

REPORT OF THE WSCUC TEAM

For Seeking Accreditation Visit 2

To

Weimar Institute
Weimar, CA

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The team evaluated the institution under the 2013 Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the WASC Senior College and University Commission (WSCUC). The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WSCUC website.

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SECTION I - OVERVIEW AND CONTEXT

A. Description of the Institution and Visit

Weimar Institute is a private, nonprofit, co-educational, self-supporting Seventh-day Adventist college offering an associate's degree in Nursing and bachelor's degrees in Health Sciences (BS), Religion (BA), Education (BA), Business Administration (BA) and General Studies (BA). It also offers certificates in Health Evangelism and Medical Assistance. The college anticipates expanding its four-year degree offerings to include Nursing, an Interdisciplinary degree with emphasis in Psychology, Christian Education, and Music within the next five years.

Additionally, Weimar Institute offers distinctive mission-driven co-curricular programs that fulfill institutional learning outcomes including Total Community / Campus Involvement (TCI), a weekly half-day participation of students, faculty, and staff in serving the needs of the local community. Weimar Institute's mission statement is: "To follow Jesus by developing leaders in comprehensive health evangelism through competent modeling and education, in both theory and practice."

Weimar Institute was established in 1978 in connection with NEWSTART (an acronym for nutrition, exercise, water, sunshine, temperance, fresh air, rest, and trust in God), a sanitarium located in Weimar, California. It was closed briefly in 2008 but reopened in 2009 under new leadership. Weimar currently enrolls 106.33 FTE students and employs 20 full-time faculty, 9 adjuncts, and 80 non-teaching personnel.

Weimar applied for Eligibility under the name of Weimar College with the purpose of obtaining WSCUC accreditation for the institution and its academic programs in October of 2012. The first review was conducted by WSCUC Eligibility Review Committee (ERC) on

October 9, 2012, and Eligibility was declined. In March of 2014, the college reapplied for Eligibility under the name of Weimar Institute and, in October 2014, Eligibility was granted until October 2019 with specific recommendations on certain criteria. In March 2016, Weimar Institute submitted a Letter of Intent to Apply for Accreditation and in August 2016, it submitted a Seeking Accreditation Institutional Report (Visit 1). The WSCUC team site visit took place on October 12-14, 2016. In March 2017, WASC Senior College and University Commission granted Weimar Institute Candidacy for a period of five years with specific recommendations on certain criteria. A Seeking Accreditation Visit 2 was conducted by the WSCUC team on October 22-25, 2018.

The purpose of the review and visit was to assess Weimar's compliance with the four WSCUC Standards established by the Commission. While the institutional reports established the foundation for the campus visit, the onsite interviews and discussions with a cross-section of stakeholders provided the additional information needed to answer outstanding questions and inform the team's findings. During the site visit, the team found that the board members, administrators, faculty, staff, and students are deeply committed to the Weimar mission, vision, and goals. Key stakeholders that were interviewed demonstrated extensive knowledge of the institute's educational effectiveness processes, the report, and the visit.

The team would like to acknowledge the Weimar community's engagement in the accreditation process and commend Weimar's administration, faculty, staff, students, and trustees for their exceptional dedication. The team is grateful for the welcoming spirit and hospitality they experienced as well as the school's candor in responding to the team's questions and requests for additional materials. Our special commendation goes to the Accreditation Liaison Officer (ALO), Dr. Christina Harris, for her outstanding leadership in this process.

B. Rigor and Preparation of Institutional Report

The institutional report submitted in preparation for the fall 2018 SAV 2 is adequately written and accurately portrays the condition of the institution and the assessment process it has undertaken for the review. The report documents a spectrum of substantive engagement with the key issues identified in the letter granting Candidacy by the WASC Senior College and University Commission. It also acknowledges the strengths and weaknesses the institution discovered through the self-study process. The end of each section included a bullet-point synopsis and synthesis for ease of reference.

To support compliance assertions to the WSCUC criteria for review, Weimar provided backup documentation that was accessible to the team. The additional information requested prior to and during the site visit was provided without delay by the ALO. The institutional report and the observations obtained onsite helped the team understand the progress the institution has made since approval of the WSCUC Commission letter granting Candidacy.

The team found that the multiple constituencies including trustees, president, vice president of academic affairs, chief financial officer, chief operating officer, faculty, staff, students, and alumni contributed either directly or indirectly in conducting the self-study. Weimar Institute created four standards teams to focus on each of the four WSCUC Accreditation Standards and associated CFRs. The standards teams were directed by the ALO, who also serves as director of assessment and institutional research (DAIR), and had broad representation from faculty and staff and (when possible) the board of trustees. The standards teams met once or twice per quarter to evaluate progress and make plans for improvement using the Review Under the Standards document. The institution used the process of the self-study for

developing appropriate methodology of evaluating the quality of its programs and student learning. The ALO, in consultation with and assistance from the WSCUC liaison, led the preparation process for the institutional report. With a clear sense of missional culture woven throughout its narrative, Weimar's SAV 2 institutional report provided a strong and thorough response to all recommendations.

C. Response to Recommendations

The institution has made a strong effort to address the recommendations in the SAV1 team report. The institutional report demonstrates a concerted effort to make progress in the areas noted by the visit team. While some areas remain a work in progress, many of the team's recommendations and suggestions have been implemented.

Planning: The institution has updated its Strategic Plan, which outlines the 2018-2023 efforts to facilitate and manage the planned enrollment growth to a full capacity of 175-200 students and includes further campus development and fundraising campaign goals in support of the anticipated enrollment growth. Goals for adding new educational programs including a distance education program and a Master's degree in psychology were added to the plan; funding for their support was allocated in the budget. The revised Strategic Plan was approved by the board of trustees in March 2018 and will be updated periodically to keep current with strategic opportunities and challenges.

Assessment: Weimar Institute has made significant progress in streamlining assessment activities broadly incorporated across the institution including activities aimed at "closing the loop," tying assessment results to budgetary planning processes, and modifying assessment processes to ensure their sustainability. The process of assessment has been standardized across all academic programs: the program review cycle has been increased from three to six years, and

annual assessment of program learning outcomes has replaced an assessment conducted semi-annually. Student services and student success programs have developed their student program learning outcomes, identified key performance indicators (KPIs) and started conducting assessment. The institution adopted the WEAVE accreditation management software, which is also utilized for assessment, program review, and strategic planning.

Research, scholarship and professional development: Being primarily a teaching institution, Weimar has made strides to support better faculty research and scholarship. Faculty involved in active research projects and creative activities are eligible to apply for funding to support their conference attendance, dissertation completion, or research writing. They may also apply for a course release. Faculty members in science departments have an opportunity to use the database of the NEWSTART health clinic for scholarly research and collaborative projects with students. The institution allocated additional resources for library facilities and databases including online access to best-in-practice journals and books for the 2018-2019 academic year.

Weimar does not have a faculty ranking system yet. However, under the leadership of a new vice president for academic affairs, plans are underway to address this issue. The Faculty Ranking Committee has been formed and mandated to formalize the institution's policy on scholarship and creative activities during the 2018-2019 academic year. Scholarship expectations are clearly articulated on the faculty evaluation forms.

In the past two years, faculty professional development has been aimed predominantly at course delivery, course management, and assessment. Faculty participation in course and program assessment is included within faculty teaching evaluations.

Institutional research: Weimar has made noteworthy progress in the areas of institutional research by adequately staffing the Assessment and Institutional Research (AIR)

office, allocating necessary resources, standardizing survey administration and analysis, and regularly collecting and posting data on student enrollment, student performance, faculty demographics, and other important metrics. Weimar's administration generously supports functions relevant to institutional research, as well as the professional development of the director and assistant director of the AIR office.

Technology: Weimar has invested in an internet tower to address poor internet connections, which was a hindrance for student and employees during the SAV 1 team visit. This investment has resulted in improvement in internet and network connectivity. Weimar has also added WEAVE as an assessment and institutional research software and Canvas as a learning management system since that time.

SECTION II - EVALUATION OF COMPLIANCE WITH WSCUC STANDARDS

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

The institutional report described “why,” “what,” and “how” Weimar Institute accomplishes their work through well-articulated vision, mission, and direction statements that are closely aligned to its educational purpose. There was evidence through current programs that the distinctiveness of the vision and mission truly create the described Weimar experience. The mission and vision shape the strategic plan and institutional student learning outcomes (ISLOs) to develop Spiritual Leaders, Health Evangelists, Critical Thinkers, Integrative Learners, Effective Communicators, Quantitative Reasoners, and Principled Workers. Interviews with the trustees indicated they are aware of the mission and vision and diligently use these guiding frameworks to make decisions that will impact present and future investments in the institution.

The team found that the mission of Weimar Institute is widely understood by the campus community, and it is accepted as a bedrock that grounds the work at the college (CFRs 1.1, 1.2, 3.9, 4.6).

The team was able to confirm through the institutional report and site visit that the use of data is systematically collected from the classroom assessment process, the Annual Program Assessment, and the Comprehensive Program Review. The process of using this data to make informed decisions was demonstrated through faculty recommendations and program enhancements to support the student learning (CFRs 1.1, 1.2).

Weimar faculty and administration have built a foundation for developing a strong academic community that has high expectations for faculty, staff, and students to develop and demonstrate their responsibilities as teachers, scholars, and informed citizens. Conversations with faculty and academic leaders at Weimar confirmed that formalized academic freedom policies have been established and published in academic documents, and they provided evidence of various dialogs and discussions that have been organized to support these policies along with faculty governance and other academic policies (CFR 1.3).

The faculty are committed to their common faith as a basis for recognizing that all individuals are worthy of respect and that all human relations should be characterized with kindness, grace, and love. The newly formed Diversity Committee created a Diversity Statement that was adopted by the board of trustees and included in all employee and student handbooks. The goal of this work was to provide a guiding framework to improve Weimar's focus on diversity through the academic and co-curricular programs and policies. As it was stated in the institutional report and confirmed through campus interviews, campus-wide strategic initiatives focused on diversity have increased an awareness of cultural differences

and societal issues thus enhancing student preparedness for future careers (CFR 1.4).

The institutional report, college website, and documents such as the Academic Bulletin provided evidence that the college has educational objectives, academic policies, and procedures to effectively manage student academic records, student conduct, grievances, research, disability, and financial matters at the institutional and program levels for current and prospective students. While the institution has developed these necessary processes, the cycles need to demonstrate continued use and to provide evidence of maturity with data-guided decisions that lead to continual improvement with the academic programs at the institution (CFRs 1.2, 1.6, 1.7).

Weimar Institute exhibited integrity, transparency, and evaluation of published policies and procedures, business practices, audits and evaluation assessment for policies. The faculty, staff, administration, and board of trustees demonstrated involvement by participating in regularly scheduled meetings and dialogues that have led to higher levels of employee satisfaction and improvement with human resource and other campus policies and processes (CFRs 1.2, 1.7).

The faculty, staff, and administration have engaged with the higher education community through conference attendance, networking, and consulting. There was evidence that the college's leadership has maintained an openness in communication with the WSCUC staff and team. Weimar Institute has also engaged faculty and staff in regular professional development sessions on program assessment and program review, which were highly rated in recent faculty surveys (CFR 1.8).

The team finds that Weimar meets Standard 1 at a level sufficient for initial accreditation. Only the Commission is authorized to make the final determination as to whether an institution is in compliance with the Standards.

Standard 2: Achieving Educational Objectives through Core Functions

In determining whether Weimar Institute is achieving its purpose and attaining its educational objectives at the institutional and program level through core functions, the team reviewed numerous sources of information including the institutional report, college website, course syllabi, policy manuals, templates and forms and interviewed various college constituencies.

Weimar has clearly defined and publicly posted admission requirements. It also has specific outcomes of achievement for graduation with quality assurance processes in place to ensure the meaning, quality, and integrity of its degrees. For instance, the director of assessment and institutional research (DAIR) has identified learning outcomes for the general education core, and faculty actively participate in general education assessment under the direction of the general education chair. An objective exam in information literacy is administered to incoming students during the New Student Orientation as well as the third or fourth year of their coursework. Additionally, a signature assignment consisting of a research paper with required use of secondary sources is assessed with an Information Literacy VALUE rubric in a few upper-division courses. The success criteria for this signature assignment is set at 75% of students scoring Proficient or higher on each assessment. In each academic department, the faculty are currently exploring the design of signature assignments to assess information literacy in their senior-level capstone courses. The DAIR is also considering ways of assessing quantitative reasoning and critical thinking at or near the time of graduation. The aim of this exploration is to better assess the mastery of these two WSCUC Core Competencies, rather than using the current

objective exams and assignments in lower-division general education courses. In tandem with these explorations of curricular adjustments, the NSSE report dated October 23, 2018, indicates that students perceive themselves as studying less quantitative subject matter than actually required in the general education curriculum. To address these areas of need, the DAIR described a possible goal of adjusting towards upper-division assessment of quantitative reasoning and information literacy at or near the time of graduation to address the WSCUC Core Competencies (CFRs 2.2a, 4.4).

Student learning outcomes and expectations for student learning are clearly stated and reflected in academic and co-curricular programs, policies, and advising. During the site visit in 2016, the poor quality of WiFi connectivity on campus impeded students from completing their online assignments. Since then, Weimar has fully funded and built a new internet tower, which has resulted in improved WiFi connectivity on campus. However, some students reported that the connection frequently drops, impeding their ability to complete their assignments on Canvas. It was suggested that the information technology services could remedy this issue by updating the wireless routers on the dorm halls and providing a router for each classroom (CFRs 2.2a, 2.3).

Weimar's institutional program learning outcomes (ISLOs), program-level learning outcomes (PSLOs), and course-level learning outcomes (CSLOs) are visibly embedded and aligned with course activities in syllabi with faculty-designed rubrics for assessing student work. During the site visit, the faculty and staff reported that streamlining the program review and annual assessment activities was far more effective and manageable for their time and resources, and therefore more sustainable. For example, the program review cycle was extended from three years to six years, and the assessment reporting occurs annually instead of semi-annually. The

deadline for the annual assessment reports occurs prior to the annual budget deadline, which allows for the timely submission of budget requests connected to assessment findings. Annual assessment templates also include a section wherein faculty and staff must include the prior year's findings and action steps, followed by a progress update. Faculty in several academic units were versed in assessment processes and could accurately identify the timing of their upcoming six-year program review based on a rotation schedule provided by the DAIR. A department faculty member currently undergoing a program review could also describe the purpose, process, and initial findings with anticipated changes to be made. A number of faculty and staff have participated in WSCUC assessment workshops. The DAIR, who has already completed the Assessment Leadership Academy, also plans on offering more on-campus assessment trainings (CFRs 2.6, 4.1).

The program review template designed by the DAIR includes assessment student learning outcomes, analysis of enrollment trends, analysis of graduation/retention rates, an external reviewer's report. The assistant director of institutional research works with the registrar to report on retention/graduation data, which is monitored by the DAIR in collaboration with the upper administration. Comparisons for the program review process were made with regionally accredited Seventh-Day Adventist universities and a campus in the local region, William Jessup University, to learn from their program review processes. Assessment stakeholders, both faculty and staff, report that the streamlined assessment cycles are more manageable for gaining and sustaining momentum in program reviews (CFRs 2.7, 4.5). For example, since the last visit, the BA in Religion has initiated and partially completed a program review. Religion faculty could describe the process, initial findings, and anticipated changes to be made to their curriculum, which will likely include a course in research methods. Similarly, the General Education

program, the Department of Psychology, and other units were familiar with the program review rotation and could state the timing of their designated program reviews.

The comprehensive program review template includes a mechanism for requesting budget resources through the completion of a memorandum of understanding signed by the president, the vice president of academic affairs, and the department chair. An external reviewer is also required for the program review. Although the institute does not incentivize faculty for completing assessment during summer and winter breaks, faculty members expressed their willingness to participate in educational quality assurance activities due to the hiatus from their teaching duties alongside a commitment to supporting the institute's educational quality assurance activities.

Faculty can apply for course releases to complete projects related to their scholarly development, including the completion of dissertations and the researched writing of peer-reviewed articles. Faculty members in science departments have an opportunity to use the database of the NEWSTART health clinic for their scholarly development and production, including faculty-student collaborative research projects. An allocation of funds, \$500 to \$1,500, is also available for faculty conference travel, attendance, and/or presentation related to pedagogical and scholarly development (CFR 2.8).

During the site visit, faculty members in a few academic departments cited examples of collaborative research projects with their students, some of which culminated in conference presentations. On the new Faculty Portfolio Evaluation Form and on the Chair Evaluation Form, scholarship expectations are clearly described. For example, the Chair Evaluation Form states: "3.3 Research and Presentations – conducts research project in the discipline and/or writes a grant or research proposal in a professional setting, publishes a book in the discipline, publishes

an article, research paper, or abstract in a refereed journal; incorporates new teaching methods or curriculum into the classroom and evaluates influence on student learning; presents at a conference (oral or poster); gives a public presentation (public lecture, concert, etc.) beyond those required for work.”

While the faculty who participated in the site interview understand the purpose and meaningfulness of faculty-student collaborative research as a key component of demonstrating academic quality, the linkage and support for scholarship and the professional development of faculty could benefit from sustained resourcing and continued attention in terms of increased funds availability, requests for course releases, and sabbaticals. In the context of its identity as a faith-based, teaching-service institute with applied learning experiences, Weimar has taken initial steps to connect the development of faculty scholarship and research to pedagogical effectiveness to enhance the meaning and quality of its academic programs. The team recommends that Weimar continue to sustain progress in clarifying and communicating expectations for research, scholarship, creative activities, and professional development; and connecting them to the newly designed faculty ranking system (CFR 2.9).

The Student Success program has not yet formalized a method of identifying and supporting the needs of students, who are currently referred to academic support services on an *ad hoc* basis through the Admissions Committee and via communication between faculty advisors and student success staff. As the institutional research capacity grows, Weimar should sustain its practices in tracking aggregated and disaggregated student achievement data, collecting and analyzing employee and student satisfaction survey data as well as campus climate survey data, and demonstrating timely progress to graduation through the monitoring of graduation/retention rates. With the introduction of the campus climate surveys and NSSE, the

DAIR is aware of potential survey fatigue and is trying to minimize the number of student surveys, especially in the fall semester. NSSE is offered every other year, alternating with the internal campus survey (CFR 2.10).

Co-curricular programs in student success, the library, and the records office have completed annual reviews of their services and linked their findings to improvements such as increasing the funds for the library's databases and improving the turnaround time for transcript requests in the records office. The new director of student services is versed in assessment knowledge and prepared to sustain momentum in co-curricular assessment with this area. While the services are reliant upon indirect assessment to close the loop annually, this student service unit aims to explore meaningful and manageable ways of gathering and analyzing direct evidence of student outcomes to assess program effectiveness. In similar manner, a campus-wide co-curricular program focused on experiential learning through service, Total Campus/Community Involvement (TCI), is assessed via three activity student learning outcomes (ASLOs): Spiritual Leaders, Comprehensive Health Evangelists, and Principled Workers. These three ASLOs are aligned to Weimar's ISLOs with the same exact names. As described by its fall 2018 course syllabus, "TCI is a campus-wide friendship evangelism initiative that utilizes Christ's method of teaching, preaching, and healing in the local communities surrounding Weimar Institute. The goal is to develop a sustainable student and faculty evangelistic model that can be replicated by other SDA institutions." TCI is housed in the department of student services and assessed by collecting and analyzing direct evidence (students' weekly reports) and indirect evidence (students' end-of-semester surveys) (CFRs 2.11, 4.5).

The student service programs are reviewed annually and adjustments made based on data collected through surveys. The student success coordinator meets with the students admitted on

probation, which are identified at the time of admission. At-risk student information is primarily shared word of mouth from faculty serving as advisors to the student services staff. The student services personnel noted that meetings of the Admissions Committee, on which the majority of faculty members serve alongside the staff of student services and admissions, is a useful venue for exchanging this information. Student services staff noted that one area where communication could be improved concerns the timeliness of information provided to the faculty advisor, who must review the information and take appropriate actions by referring students to relevant services or providing other means of support. A formalized process for early intervention and identified list of at-risk indicators do not yet exist, although the faculty and staff are aware that a dropping grade point average and a less robust level of high school academic preparation are potential signs that a student could benefit from increased attention and mentoring concurrent with timely referral to student service programs.

According to the Diversity Committee's report of spring-summer 2018, 40% of Weimar students are diverse. Weimar also has a substantial number of international students. In its support for international students, however, Weimar currently does not offer an English as a Second Language (ESL) program. International students are required to have a minimal TOEFL score. Both tutoring and writing services are available to international students, as they are to all students, as are the Family Groups which are hosted by faculty and staff families to enhance social affinity and provide community support. The international students suggested that the university could better support their transition to Weimar by providing more website information about legal processes and logistics relevant to studying in the United States, the American educational system, financial information such as currency exchange rates and financing tuition for international students, plus day-to-day American cultural practices.

The student success coordinator is aware of key performance indicators (KPIs) which were newly identified for the student success program. Although she maintains an Excel spreadsheet of student information, the KPIs are not yet operationalized in measuring the success criteria of the program outcomes. The DAIR is also looking at predictive analytics to better identify prospective students who will be a good fit for Weimar with plans for discussion with the director of enrollment management (CFR 2.12).

The team finds that Weimar meets Standard 2 at a level sufficient for initial accreditation. Only the Commission is authorized to make the final determination as to whether an institution is in compliance with the Standards.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

In assessing whether Weimar has the resources and structures to ensure quality and sustainability, the team considered numerous sources of information including the SAV 2 institutional report, audited financial statements, internal financial statements, Form 990s, the college budget, policy manuals, survey results, the revised strategic plan, enrollment management plan, donation history, and the curriculum vitae (or resumes) for various employees. Interviews were conducted during the site visit with administrators, faculty, staff, and campus groups.

The curriculum vitae and resumes provided to the team as well as interactions with employees during the visit show that Weimar has a core of faculty, staff, and administrators with a breadth of necessary training, experience, diversity, and skills sufficient to support programs and operations (CFRs 2.1, 3.1). Weimar has been able to assemble this team even though it offers relatively low wages and benefits. Strong commitment to the mission and vision was

repeatedly mentioned in the onsite meetings as a key factor in employees' decisions to come and to remain.

In its October 2016 report 9, the SAV 1 team had noted “a high number of faculty and staff who are new to the institute or are new in their roles” (page 19). While the institute continues to experience some employee turnover, it has made progress since the SAV 1 visit in developing a more qualified and experienced staff. Weimar has been able to retain and develop existing employees and to recruit new talent as needed. According to the SAV 2 institutional report page 64, Weimar has grown by six full-time faculty and two full-time support staff since the SAV 1 visit. The institute followed the recommendation of the SAV 1 team and hired a new natural sciences professor to strengthen that department. A psychology instructor was added to support current course offerings and prepare for adding a program in psychology as part of the strategic plan. Several other openings from faculty and staff departures were filled with qualified candidates. Executive leadership has been relatively stable. The president, chief operating officer, and campus chaplain remain unchanged since the SAV 1 visit. The vice president of academic affairs has been in place for nearly a year. One executive leadership position remains open due to the departure of the vice president of development.

The institute stated in its SAV 2 institutional report on page 64 that it “must continue its efforts to strengthen retention.” Efforts to date include improvements to the employee onboarding process and increased communication from the executive leadership team. The team also noted significant improvement in personnel processes and policies (CFRs 1.7, 3.2). A dedicated human resources professional was added on a contract basis after the SAV 1 visit. While the human resources director is not based on-site, she does make periodic visits to the campus, was previously an employee on the campus, and is accessible by email, text, or through

video conferencing. The off-site arrangement came with some challenges. However, overall feedback from the staff was positive, and the team noted significant improvement and evidence of strong leadership in this area. The Employee Handbook and Campus Life and Working Policy Handbook have been updated and are on a regular schedule for revision. Performance reviews are occurring regularly and with broad participation. Sexual harassment training has been implemented, and the academic freedom policy has been updated. The human resources director's proficiency in her field and familiarity with Weimar was evident in the interview with her and was supported by review of personnel policies and the testimony of other employees.

The SAV 1 team report on page 20 suggested "reviewing personnel practices to consider how the institute can achieve greater continuity and sustainability in core functional areas." Investing additional resources in salaries and benefits was stated as a possible strategy. Weimar has subsequently implemented a revised wage scale (which is being implemented in phases) and began offering a retirement plan. Weimar is also building more employee housing units so it can offer affordable housing to more of its employees. These are positive steps. The team was satisfied with the capacity and capabilities of the existing employee team. It encourages Weimar to continue to make recruiting, developing, and retaining employees a high priority and to commit resources accordingly. While the human resources area has been greatly enhanced since the SAV 1 visit, there is uncertainty about whether the off-site arrangement will continue. Key roles remain vacant (i.e., vice president of development) or have been recently filled (i.e., director of enrollment management). As Weimar seeks to grow, it will benefit from having greater continuity among a core of professional positions. The team recommends Weimar invest in developing a sufficient number of qualified personnel to provide effective leadership that links on-the-ground operational functions to college senior-level administrative decision-making

structures and processes (CFRs 3.1, 3.7, 3.8). This may require further changes to the wage scale and additions to employee benefits, so compensation contributes to attracting and retaining employees who are highly qualified in their fields.

Weimar has increased its investment in staff development since the SAV 1 visit (CFR 3.3). According to the SAV 2 institutional report page 70, funding for professional development was doubled for the coming year. Departments have budget funds allocated to support professional development activities and additional funding is available upon approval for research and scholarly projects.

Weimar is an institution of higher learning that is supported by other campus industries to achieve academic programs that are practical and theoretical. The other enterprises include the NEWSTART Lifestyle Center, Weimar Academy, Weimar Elementary, Weimart, Weimar Lodge, Weimar Cafeteria, Weimar Bakery, Stallant Health, Nedley Publications, and the Residential Depression and Anxiety Recovery Program. In addition to providing diversified revenue streams, these campus industries supply many of the student jobs and internships necessary for Weimar's Work Education program, which supplements the curriculum with practical work experience and vocational mentorship for every student.

In assessing financial stability, the team reviewed audited financial statements for the years ended June 30, 2017 and June 30, 2016, and internal financial statements for the year ending June 30, 2018. The institute has finished its fiscal years surpluses for six consecutive years. In addition to revenue from the academic programs and the campus industries, Weimar is supported by a donor base that has contributed an average of \$2 million per fiscal year. While the ratio of annual fund donations to tuition revenues is higher than customary, the institute has

been able to sustain this donation level going back to at least 2012. Weimar's financial model is not traditional but has consistently provided sufficient resources to fund its operations (CFR 3.4).

A key element of Weimar's revised Strategic Plan and the Enrollment Management Plan is growth in enrollment from the current level of around 100 students to 175 to 200 students by 2020-2021. The institute recently created and filled a new position of director of enrollment management to support this effort. Weimar generates a comparatively small pool of high quality (i.e., high likelihood to enroll) inquiries which produces enrollments at relatively high conversion and yield rates. Its Seventh Day Adventist (SDA) affiliations and the notoriety of its president within the SDA and health communities are key sources for generating inquiries. As it seeks to sustain growth in enrollment, Weimar may need to pursue methods for generating a higher volume of inquiries to achieve its enrollment goals. Weimar could benefit from gathering data on inquiries and enrollments generated by source to help evaluate the effectiveness of specific recruiting activities. The team encourages implementation of weekly reporting of prospective students at each stage of the enrollment funnel to allow for year-over-year comparative analysis throughout the recruiting season. Further, the team encourages the new director to join an association of college enrollment professionals as a means of learning about best practices and new developments in the field.

Weimar utilizes an annual budget season each spring to prepare budgets for the upcoming fiscal year. The process includes budgeting for initiatives from the strategic plan and academic long-range plan. According to the SAV 2 institutional report page 73, at Weimar "strategic planning, the budget process, and long-range planning are an integrated process." The team encourages Weimar to adopt a multi-year enrollment forecasting and budgeting approach. This will help the institute address important issues such as:

- How many continuing students will enroll each term based on historical attrition rates and anticipated graduations?
- How many new and transfer students will be needed to achieve enrollment goals each term?
- How much additional revenue will be generated each fiscal year by anticipated enrollment growth?
- What additional costs will need to be funded each fiscal year to support and sustain anticipated enrollment growth?
- How much of the additional revenue from anticipated enrollment growth can or should be allocated toward reducing annual donation dependency?

Having answers to these and other issues earlier in the planning cycle will enable Weimar to be more proactive in implementing its strategic plan. The team recommends that Weimar develop a three-year financial plan that includes realistic budgets, enrollment projections, and fund-raising goals which align with the college's strategic, academic, and operational plans (CFR 3.4).

Weimar has made improvements in facilities, services, and information and technology resources since the SAV 1 visit (CFR 3.5). Poor internet access had been a significant hindrance to students and employees. Weimar has since invested in an internet tower to address this issue resulting in significant improvement in internet and network connectivity. The SAV 1 team had advised Weimar on page 23 of its report to “invest in new software systems to support its administrative and programmatic functions.” Weimar has added WEAVE as an assessment and institutional research software and Canvas as a learning management system since that time. The library was also expanded by clearing out adjacent space that had previously housed museum artifacts. Funding for library acquisitions was increased and the institute now provides

additional online resources for access to journals and books. Student residence halls have been updated, and a \$3.7 million staff housing project is in process.

Decision-making structures and processes at Weimar include documented departmental policies and procedures, established committees, and a board governance policy. The students, faculty, and staff described an “open door” policy from administrators that allows for individuals to have a voice in decision-making. Students are sometimes invited to attend or participate in committee meetings but are not appointed as committee members. These structures appear to function well most of the time and to the general satisfaction of the community. However, the team noted an absence of official avenues for campus constituencies to be represented collectively on matters. The team recommends that Weimar address shared governance to ensure that all constituencies (faculty, staff, and students) have a voice in the college’s decision-making through formal structures and consistent adherence to procedures (CFRs 3.7, 3.8, 3.10).

The team finds that Weimar meets Standard 3 at a level sufficient for initial accreditation. Only the Commission is authorized to make the final determination as to whether an institution is in compliance with the Standards.

Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

In assessing whether Weimar Institute is engaged in sustained, evidence-based, and participatory self-reflection and strategic planning the team considered the institutional report, strategic plan, annual assessment and comprehensive program review reports and templates, survey results, college website, policy manuals, and other relevant documents. During the site visit, multiple interviews were conducted with administrators, trustees, faculty, staff, students, and selected campus committees.

The team concluded that Weimar Institute has considerably improved its educational effectiveness efforts since the SAV 1 visit by employing quality-assurance processes in academic, co-curricular, and service areas; streamlining their assessment and program review processes, and developing templates, schedules and multi-year plans for conducting assessment and other forms of ongoing evaluation of program-level effectiveness. Faculty, co-curricular specialists, and students know institutional and program-level student learning outcomes and can provide examples of data-guided changes in pedagogy, curriculum, co-curricular programming, services, or resource allocation.

In 2016, the SAV 1 team suggested on page 28 that Weimar should extend the length of the existing assessment and program review cycles to allow for better tracking of data and ensure sustainability and manageability of its educational effectiveness efforts. As stated in the college's SAV 2 institutional report, this task "has been accomplished. Program assessment now occurs on an annual basis – of at least one PSLO per year. In some cases, more than one PSLO may be assessed, depending on the signature assignment, and then the following years are used to follow-up on proposed recommendations. [...] Comprehensive program review occurs on a six-year cycle" (page 92). Faculty and co-curricular specialists interviewed during the site visit testified that the streamlined program review and annual assessment activities are far more effective and manageable for their time and resources, and therefore more sustainable.

Assessment and program review templates for academic and non-academic programs have been modified to tie assessment results to budgetary planning processes. Every year, departmental chairs and program directors specify their unit budgetary needs in the aforementioned templates, which are reviewed by the college leadership and included in short-term and long-term plans. The process of formulating evidence-based budgetary requests is

relatively new for Weimar; however, faculty and staff demonstrated sufficient understanding of this process and its importance for the overall institutional effectiveness. In this light, the team believes that it would be beneficial for Weimar to ensure broader participation of faculty, staff, and students in the college decision-making and strategic planning (CFR 4.1)

The team noted that over the past two years Weimar has considerably increased its institutional research capacity consistent with its educational objectives and purposes. Institutional data are regularly collected, analyzed and disseminated internally and externally. Student enrollment, performance and demographics data are posted on the institutional website. In-house and nationally-normed surveys (such as NSSE) are administered in alternate years in accordance with the timeline for survey delivery and assessment. A template for survey analysis is used for codifying the findings and identifying action items for various constituencies to follow through.

The former positions of director of assessment and director of institutional research have merged into one position – director of assessment and institutional research (DAIR), which is supported by an assistant director and the Assessment and Institutional Research Committee. These structural entities work together to assess institutional and educational effectiveness. The DAIR reported that the new institutional research function continues to improve with regard to the organization and streamlining of data collection and processes. The DAIR and assistant director are working towards designing a set of dashboards using a business intelligence analytics software, Microsoft Power BI. Assessment reports and comprehensive program reviews are completed and stored in WEAVE, an assessment and accreditation management software, which is structured according to the WSCUC CFRs in order to generate self-study reports efficiently. While the process for inputting data into the system appears slow at times,

this is due in part to various campus stakeholders adjusting to using the new software while a campus-wide culture of assessment is gaining momentum. According to the DAIR, housing an assistant director in the office added support with improved accessibility, as the prior institutional research function was located across campus. The assistant director receives a two-course release and teaches two courses per semester.

The director and assistant director of the AIR office regularly participate in workshops, conferences and other opportunities relevant to the development of the assessment and institutional research functions at Weimar, including the Association for Institutional Research (AIR) conference, California Association for Institutional Research (CAIR), and WSCUC conferences and workshops. The DAIR completed the WSCUC Assessment Leadership Academy (ALA), and the assistant director is planning to attend the ALA this academic year. Both professionals upgraded their technology skills to be able to use Microsoft Power BI. They expressed the appreciation of the administration's support of their professional development. Faculty and staff contribute to assessment activities within their units and in larger meetings, such as the Assessment and Pizza Summit, which was held for the second time in February 2018 (CFRs 2.10, 4.2)

The team found that Weimar has established clear policies and procedures for gathering, analyzing, and interpreting information. Assessments of teaching, learning, and the campus environment in support of academic and co-curricular objectives are conducted regularly and used for improvement. During the site visit, college employees from different departments expressed their appreciation of the data's availability and clarity and provided examples of using assessment and survey results for improvements, budgetary decisions, and strategic thinking about the future direction of their programs. All programs are asked to do strategic planning and

estimate future needs as enrollment for their program increases or decreases. The team learned that Weimar's administration recognizes the value of systematic assessment and inquiry, and is largely supportive of educational effectiveness efforts (CFR 4.3).

Weimar faculty are engaged in ongoing inquiry into the processes of teaching and learning. Analysis of grades and evaluation of academic procedures are conducted periodically to assess the rigor and effectiveness of grading policies and practices. All academic and co-curricular programs perform annual assessment of student learning, and the Natural Science program has completed a comprehensive program review while the Religion program's review is still in process. Faculty are evaluated by students in their courses on a yearly basis; they are also evaluated annually by their program chair or vice-president of academic affairs. The registrar's office regularly audits course syllabi, one department per semester.

Weimar faculty are enthusiastic about teaching and mentoring students and are engaged in conducting inquiries of student learning. The team noted that Weimar assessment practices have strengthened in capacity and sophistication, partially due to internal and external faculty professional development opportunities in assessment and program review. Overall, the college's assessment efforts has been improved remarkably in terms of collective ownership and sustainability.

Weimar students reported to the team that they have high regard for their professors and were able to provide convincing examples of successful collaboration—ranging from research, to hands-on projects, to community service initiatives like TCI to ministries—with their faculty, co-curricular specialists, and administration. Students shared with the team that the practical component of Weimar education prepares them exceptionally well for launching successful

careers, continuing studies at graduate schools, and leading service-oriented lives. The 2018 NSSE results corroborate this observation (CFRs 2.3, 4.4).

Weimar Institute engages current students, former students, alumni, and employers in the assessment and alignment of educational programs. Current students and employees have multiple opportunities to provide feedback on the programs, processes, services, policies, and campus climate of the institute. This occurs through key internal and nationally-normed surveys given annually or bi-annually, such as Campus Climate 1, Campus Climate Survey 2, Total Campus/Community Involvement Spiritual Inventory, and NSSE. These surveys are analyzed, and their findings are reported to appropriate stakeholders. The board of trustees regularly discusses college educational programs and provides its input (CFR 4.5).

At Weimar, institutional data are regularly collected, analyzed and disseminated internally and externally. Student enrollment, performance and demographics data are posted on the institutional website. In-house and nationally normed surveys (such as NSSE) are administered in alternate years in accordance with the timeline for survey delivery and assessment. A template for survey analysis is used for codifying the findings and identifying action items for various constituencies to follow through.

Weimar Institute revised and updated its Strategic Plan and modified the entire strategic planning process. As it is stated in the institutional report on page 106, “[g]iven that the planning originates at the departmental level, all key stakeholders are involved in the process at some level.” Institutional priorities—such as the growth of enrollment—are articulated to various constituencies to guide department planning. Since planning requests now originate at the department level most college units are involved, at least partially, in the planning and resource allocation process. The board of trustees is kept apprised of the strategic planning process and is

included in the discussion and priority setting. The process of strategic planning, however, is relatively new for Weimar and the institutional culture of data-guided decision-making is still in development. It would be beneficial for the institution to use other metrics in addition to campus-wide surveys to inform strategic planning and to evaluate periodically the alignment of priorities and resources. The team recommends that Weimar engage its multiple constituencies in periodic evaluation of the progress of the strategic plan and align resources in support of college priorities. (CFR 4.6).

The team finds that Weimar meets Standard 4 at a level sufficient for initial accreditation. Only the Commission is authorized to make the final determination as to whether an institution is in compliance with the Standards.

SECTION III - PREPARATION FOR REAFFIRMATION UNDER THE 2013 HANDBOOK OF ACCREDITATION.

A. Degree Programs: Meaning, Quality, and Integrity of Degrees

Weimar offers a coherent set of undergraduate programs which are missionally aligned to its institutional purpose, “To heal a hurting world.” These programs are collectively aimed towards the goal of producing graduates who are health evangelists and/or Christ-centered business administrators for health-related fields. For instance, Weimar maintains the meaning, quality, and integrity of its associate’s degree in nursing by meeting the standard for certification by the California Board of Registered Nursing. In the areas of “quality” and “integrity” of its other academic programs, Weimar points to the alignment of the curricular (academic) and co-curricular program student learning outcomes to its seven institutional student learning outcomes (ISLOs).

At the same time, Weimar also has recognized the need to measure learning outcomes and the quality of its degrees at the institutional and programmatic levels. Therefore, it has continued to implement and sustain a campus-wide assessment design that includes data collection (direct and indirect evidence), analysis, and follow-up of findings on an institutional level, as well as for Weimar's curricular and co-curricular programs. This assessment cycle is annual and culminates in a six-year comprehensive program review that includes an external reviewer. Since the last site visit in 2016, Weimar completed the Natural Science program review and the BA in Religion has initiated and partially completed a program review as well. The results and follow-up based on the assessment findings should assist the institution in the future as it plans to expand its offerings by adding new undergraduate programs, which could possibly include online or hybrid modalities in the future.

B. Educational Quality: Core Competencies and Standards of Performance at Graduation

Weimar provided an updated annual assessment map with the inclusion of comprehensive program reviews of its curricular and co-curricular programs, identifying the general education student learning outcomes (GESLOs), program student learning outcomes (PSLOs), and institutional student learning outcomes (ISLOs) to be assessed at the mastery-level on a rotational basis up through academic year 2022-2023. The general education curriculum map shows the alignment of general education student learning outcomes (GESLOs) to five WSCUC core competencies.

It was noted during the site visit that two of the core competencies, quantitative reasoning and critical thinking, are assessed in lower-division general education classes rather than at or near to the time of graduation. During the visit, the director of assessment and institutional research mentioned potential ways to assess quantitative reasoning and critical thinking at or

near the time of graduation. The aim of this exploration is to better assess the mastery of these two WSCUC Core Competencies at the senior level rather than sophomore or first-year levels. To this end, the DAIR described a possible goal of adjusting towards upper-division assessment of quantitative reasoning and information literacy at or near the time of graduation.

C. Sustainability: Preparing for the Changing Higher Education Environment

Since its last visit in 2016, Weimar has accomplished much in terms of implementing and developing a sustainable, campus-wide system of educational quality assurance, i.e., one that is both meaningful and collectively owned, and one which has the potential to inform decision-making at multiple levels of the institution, hence effectively inclusive of its faculty, students, and staff. As Weimar develops the policies and processes necessary to cultivate shared governance, its growing storehouse of assessment and institutional research data should be useful in informing decision-making at the upper-administrative and programmatic levels in various areas of the institution.

In addition, since the prior visit, Weimar has made strides in improving internet connectivity by installing an internet tower with equipment installation in progress. During the visit, however, a number of students commented that the connection still frequently drops. It was suggested that information technology services could remedy this issue by updating the wireless routers on the dorm halls and providing a router for each classroom.

As Weimar continues to take a long-range look forward, it should involve its faculty, staff, and administrators in the development and implementation of policies and processes useful for supporting a collaborative culture of shared governance that informs campus-wide strategic planning. The revised strategic plan, updated July 2018, could benefit from further improvement in its long-term financial strategies and fund-raising goals with the added use of enrollment

analytics to inform target enrollment projections; the continued development and use of metrics of measuring success (key performance indicators); and realistic, diversified, and concrete budgeting goals.

SECTION IV - INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

The Inventory of Educational Effectiveness Indicators (IEEI) continues to reflect the faculty's collective responsibility for setting student learning outcomes (SLOs) and criteria for success, assessing student learning, demonstrating achievement of pre-set standards, and the federal compliance checklist. These documents were reviewed by the visit team in 2018 as evidence of educational effectiveness. Together with Weimar's SAV 2 institutional report and findings of the site visit, the documents contribute to the team's evaluation of the institution's level of compliance with the Standards of Accreditation and CFRs.

The visit team initially reviewed Weimar's IEEI in 2016 to understand how comprehensively and successfully this institution addresses both the quality of its student learning and the quality of the learning and assessment infrastructure. Subsequently, the visit team in 2018 found the submitted IEEI demonstrated progress beyond the emerging stage initially reflected in 2016. In this regard, Weimar has progressed to a developing stage of educational effectiveness efforts. The learning outcomes are published in the academic bulletin, program syllabus, course syllabi, and on Weimar's website (CFRs 1.2, 2.4) with defined levels of student achievements (CFR 2.2); it has developed assessment tools, such as signature assignments and signature activities with common rubrics to assess every learning outcome; (CFRs 2.2a, 2.3) and established processes and procedures for interpreting the evidence are followed (CFRs 2.4, 4.3). The annual assessment report and program review templates require

that stakeholders connect assessment outcomes to budget requests, and a number of budget requests were recently made using this information.

At the time of the team's visit in 2016, only the Natural Science program had finished a comprehensive program review and the BA in Religion is in the midst of completing its program review. As indicated on the IEEL, additional program reviews are scheduled through academic year 2022-2023. Weimar has shown progress in its ability to demonstrate that its graduates consistently achieve the established learning outcomes (CFR 2.6) and how the findings are used for improvement in pedagogy, curriculum, resource allocation, or faculty and student support (CFRs 2.7, 4.4).

SECTION IV - FINDINGS, RECOMMENDATIONS, AND COMMENDATIONS

Upon completing the SAV 2 visit, the team made the following commendations and recommendations.

Commendations:

- **Mission and Vision:** The team commends Weimar for its clearly articulated mission and vision of health evangelism integrated and expressed throughout all levels of the institution including students, staff, faculty, administration, and trustees. Weimar demonstrates coherence of commitment to the mission of holistic education including academic excellence and applied learning.
- **Campus Community:** The team commends Weimar's administration, faculty, staff, and students for their exceptional dedication and engagement. The team is grateful for the welcoming spirit and hospitality as well as Weimar's candor in responding to the team's

questions and requests for additional materials. Our special commendation goes to the ALO, Dr. Christina Harris, for her outstanding leadership in this process.

- **Total Community Involvement:** The team commends Weimar for the transformational impact of the Total Community Involvement program, which is rooted in the mission, tied to institutional student learning outcomes, and contributes to civic good in the region.
- **Assessment:** The team commends Weimar for developing and implementing curricular and co-curricular program assessment procedures including closing the loop activities, tying program changes to the institution's budgetary planning process, and modifying and streamlining assessment processes to ensure their sustainability. The team encourages Weimar to sustain momentum in educational quality assurance activities.
- **Institutional research:** The team commends Weimar for its progress in building institutional research capacity and for resourcing the professional development of key personnel in this area.

Recommendations

- **Investing in human resources:** The team recommends that Weimar invest in developing a sufficient number of qualified personnel to provide effective leadership that links on-the-ground operational functions to college senior-level administrative decision-making structures and processes (CFRs 3.7; 3.8)
- **Shared governance and faculty collective voice:** The team recommends that Weimar address shared governance to ensure that all constituencies (faculty, staff, and students) have a voice in the college's decision-making through formal structures and consistent adherence to procedures (CFRs 3.7; 3.10).

- **Financial and enrollment planning:** The team recommends that Weimar develop a three-year financial plan that includes realistic budgets, enrollment projections, and fundraising goals which align with the college's strategic, academic, and operational plans (CFR 3.4).
- **Executing the strategic plan:** The team recommends that Weimar engage its multiple constituencies in periodic evaluation of the progress of the strategic plan and align resources in support of college priorities (CFR 4.6).
- **Research, scholarship, and professional development:** The team recommends that Weimar continue to sustain progress in clarifying and communicating expectations for research, scholarship, creative activities and professional development; and connecting them to the newly designed faculty ranking system (CFR 2.9).

APPENDICES

1. CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, where is the policy located? Weimar Credit Hour Policy: http://weimar.edu/academics/registrar/
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Review of credit hour assignments included on Registrar Syllabus Checklist (Academic Program Assessment Template, K. Appendix A – Syllabus Rubric).
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Hours appear a bit short of the WSCUC Credit Hour Policy (1 credit hour = 1 hour classroom) Course Schedule Block: http://weimar.edu/wp-content/uploads/2018/08/8.6.18-Fall-2018-Course-Schedule.pdf MWF classes = 50 minutes each (not quite 1 hr) x 3 = 150 minutes (not 180 min or 3 hrs) TR classes = 75 minutes each x 2 = 150 minutes (not 180 min or 3 hrs) R seminar = 120 minutes (not 180 min or 3 hrs)
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed?
	What kind of courses (online or hybrid or both)?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g.,	Comments:
	How many syllabi were reviewed? 2 (Two)
	What kinds of courses?
	What degree level(s)? <input type="checkbox"/> AA/AS <input checked="" type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral What discipline(s)? Business Administration, Health Sciences

internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: BBA Program Syllabus http://weimar.edu/wp-content/uploads/2018/07/BBA-Program-Syllabus_7-6-2018.pdf BSAD 370 Internship 6 units. Assessed via internship portfolio. Missing description of equivalent amount of work to the prescribed hours to warrant credit award. 400-hour supervised internship through the domains of a healthcare facility (p. 117, Academic Bulletin & Student Handbook , 2017-2018) HLED Depression and Anxiety Recovery Program Internship http://weimar.edu/wp-content/uploads/2018/06/2017-2018-Bulletin-6.28.18.pdf HLED 441 Internship 3 units. Two-week intensive clinical experience (p. 127, Academic Bulletin & Student Handbook , 2017-2018).
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 5 (Five)
	What kinds of programs were reviewed? Health Sciences, Business, Education, Religion
	What degree level(s)? <input checked="" type="checkbox"/> AA/AS <input checked="" type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)? Nursing, Business Administration, Natural Science, Christian Education, Religion
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

Review Completed By: Karen A. Lee
Date: 9/04/2018

2. **MARKETING AND RECRUITMENT REVIEW FORM**

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Degree completion and cost	Does the institution provide information about the typical length of time to degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution provide information about the overall cost of the degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: <i>Information on the typical length of time to degree and overall cost of degree is available on the Institute website under each degree listing.</i>
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution provide information about the employment of its graduates, as applicable? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
	Comments: <i>Information on employment opportunities for which its graduates are qualified is located on the Institute website. However, information on the actual employment of its graduates is not provided.</i>

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: *Jason Hartung*

Date: *10/30/2018*

3. STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution’s student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, Is the policy or procedure easily accessible? Where? <i>It is located in the Student Handbook, which is also accessible on the Institute website.</i>
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, please describe briefly: <i>The student grievance policy outlines the process for formal and informal grievance procedure to provide a thorough review of any student complaints. If a complaint remains unresolved, a formal process is available for resolution of the issue.</i>
	If so, does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: <i>When complaints are made to faculty, the faculty member sends the complaint to the appropriate committee as outlined in the policy to bring resolution. In addition to the Student Grievance policy, Weimar Institute provides an anonymous email, askypaa@weimar.edu, where students can submit complaints. Since the complaints are anonymous, they are addressed at Student Town Hall or in posts on the Populi news feed.</i>
Records	Does the institution maintain records of student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, where? <i>Records Office</i>
	Does the institution have an effective way of tracking and monitoring student complaints over time? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, please describe briefly: <i>Weimar has not received any formal written complaints to this point. However, for complaints received from the askypaa@weimar.edu, a log is maintained with the complaint and response venue. For instance, when a student submits a complaint regarding a grade, a form is completed by the student and instructor for records purposes.</i>
	Comments:

*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission’s Complaints and Third Party Comment Policy.

Review Completed By: Paul Ague
Date: 10/17/2018

4. TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, is the policy publically available? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, where? Weimar Transfer Policy: http://weimar.edu/academics/registrar/
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By: Karen A. Lee
Date: 9/4/2018