

West Virginia University

HLC ID 1677

STANDARD PATHWAY: Mid-Cycle Review

Visit Date: 3/5/2018

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Context and Nature of Review

Visit Date

3/5/2018

Mid-Cycle Reviews include:

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

Reaffirmation Reviews include:

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

Scope of Review

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

- Federal Compliance

Institutional Context

West Virginia University (WVU) is the land-grant flagship institution for the State of West Virginia (State). WVU's relatively new mission statement establishes the pillars of education, health and prosperity for its region and beyond, and the institution is committed to driving the State to a better place in the future under the West Virginia Forward initiative. As the State's only R1 university, its largest employer, and its largest institution of higher education, WVU is uniquely positioned to affect significant change.

It should be noted for clarity that the "One WVU" initiative has recently brought together, both symbolically and operationally, the main campus and the Health Science Center (HSC) in Morgantown, WV, with Potomac State College (sometimes referred to as WVU Keyser) in Keyser, WV, and with the WVU Institute of Technology (referred to as WVUIT, or WVU Beckley, or WVU Tech) now located in Beckley, WV. As such, discussion of these entities is prominent in the Assurance Argument and the Team Report, as well as in the evidence file and on WVU websites, and the different references may be confusing to the reader.

The result of the 2014 HLC comprehensive evaluation of WVU was monitoring via an interim report on two topics, assessment of student learning outcomes and the performance of Nursing students in the program at WVUIT. The 2016 HLC staff analysis of the interim report required an embedded monitoring report about the WVUIT Nursing program in the Assurance filing for this current Standard Pathway Year 4 Comprehensive Evaluation. The site visit team identified four Areas of Focus: the WVUIT Nursing program; assessment; student services; and the One WVU initiative. One team member visited WVUIT on Monday of the site-visit specifically to evaluate the Nursing

program, and an Area of Focus meeting on the topic was held at the main campus on Tuesday morning. For the other three Areas of Focus, the team held two meetings each due to the large number of invitees. It should also be noted that attendance at all of the Criteria open forums was very robust, as were the ensuing discussions.

Interactions with Constituencies

Board of Governors (4)

President

Provost and Vice President for Academic Affairs

Academic Advisor, Reed College of Media

Academic Counsel, School of Nursing

Academic Success Program Coordinator

Academic Service Learning Coordinator

Assessment Coordinator, Keyser

Assessment Chair, Department of World Languages, Literatures and Linguistics

Assistant Dean, Teaching and Learning

Assistant Dean, Finance & Administration, School of Medicine

Assistant Dean, Statler College of Engineering & Mineral Resources

Assistant Dean, Honors College

Assistant Dean, Reed College of Media

Assistant Director, Recruitment

Assistant Director, Prevention Education

Assistant Director, Student Engagement/Leadership

Assistant Director, Equity Assurance

Assistant Director, Talent Strategy

Assistant Director, Facilities & Services

Assistant Director, Treasury Operations

Assistant Director, Facilities

Assistant Director, Facilities Management

Assistant Director, Fraternity & Sorority Life

Assistant Director, Equal Opportunity and Affirmative Action

Assistant Professor, Eberly College of Arts and Sciences

Teaching Assistant Professor, Eberly College of Arts and Sciences

Assistant Vice President, Strategic Action

Assistant Vice President, Parent Programs

Assistant Vice President, Talent & Culture

Assistant Vice President, Graduate Education, HSC

Assistant Vice President, Educational Partnerships, HSC

Assistant Vice President, Marketing & Outreach

Assistant Vice President, Facilities Management

Assistant Vice President, Finance

Associate Dean, Academic Affairs, Eberly College of Arts and Sciences

Associate Dean, Academic Affairs, Keyser

Associate Dean, Keyser

Associate Dean, Academic Affairs, College of Education and Human Services

Associate Dean, Academic Affairs, School of Dentistry

Associate Dean, College of Creative Arts

Associate Dean, Undergraduate Programs, College of Business and Economics

Associate Dean, Academic Affairs, Davis College of Agriculture, Natural Resources and Design

Associate Dean, External Research Development

Associate Dean, Reed College of Media

Associate Dean, Academics, School of Nursing

Associate Dean, Student Services and Curriculum, School of Medicine

Associate Dean, School of Public Health

Associate Director, Residential Learning

Associate Director, Payment Services

Associate Director, Facilities Planning & Scheduling

Associate Director, Adventure WV

Associate Director, School of Music

Associate Director, Facilities Design & Construction

Associate General Counsel

Associate Professor representing Graduate Council

Associate Professor, Accounting/Director, Center for Executive Education

Associate Professor, Eberly College of Arts and Sciences (2)

Associate Professor, Davis College of Agriculture, Natural Resources and Design

Associate Professor, Art History, Coordinator of Graduate Studies

Associate Professor, College of Business and Economics

Associate Professor, Occupational Therapy

Associate Provost, Undergraduate Affairs

Associate Provost, Graduate Affairs

Associate Provost, Academic Personnel

Associate Registrar, Academic Services

Associate Vice President, Student Financial Support & Services

Associate Vice President, Enrollment Management

Associate Vice President, Health Sciences Academic Affairs

Associate Vice President, Student Life

Assistant Vice President, Entrepreneurship and Innovation

Associate Vice President, Health Sciences Research

Associate Vice President, Planning

Assistant Vice President, Strategic & Academic Communication

Associate Vice President, Finance

Associate Vice President, Research Administration

BSN Program Chair, Keyser

Campus President, Beckley

Campus President, Keyser

Cancer Center Director

Chair, Faculty Assembly, Keyser

Chair, Faculty Senate

Chair, Staff Council

Chair, Family and Community Health

Chair, Nursing Program, Charleston

Chair, Adult Health Department

Chair, Department of Accounting

Chair, Management Information Systems Department

Chair, Department of Psychology

Chair, Management Department

Chair, Department of History

Chair, Department of Petroleum and Natural Gas Engineering

Chief Business Planning Officer & Senior Director of Budgeting and Planning, HSC

Chief Procurement Officer

Chief of Police

Chief University Budget Officer

Chief Information Officer

Chief Medical Officer/Vice Dean Clinical Affairs

Classified Staff Board of Governors Member

Clinical Assistant Professor, School of Nursing

Clinical Assistant Professor, School of Pharmacy

Clinical Associate Professor, School of Pharmacy

Conflict of Interest in Research Officer

Coordinator of Assessment, Keyser

Coordinator of Academic Counseling, School of Nursing

Dean of Completion

Dean of Academic Affairs, Keyser

Dean WVU Online/Assistant Provost Teaching and Learning

Dean of Students

Dean, Extension Services

Dean, Student Life, Keyser

Dean, Davis College of Agriculture, Natural Resources and Design

Dean, College of Physical Activity and Sport Sciences

Dean, College of Business and Economics

Dean, Eberly College of Arts and Sciences

Dean, School of Pharmacy

Dean, College of Education and Human Services

Dean, Reed College of Media

Dean, College of Arts & Sciences

Dean, School of Public Health

Dean, College of Law

Deputy General Counsel

Director, Nursing Simulation

Director, Undergraduate Advising, School of Nursing

Director, Fraternity and Sorority Life

Director, Evaluation, Nursing

Director, Housing & Residence Life

Director, Academic Excellence & Assessment

Director, Academic Operations and Accreditation, School of Medicine

Director, Teaching and Learning Commons

Director, Advising, CLASS/Co-Chair AAC

Director, First Year Experience, CLASS

Director, BSN Programs

Director, Student Success

Director, Employee Relations

Director, HR Strategic Projects

Director, Student Support Services, TRIO

Director, Honors College Living Learning Community

Director, Veterans Affairs

Director, Adventure WV

Director, Dining Services

Director, Enrollment Services, Keyser

Director, University Relations, Keyser

Director, Development, Keyser

Director, Campus Operations, Keyser

Director, Launch Lab

Director, MS in Health Sciences

Director, Student Family Resources

Director, Center for Service & Learning

Director, Center for Black Culture and Research

Director, Carruth Center for Psychological and Psychiatric Services

Director, Assessment, Beckley

Director, Support Services

Director, Admissions

Director, Pre-Health Development Office

Director, Assessment & Research, Student Life

Director, Export Control Office

Director, Office of Sponsored Programs

Director, Leadership & Organizational Development

Director, Marketing & Communication

Director, Women's Business Center

Director, ADVANCE Center

Director, Internal Audit

Director, Division of Resource Economics and Management

Director, Office of Innovation, Inclusion and Outreach

Director, Equity Assurance and Title IX Coordinator

Director, Accessibility Services

Director, PhD Program, School of Nursing

Director, ASPIRE Office

Director, Sponsored Projects and Property Administration

Director, Administrative Units Shared Services Center

Director, Institutional Accounting, Reporting and Analysis

Director, Payroll and Employee Processing

Director, Center for Excellence in STEM

Director, Facilities & Services

Director, Facilities Management

Director, Core Resources, HSC

Director, Athletics

Director, iDesign

Director, Collegiate Recovery Program

Director, WVU Energy Institute

Executive Director, Housing & Residence Life

Executive Director, Marketing & Enrollment Services

Executive Director, Events

Executive Director, Admissions

Executive Director, Enterprise Infrastructure

Executive Director, Enterprise Support

Executive Director, Enterprise Applications

Executive Director, Customer Service & Communication

Executive Director, Planning, Design, Construction and Scheduling

Executive Officer and Assistant Secretary to Board of Governors

Extension Specialist, 4-H Health

Extension Specialist, Health Promotion

Extension Specialist, Public Health

Extension Specialist, WVU Extension

Facilities Coordinator, College of Creative Arts

Faculty Member, English Department

Faculty Member, School of Dentistry

Families & Health Agent, WVU Extension

Former Student Body President

General Counsel

General Education Foundations Committee Chair

Graduate Student (2)

Head of Libraries' Office of Curriculum and Instructional Support

HR Partner

HR Partner II, Facilities & Services

IDEA Fellow, Keyser

Instructor, Multidisciplinary Studies

Interim Assistant Director, Student Recreation

Interim Director, Office of Wellness & Health Promotion

Interim Director, Office of Research Integrity and Compliance

Interim Dean of Libraries

iServe Coordinator, Center for Service & Learning

Manager, Facilities Planning

Member, Board of Governors

Numerous attendees who signed their names rather than providing titles

Parent Relations Director

President and CEO, WVU Foundation

Professor, HSC/Board of Governors Member

Professor, HSC

Professor/Administrative Fellow, Eberly College

Program Coordinator and Advising Specialist ECAS/Co-Chair AAC

Program Coordinator, Honors College

Program Coordinator, Student Success

Program Coordinator, Transitional Programs

Program Coordinator, Graduate Education and Life

Program Director, Tutoring & Data

Program Director, Provost's Office

Program Director, MSN/DNP, School of Nursing

Program Manager, Student Success Technologies

Project Director, Shared Services Operations

Professor, Art History

Professor, College of Physical Activity and Sport Sciences

Professor, School of Public Health

Senior Associate Dean of Students

Senior Associate Vice President, Research/Graduate HSC

Senior Associate Vice President, Facilities & Services

Senior Associate General Counsel

Senior Advisor to the Vice President for Strategic Initiatives

Senior Director, HSC

Senior Events Coordinator

Senior Lecturer, School of Nursing

Senior Management Auditor

Senior Policy Analyst, Talent & Culture

Senior Financial Analyst

Special Assistant, Board of Governors

Student Body President

Student, College of Law

Teaching Assistant Professor, Eberly College of Arts and Sciences

Teaching Associate Professor

Teaching Professor

Undergraduate Student (2)

University Registrar

Vice Dean of Education and Academic Affairs, School of Medicine

Vice President, Health Sciences

Vice President, Global Strategies & International Affairs

Vice President, University Relations & Enrollment Management

Vice President, Strategic Initiatives

Vice President, Talent & Culture

Vice President, Finance

Vice President, Research

Vice President, Division of Diversity, Equity and Inclusion

Vice Provost

Visiting Assistant Professor, Interior Design

WVUIT visit:

Dean, School of Nursing

Chair, School of Nursing

Nursing Students (7 Seniors; 3 Sophomores)

Nursing skills lab faculty (2)

Nursing Faculty (7)

Nursing Senior Lecturer & Academic Counselor

Dean of Students

Nursing Program Asst. III

Campus Provost

IT Manager

Interim Director, Student Success Center

Library Director

Additional Documents

School of Nursing – Beckley campus Faculty list 2011 – 2018

ATI Results – May 2017 – February 2018

Personal correspondence B. Douglas & C. Sheaves (Feb. – March 2018)

Syllabus – Nursing 486 NCLEX Review

WV RN Board Annual Report 8/28/2014

Education Survey Report 2015-2016

Annual Report to the Dean – Aug. 2016 – Aug. 2017

Board Action Letter Oct. 17, 2017

Report to WV Board of RN Examiners – Sept. 2016

Progress report on move to Beckley – Feb. 2017

Progress report on move to Beckley – May 2017

RN Board Improvement Plan for Tech – Feb. 2016

RN Board Improvement Plan for Tech – May 2015

WV Board Report 2014 – 2015

School of Nursing Organizational Chart

School of Nursing Annual Report 2012-2013

<https://admissions.wvutech.edu/academics/accreditation>

<https://admissions.wvutech.edu/academics/majors-by-interest>

<https://admissions.wvutech.edu/academics/majors/nursingjors>

<https://admissions.wvutech.edu/files/d/e2f1ea22-e330-4079-ac70-ef6ddec594e8/2016-2017-pattern-bhss-nursing.pdf>

<http://nursing.hsc.wvu.edu/>

Assurance Process Summary

Explanation of process of certificate reviews and learning outcomes

Examples of catalog copies for 3 recently reviewed graduate certificates

Learning Outcomes for the graduate degree in pharmacy

<http://www.wv-hsta.org/>

NIH documentation

<https://registrar.wvu.edu/academic-records/degreeworks>

WV Intercollegiate Athletics Academic Achievement document

http://catalog.wvu.edu/undergraduate/degree_regulations/

http://catalog.wvu.edu/graduate/advisingcoursesdegrees/degree_regulations/

<https://admissions.wvu.edu/cost-and-aid/cost-estimate>

<https://graduateadmissions.wvu.edu/cost-and-aid>

<https://admissions.wvu.edu/our-campus>

<http://www.hsc.wvu.edu/faculty-development/teaching-scholars-program/>

Select transfer student transcripts (on-site)

“WVU to lead ‘purposeful change’ for students, state”, news article on Feb. 27, 2018 State of the University address by WVU President E. Gordon Gee

Specialized Program Accreditations list, updated October 2017

Parent Feedback summaries

Parent E-Newletters

Policy: Guidelines for Translating Courses

Policy: Entering Credit

Master Sheets for tracking student issues and complaints, 2014 – 2017

Transfer student data by location

Catalog updates for WVU document

Third party comment (1)

<http://www.hsc.wvu.edu/>

<https://consumerinformation.wvu.edu/>

<https://curriculumatrix.wvu.edu/matrix/dist/index.html#/majors>

<https://accessibilityservices.wvu.edu/academic>

<https://students.wvutech.edu/accessibility>

http://www.potomacstatecollege.edu/about/disability_services.html

<https://planning.wvu.edu/institutional-research/statistical-information/student-outcomes/morgantown-student-outcomes>

<https://planning.wvu.edu/institutional-research/statistical-information/student-outcomes/wvu-beckley-student-outcomes>

<https://planning.wvu.edu/institutional-research/statistical-information/student-outcomes/wvu-keyser-student-outcomes>

<http://wvusports.com/sports/2017/8/2/forms-documents-and-reports.aspx>

<https://admissions.wvu.edu/how-to-apply/transfer-students/transferring-course-credit-to-wvu>

<https://revenueservices.wvu.edu/policies/student-refunds-for-dropped-courses-withdrawals>

<https://registrar.wvu.edu/registration/withdrawal-policies>

<https://ferpa.wvu.edu/>

<https://financialaid.wvu.edu/home/types-of-aid>

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Evidence

As the state's land-grant university, WVU has a long standing commitment to serving the post-secondary needs of its constituents, as well as the entire State. *WVU's 2020 Strategic Plan for the Future* outlines five broad goals, each with objectives and action steps congruent with its diverse mission. Prior to being adopted in April 2017, the strategic vision was developed during a yearlong process that included campus conversations open to the campus community and targeted constituency groups.

Serving the state primarily in Morgantown, Keyser, and Beckley, the institution's 194 programs offer degrees at the associate, baccalaureate, graduate, and professional level. Recent work to "harmonize" the curricula among the three campuses has resulted in greater mobility for students to begin their studies at one campus and complete their studies at another.

The enrollment is equally as diverse, with over 20% of undergraduates identified as first-generation, and the median ACT Composite ranging from 21-27. Given the diverse student body, WVU provides multiple support services to meet students' needs.

Evidence from the assurance argument and the site-visit indicates the institution is increasing support for programs that impact student success. For example, Adventure WV, an outdoor experiential summer program, has expanded for at-risk students. The program has also partnered with undergraduate colleges so that students can interact with peers with common academic interests. Financial assistance is provided for low-income students to participate. Other examples include pairing deciding majors with their academic advisor in a weekly credit-bearing seminar, using an early-warning system to identify at-risk students, and leveraging a cross-functional student care team to identify and assist in student outreach.

In 2014 the institution committed to "One WVU." This initiative helped align the work of the three campuses, resulting in collaboration among faculty and staff at the three institutions. Not only did this result in efficiencies in service areas such as technology support, it also yielded a unified enrollment plan for the three campuses. As one admissions staff noted, the institution now has three "front doors" to obtaining a WVU degree. Additionally, "One WVU" also resulted in making units at Morgantown more cohesive and mission-focused. One notable change includes aligning key processes such as financial oversight and tenure between HSC and the rest of the Morgantown campus.

For additional information regarding budgeting priorities, see 5.C.1.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Evidence

WVU's mission and vision statements are prominently located on the university's website, student catalogs, and various employee handbooks. The institution has utilized a semiannual State of the University Address (SOU) to communicate mission-critical issues to the greater university community. The most recent SOU highlighted West Virginia Forward, a collaboration with other state and private entities to address the changing economies and needs of the state.

WVU's values of service, curiosity, respect, accountability, and appreciation were mentioned by staff during the campus visit, consistent with the assurance argument. The values of curiosity and respect were specifically highlighted as guiding principles during a discussion regarding freedom of expression and civility. The university also articulated the values to faculty, staff, and students in a 2017 video series.

Throughout the visit, it was clear that WVU has a "lived" land-grant mission. In multiple meetings, faculty and staff mentioned the "sense of purpose" they have for their work and its impact on students, the institution, and greater community. One faculty member noted that he has a lot of "extra work." However, the extra work was primarily due to his own desire to do more for his students and State, and he believed the institution supported his work. Another staff member from the School of Medicine commented that the "One WVU" campus dialogue had made her consider "how we think about our research and science, what we value, and how we live." Another faculty member from engineering commented that everyone takes the land-grant mission seriously, and that among research, teaching, and service, no one piece can stand alone.

The "sense of purpose" and pride in the institution was both genuine and pervasive. The open forums were well-attended, with at least 150 participants at each open forum. Participants wanted to "tell their story" and numerous faculty and staff praised the vision and leadership of the President, Provost, and campus leaders. Several recently hired participants commented on what attracted them to WVU. One noted that it's not enough to be "land-grantish." Another said the university should be the driver

for the state, not only in education and prosperity, but as a place to attract and retain talent that will lead the state in population growth. Another said the reason for coming to WVU was that the institution has a vision for what it means to be a land-grant university in the 21st century and how the liberal arts contribute to that mission. The members of the Board of Governors also expressed their pride in the institution. One commented that at the end of the day, he had to answer for the well-being of WVU to his friends and neighbors, and took his responsibility seriously.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Evidence

WVU's mission addresses the institution's multifaceted roles of education, healthcare, research, and economic growth. Forty eight percent (48%) of all students enrolled in college in West Virginia attend one of WVU's campuses. The institution is not only responsible for educating future healthcare practitioners, its network of ten hospitals provides healthcare for much of West Virginia. The institution is currently engaged in research critical to the state's needs including water quality, energy, and opioids abuse.

The institution has a number of programs designed to support the diversity of its student body. Programs include: Students Achieving and Reaching Success (STARS), a summer bridge program sponsored by The Center for Black Culture and Research; WVU ADVANCE to support women in STEM disciplines; the Women's Resource Center; the LGBTQ+ Center to support lesbian, gay, bisexual, transgender, and queer/questioning students; and the Office of Accessibility Services. The institution serves a large number of first-generation students, many through the Student Support Services/TRIO (SSS) Program. West Virginia is home to a large population of veterans, and WVU offers a variety of special programs to assist in their success. More recently, the Department of Housing has developed specialized learning communities for students identified as LGBTQ, first generation, and international.

The general education requirements and learning outcomes at WVU also insure that diversity is addressed in the curriculum. WVU utilizes AAC&U's LEAP Essential Learning Outcomes. The General Education Foundations (GEF) requirements include courses in "Society and Connections" and "Global Studies and Diversity." Professional schools also integrate diversity into their curriculum. One exemplar is the School of Pharmacy, which utilizes electronic portfolios as a medium for students to reflect on their cultural competencies.

During an open forum, numerous faculty and staff articulated the institutions's role in having difficult dialogues in a civil manner. One staff member noted that the university's values of respect and curiosity guide their practice in discussions. The Director of Greek Life noted that guided conversations occur among students in their chapters. The campus has recently facilitated dialogue among students and the police to promote community. One female student who identified as Muslim indicated that she felt very supported by the campus community. She mentioned that the campus supported a "unity circle" attended by over 500 supporting students. She also noted that the

administration provided timely support and communication to the campus during the government's travel ban in January 2017.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

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

Rating

Met

Evidence

As the land-grant institution for its State, WVU's mission is tightly coupled to the needs of greater West Virginia. Numerous faculty and staff articulated their belief that WVU is the driver for the state in terms of education, healthcare, and prosperity, and that the future of the State depends on the success in fulfilling their mission.

Over recent years, the institution has actively engaged with external constituents. In 2014, the president of the institution conducted a listening tour in all 55 counties. In an effort to better serve the southern part of the state, in 2016 the WVU relocated the WVU Tech campus from Montgomery to Beckley. Staff, as well as trustees from the Board of Governors, acknowledged during the visit that although the move required significant resources in the short term, the move ensures long term stability for serving the diverse needs of the southern part of the state. A site-visit by one of the HLC team members to Beckley verified the success of the relocation. The "One WVU" initiative has also provided additional collaboration among the three campuses. Staff from Keyser and Beckley indicated that the collaboration has assisted in their ability to help WVU fulfill its mission.

Congruent with its land-grant mission, Extension Services (WVUES), has a footprint in every county of the State. In addition, there are a plethora of outreach programs that leverage WVU's resources. As noted by an administrator at an open forum, regardless if the issue is related to healthcare, the environment, or economic development, the university wants to be seen as the first place to go for addressing the State's needs. Several faculty and staff provided examples of this living mission. Examples included research initiatives by the Davis College of Agriculture, Natural Resources and Design related to water quality and energy; the partnership with the Health Sciences and Technology Academy (HSTA) to provide a pathway for underrepresented STEM high school students; the Applied Innovation, Design, and Entrepreneurship (IDEA) HUB to promote prosperity; free dental care for rural residential areas; and partnerships with the State auditor and Accounting department to provide opportunities for accounting students to assist rural municipalities. As stated by a faculty member, "we are trying to follow the mission and do great things."

The institution also offers 30 online degree programs at the undergraduate and graduate level. The institution offers advising and has recently expanded tutoring services for online students. Enrollment staff noted that online programs, coupled with programs offered at Beckley and Keyser, have provided greater access for students to pursue their academic goals.

In terms of financial priorities, WVU's budget is closely aligned with its public mission. The largest functional expenditures are instruction and research, with public service ranked as its sixth largest expenditure. During the visit, faculty and staff acknowledged the financial difficulties resulting from declining state aid. Despite these challenges, WVU has invested in initiatives aligned with the strategic plan such as the Student Success Collaborative, positions and resources for assessment, and increased support for student retention efforts.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

The WVU community believes in their land-grant mission. Numerous faculty and staff mentioned the "sense of purpose" that guides their work. Many referred to the institution not in terms of a physical location, but as the community in which they live. Participants used words "we" and "us" in describing WVU. Several people noted that the long-term viability of the region depends on the education they provide to their future alumni and the service they provide the State.

One of the more interesting remarks was by the student body president when discussing how WVU will be viewed externally in the future. His focus was not on the ranking of the institution in publications such as *U.S. News and World Report*. Rather, his concern was on how the state of West Virginia would be "ranked" against other states on issues of importance. In addition to being proud of their institution, it should be noted that embedded within WVU's culture was an underlying ethos of hard work and positive restlessness. This was illustrated during lunch with the Board of Governors who genuinely asked the members of the site visit team for recommendations for improving WVU.

During the day and a half campus visit, the WVU community was actively invested in the process. All of the sessions were well-attended, including the three open forums which were "standing room only." Participants were engaging, sharing how their work contributes toward achieving WVU's strategic plan. The team left knowing there is tremendous energy and enthusiasm on campus toward fulfilling a revitalized land-grant mission for the 21st century.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

As indicated in the assurance argument, WVU upholds service, curiosity, respect, accountability, and appreciation as values for which the land-grant institution and its employees are responsible. It was clear from the comments of many employees at different on-site meetings that the values are known, understood, and valued. All WVU employees follow the West Virginia Ethics Act code of conduct and are subject to the oversight and integrity of the West Virginia Ethics Commission. In the event there are ethical concerns, the institution employs the EthicsLine (NAVEX Global) for submission of anonymous reporting of concerns.

The 2017 approval of House Bill 2815 (referred to on campus as the "Freedom Agenda") transitioned some WVU governance and decision making capacities from West Virginia Higher Education Policy Commission (HEPC) to WVU and the Board of Governors (BOG). Since then, the campus has been working to develop its own policies and procedures in light of this legislative change; many are now in the public comment phase of development and review. The benefits of the Freedom Agenda are seen to be greater institutional efficiency, effectiveness, and self-determination. Feedback at an open forum supports the contention that WVU is developing new policies in a thoughtful way, taking longer than the minimums allowed by legislation to ensure an inclusive campus conversation and review of not only policy changes, but also stakeholder implications.

Much of the work of the BOG is accomplished through six committees: Academic Affairs and Accreditation, Audit, Divisional Campus, Executive, Finance and Facilities and Revitalization and Strategic Plans and Initiatives. The Audit Committee, with its emphasis on financial reporting, oversight of independent auditors, and compliance is particularly important for setting the overall tone for effective internal controls, financial reporting, risk management, and ethical behavior. The Audit Committee Charter shows good separation of functions, requiring that "no member of the Audit Committee shall have participated in the preparation of the financial statements of the University in the past three years." In addition, WVU underwent external information technology audits to manage risks associated with information technology.

Due to delinquent statewide audits, in 2017 all public colleges and universities in West Virginia became subject to heightened cash monitoring requirements by the Department of Education, regardless of the financial status of individual institutions. In fall 2017, WVU successfully met the West Virginia Department of Education cash management protocols.

All WVU faculty rank and tenure decisions receive final approval from the Provost and are supported via the Academic Affairs Policies and Guidelines. In part, this represents a new process related to the "one WVU" initiative--in previous years rank and tenure decisions for the HSC and the regional campuses went through different processes. Staff roles and responsibilities are governed by the classified staff handbook, and are consistent throughout WVU.

Academic standards are outlined for all students in the graduate, professional, and undergraduate academic catalogs. The third-party DegreeWorks program is used by students, faculty, and advisors to track academic progress toward degree completion.

Through public-public and public-private partnerships, WVU has expanded residential facilities, dining options, student union facilities (Evansdale Crossing and Mountaineer Hub), and a baseball park. These creative partnerships enable the university to increase capacity without adding debt to the balance sheet, while also increasing the tax base for the city, county and state.

WVU maintains a contemporary Title IX program through an annual review of the BOG policies germane to Title IX and through the 2011 designation of the Title IX Coordinator as well as the hiring of two Equity Assurance Investigators. Since 2011, WVU has instituted comprehensive training and awareness initiatives on all campuses and with local shelters and police departments. In 2015, additional personnel were hired to support the expansion of Title IX services and the launch of the It's On Us Campaign.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Evidence

WVU complies with the Department of Education by providing consumers a complete academic programming guide as evidenced by the online academic catalog. Through the Office of the Registrar students and advisors can use the curricular management tool, DegreeWorks, to track major and degree requirements for completion.

The WVU Facts Page provides an online overview of quick financial, governance and academic information. The Undergraduate Admissions, "We Are One WVU Across West Virginia" webpage provides a comprehensive overview of undergraduate education opportunities by enrollment, costs and location. For undergraduate education cost estimates, the Office of Undergraduate Admissions webpage offers prospective students an on-line tool to estimate the cost of an undergraduate education at WVU including tuition and fees, books and supplies, room and board, transportation and personal expenses. Students may use the Net Price Calculator to apply financial aid options to the estimated cost. Similarly, Graduate Admissions offers a cost estimate tool and tuition and fees schedules. Specific undergraduate and professional/graduate degree regulations are accessible via the Undergraduate and Graduate/Professional Information pages on the WVU website, including the WVU undergraduate reverse transfer program.

Notification of WVU's comprehensive HLC visit was publicly accessible via the Accreditation page on the WVU website. Specific criterion meeting dates and times were outlined and the assurance argument was available. All campus stakeholders were invited to participate in the 3 open fora held on-site in Morgantown.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Evidence

The WVU BOG includes voting members representing faculty, students, and staff. Board members who participated in the on-site visit were highly committed to the institution, were knowledgeable about major issues facing WVU and higher education in general, expressed strong support for positioning WVU as an exemplar for land-grant institutions in the 21st century, and demonstrated expertise appropriate for board members (for example, one BOG member is an attorney with expertise related to the public-private partnerships WVU has entered into). In addition, the BOG follows best practices by being actively engaged with the Association of Governing Boards.

The on-site visit confirmed that the BOG has delegated day-to-day operations to the administration and academic matters to the faculty. The general tone of the various meetings was one of faculty and staff empowerment to do the work of WVU to the best of their ability. The meeting with several members of the BOG confirmed their high regard for the administrative team, with no indications that they venture into the day-to-day management of the university. The institution's President communicates regularly with the BOG (sometimes several times a week) to inform them of important happenings at the institution and/or in the higher education landscape.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

WVU supports freedom of expression as outlined and evidenced by BOG Policy 2 (Academic Freedom, Professional Responsibility, Promotion, and Tenure), BOG Policy 10 (Students Rights and Responsibilities), and BOG Policy 11 (Freedom of Expression and Use of Facilities). The student rights include a free and independent student press, the Daily Athenaeum.

Students who spoke up at the open forums indicated that the campus provides opportunities for respectful public exchange of ideas. Faculty academic freedom was mentioned within the context of the course harmonization process designed to increase consistency across campuses. Most of the similar courses that were offered on different campuses were able to be harmonized, which is a testament to faculty commitment to the project. However, when faculty on different campuses were not able to come to consensus, the differences were permitted to stand. It was clear during the on-site visit that faculty, students and staff were comfortable sharing their opinions in front of large audiences, their supervisors, and even campus leadership, which attests to the true commitment of the institution to freedom of expression.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Evidence

Faculty are supported in research and scholarly practice through faculty development and internal grant funding. The Teaching Scholars Program was discussed during the on-site visit as a source of professional development and support for tenured and non-tenured faculty as they pursue research and scholarship collaboratives. A faculty participant in the Criterion 5 open forum cited internal grant funding for community engagement research as a mechanism of faculty supported research.

Institutional oversight for human research is noted through full accreditation from the Association for the Accreditation of Human Research Protection Programs (AAHRPP, 6-13-08) for the university and through the Association for Assessment & Accreditation Laboratory Animal Care (AAALAC) for the Robert C. Byrd Health Sciences Center, the Blanchette Rockefeller Neurosciences Institute, and the Eberly College of Arts and Sciences.

The Institutional Biosafety Committee (IBC) was determined competent (7/2015) by the National Institutes of Health (NIH). Areas for improvement highlighted by NIH during the July 2015 visit were addressed via an August 2015 letter from the WVU Vice President for Research to the NIH Office of Biotechnology Activities, submission of requested documents by NIH, and follow-up training sessions for PIs working with rDNA.

WVU's General Education Foundations (GEF) Program assesses student information literacy via the AAC&U's Value rubrics. WVU prepares students in the responsible use of information through the completion of a security responsibility statement every six months and an information security awareness quiz with password and login credentials. Furthermore, health science students are required to complete HIPAA training and a mandatory course in ethics in research, and have limited student access to EPIC, the health information management system.

All students are provided Academic Standard guidance via the graduate and undergraduate catalogs. The AY 2014-15 and 2015-16 institutional academic dishonesty data reported low cases per total enrollment. In an effort to maintain low incidence and support academic integrity institution-wide, WVU is in the process of hiring a Director of Academic Integrity to uphold the academic standards process and provide best practices to minimize academic misconduct. During the on-site visit, it was noted that academic integrity violations are currently managed at the college level.

In AY 2016-2017, the Academic Standards Committee streamlined the academic dishonesty processes based on faculty focus group feedback. Additional institutional resources supporting academic integrity include an informative and preventative academic dishonesty module supported through the University library and the use of Turnitin software as a tool for faculty and students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

The assurance argument documents the various ways that WVU acts with integrity--in its finances, its Board governance, the information it makes publicly available, its support of freedom of expression, its conduct of research, and its compliance with Federal higher education requirements. The on-site visit and documents reviewed confirmed many of these practices. A particularly strong commitment to serving the interests of the State was apparent, and operating with integrity appears to be a part of living out that mission.

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

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

3.A - Core Component 3.A

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

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

Rating

Met

Evidence

With more than 300 degree and certificate offerings, WVU provides students with a wide range of higher education options. Developed under policies from both West Virginia's HEPC and the university's BOG, these programs are reviewed in five-year cycles for currency and student performance. The program review forms use industry-standard criteria, such as 120 credits for a bachelor's degree with 30 credits beyond the bachelor's required for a master's degree. Departments proposing a new program to the university's curriculum committee must specify on which level the program is being proposed and how many credits the proposed program will require. In addition to program reviews, more than 190 programs at WVU have specialized accreditation which provides further evidence of relevance and learning outcomes performance.

Since the 2014 visit by an HLC team, evidence indicates that WVU has worked hard to articulate learning goals for all its academic programs. The university's Teaching and Learning Commons (TLC), for example, has held both in-person and online workshops for faculty on writing learning goals. In addition, the university hired a Director of Academic Excellence and Assessment, originally based in the TLC, to coordinate the development and articulation of these goals. This position has been moved under the Provost's office to coordinate assessment from the institutional level. In addition, a second assessment position, the Associate Director of Assessment and Quality Assurance, is going to be placed in the TLC.

According to listings in the WVU catalogs, all degree programs on the Morgantown campus have set learning goals. There are also clearly delineated learning goals for the General Education Foundation program (see 3B), and the curricular harmonization process with Beckley and Keyser engaged faculty

throughout the WVU system to ensure that courses taught at multiple locations or through various modalities share the same content and learning outcomes. Completed in 2016-17, the process resulted in changes such as prerequisites, catalog descriptions, and new course numbers. As reported during the HLC site-visit, the harmonization process has also prompted faculty from the three campuses to work more closely together on other matters.

Any changes in programs, including learning goals, must be routed through either the Faculty Senate Curriculum Committee (undergraduate) or the Graduate Council. The undergraduate and graduate certificates are being reviewed for need, currency, and learning goals. To-date three graduate certificate revisions have been approved by the Graduate Council and these revisions, including added learning goals, have been submitted for the upcoming catalog revision. Fourteen graduate certificates have either already been discontinued or are in the process of discontinuation.

WVU has policies and processes in place to promote consistency in student learning across campuses and pedagogical modalities. Examples include program proposals and reviews, Quality Matters protocol for online courses, the requirement that those teaching dual credit courses meet the same academic qualifications as those teaching "regular" sections of the same courses, and an electronic faculty evaluation system (eSEI) that all students in all programs on all campuses/methods of delivery use to evaluate faculty.

An example of WVU's response to addressing academic issues involves the nursing program at WVU Beckley. In 2012-2013 the RN NCLEX first-time student pass rate on the WVUIT campus fell to 43% contrasted with a national rate of almost 84%. The program was placed on provisional status by the West Virginia RN Board with required quarterly reports and 2014 HLC site-visit team recommended an interim report due in 2016. Meetings with WVU Beckley faculty on March 5, 2018, and a review of the Interim Report reveal numerous improvements. WVU Morgantown now has administrative, academic, and fiscal authority over the WVU Beckley nursing program. There have also been updates to the WVU Beckley skills lab and simulation center, an appointment of an academic counselor to work with at-risk students, and changes in the curriculum, such as a review course and an additional semester of adult health nursing. As a result, the West Virginia RN Board has removed the provisional status from the WVU Beckley nursing program.

As mentioned previously, one member of the HLC team visited WVUIT on the first day of the site-visit to assess the situation with the Nursing program. In addition, approximately twenty faculty and administrators attended an Area of Focus meeting on the WVUIT Nursing program during the second day of the visit. It is clear that the Nursing programs are now integrated, and that assessment and other forms of student feedback data are being used to improve student learning and the student experience. Some examples include: expanded emphasis on physiological performance; moving to professional advising; and implementation of an at-risk student tutoring program. In addition, a representative of the Keyser campus indicated that establishing a new Nursing program there has been a very collaborative process with the main campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Evidence

In 2014 the WVU Faculty Senate approved a new general education program, General Education Foundations (GEF), which was implemented in 2016. The GEF adapted AAC&U's LEAP Essential Learning Outcomes, and the purpose, policies, and requirements of the program are communicated to students via the undergraduate catalog, Registrar's website and the Faculty Senate's website. The GEF learning outcomes are appropriate to the mission of WVU and include 1) knowledge of human cultures and the natural world; 2) intellectual and practical skills; 3) personal and social responsibility; 4) integrative and applied learning. A review of the structure of the course distributions that students must take, and the embedded assessment methods, provides evidence that each of these learning outcomes are part of the WVU student experience.

In addition to coursework, various administrative units and programs at WVU underscore the importance of diversity and support students who themselves represent diversity on the WVU campus. These units include the Office of Global Affairs; the Division of Diversity, Equity, and Inclusion; the Women's Resource Center; the LGBTQ+ Center; the Office of Multicultural Programs; the Center for Black Culture and Research; and the Global Living-Learning Community that increases interaction among domestic and international students. In addition, a new Diversity Ambassadors Initiative has begun with the goal of fostering understanding among student groups. These examples indicate that WVU provides students with a variety of means through which they can explore the diversity of the world.

As an R1 research university, WVU expects most of its regular faculty to conduct and publish research. In alignment with a faculty member's particular assignment, performance results are captured in an electronic portfolio system used to evaluate faculty. For faculty in departments involved in creative work -- such as in English, media, and creative writing -- there are guidelines about the importance and evaluation of creative work. WVU students are also supported in their research and creative work. For example, WVU students participate in the annual Undergraduate Research Day at the Capitol. In 2017, 13 undergraduates from WVUIT and 39 from the main campus presented. Students also have summer opportunities such as the Summer Undergraduate Research Experience, the Summer Undergraduate Research Symposium, and the Cancer Institute's annual summer undergraduate research program. Finally, in addition to numerous capstone courses which emphasize inquiry and research, WVU's Eberly College has a SpeakWrite program to emphasize the importance of researching and communicating ideas. To date, 355 courses in 33 academic departments are SpeakWrite certified.

For students interested in the possible commercialization of their ideas and discoveries, there are LaunchLabs at both the WVUIT and the main campuses. In 2015-16, 230 students utilized these facilities to further their education and experiential learning. At the graduate level research and/or creative work is an expectation of the degree. For example, in 2016-17, WVU students produced 222 theses and 221 dissertations. These activities provide additional evidence that the educational programs at WVU serve its mission and R1 standing well.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Evidence

The 2016-17 IPEDS report showed WVU having 2,142 full-time instructional staff, 6,187 full-time non-instructional staff, 941 part-time staff, and 1,629 graduate assistants. WVU Morgantown employs 1,596 of the instructional faculty; WVU Beckley 93; and WVU Keyser 48. As described in the current BOG Policy #2 and in the Faculty Handbook, there are many types of faculty, depending on their responsibilities, such as tenure-track, clinical, library, teaching, research, visiting, adjunct, extension, and part-time.

Board policy, the Faculty Handbook, and the Faculty Constitution spell out faculty roles, including curriculum management and faculty expectations of student performance. Proposed courses, for example, go through a faculty review via either the Curriculum Committee of the Faculty Senate or the Graduate Council (there is a Faculty Assembly at WVU Beckley and WVU Keyser). The Undergraduate and Graduate Councils conduct program reviews (Undergraduate Council includes faculty representation from Beckley and Keyser). Expectations for student performance are communicated on course syllabi; the syllabus template (Syllabus Builder) was developed and is maintained by the Teaching and Learning Commons and approved by the Faculty Senate. It includes sections on required course materials, learning objectives, course activities, and the bases for course grades.

According to WVU's Faculty Qualifications Accreditation Policy, "faculty who teach courses will have appropriate discipline-specific credentials to qualify as experts in course subjects Faculty

will provide appropriate documentation (vitae, official degree transcripts, certifications, or professional licenses) to document their qualifications as content experts in all course sections taught." WVU's Digital Measures database contains charts of faculty by college and then by discipline that list faculty academic credentials and designation. The charts also contain special certifications earned by faculty members. There are links to transcripts for 85% of the faculty listed in Digital Measures. Interviews with Nursing faculty at WVU Beckley provided evidence that over the last seven years, faculty have been appropriately credentialed with all having master's degrees and several having earned doctoral degrees.

All dual credit courses offered under Morgantown's umbrella are taught by WVU faculty. WVU Keyser and WVU Beckley are in the process of reviewing the credentials of instructors teaching dual credit courses. WVU requested and received an extension from HLC to ensure future compliance with Assumed Practice B.2 with respect to faculty credentials and dual credit offerings.

WVU BOG Policy #2 requires all instructors to be evaluated annually. The evaluation is based on data stored in Digital Measures and includes student evaluations of teaching, classes taught, number of students, peer or supervisor evaluations, and, as appropriate, information on research or creative work. Current campus discussions on the evaluation of teaching faculty are focusing on merit vs. seniority with the goal of providing 3, 6, and 9 year continuing contracts for outstanding teaching faculty in order to keep their talent at WVU.

WVU's BOG policy on promotion and tenure emphasizes the importance of faculty staying current in their fields in order to fulfill their responsibilities to WVU and West Virginia. One mechanism that WVU has in place to foster currency and professional development is the sabbatical that allows faculty "to engage in research, writing, or other activity calculated to contribute to professional development and his/her value to WVU." The Teaching and Learning Commons provides ongoing professional development in effective teaching. To support graduate students in their professional development as university teachers, the TLC awards the Graduate Certificate in University Teaching. All of these programs are available to WVU Keyser and WVU Beckley faculty, which in addition can draw on grants particular to their campuses.

WVU's Faculty Handbook stipulates that faculty must provide a syllabus for each class section, and the syllabus must include instructor contact information -- office location, office phone number, e-mail address -- as well as office hours. In addition, each course has a class page in the WVU eCampus learning management system, through which students can communicate directly with their instructors. Instructors of distance learning courses and in fully online programs must respond to student inquiries within 24-48 hours, according to Quality Matters standards. In meetings with the nursing students at WVU Beckley, the HLC reviewer heard numerous examples of the ease and timeliness of accessing their faculty. Students indicated that they often had responses to their e-mails or phone inquiries within hours and almost always on the same day.

Student support staff also participate in WVU's Professional Development Program. In addition, position-specific professional development is available and encouraged. For example, financial aid staff members at WVU hold more professional credentials through the National Association of Student Financial Aid Administrators than any other institution in the United States. Tutors who work in WVU's Academic Resource Centers receive annual training that allows them to earn tutor certification through the College Reading and Learning Association.

In Fall 2016 the Academic Advising Council (AAC) was created to provide advisors with professional development and with opportunities to interact with other advisors. The co-directors of the Academic Advising Council are aware of the challenge of making sure both professional and

faculty advisors on all campuses in all programs are sufficiently equipped to support students through to graduation. The AAC co-directors are, therefore, holding a series of workshops, some of them live-streamed, so that all advisors can receive appropriate professional development for their important role.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

West Virginia University offers a variety of majors and programs to a diverse body of students, necessitating support services that fit particular student needs. For example, WVU students' standardized test scores indicate that those who attend the Morgantown campus are "above average," those who attend WVU Beckley have "average" test scores, and those who attend WVU Keyser, the open admission campus, are not always college-ready. In addition, according to WVU's 2017-2018 Common Data Set, 10,513 students received federal financial aid, indicating the need for financial support and financial literacy for many of the students.

WVU administrators, faculty, and staff appear to understand this diversity and provide student support services most appropriate to a particular campus. For example, WVU Beckley has a Student Success Center with tutors and Success Advisors as well as a Student Support Services federally-funded program for 215 students. WVU Keyser has an Academic Success Center with tutors and Success Coaching for students on probation. In addition to tutors and advisors, WVU Morgantown has a Summer Boost Program and a Mid-Year Academy for students on academic probation but also an ASPIRE Office to help students apply for nationally competitive fellowships such as Fulbright, Goldwater, and Boren.

All campuses provide accessibility services, career services, and student health centers. There is also access to student legal services, technology support for all students, and a Title IX hotline. Graduate students are supported by the Graduate Education and Life Office, and in 2017 Best for Vets named WVU one of the best colleges in the nation for veterans.

International students are provided peer student mentors and cultural orientation through the Office of Global Affairs. Honors students have both a foundation and an "upper" honors program, the latter of

which focuses on leadership development, internships, and study abroad. Freshmen commuter students are grouped with commuter assistants - upper-level commuters - who serve as mentors. Students admitted provisionally journey through the First-Year Pathway program, and first generation students are supported through a Summer Break program. West Virginia high school students have the opportunity to attend the Health Sciences and Technology Program (HSTA). Since 1998, 2,556 students have gone through HSTA; 99% of these students have attended college, and 90% have received a degree from a West Virginia college.

In accordance with HEPC policy, WVU has processes and services that place students into appropriate courses. For example, scores on the ACT, SAT, or ALEKS math placement test are used to place students into the appropriate level of mathematics or chemistry. WVU Keyser uses Accuplacer to place students into English courses; students who score at least a 27 on the ACT in English (640 on the SAT verbal exam) can enroll in English 103, a course that combines English 101 and 102. WVU Keyser and WVU Beckley use a co-requisite model combining "regular" college English or math with a developmental two-credit class.

All undergraduate students are assigned either a professional or a faculty academic advisor. For example, WVU Keyser assigns students to faculty advisors in their fields of interest while Student Success Advisors in Beckley meet with first-year students before they choose majors and transition to faculty advisors. The AAC is currently developing a form for students to evaluate advising at WVU.

As of June 30, 2017, WVU owned 699 buildings with about 14.2 million gross feet of space. Recently, the university completed the 2017 Facilities Master Planning Process document, which updates the 2012 Campus Master Plan. Academic facilities construction or renovations completed during 2017 included the Engineering Lab Building in Beckley (new construction), the Beckley classrooms building, the Erma Byrd Biomedical Research Center in Morgantown, and the School of Pharmacy Lab. WVU has a wide range of scientific laboratories for research, instruction, and student learning. For example, WVU Morgantown has 531 laboratories; WVU Keyser has 2 chemistry labs, 3 biology labs, 1 geology lab, 1 physics lab, an agricultural technology facility, and a greenhouse. Scientific teaching laboratories at WVU Beckley include biology, chemistry, and physical science.

Evidence that WVU provides the infrastructure and resources to support the Nursing program at WVU Beckley was clear during a March 5, 2018 visit. The HLC reviewer toured the new skills lab and simulation facility; saw up-to-date technology in the classrooms including access to WiFi and IT support; noted library laptop computer loans, online tutorials on library use, and an early alert system for students needing academic support. In addition, IT is crucial to keep all of the learning and administrative spaces operational and connected. Therefore, WVU maintains redundant internet connections to support learning services, such as Wi-Fi and Blackboard. Classroom technology includes over 130 high-tech classrooms at Morgantown, 33 Smart classrooms at Keyser, and 34 classrooms equipped with technology at Beckley.

General Education Foundation Learning Outcome #2 focuses on collecting and communicating information, an outcome reinforced in English 102 which requires students to write an argumentative essay using five researched and evaluated sources. The TLC and Research Office provide workshops on academic integrity; in addition to Pivot training on finding research funding, graduate students receive training in responsible research protocol for using human and animal subjects. WVU libraries provide additional resources on responsible and honest research, including 270 research guides and online how-to tutorials. WVU Morgantown also offers a course in Library Research taken by around 350 students a year. WVU Beckley offers students individualized help on research assignments; WVU Keyser uses online research guides and a library handbook. During 2016-2017 WVU librarians taught information literacy to 24,588 students in classes or individually.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Evidence

The Student Engagement and Leadership Office at WVU Morgantown coordinates Student Involvement, Leadership Development, and the Center for Service and Learning. All of these units contribute to the students' co-curricular learning. Student Involvement includes over 450 student organizations, including the Student Government Association (SGA), which develop leadership skills applicable to diverse business and social settings. These student organizations have as part of their constitutions that they will foster diversity and inclusivity and not discriminate in their membership. SGA has sponsored many projects at WVU, including participation in flood relief and the "It's On Us" campaign to raise awareness about sexual violence. WVU Morgantown students also have opportunities to work on either the student newspaper -- the *Daily Athenaeum* - or the student-run radio station WWVU-FM.

WVU Keyser has an Office of Student Life which supports 25 student organizations including the Student Government Association. Keyser also offers intramurals and band to its students as well as a series of Theme Weeks. WVU Beckley sponsors athletic programs as well as service learning. Students can also participate in Tech Adventures, the outdoor version of which explores the New River Gorge.

WVU's mission charges the institution with "creating a diverse and inclusive culture that advances education . . . and high-impact research; and by leading transformation in West Virginia and the world through local, state, and global engagement." WVU's General Education learning outcomes that focus on diversity are reinforced by co-curricular programs such as study abroad. As discussed above, WVU students, both undergraduate and graduate, perform a wide range of research, much of which has impact on the environment of West Virginia and the health of its citizens.

The students are also involved in many kinds of service learning which benefit the State, such as in the work performed by the Agricultural Extension Offices. The Center for Service and Learning offers iServe to students to help them find service opportunities and connect with community organizations. In 2016-17, more than 6,000 students used iServe to track over 145,000 service hours with 250 organizations. The Honors College also has a service-based mission, and during the August 2016 Honors Day of Service 800 Honors freshmen served with 32 community partners. More

globally, the Honors College recently launched a nationally recognized Peace Corps Preparatory Program to prepare students for international service.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

West Virginia University provides a high quality education across the spectrum of higher learning from associate degrees through PhD programs. Assuring this quality are the learning goals that WVU faculty have set for the various programs no matter on which campus or through which modality the programs are offered. Intent on making sure that all WVU students receive the foundational knowledge and skills needed to advance West Virginia, the faculty overhauled its approach to general education, using AAC&U's LEAP Essential Learning Outcomes.

To cover all the goals of WVU, there are various types of faculty from tenured and tenure-track to teaching faculty to adjunct faculty. It was clear from the assurance argument and verified during the site-visit that the faculty carry out their responsibilities for curriculum and assessment. To assure that all faculty remain current and productive in their roles and accessible to students, they are provided with professional development ranging from workshops to sabbaticals and are evaluated by both students and their home departments. Students are provided with co-curricular opportunities from clubs and outdoor activities to service learning and internships. WVU Student Life is currently holding student focus groups to evaluate the co-curriculum.

Because WVU serves a variety of students from pre-college to provisional admits to Honors students to graduate and professional students, there are a variety of programs in place to support the resulting diversity of needs. WVU is continuing to expand the number of staff in various offices to serve these students, such as the two new co-directors of the Academic Advising Council. WVU is aware that given the variety of students and the different campuses and locations that advising needs to be a focus. From conversations with WVU staff it is clear that the institutions provides professional development opportunities for staff as well as faculty.

As of June 30, 2017, WVU owned 699 buildings with approximately 14.2 million gross feet of space. To make sure that the infrastructure continues to meet the changing needs of the students and of West Virginia, WVU has updated its Facilities Master Planning process and has recently relocated one of its campuses from Montgomery to Beckley to better serve the needs of the Southern portion of the State. Library services have recently been centralized to provide better access for students regardless of location, and redundant internet connections keep learning services functioning

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Evidence

WVU maintains a program review process, consistent with West Virginia law, the State's HEPC and the institution's BOG. The review process involves faculty and administrators, with oversight by the University Assessment Council. Reviews, which are completed every five years, are evaluated by appropriate undergraduate or graduate faculty committees, the BOG and then the HEPC. The 2016-2017 reviews resulted in several calls for specific action (often related to deficiencies in their assessment program) and two recommendations for program discontinuation. During the site-visit, program directors were able to articulate the value of program review and how annual assessment reporting is now poised to roll into the five-year program reviews.

Institutional policies are in place for transcribing credits from other institutions (including policies for accepting credits for international academic work and policies related to accepting general education credits from other accredited WV public institutions), Advanced Placement, the College Level Examination Program, Dual Credit, Prior Learning Assessment, Active Military Service, and International Baccalaureate. Interviews with representatives from the Office of the Registrar and other officials, and an on-site review of transfer student transcripts and policy documents, confirmed that the transcription process occurs as described. The process of ensuring the quality of transfer credits is enhanced by the use of third-party Transfer Equivalency System Software (TESS), which streamlines workflows and ensures regular review of courses that have been approved for transfer. Interviews during the site-visit provided evidence of good faculty buy-in with the new TESS processes, and described the many benefits that students and the institution will receive now that it has been implemented.

The institution documents several mechanisms for ensuring the rigor and quality of its offerings, including a syllabus builder template and voluntary Quality Matters course evaluations. The use of a Course Inventory Management (CIM) system ensures the involvement of departments and divisions, college/school committees, college/school Deans, Associate Provost, the appropriate institutional committee (Faculty Senate Curriculum Committee for undergraduate and Graduate Council for graduate), and the Faculty Senate. A check of various programs in various schools and colleges confirmed that student learning outcomes are specified in the Catalog, although varying levels of sophistication were seen in the articulation of these outcomes.

Strong quality control mechanisms are in place (same learning outcomes, same syllabi, similar assignments, and WVU faculty as instructors of record) for the dual-credit programs offered through the Morgantown campus; although these controls are not yet as robust at Keyser and Beckley, the institution has begun the process of instituting similar controls at these campuses. This institution has received an extension from HLC for coming into compliance with dual-credit faculty credentialing; they appear to be making good progress in doing so.

WVU Morgantown maintains more than 190 specialized programmatic accreditations, and all are in good standing. The Nursing program at WVU Beckley, which was the subject of an embedded monitoring report during this comprehensive evaluation, is accredited by CCNE as part of the overarching WVU nursing accreditation. WVU Beckley also has a variety of selected specialized accreditations.

The institution collects information about the success of its graduates, including employment information and licensure pass rates when applicable. Graduate employment data is hampered by low response rates, as is typical. Reported licensure pass rates are typically comparable to national norms. The WVU Beckley nursing licensure pass rates have been 90% or above since 2015, reversing the trend that led to the need for previous HLC monitoring and follow-up during this site-visit.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Evidence

WVU has put into place several interlocking processes to ensure effective assessment of student learning. Programs have goals for student learning that are published in the Catalog. Program assessment plans specify which goals are assessed in each year of multi-year plans. The program review process incorporates the assessment of learning goals and requires program faculty and leadership to reflect on how assessment results have been used to improve student learning.

WVU has recently hired a Director of Academic Excellence and Assessment and has created an Associate Director of Assessment and Quality Assurance position (a position that is currently being searched for). In addition, the institution recently created a project coordinator for course quality (who implements the Quality Matters system) and now also has a half-time staff member who provides support to the assessment function. The creation of these four positions responds effectively to the previous requirement for interim monitoring: "a realistic assignment of duties for a director of assessment with achieved and future goals provided is necessary to demonstrate a culture of assessment across the University and its constituencies." The Director chairs the University Assessment Council, which provides a number of support services and resources to advance assessment practices at the WVU. During the on-site visit many individuals noted the effectiveness and credibility of the Director of Academic Excellence and Assessment, who has been able to help faculty and staff knit together previous assessment efforts into a more cohesive whole and to improve the assessment knowledge and skill of many faculty and staff members.

General education assessment is based on a mapping of general education courses to LEAP outcomes, and evaluation of signature assignments by the Value Rubrics. These tools are being applied to the recent reconfiguration of WVU's general education program; results show that some refinements to the program and the assessment process are needed before the results will yield meaningful information for program improvement. During the site-visit it was noted that the initial mapping exercise led to the conclusion that there were problems with structure and coverage within general education, which has led to a moratorium on new general education courses until these foundational

issues are resolved.

A Student Life Assessment Initiative was launched in 2016-2017 and is being refined in 2017-2018. The findings presented focus more on operational outcomes and student satisfaction rather than accomplishment of co-curricular learning outcomes. During the site-visit some examples of improvements based on assessment findings were articulated. For example, the pre-professional office documented a change to medical school committee reference letter processes in response to dissatisfaction from students. In addition, the Adventure WV program (an outdoor education program designed to impact retention by building community) worked with Institutional Research to tease out program effectiveness in ways that reduced selection bias. They also conducted focus groups with students who elected not to participate, and as a result they were able to justify extension of the program to new student groups, including those who needed financial subsidies to be able to participate.

The assurance argument documents actions that have been taken by selected programs in response to assessment findings. Interviews throughout the site-visit with academic leaders provided a robust set of examples of how assessment results are being used to improve student learning: the biology department at Beckley created intermediate courses that include report writing and also introduced a new course related to the scientific method; the School of Pharmacy implemented changes in their examination structures to test higher order learning and added more cases to test cultural competency; the World Language department placed more emphasis on reading ability; the Division of Plant and Soil Sciences added projects and assignments to address gaps in the communication skills of students; the History department developed a new course related to historical analysis, in response to assessed weaknesses; the physical therapy program re-sequenced some evaluation and treatment courses in response to assessment findings; engineering programs introduced more design work into first year courses; and the School of Dentistry incorporated more technology into its programs (use of electronic health records, digital radiography) in response to feedback from alumni and dentists in the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Evidence

The institution sets retention and completion goals, collecting and reporting them by college and campus. Retention and completion are highest in Morgantown, intermediate in Beckley, and lowest at Keyser, reflecting the different student populations served at each campus. Retention and completion goals are ambitious, but appear to be achievable in the context of the work that is being done to improve a variety of practices known to increase retention and completion (for example, early alert programs, attention to courses with high DFW rates, initiation of living/learning communities for students at risk of non-completion).

The institution makes data-based improvements in a wide range of programs that are focused on retention and completion. Examples include: beginning work to address low retention and completion rates of veterans and underrepresented minority students; implementation of a Care Team to connect students to services (in Morgantown, with equivalents at Beckley and Keyser); creation of CLASS (Center for Learning, Advising, and Student Success) for undecided students, extension of Adventure WV to high-risk students; and first-year seminar (including the use of teaching faculty during Welcome Week and then maintaining their contact with the same students in the first-year seminar).

The institution's persistence and completion programs reflect good practices. They use standard definitions, disaggregate data into at-risk groups, have established a Persistence and Completion Council with broad-based membership, and use technology-enhanced early alert programs (EAB's Student Success Collaborative). WVU has developed meta-majors and has "Plan B" discussions with selected students, offers summer programming to build community (Adventure WV and a bridge program for African-American students), has a commuter student advocate, and has established a

variety of support programs for sub-populations (for example, first-year seminars for international students, advisors and tutors for student athletes, tutoring and success coaching for online students, and specialized writing support for graduate students. The Nursing program at Beckley has implemented an aggressive early alert program for its students as part of its response to previously low licensure pass rates. At four weeks into the semester, faculty notify the Student Success Center of any Nursing student who receives a grade below a “C” so the student can be connected to resources such as peer tutoring or academic support.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

The evidence in the assurance argument and obtained on-site shows that West Virginia University is responsible for the quality of its educational programs, learning environments, and support services; that it evaluates these programs and services; and that it takes action to improve programs and services when warranted by evaluation data. A more robust assessment infrastructure has been put into place, with 3.5 new FTEs devoted to assessment (2.5 FTEs filled) and clear evidence that this centralized assessment structure is working effectively to change assessment practices in colleges, departments, and student service units. WVU should work diligently to assure that this relatively new assessment culture becomes a sustainable part of the way in which the institution operates.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Evidence

In recent years, WVU has exhibited strong financial performance, even with the realities of decreases in State funding for operations, and the absence of State monies for capital expenses. Audited financial statements and a report indicating a stable outlook from Moody's provide evidence of significant gains in net position in recent years in excess of \$200 million, and the institution and its affiliates represent a \$3 billion operation. While finances are tight, it is clear that investments have been and are being made to ensure that personnel and other resources necessary for the institution to fulfill its mission are in place. Relatively new positions in support of faculty working on assessment, student support positions in Greek life, and a new position to support research in the social sciences are tangible examples. Similarly, the numerous physicians hired within the HSC to address the education and health components of the WVU mission are a significant investment in the future in a strategic way. Coupled with these hires is a new trailing spouse/partner program, and interviews on-site provided specific examples as to how this is helping attract and retain new talent into the organization.

Exceptionally strong fundraising, with a recent \$1 billion campaign being exceeded by almost 30%, is noteworthy, especially in a State not known for its prosperity. This points to the inseparable nature of WVU with respect to its importance to the future of the State, and the pride and sense of purpose of

WVU alumni and its other supporters. A significant expansion of physical assets in terms of square footage in recent years, including 1.7 million gross square feet of space resulting from public-private partnerships, demonstrates effective strategic planning and implementation. The purchase of the Beckley campus, and the move of WVUIT in what might be considered record time in higher education, was a forward-looking investment that is paying dividends in terms of enrollment growth in support of educating the Southern regions of the State. This move included the total renovation of one building to accommodate new “wet labs” and other buildings to accommodate the nursing simulation and skills labs as well as classrooms and offices.

The One WVU initiative has resulted in the coordination and in some cases consolidation of front and back office functions, from which actual cost savings have been derived and/or efficiencies have improved. For example, there is now one CFO over the entire organization, the CIO is supporting all campuses with new technologies to improve customer service and collaboration, the library system has expanded access to students, and the campuses no longer compete for the same students during the recruiting cycle. Course harmonization across the campuses should lead to higher student satisfaction and success with the transfer process, and the new curriculum inventory management system allows faculty to adopt courses developed by others as long as they have the capacity to deliver them. This eliminates redundancy and expands opportunities for students and faculty across the institution.

The renaming of Human Resources as the department of Talent and Culture reflects a strategic approach to valuing and supporting all WVU employees. Under the new “freedom agenda” and relief from HEPC oversight, WVU is now in the process of reformulating numerous policies affecting its current and future employees. Professional development opportunities are expanding in part due to One WVU efforts, and recognition of exemplary performance via the distribution of “coins” has begun. A true performance/merit based compensation process is being developed, and evidence was provided on site that a new classification system for staff is being well received.

Monthly budget statements and cash flow monitoring processes are available to all major units, and central oversight ensures integrity and compliance. Examples as to how the budgeting process supports the delivery of quality educational programs include but are not limited to: an entrepreneurial budget model which allows academic units to reap the benefits of online and summer offerings, empowering faculty to try new ideas; internal funding for grants to support faculty in community engagement projects; more than \$200 million invested in new and refurbished academic facilities since 2012; and a \$45 million increase in instructional expenses over the past five years despite a \$29 million decrease in State funding.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Evidence

In addition to written policies and meeting minutes, on-site interviews of four BOG members indicate that they are not only knowledgeable but passionate about WVU, its mission, and its role in driving the future of the State. The public-private partnerships, relocation of WVUIT, and realization of the freedom agenda mentioned above would not have been possible without the support and direct involvement of the BOG.

The BOG has ultimate fiduciary responsibility for WVU, and as such is heavily invested in the strategic planning and budgeting process. This includes the setting of tuition, which has increased in recent years, but which is also not viewed as a solution to the institution's financial constraints. The BOG understands and articulates the need to keep higher education as affordable as possible for its students, and instead of tuition hikes looks to external partnerships and internal restructuring for enhanced efficiencies and cost savings as long-term responses to financial pressures. Faculty and staff salaries are an issue, and will need to be addressed thoughtfully moving forward.

A very healthy shared governance model is in place at WVU, with full BOG membership seats for faculty, staff and student representatives. Real-time examples as to how the governance process is inclusive at WVU is found in the reformulation of former HEPC policies to make them WVU-centric. Policy development workshops, open forums, formal campus conversations, and a 30-day open comment period on proposed new or modified policies in advance of BOG approval are evidence of a robust system to affect institutional change.

Several representative governance and leadership bodies also contribute to furthering the WVU mission. These include but are not limited to Faculty Senate and its committees, Staff Councils, Student Government Associations, Graduate Council, University Assessment Council, Academic Advising Council, University Planning Committee, and Persistence and Completion Council. On-site, representatives from all of these groups provided evidence of their active engagement in shaping the

future of WVU.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Evidence

As noted in the previous sections, WVU has very inclusive processes to engage various constituency groups in planning for the future. Since the last HLC visit, numerous and significant changes for the better have occurred across the institution including establishment of the new WVUIT campus, realization of the freedom agenda and tangible implementation of the One WVU concept. Even with the reality of State funding cuts, WVU has maintained spending of more than 50% of its resources on instruction, research and public service, consistent with its mission as the land grant institution of the State.

Planning has also resulted in investments in areas in support of student success such as the Adventure WV program, integration of new technologies, and the establishment of new positions in strategic areas including assessment, globalization and research. Assessment efforts, discussed in greater detail under Criterion 4, are also included as part of the five year program review cycle, tying together strategic resource allocations and planning scenarios to assessment.

Evidence that WVU is proactively addressing its future comes in many forms, from the Transformation Teams formed two years ago to evaluate performance and develop new ideas and strategies across all major functions of the campus, to the Campus Conversations that address topics as varied as energy savings to West Virginia Forward. It was apparent during on-site discussions that actions have been and are being taken to implement new initiatives and capitalize on the ideas generated via these campus-wide mechanisms.

WVU also provides evidence of thoughtful planning with respect to enrollment management and its ability to sustain and grow its student population. New efforts to recruit students throughout the State under the One WVU model are now in full force, and growth is already being realized at WVUIT. Online offerings are also being pursued which help the academic units involved directly by providing

additional revenue streams. Activities across the globe have been very strategic, including a unique opportunity in the Kingdom of Bahrain at the first institution there dedicated to the education of women. WVU will soon be offering a bachelor's degree in Civil Engineering at the Royal University for Women, as this endeavor has been approved by HLC and the relevant governmental entity in Bahrain, the Higher Education Commission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Evidence

Numerous examples that WVU takes its lessons learned seriously, and acts to capitalize on. One of these is the expanded investment in the Adventure WV program including making it affordable for students with financial need and requiring it for certain populations of students based on previous cohort retention and completion data. In addition, consolidation of certain business office units has helped to standardize and streamline operations in addition to a achieving a net savings of over \$500,000. A new internal purchasing option has also been implemented, allowing campus units to buy items from WVU rather than external vendors. This saves an estimated \$165,000 on credit card fees, and increases the buying power of WVU by enabling the negotiation of vendor contracts for more favorable pricing, the savings from which can be shared by units across the campus.

New software and technologies have been implemented based on identified gaps and bottlenecks, particularly in the student services areas. Consolidation of certain functions within the Mountaineer Hub has also occurred in response to the need for improved customer service for students. On-site, it was made clear that additional retention specialists and advisors have been added to help with persistence, and expanded early alert systems are now in place to assist students who in the past (based on data) might be predicted to not be successful. More attention is being paid to students in the high D/F/W courses, and mid-term grades are now going to be required across the curriculum to assist with intervention strategies.

The freedom agenda provides additional evidence that WVU learns from its experiences and takes action to improve its situation. The release of control by HEPC of certain policies and procedures to WVU is a sign of trust in the institution by the State, and this opportunity is not being squandered. It was clear from on-site discussions with the senior leadership, the BOG and in the open forums, that numerous policies (including personnel and academic) that used to “get in the way” of WVU achieving its mission are now being modified. It is also important to note that while the changes are substantial and long overdue, the institution is not rushing into these, but is rather systematically approaching each one in an inclusive and thoughtful manner.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

The mission of WVU focuses on the education, health and prosperity of the State of West Virginia, and the institution takes its land-grant role very seriously. The assurance argument, documents reviewed, and on-site discussions provide substantial evidence that WVU plans, and then executes on those plans, to improve its ability to meet its mission. The passion and pride of the faculty, staff and students, coupled with the thoughtful and strategic planning and decision making processes that are in place, indicate that the future is bright for WVU. On its present trajectory, WVU may very well define what a land-grant institution of the 21st century can and should be.

Review Dashboard

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

Review Summary

Conclusion

WVU has presented a convincing case that it meets all of the HLC Core Components, and therefore all of the HLC Criteria, for accreditation. The site-visit verified what was presented in the assurance argument, and provided substantive additional evidence that the institution is mission focused, healthy and thriving.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

No Interim Monitoring Recommended.



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the *Federal Compliance Filing by Institutions (FCFI)* and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: West Virginia University

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Rex D. Ramsier

- I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- WVU operates on a standard credit hour system, and meets the expected degree requirements listed above (baccalaureate level = minimum of 120 credit hours, master's level = minimum of 30 credit hours, doctorate level = *"The doctorate is a research or performance degree and does not depend solely on the accumulation of credit hours."*).
- Differential tuition is charged at all levels and at different locations based on residency status and program of study. Differential tuition rates are also charged in recognition of the differential costs associated with delivering academic programming in various disciplines. (see tuition and fee tables at <https://revenueservices.wvu.edu/tuition-and-fees>).

Additional monitoring, if any:

Not applicable.

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- WVU does not have a single complaint policy and procedure. Instead, the institution publishes numerous localized policies, which are listed in the academic catalogs and/or on the websites of the relevant units. These policies are also available via the institution's Student Questions and Complaints pages (<https://wvu.teamdynamix.com/TDClient/Requests/ServiceDet?ID=18171>; <https://wvu.teamdynamix.com/TDClient/Requests/ServiceDet?ID=21591>; and <https://wvu.teamdynamix.com/TDClient/Requests/ServiceDet?ID=21588>), which are easily accessible from both the student (<https://students.wvu.edu/>) and parent (<https://parentsclub.wvu.edu/>) pages. Information is also provided via the Consumer Complaint Process page: <https://online.wvu.edu/Students/ConsumerComplaintProcess>.

- Each of the student-centered units also maintains an individual or office to whom “escalations” of concerns can be directed; these individuals collectively form the Frontline Student Assistance Group (FSAG). They handle both escalations of concerns from local units and those that come in from above (e.g. via communications sent directly to the attention of the President, Provost or Dean of Students at either the Morgantown campus or one of our divisional campuses).
- The FSAG also staffs the Student Advocate Office in the Division of Student Life and the Parent Relations Office in the Office of the President. These offices handle complaints received via telephone and walk-ins. (Beginning 2018, an additional student advocate role from the Office of Global Affairs will join the FSAG to serve the growing international student population.)
- The institution’s policies and procedures are clearly defined and provide students and other stakeholders mechanisms through which to file grade (and other) appeals and complaints and/or voice their concerns. While timelines for expected resolution are not specified in all cases, the institution indicated that all concerns are handled “directly and expeditiously (usually within 48 hours, often fewer).”
- On-site, the team met with the personnel responsible for handling student complaints at the institutional level. The team also reviewed tabulated lists of complaints spanning the 2014 – 2017 timeframe, which were organized by the type of complaint, included how each issue was resolved, and also any subsequent modifications to policies or procedures in order to avoid similar complaints in the future. A new more automated system of tracking these complaints was implemented in Fall 2017, and replaces the predominantly manual process used previously. This will enable WVU to more efficiently identify patterns in student complaints.
- The institution provided multiple examples of how it has incorporated the feedback provided by these complaint procedures into its efforts to continually improve its processes and student services.

Additional monitoring, if any:

Not applicable.

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution’s transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.

- Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
 - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- Information related to the WVU’s transfer policies is located online at (WVU Morgantown) <https://admissions.wvu.edu/how-to-apply/transfer-students/program-requirements-for-transfer-admissions>, (WVU Keyser [Potomac State College]) <https://admissions.wvu.edu/how-to-apply/transfer-students>, and (WVU Beckley [WVU Institute of Technology]) <https://admissions.wvutech.edu/apply/admissions-requirements>. (This information is also available in each campus course catalog.) The transfer student page is easily found on the Admissions page, which is directly linked from the institution’s home page.
- Articulation agreements are linked from the Transfer Student page and clearly convey the credit transfer opportunities (<https://admissions.wvu.edu/how-to-apply/transfer-students/transfer-articulation-agreements>).
- WVU launched a new Transfer Evaluation system (TESS) in January 2018 that will automatically translate transfer credit according to institutional policies in regards to the type and source of credit, transferability of grades and GPA, and other applicable standards. Prospective students will be able to access and utilize the system to determine

how their earned credits will transfer to WVU. Utilization of this process should create uniformity in how WVU processes transfer students as well as awards credit for transfer coursework.

- The team met on-site with the personnel responsible for student transfers and awarding of credit. It is clear that the new TESS system adds significant value to students, has streamlined the awarding of transfer credits and has achieved good buy-in from the faculty. Numerous student transcripts were reviewed on site to determine if transfer credits had been processed according to published policies. These transcripts included students who transferred coursework from in-state and out-of-state institutions, and well as international institutions and students with Advanced Placement credits. All of the transcripts indicated that WVU followed its policies of assigning credit.

Additional monitoring, if any:

Not applicable.

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- WVU utilizes LoginNow to facilitate student access to online systems. Each student is assigned a unique login and required to change their password every 180 days. The institution's Privacy Policy is available at <https://it.wvu.edu/policies-and-procedures/it-policies-and-procedures/all-policies-and-procedures/information-privacy-policy>.
- At the discretion of the faculty member, students may be required to take proctored exams, at their own expense. The cost for Respondus Lockdown is \$10.00/course (<https://ecampusinfo.wvu.edu/student-resources/respondus-lockdown-browser>). Additional per exam proctoring fees are communicated to students at the time of enrollment or registration (see Appendix G for sample).

Additional monitoring, if any:

Not applicable.

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
 - The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.

- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
 - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
 - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
 - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.

- If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- **General Program Requirements.**
 - WVU's Title IV program was provisionally certified on 8/10/2017, and was previously recertified on 11/1/2012.
 - WVU's Title IV program is reviewed annually by external auditors as part of an A-133 compliance audit. As a state agency, the results of WVU's audit are incorporated in the West Virginia Single Audit report. The audit for the FY 2017 is currently underway and is anticipated to be completed by 3/31/2018.
 - There have been no limitations, suspensions, termination actions, fines, or heightened monitoring requirements imposed on the institution by the DOE as a result of the A-133 audit findings. Findings related to Student Loan Repayments, Disbursements to or on Behalf of Students, and Borrower Data Transmission and Reconciliation have been appropriately addressed.
 - The State of West Virginia's annual compliance audit and financial statements for the last three fiscal years (i.e., FY14, FY15, and FY16) were submitted to the US DOE late. As a result, in July 2017, all of the West Virginia public schools participating in Title IV, including WVU, were placed on provisional certification and heightened cash monitoring for a minimum of five years. As a result, WVU has reviewed and updated its procedures for drawing down federal funds and disbursing the funds to students in order to be compliant with heightened cash monitoring requirements. This situation is not WVU's fault, and it is not hampering operations.
- **Financial Responsibility Requirements.** There have been no findings from the Department's most recent reviews of WVU's composite ratios and financial audits. No fines, penalties, letters of credit or other requirements have been imposed, as there were no findings. Therefore, no actions have been taken or are planned in response to these reviews. In the past, WVU has explained its apparent low CFI and that explanation was accepted without issue. (WVU's FY 2012 response to HLC is included in Appendix J.)

- **Default Rates.** The institution's default rates from the past three years were: 2012 – 8.5%, 2013 – 7.4%, 2014 – 8.3%. WVU's cohort default rates have consistently remained lower than the national rates. A default rate management plan has not been required.
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** This information is provided to students and the general public online on the WVU Consumer Information page (<https://consumerinformation.wvu.edu/>), which is readily found and easily accessible from the institution's home page. This information is also located on the Higher Education Opportunity Act (HEOA) Compliance page (<https://planning.wvu.edu/institutional-research/reports-resources-and-forms/heoa-compliance>), which links from the Institutional Research page. Responsibility for the accuracy and timely reporting of these disclosures is assigned to specific individuals. The institution has not been the subject of any federal investigation or have any findings from the DOE regarding these disclosures.
- **Student Right to Know/Equity in Athletics.** This information is provided to students and the general public online on the WVU Consumer Information page (<https://consumerinformation.wvu.edu/>), which is readily found and easily accessible from the institution's home page. This information is also located on the Higher Education Opportunity Act (HEOA) Compliance page (<https://planning.wvu.edu/institutional-research/reports-resources-and-forms/heoa-compliance>), which links from the Institutional Research page, as well as linked from the institution's Athletics Forms, Documents and Reports page (<http://wvusports.com/sports/2017/8/2/forms-documents-and-reports.aspx>). The Office of Institutional Research is responsible for the accuracy and timely reporting of these disclosures. The institution has not been the subject of any federal investigation or have any findings from the DOE regarding these disclosures.
- **Satisfactory Academic Progress and Attendance Policies.** WVU's SAP policy is available online in the Academic Catalog and on the Student Financial Support and Services Satisfactory Academic Progress page (<https://financialaid.wvu.edu/home/maintain/academic-progress>). Information regarding the SAP appeals process is also available via the Satisfactory Academic Progress page. WVU does not have an institutional attendance policy, and attendance policies are set at the course level. However, information regarding the importance of attendance can be found by searching the Academic Catalog, and guidelines are provided to instructors by the Faculty Senate.
- **Contractual Relationships.** The team verified on-site that the institution has no contractual relationships.
- **Consortial Relationships.** The team verified on-site that the institution has no consortial relationships.

Additional monitoring, if any:

Not applicable.

Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- The institution provides this information in its Academic Catalog (<http://catalog.wvu.edu>), as well as via its Consumer Information page (<https://consumerinformation.wvu.edu/>), which is readily found and easily accessible from the institution's home page. Additional topic-specific links are also provided (see Institutional Materials list at end of report).
- Various individuals are assigned the responsibility of maintaining portions of the Consumer Information page content. The Registrar oversees the production of the Academic Catalog, and the Catalog Editing Manual and Style Guide were provided for review. The team met on-site with those responsible for the annual updates of the Catalog and reviewed the process, which is very robust and involves two levels of review.

Additional monitoring, if any:

Not applicable.

Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.
 - Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

- Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
 - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- The institution provided multiple links and a sampling of printed material for review (see Institutional Materials list at the end of report and viewbooks in Appendix T). These materials are easy to navigate and provide timely and accurate information related to WVU and the programs and services it offers.
- Per the institution: WVU campuses adhere to the policies and procedures set up by the National Association for College Admission and Counseling (NACAC).
- WVU’s Mark of Affiliation is correctly displayed on its website at <https://accreditation.wvu.edu/>, and an extensive list of programs with specialized accreditation is available at https://planning.wvu.edu/files/d/d488e570-bab9-4902-8441-de629d75e385/program_accreditations_2016-17_updated-100517_epr.pdf.

Additional monitoring, if any:

Not applicable.

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.

- Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- All academic programs at the institution are reviewed on a five-year cycle. During each program's comprehensive review, the program receives and addresses data that shows five-year trends in a range of student outcomes, including the average time-to-completion for program graduates as well as the number of graduates per academic year. Programs are required to collect and provide data regarding student employment rates and student acceptance into graduate and post-doctoral programs. For programs with licensure or certification examinations, five-year trends in that data are also reviewed.
- Data is used to provide information to academic programs and other decision-makers on topics such as retention and graduation rates (from the institutional level through the major level) for review and analysis. Data can be produced on student performance in courses down to the individual section. WVU identifies courses with high DFWI rates for review. Student performance through a course sequence (such as mathematics) can be produced for analysis.
- Student outcomes are used in academic program review and assessment of student learning to improve student retention and graduation rates and overall institutional effectiveness.
- Assessment of student learning and data about student outcomes are both primary components of academic program reviews, and are used to inform decisions related to program modification and/or discontinuation.
- The expectation for both annual assessment activity and the summary of that activity as it is presented in program reviews is that programs are using data from both the assessment of student learning and their student outcomes to inform on-going curricular revision and improvement.
- WVU utilizes the College Scorecard to evaluate its performance on all reported measures to the national median. In addition, the institution frequently uses the IPEDS data Center as well as other publicly available sources to compare its performance to other like institutions to allow for factors such as college readiness, high representation of Pell eligible students, academic mission and others for more relevant comparisons.

Additional monitoring, if any:

Not applicable.

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
 - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- All data publicly published reflects the range of WVU’s programs by including all students enrolled at WVU according to federal reporting guidelines.
- WVU makes data regarding student retention and graduation rates available at <https://planning.wvu.edu/institutional-research/statistical-information/student-outcomes>.

Additional monitoring, if any:

Not applicable.

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
 - Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
 - Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- The institution provided special accreditation information related to the following programs/accreditors.

Davis College of Agriculture, Natural Resources, and Design		
Accreditation Agency	Status	Confirmed by FC Reviewer
Council for the Accreditation of Educator Preparation	Accredited	Yes
Accreditation Council for Education in Nutrition and Dietetics	Accredited	Yes
Society of American Foresters	Accredited	Yes
National Association for Schools of Art and Design	Accredited	Yes
Landscape Architecture Accreditation Board of the American Society of Landscape Architecture	Accredited	Yes

International Society of Wood Science and Technology	Accredited	Yes
Eberly College of Arts and Sciences		
Accreditation Agency	Status	Confirmed by FC Reviewer
Forensic Science Education Programs Accreditation Commission of the American Academy of Forensic Science	Accredited	Yes
American Psychological Association	Accredited	Yes
Association for Behavior Analysis	Accredited	Yes
Commission on Peer Review & Accreditation, National Association of Schools of Public Affairs and Administration	Accredited	Yes
Council on Social Work Education	Accredited	Yes
College of Business and Economics		
Accreditation Agency	Status	Confirmed by FC Reviewer
Association to Advance Collegiate Schools of Business International	Accredited	Yes
College of Creative Arts		
Accreditation Agency	Status	Confirmed by FC Reviewer
National Association of Schools of Music	Accredited	Yes
National Council for Accreditation of Teacher Education	Accredited	Yes
National Association of Schools of Theatre	Accredited	Yes
National Association of Schools of Art and Design	Accredited	Yes
Statler College of Engineering and Mineral Resources		
Accreditation Agency	Status	Confirmed by FC Reviewer
Accreditation Board for Engineering and Technology	Accredited	Yes
College of Education and Human Services		
Accreditation Agency	Status	Confirmed by FC Reviewer
Council on Academic Accreditation in Audiology and Speech-Language Pathology	Accredited	Yes
National Council for Accreditation of Teacher Education	Accredited	Yes
Council for Accreditation of Counseling and Related Education Programs	Accredited	Yes
American Psychological Association	Accredited	Yes
Reed College of Media		
Accreditation Agency	Status	Confirmed by FC Reviewer
Accrediting Council for Education in Journalism and Mass Communication	Accredited	Yes
College of Physical Activity & Sport Science		
Accreditation Agency	Status	Confirmed by FC Reviewer
Commission on Accreditation of Athletic Training Education	Accredited	Yes
Council for the Accreditation of Educator Preparation	Accredited	Yes
College of Law		
Accreditation Agency	Status	Confirmed by FC Reviewer
Section on Legal Education of American Bar Association	Accredited	Yes
Association of American Law Schools	Accredited	Yes
College of Dentistry		
Accreditation Agency	Status	Confirmed by FC Reviewer
Commission on Dental Accreditation of the American Dental Association	Accredited	Yes
School of Medicine		
Accreditation Agency	Status	Confirmed by FC Reviewer
Liaison Committee on Medical Education	Accredited	Yes
National Accrediting Agency for Clinical Laboratory Sciences	Accredited	Yes
Accreditation Council for Occupational Therapy Education	Accredited	Yes

Commission on Accreditation in Physical Therapy Education	Accredited	Yes
School of Medicine Residency Programs		
Accreditation Agency	Status	Confirmed by FC Reviewer
Accreditation Council for Graduate Medical Education	Accredited	Yes
School of Public Health		
Accreditation Agency	Status	Confirmed by FC Reviewer
Council on Education for Public Health	Accredited	Yes
School of Nursing		
Accreditation Agency	Status	Confirmed by FC Reviewer
Commission on Collegiate Nursing Education	Accredited	Yes
WV State Board of Nurse Examiners	Accredited	Yes
School of Pharmacy		
Accreditation Agency	Status	Confirmed by FC Reviewer
Accreditation Council for Pharmacy Education	Accredited	Yes
Leonard C. Nelson College of Engineering and Sciences		
Accreditation Agency	Status	Confirmed by FC Reviewer
Accreditation Board for Engineering and Technology	Accredited	Yes

- Information communicating program accreditation status is available on the institution's Institutional Research page (<https://planning.wvu.edu/institutional-research/reports-resources-and-forms>). It was verified on-site that WVU and its programs are also in good standing with the State of West Virginia.
- The institution provided comprehensive evaluation reports and action letters from the following specialized accreditors indicating that it was in good standing with each agency.
 - Accreditation Board for Engineering and Technology (ABET)
 - American Bar Association (ABA)
 - Association to Advance Collegiate Schools of Business (AACSB)
 - Commission on Accreditation in Physical Therapy Education (CAPTE)
 - National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
 - National Association of Schools of Art and Design (NASAD)
 - National Association of School of Music
 - National Council for Accreditation of Teacher Education (NCATE)

Additional monitoring, if any:

Not applicable.

Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
 - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- Constituencies that received WVU’s notice of opportunity to comment included WVU faculty, staff, students, parents, alumni, donors, and the general public in West Virginia communities where WVU has a presence.
- WVU used print advertising, electronic newsletters, institutional news sources and websites, and direct email to solicit comments (copies of notices were provided in Appendix Y). Only one third party comment was received by the site visit team, and was a positive statement from an alumnus about WVU.

Additional monitoring, if any:

Not applicable.

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the

credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)

- Review the list of direct assessment or competency-based programs offered by the institution.
- Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
- Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- WVU does not offer any direct assessment programs or competency-based programs.

Additional monitoring, if any:

Not applicable.

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

- Websites
 - West Virginia University (including the links referenced in this report and those shared in the appendices listed below): <https://www.wvu.edu/>
- West Virginia University Federal Compliance Filing
- Course Descriptions and Syllabi (see Clock Hour Worksheet for list)
- College Navigator
 - <https://nces.ed.gov/collegenavigator/?q=west+virginia+University&s=all&id=237701>
 - <https://nces.ed.gov/collegenavigator/?q=west+virginia+University&s=all&id=238032>

- <https://nces.ed.gov/collegenavigator/?q=west+virginia+University&s=all&id=237950>
- Assignment of Credits, Program Length and Tuition
 - Academic Catalog: <http://catalog.wvu.edu/>
 - Tuition and Fee Tables: <https://revenueservices.wvu.edu/tuition-and-fees>
 - Appendix A Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours
- Institutional Records of Student Complaints
 - Academic Catalog: <http://catalog.wvu.edu/>
 - Student Questions and Complaints: <https://wvu.teamdynamix.com/TDCClient/Requests/ServiceDet?ID=18171>
 - WVU Tech Student Questions and Complaints: <https://wvu.teamdynamix.com/TDCClient/Requests/ServiceDet?ID=21591>
 - Potomac State College Student Questions and Complaints: <https://wvu.teamdynamix.com/TDCClient/Requests/ServiceDet?ID=21588>
 - Consumer Complaint Process: <https://online.wvu.edu/Students/ConsumerComplaintProcess>
 - WVU Student Homepage: <https://students.wvu.edu/>
 - WVU Parent Homepage: <https://parentsclub.wvu.edu/>
 - Online Course Complaint Form: <https://online.wvu.edu/Students/Complaints>
 - Student Conduct Page: <https://studentconduct.wvu.edu/>
 - Public Incident Report Page: https://wvu-advocate.symplicity.com/public_report/index.php/pid789664?
 - Appendix B Institutional complaint policy and procedure, and web address
 - N/A
 - Appendix C Complaints received since last comprehensive evaluation and their resolutions
 - Appendix C2 – 2014 Complaint Resolution Log
 - Appendix C3 – Unavailable
 - Appendix C4 – Unavailable
- Publication of Transfer Policies
 - WVU Morgantown Catalog: <http://catalog.wvu.edu/undergraduate/admission/#transfertext>
 - WVU Keyser (Potomac State College) Catalog: <http://catalog.wvu.edu/potomacstatecollegeofwvu/admission/#transfertext>
 - WVU Beckley (WVU Institute of Technology) Catalog: <http://catalog.wvu.edu/westvirginiauniversityinstituteoftechnology/admissions/#transfertext>
 - WVU Morgantown – Program Requirements for Transfer Admissions: <https://admissions.wvu.edu/how-to-apply/transfer-students/program-requirements-for-transfer-admissions>
 - WVU Keyser (Potomac State College) – Transfer Students: <https://admissions.wvu.edu/how-to-apply/transfer-students>
 - WVU Beckley (WVU Institute of Technology) – Admission Requirements & Policies: <https://admissions.wvutech.edu/apply/admissions-requirements>
 - Appendix D Published transfer policies
 - WVU Morgantown
 - WVU Keyser (Potomac State College)
 - WVU Beckley (WVU Institute of Technology)
 - Appendix E List of articulation agreements, and web address
 - <https://admissions.wvu.edu/how-to-apply/transfer-students/transfer-articulation-agreements>
 - Within the WVU System

- Potomac State College (44 total)
- Outside the WVU System
 - Allegany College of Maryland (15 total)
 - Blue Ridge Community and Technical College (6 total)
 - College of Southern Maryland (1 total)
 - Columbus State Community College (23 total)
 - Community College of Baltimore County (1 total)
 - County College of Morris (24 total)
 - Eastern West Virginia Community and Technical College (3 total)
 - Garrett College (1 total)
 - Harrisburg Area Community College (2 total)
 - Hocking College (1 total)
 - INTI University, Malaysia (1 total)
 - Lock Haven University (4 total)
 - Lord Fairfax Community College (33 total)
 - Marietta College (1 total)
 - Montgomery College (1 total)
 - New River Community and Technical College (1 total)
 - Northern Virginia Community College (15 total)
 - Pierpont Community and Technical College (8 total)
 - Slippery Rock University (1 total)
 - West Virginia Community and Technical College System (1 total)
 - West Virginia State University (1 total)
 - West Virginia University at Parkersburg (27 total)
 - West Virginia Wesleyan College (1 total)
 - Westmoreland County Community College (15 total)
 - Wheeling Jesuit University (3 total)
- Appendix F Evidence that decisions regarding transfer align with disclosed policy
 - Workflow Chart for TESS System
- Practices for Verification of Student Identity
 - WVU Information Privacy Policy: <https://it.wvu.edu/policies-and-procedures/it-policies-and-procedures/all-policies-and-procedures/information-privacy-policy>
 - Appendix G Disclosures of additional costs related to verification, and web address
 - Sample notation of additional proctoring fees from WVU online class schedule listing
- Title IV Program Responsibilities
 - Appendix H Most recent program review or other inspection or audit reports since last comprehensive evaluation
 - 1/18/17 DOE Letter to State of West Virginia, re: Final Audit Determination FY 2015
 - Appendix I Correspondence with the Department and other documents explaining the institution's general program responsibilities
 - Program Participation Agreement [Provisional Approval] – Expires 12/30/18
 - 8/3/17 DOE Letter to WVU, re: Past Performance, Provisional Certification
 - 7/17/17 DOE Letter to WVU, re: Bluefield State College - Request for Reconsideration of Past Performance
 - 3/15/17 WV Higher Education Policy Commission Letter to DOE, re: WV Public Higher Education Single Audit Submission

- 10/13/16 DOE Letter to WV Higher Education Policy Commission, re: Request for Reconsideration of Past Performance
 - 8/26/16 WV Higher Education Policy Commission Letter to DOE, re: Appeal of 8/22/16 Notice of Citation
 - 8/22/16 DOE Letter to WVU, re: Annual Submission Citation Letter
- Appendix J..... Correspondence with the Department and other documents explaining the institution's actions in response to concerns regarding its financial responsibility requirements
 - 8/20/213 WVU Letter to HLC, re: FY 2012 CFI Score
- Appendix K Correspondence with the Department related to default rates and any required default rate management plan
 - School Default Rates, FY 2014, 2013, 2012
 - Comparison of FY 2014 Official National Cohort Default Rates to Prior Two Official Cohort Default Rates (8/5/17)
- Appendix L..... Samples of loan agreements and disclosure information
 - ELM Resources (2/5/15)
 - Inceptia (12/22/16)
- Appendix M..... Disclosures to students about campus crime information, athletic participation and financial aid, and web address
 - Consumer Information: <https://consumerinformation.wvu.edu/>
 - EADA Reports
 - WVU Beckley (WVU Institute of Technology): <http://wvusports.com/sports/2017/8/2/forms-documents-and-reports.aspx>
 - WVU Keyser (Potomac State College): <https://ope.ed.gov/athletics/#/>
 - WVU Morgantown
 - <http://wvusports.com/sports/2017/8/2/forms-documents-and-reports.aspx>
 - <http://wvusports.com/sports/2017/8/2/athletic-compliance.aspx>
 - Academic Performance Rating (APR): http://wvusports.com/documents/2017/8/2/2011_12_APR_Public_Report.pdf?id=1020
 - Intercollegiate Athletics Annual Reports: <http://wvusports.com/sports/2017/8/2/forms-documents-and-reports.aspx>
 - 2016-17
 - 2015-16
 - 2014-15
 - Mountaineer Athletic Club Donor Guide: <http://wvusports.com/documents/2017/8/2/2014donorguide.pdf?id=1057>
 - NCAA Compliance Guide: <http://wvusports.com/documents/2017/8/2/2012NCAARules.pdf?id=1089>
 - Campus Crime Information
 - WVU Morgantown: <https://police.wvu.edu/clery-act/annual-clery-report>, <https://police.wvu.edu/files/d/b00ffbfa-fc01-4de2-9cfe-0fb53c702efc/annual-campus-security-2016.pdf>
 - WVU Keyser (Potomac State College): http://potomacstatecollege.edu/campus_life/university_police/Clery_Act_Brochure.html
 - WVU Beckley (WVU Institute of Technology): <https://students.wvutech.edu/campus-safety/safety-resources/annual-reports>

- Appendix N Disclosures to students required by student right to know/equity in athletics responsibilities, and web address
 - <https://consumerinformation.wvu.edu/>
 - <https://planning.wvu.edu/institutional-research/reports-resources-and-forms/heoa-compliance>
 - Student Right to Know: <https://planning.wvu.edu/institutional-research/reports-resources-and-forms/student-right-to-know>
 - Cohort 2008: https://planning.wvu.edu/files/d/a06ba958-d9f0-4586-92d0-f9455f3644bc/student_right_to_know_2008cohort.pdf
 - Cohort 2009: https://planning.wvu.edu/files/d/06aa8290-e275-4fb8-b494-ab5a1f86500b/student_right_to_know_2009cohort.pdf
 - Cohort 2010: https://planning.wvu.edu/files/d/2b3bf6b1-5b04-4dce-abba-84711ce07593/student_right_to_know_2010cohort.pdf
 - Equity in Athletics: <http://wvusports.com/sports/2017/8/2/forms-documents-and-reports.aspx>
 - Graduation/Completion Rates: <https://planning.wvu.edu/files/d/6ced8a6c-508e-42d5-96bb-7b1d609d5a34/2015-16-csred.pdf>
 - Withdrawal Policy: <https://registrar.wvu.edu/registration/withdrawal-policies>
 - Cost of Attendance
 - <https://admissions.wvu.edu/cost-and-aid>
 - http://www.potomacstatecollege.edu/admissions/costs_tuition_and_fees/
 - <https://admissions.wvutech.edu/>
 - Refunding Policies
 - <https://financialaid.wvu.edu/home/disbursement-refunds>
 - <https://studentaccounts.wvu.edu/refunds>
 - Current Academic Programs: <https://www.wvu.edu/academics/>
 - Current Faculty: <http://catalog.wvu.edu/>
 - Accrediting Agencies: https://planning.wvu.edu/files/d/d488e570-bab9-4902-8441-de629d75e385/program_accreditations_2016-17_updated-100517_epr.pdf
 - Accessibility Accommodations: <https://accessibilityservices.wvu.edu/>
 - Study Abroad
 - <https://studyabroad.wvu.edu/getting-started>
 - <https://studyabroad.wvu.edu/files/d/920d9863-9ae3-4dc9-a059-5665d987d67b/transient-form-2016-2.pdf>
 - <https://financialaid.wvu.edu/applying-for-aid/abroad>
- Appendix O Disclosures to students about satisfactory academic progress and attendance policies, and web address
 - SAP Policy: <http://financialaid.wvu.edu/home/maintain/academic-progress>
 - Attendance Policy: <https://faculty senate.wvu.edu/files/d/d0e5f777-0367-408b-bab6-5ef122af46af/may2016execannexxi.pdf>
- Appendix P List of contractual relationships
 - N/A
- Appendix Q List of consortial relationships
 - N/A
- Required Information for Students and the Public
 - WVU Morgantown
 - Provost's Office (Calendar): <http://provost.wvu.edu/academic-calendar>
 - Catalog (Grading System): <http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#gradestext>
 - Admissions Policies: <http://catalog.wvu.edu/undergraduate/admission/>

- Academic Program Requirements: http://catalog.wvu.edu/undergraduate/degree_regulations/#requirementstext
 - Academic Programs: http://catalog.wvu.edu/undergraduate/programs_courses_enrollment/#programstext
 - Student Conduct: <https://studentconduct.wvu.edu/>
- WVU Beckley (WVU Institute of Technology)
 - Catalog (Admissions Requirements): <http://catalog.wvu.edu/westvirginiauniversityinstituteoftechnology/admissions/>
 - Admissions: <https://admissions.wvutech.edu/>
 - Academic Programs: <http://catalog.wvu.edu/westvirginiauniversityinstituteoftechnology/academicinformation/>
 - Student Conduct: http://www.potomacstatecollege.edu/campus_life/2017-2018-Student-Handbook.pdf
- WVU Keyser (Potomac State College)
 - Catalog: <http://catalog.wvu.edu/potomacstatecollegeofwvu/>
 - Admissions
 - <https://admissions.potomacstatecollege.edu/>
 - <http://catalog.wvu.edu/potomacstatecollegeofwvu/admission/>
 - Academic Programs
 - <https://admissions.potomacstatecollege.edu/academics>
 - <http://catalog.wvu.edu/potomacstatecollegeofwvu/degreeprograms/>
 - Academic Program Requirements: http://catalog.wvu.edu/potomacstatecollegeofwvu/degree_regulations/
 - Student Conduct: <https://students.wvutech.edu/files/d/6b77c0c2-6c42-4aef-9ed0-9fea2a8cb505/bearfacts.pdf>
- Appendix R Course catalogs and student handbooks
 - Academic Catalogs: <http://catalog.wvu.edu>
- Appendix S Policies and procedures to ensure required information is accurate, timely and appropriate
 - Consumer Information: <https://consumerinformation.wvu.edu/>
 - Catalog Process: <https://registrar.wvu.edu/files/d/cfe0c539-d734-469d-b3f4-952cf2cf2f2d/catalog-management.pdf>
- Advertising and Recruitment Materials and Other Public Information
 - Majors: <https://majors.wvu.edu/>
 - International: <https://international.wvu.edu/>
 - Health Sciences: <http://hsc.wvu.edu>
 - Housing: <https://housing.wvu.edu/>
 - Veterans: <https://wvuveterans.wvu.edu/>
 - WVU Beckley - Institute of Technology: <https://www.wvutech.edu/>
 - WVU Tech Admissions: <https://admissions.wvutech.edu>
 - College of Business, Humanities and Social Sciences: <https://bhss.wvutech.edu/>
 - Leonard C. Nelson College of Engineering: <https://engineering.wvutech.edu/>
 - WVU Tech Athletics: <http://goldenbearathletics.com/>
 - WVU Keyser - Potomac State College: <http://www.potomacstatecollege.edu/>
 - Center for Black Culture and Research: <https://cbc.wvu.edu/>
 - Student Life: <https://studentlife.wvu.edu/>
 - Mountaineer Hub: <https://mountaineerhub.wvu.edu>
 - Student Accounts: <https://studentaccounts.wvu.edu/>

- Student Financial Support and Services: <https://financialaid.wvu.edu/>
- Student Support Services: <https://sss.wvu.edu/>
- About WVU: <https://about.wvu.edu>
- Diversity, Equity and Inclusion: <https://diversity.wvu.edu/>
- Parents Club: <https://parentsclub.wvu.edu>
- Appendix T Advertising and recruiting materials
 - 2017-18 WVU Viewbook
 - International Student Recruitment Viewbook
- Appendix U Policies and procedures to ensure advertising and recruiting information is accurate, timely and appropriate
 - NACAC Policies and Procedures
- Review of Student Outcome Data
 - Appendix V Types of student outcome data available to the institution
 - <https://planning.wvu.edu/institutional-research/statistical-information/student-outcomes>
- Standing With State and Other Accrediting Agencies
 - Appendix W Comprehensive evaluation reports and action letters from and interim monitoring prepared for institutional and specialized accrediting agencies
 - Specialized Accreditation List: https://planning.wvu.edu/files/d/d488e570-bab9-4902-8441-de629d75e385/program_accreditations_2016-17_updated-100517_epr.pdf
 - National Council for Accreditation of Teacher Education (NCATE) November 2012 Accreditation Action Report
 - Accreditation Board for Engineering and Technology (ABET) September 2015 Summary of Accreditation Actions and Final Statement of Accreditation (Computer Science Program)
 - ABET September 2015 Summary of Accreditation Actions and Final Statement of Accreditation (Engineering Programs A)
 - ABET September 2015 Summary of Accreditation Actions and Final Statement of Accreditation (Engineering Programs B)
 - ABET August 2016 Summary of Accreditation Actions and Final Statement of Accreditation (Computer Science Program)
 - ABET August 2016 Summary of Accreditation Actions and Final Statement of Accreditation (Industrial Hygiene and Safety Management Programs)
 - National Association of Schools of Art and Design (NASAD) November 2014 Commission Action Report
 - The Association to Advance Collegiate Schools of Business (AACSB) April 2015 Letter, re: Accreditation
 - National Association of School of Music 2017-18 Accreditation Audit
 - American Bar Association (ABA) September 2017 Decision of the Accreditation Committee
 - National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) October 2016 Board of Directors' Accreditation Action (Medical Laboratory Scientist Program)
 - NAACLS August 2016 Site Visit Report (Medical Laboratory Scientist Program)
 - NAACLS October 2014 Board of Directors' Accreditation Action (Pathologists' Assistant Program)
 - Commission on Accreditation in Physical Therapy Education (CAPTE) November 2011 Summary of Action
 - Appendix X Sample disclosures of institution's standing with state agencies and accrediting bodies, and web address

- Accreditation Information
 - <http://accreditation.wvu.edu/>
 - <https://consumerinformation.wvu.edu/>
 - https://planning.wvu.edu/files/d/d488e570-bab9-4902-8441-de629d75e385/program_accreditations_2016-17_updated-100517_epr.pdf
 - Higher Education Policy Commission (HEPC) Information
 - <http://www.wvhepc.edu/institutions/>
- Public Notification of Opportunity to Comment
 - Appendix Y Notices of opportunity to comment
 - List of newspaper advertisement dates
 - Ad Copy
 - 11/10/17 Notice (Unknown Source)
 - 11/10/17 Notice (WVU Website - Campus News)
 - 10/24/17 Email
 - 10/6/17 Notice in Parent E-Newsletter
- Select transfer student transcripts (on-site)
- Specialized Program Accreditations list, updated October 2017
- Parent Feedback summaries
- Parent E-Newletters
- Policy: Guidelines for Translating Courses
- Policy: Entering Credit
- Master Sheets for tracking student issues and complaints, 2014 – 2017
- Transfer student data by location
- Catalog updates for WVU document
- Third party comment (1)
- <http://www.hsc.wvu.edu/>
- <https://consumerinformation.wvu.edu/>
- <https://curriculummatrix.wvu.edu/matrix/dist/index.html#/majors>
- <https://accessibilityservices.wvu.edu/academic>
- <https://students.wvutech.edu/accessibility>
- http://www.potomacstatecollege.edu/about/disability_services.html
- <https://planning.wvu.edu/institutional-research/statistical-information/student-outcomes/morgantown-student-outcomes>
- <https://planning.wvu.edu/institutional-research/statistical-information/student-outcomes/wvu-beckley-student-outcomes>
- <https://planning.wvu.edu/institutional-research/statistical-information/student-outcomes/wvu-keyser-student-outcomes>
- <http://wvusports.com/sports/2017/8/2/forms-documents-and-reports.aspx>
- <https://admissions.wvu.edu/how-to-apply/transfer-students/transferring-course-credit-to-wvu>
- <https://revenueservices.wvu.edu/policies/student-refunds-for-dropped-courses-withdrawals>
- <https://registrar.wvu.edu/registration/withdrawal-policies>
- <https://ferpa.wvu.edu/>
- <https://financialaid.wvu.edu/home/types-of-aid>



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: West Virginia University

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

- WVU offers 16-week fall and spring terms (15 weeks plus one week for final exams), with 5-, 8- and 15-week classes available in compressed format (select professional programs also offer courses in 19-, 20-, 23- and 40-week formats). Summer courses are offered in 3-, 6-, 8-, 9-, 12- and 15-week formats.
- The institution's calendar and term lengths are within the range of good practice in higher education.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

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

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.

- Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.
3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
 4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
 5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
 6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended

learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

Subject	Course	Credit Hours	Title	Format	Instructor(s)	Weeks
AGEE	491	1 -18	Prof Field Experience:Capstone	FTF	Boone	16
ART	526	9	Graduate Sculpture	FTF	Lee	16
ART	491D	12	Prof Field Expr:Art Education	FTF	Giobbia	16
BADM	633	3	Leadership	ONLINE	Zeni, Kiger	7
BIOL	101	3	General Biology	FTF	Stueckle	16
BIOL	101	3	General Biology	FTF	Salihu	16
BIOL	101	3	General Biology	FTF	Siemek	16
BIOL	101	3	General Biology	ONLINE	Huffman	16

BIOL	101	3	General Biology	ONLINE	Salihu, Stueckle	16
BIOL	104	1	General Biology Laboratory	FTF	Andrew, Burnham, Hlasnick	16
BIOL	104	1	General Biology Laboratory	ONLINE	Cunningham	16
BIOL	104	1	General Biology Laboratory	FTF	Siemek	16
COMM	305	3	Appreciation-Motion Pictures	FTF	Patterson	16
COMM	305	3	Appreciation-Motion Pictures	FTF	Shibley, Cole	16
COMM	305	3	Appreciation-Motion Pictures	ONLINE	Shibley, Cole	16
COMM	305	3	Appreciation-Motion Pictures	ONLINE	Cole	3
ENGL	101	3	Intro. Composition & Rhetoric	ONLINE	Thomas	16
ENGL	101	3	Intro. Composition & Rhetoric	FTF	Vozniak	16
ENGL	101	3	Intro. Composition & Rhetoric	ONLINE	Armentrout, Kline	16
ENGL	101	3	Intro. Composition & Rhetoric	FTF	Merrifield	16
ENGL	101	3	Intro. Composition & Rhetoric	FTF	Blankenship	16
ENGL	305	3	Technical Writing	FTF	Kihn	16
ENGL	305	3	Technical Writing	ONLINE	Bragg	16
ENGL	305	3	Technical Writing	ONLINE	Jones	16
ENGL	646	3	American Literature To 1865	FTF	Sweet	16
ENGR	101	2	Engineering Problem Solving 1	ONLINE	Anderson, Armour-Gemmen, Hensel	16
ENGR	101	2	Engineering Problem Solving 1	FTF	Brewster, Armour-Gemmen, Hensel, Morris	16
GEOL	101	3	Planet Earth	FTF	Lebold, Odegarden	16
GEOL	101	3	Planet Earth	FTF	Brown	8
GEOL	101	3	Planet Earth	ONLINE	Sharma	16
IMC	613	3	Brand Equity Management	ONLINE	Girardi, Bebout, Mezera, Pickens	7
IMC	613	3	Brand Equity Management	ONLINE	Sturm, Bebout, Mezera, Pickens	8
IMC	616	3	Direct Marketing	ONLINE	Jones, Bebout, Mezera, Pickens	7
IMC	616	3	Direct Marketing	ONLINE	Jones, Bebout, Mezera, Pickens	8
MATH	129	4	Pre-Calculus Mathematics	FTF	Lawrence	16
MATH	129	4	Pre-Calculus Mathematics	FTF	Hird	16
MATH	129	4	Pre-Calculus Mathematics	ONLINE	Ogden	8
MATH	126A	3	College Algebra 5-Day	FTF	Cavalier	16
MATH	126A	3	College Algebra 5-Day	ONLINE	Angeline	7
MATH	126B	3	College Algebra 4-Day	FTF	Metz, Pyzdrowski, Waibogha	16
MATH	126B	3	College Algebra 4-Day	FTF	Tapia, Angeline, Bidwell	16
MATH	126B	3	College Algebra 4-Day	ONLINE	Angeline, Bidwell, Summers	8
MATH	126B	3	College Algebra 4-Day	FTF	Metz, Angeline, Bidwell	8
MATH	126C	3	College Algebra 3-Day	ONLINE	Pyzdrowski, Brand, Conley, Hall, Schraeder	16
MATH	126C	3	College Algebra 3-Day	FTF	Vogtman	16
PATH	407	8	Histology Laboratory	FTF	Feaster, Kirby	16
PEDI	731	8	Clinical Clerkship-Pediatrics	TBA	Bloom	8
SCFD	797	6	Research	TBA	Stack	8
WMAN	100	3	The Tradition of Hunting	FTF	Edwards, Anderson	16
WMAN	100	3	The Tradition of Hunting	ONLINE	Edwards, Anderson	16

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

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

Yes No

Comments:

- Requirements for direct instruction time and out-of-class time are provided for the following delivery formats:
 - Face-to-Face Classroom Learning
 - Online Learning
 - Experiential Learning
 - Study Abroad
 - Studio/Ensemble Work
 - Variable Credit Offerings

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

Yes No

Comments:

- Requirements for direct instruction time and out-of-class time are as follows:
 - Face-to-Face Classroom Learning: One credit hour is equivalent to one hour of guided instruction (fifty minute class) and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time such as during the summer academic term, when courses may vary in duration.
 - Online Learning: One credit hour of online learning is equivalent to fifteen hours of direct instruction and thirty hours of additional student work. Direct instruction can occur via computer-assisted (modules), multi-media interaction, discussions, and/or completion of exams/quizzes/assessments as documented in the course syllabus and approved to meet best practices in online learning. Student work includes activities like readings and supplemental home work. Online courses developed from existing face-to-face instruction adhere to the defined learning outcomes and assessments of the original face-to-face format for the course.
 - Experiential Learning: In experiential learning, including opportunities representing laboratory/lecture courses, undergraduate research (with or without laboratory), professional development internships, and service learning, a total of three hours of classroom and preparation time per week over a period of fifteen weeks for one credit hour or the equivalent amount of work over a shorter period of time is required. Courses must incorporate adequate opportunities to document student

progress and student completion of the stated learning objectives for each experience.

- Study Abroad: One credit hour is equivalent to fifteen hours of guided instruction and thirty hours of cultural, linguistic or other types of engagements as described by the syllabus and approved by the faculty, department Chair, Dean, and Associate Provost.
- Studio/Ensemble Work: In studio courses in the arts, design, and theatre, one credit hour is equivalent to one and a half hours of guided instruction and three hours for studio class practice or projects each week for fifteen weeks as defined by the National Association of Schools of Art and Design (NASAD). In accordance with the National Association of Schools of Music standards, one credit hour of ensemble work in the music field represents three hours of practice each week, on average, for a period of fifteen weeks plus the necessary individual instruction as defined by the major subject.
- Variable Credit Offerings: One credit hour is equivalent to fifteen contact hours of guided instruction (e.g., student progress meetings, mentoring) and thirty hours of student work to complete the requirements set forth by the advisor or course instructor (e.g., team meetings, review sessions, thesis/dissertation preparation) over a fifteen week period. Instructors/mentors and students should discuss the appropriate number of total credit hours for a given course based on the time needed to attain outcomes of the particular endeavor.

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

Yes No

Comments:

- One credit hour in other academic activities, as established by the institution, such as laboratory work, internships, practicums, studio work, study abroad, experiential learning opportunities, and online learning, must include an equivalent amount of required work.
- Online courses developed from existing face-to-face instruction adhere to the defined learning outcomes and assessments of the original face-to-face format for the course.

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

Yes No

Comments:

- WVU's credit hour requirements fall within the expected amount of direct instructional time (based upon Carnegie hours) indicated by good practice in higher education.

2. Application of Policies

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

Yes No

Comments:

- Courses were sampled from across multiple program areas and delivery formats.
 - The undergraduate face-to-face course syllabi consistently reflected course requirements, grading procedures, learning outcomes and workload/expectations that were appropriate and reflective of the institution's policy on the award of credit.
 - The undergraduate online course syllabi consistently reflected course requirements, grading procedures, learning outcomes and workload/expectations consistent with the face-to-face sections of each course.
 - The graduate course syllabi consistently reflected course requirements, grading procedures, learning outcomes and workload/expectations that were appropriate and reflective of the institution's policy on the award of credit.

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

Yes No

Comments:

- Documentation for the sampled courses outlined learning outcomes and expectations consistent with the institution's policy on awarding credit, as well as good practice in higher education.
- See response to (a) above for additional details.

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

Yes No

Comments:

- The course descriptions and syllabi reviewed for distance learning and accelerated courses were equivalent to the syllabi reviewed for traditional face-to-face courses, and reflective of the institution’s policy on the award of credit.
- See response to (a) above for additional details.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes No

Comments:

- The samples reviewed demonstrated that the workload and course expectations were equivalent to similar traditional face-to-face courses. The assignments and learning outcomes are also constructed in a manner to allow students to fulfill them in the allocated amount of time.
- See response to (a) above for additional details.

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

Yes No

Comments:

- Documentation for the sampled courses indicates that the institution assigns credit on a fairly consistent basis that is reflective of the institution’s policy on awarding credit and appropriate within commonly accepted practice in higher education.
- See response to (a) above for additional details.

C. Recommend HLC Follow-up, If Appropriate

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

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

Yes No

Rationale:

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

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

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

Yes No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

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

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

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

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

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

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

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution's credit-to-clock-hour formula match the federal formula?

- Yes No

Comments:

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

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

- Yes No

Comments:

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

- Yes No

Comments:

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

Yes

No

C. Recommend HLC Follow-up, if Appropriate

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

Yes

No

Rationale:

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

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	West Virginia University, WV
TYPE OF REVIEW:	Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Year 4 Comprehensive Evaluation. Will include an embedded interim report on pass rates for the NCLEX-RN examinations for Nursing program students at the WVUIT campus. The report should include the following: 1) Updated NCLEX-RN pass rates for Nursing program students at the WVUIT campus; 2) Descriptions of additional steps that have been taken at the College to provide support for WVUIT Nursing program students with respect to the NCLEX-RN examination; and 3) Descriptions of the current CCNE and WV RN Board accreditation status for the WVUIT Nursing program. The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement.
DATES OF REVIEW:	3/5/2018 - 3/6/2018
<input type="checkbox"/> XX No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Public

Recommended Change:

Degrees Awarded: Associates, Bachelors, Masters, Doctors

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2013 - 2014

Year of Next Reaffirmation of Accreditation: 2023 - 2024

Recommended Change:

Accreditation Stipulations

General:

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

Institutional Status and Requirements Worksheet

Recommended Change:

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

Recommended Change:

Distance and Correspondence Courses and Programs:

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

Recommended Change:

Accreditation Events

Accreditation Pathway

Standard Pathway

Recommended Change:

Upcoming Events

Comprehensive Evaluation: 2023 - 2024

The team should review that the institution has completed its plan to come into compliance with the faculty qualification requirement.

Recommended Change:

Monitoring

Upcoming Events

None

Recommended Change:

Institutional Data

Educational Programs missing, contact support

Extended Operations

Institutional Status and Requirements Worksheet

Branch Campuses

None

Recommended Change:

Additional Locations

Potomac State College, 101 Fort Avenue, Keyser, WV, 26726 - Active

Robert C Byrd High School, One Eagle Way, Clarksburg, WV, 26301 - Active

Royal University for Women, Gate 366 Muaskar Highway, West Riffa 942, BAHRAIN, - Active

WV Northern Community and Technical College, 1704 Market Street, Wheeling, WV, 26003-3643 - Active

WVU Charleston Division , 3110 MacCorkle Ave SE, Charleston, WV, 25304 - Active

WVU RC Byrd Eastern Division, 2500 Foundation Way, Martinsburg, WV, 25401 - Active

WVU-Beckley, home of WVU Institute of Technology, 512 S. Kanawha Street, Beckley, WV, 25801 - Active

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

09.0999 - Public Relations, Advertising, and Applied Communication, Other, Certificate, Integrated Marketing; Digital Communication, 4999, CG13

09.0999 - Public Relations, Advertising, and Applied Communication, Other, Master, MS, 4932

09.9999 - Communication, Journalism, and Related Programs, Other, Master, MA Comm, 1474

13.0101 - Education, General, Doctor, Doctor, Higher Ed Admin, 4513

13.0101 - Education, General, Doctor, Ed.D. Higher Ed Admin, 4513

13.0101 - Education, General, Doctor, Special Education, 4586

13.0401 - Educational Leadership and Administration, General, Master, MA, 4504, 4506, 4508

13.0501 - Educational/Instructional Technology, Master, Instructional Design & Technology, 4567

13.1001 - Special Education and Teaching, General, Master, MA, 4585,4581,4583,4587,4582,4580,4584, 4568, 4552

13.1202 - Elementary Education and Teaching, Master, MA, 4520

13.1205 - Secondary Education and Teaching, Master, MA, 4570,4524,4527,4530,4538,4543

13.1314 - Physical Education Teaching and Coaching, Master, MS, 6822,,6805,6854, 6856, 6813

13.1315 - Reading Teacher Education, Master, Reading, 4539

14.0903 - Computer Software Engineering, Certificate, Software Engineering, 3099, CG10

14.0903 - Computer Software Engineering, Master, MSSE, 3081

Institutional Status and Requirements Worksheet

- 19.0706 - Child Development, Bachelor, BS, CDFS, 4562
- 22.9999 - Legal Professions and Studies, Other, Master, MLS 1408
- 24.0102 - General Studies, Bachelor, RBA, 4132
- 27.0501 - Statistics, General, Master, MS Big Data Science
- 30.1101 - Gerontology, Certificate, GERO GR Cert., CG03
- 30.9999 - Multi-/Interdisciplinary Studies, Other, Bachelor, MDS, 1495, 1496, 4130
- 43.0117 - Financial Forensics and Fraud Investigation, Master, MS Forensic Acct
- 44.0701 - Social Work, Certificate, Non-profit Management, 1499, CG04
- 49.0104 - Aviation/Airway Management and Operations, Bachelor, BS Aviation Mang
- 50.1003 - Music Management, Master, MA, Music Industry, 2114
- 51.1201 - Medicine, Certificate, Emergency Medicine, 8399, CG14
- 51.2201 - Public Health, General, Master, Master School Health, 8403
- 51.2201 - Public Health, General, Master, MPH, 8402
- 51.2306 - Occupational Therapy/Therapist, Master, MOT, 8385
- 51.2310 - Vocational Rehabilitation Counseling/Counselor, Master, MS, 4592
- 51.3801 - Registered Nursing/Registered Nurse, Bachelor, BSN, 8649, 8650
- 51.3801 - Registered Nursing/Registered Nurse, Master, MSN, 8649
- 51.3808 - Nursing Science, Doctor, Nursing, 8652
- 51.3818 - Nursing Practice, Doctor, DNP, 8664
- 52.0101 - Business/Commerce, General, Master, Executive MBA, 2188
- 52.0101 - Business/Commerce, General, Master, Executive MBA, 2188
- 52.0299 - Business Administration, Management and Operations, Other, Master, Safety Management, 3080
- 52.0301 - Accounting, Certificate, Forensic Accounting & Fraud Investigation, 2199, CG07

None

Contractual Arrangements

None

Recommended Change:

Consortial Arrangements

None

Recommended Change:
