "community service attitude." The team was given numerous scenarios of situations where a community organization or agency presented a problem, in a public meeting, and a member of the College staff responded by offering assistance from WVNCC. Sometimes this assistance was simply providing space for a community event, while in other instances the College offered services, staff, and expertise to assist in resolving a problem. The "can do" spirit is alive and well at West Virginia Northern Community College.

What is so exemplary about these activities is that it is obvious to the team that students at WVNCC are being taught the importance of "sharing, giving, and commitment", not only as part of their curriculum, but through role modeling on the part of faculty and College leadership. Graduates of WVNCC will be prepared to take their place as active and committed members of their communities. COMMUNITY is a mission, not merely a word in the name of the institution.

The team applauds the efforts ... and the impact that West Virginia Northern is making with its students, and in its community.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: WEST VIRGINIA NORTHERN COMMUNITY COLLEGE
1704 Market St.
Wheeling, WV 26003

TYPE OF REVIEW: Continued Accreditation

DATE OF THIS REVIEW: March 24, 2003 — March 26, 2003

COMMISSION ACTION:

STATUS: *Accredited (1972- .)*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

HIGHEST DEGREE
AWARDED:

Associate's.

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

MOST RECENT
ACTION:

October 22, 1997.

TO BE CHANGED BY THE COMMISSION OFFICE

STIPULATIONS ON

AFFILIATION STATUS: *None.*

Institution *Recommended Wording:* NONE.

Team *Recommended Wording:* NONE.

NEW DEGREE
SITES:

Prior Commission approval required.

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING
Team *Recommended Wording:* RETAIN ORIGINAL WORDING

PROGRESS REPORTS
REQUIRED:

None.

Team *Recommended Wording:* NONE.

MONITORING REPORTS
REQUIRED:

None.

Team *Recommended Wording:* NONE.

CONTINGENCY REPORTS
REQUIRED:

None.

Team *Recommended Wording:* NONE.

OTHER VISITS
REQUIRED:

None.

Team *Recommended Wording:* 2007-08; A visit focused on assessment of
student academic achievement.

LAST COMPREHENSIVE
EVALUATION:

1992-93.

TO BE CHANGED BY THE COMMISSION OFFICE

NEXT COMPREHENSIVE
EVALUATION:

2002-03.

Team *Recommended Wording:* 2012-13.