

# **REPORT OF THE WSCUC TEAM**

## **For Seeking Accreditation Visit 1**

To

**Weimar Institute**  
Weimar, CA

October 12-14, 2016

### Team Roster

Paul Ague [Chair]  
President, San Diego Christian College

Tatiana Nazarenko [Assistant Chair]  
Dean of Curriculum and Educational Effectiveness, Westmont College

Jason A. Hartung  
Chief Financial Officer, The Master's University and Seminary

Abraham Antonio Ruelas  
Dean of Campus Programs, Chair of Education and Psychology  
Patten University

Christopher Oberg, [Institution Liaison]  
Vice President, WASC Senior College and University Commission (WSCUC)

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.

## TABLE OF CONTENTS

<b>SECTION I – OVERVIEW AND CONTEXT.....</b>	<b>2</b>
A. Description of the Institution and Visit.....	2
B. Quality and Rigor of Institutional Report.....	3
C. Response to Issues Raised in the Eligibility Review Committee Letter.....	4
<b>SECTION II – EVALUATION OF COMPLIANCE WITH WSCUC’S STANDARDS.....</b>	<b>9</b>
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives.....	9
Standard 2: Achieving Educational Objectives through Core Functions.....	13
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability.....	19
Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning and Improvement.....	26
<b>SECTION III – PREPARATION FOR ACCREDITATION UNDER THE 2013 HANDBOOK OF ACCREDITATION.....</b>	<b>31</b>
A. Degrees Programs: Meaning, Quality, and Integrity of Degrees.....	31
B. Educational Quality: Core Competencies, and Standards of Performance at Graduation.....	31
C. Sustainability: Preparing for the Changing Higher Education Environment.....	32
<b>SECTION IV – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS.....</b>	<b>32</b>
<b>SECTION V – FINDINGS, RECOMMENDATIONS, AND COMMENDATIONS.....</b>	<b>33</b>
<b>APPENDICES.....</b>	<b>35</b>
A. Credit Hour Review Report.....	35
B. Marketing and Recruitment Review Report .....	36
C. Student Complaint Review Report.....	37
D. Transfer Policy Review Report.....	38

## **SECTION I – OVERVIEW AND CONTEXT**

### **A. Description of the Institution and Visit**

Weimar Institute is a private, non-profit, co-educational, self-supporting Seventh-day Adventist College offering an associate's degree in Nursing and bachelor's degrees in Natural Sciences (BS), Religion (BA), Christian Education (BA), and General Studies (BA/BS). It also offers certificates in Health Evangelism and Leadership Training, HEALTH Medical Assistant, and Advanced Massage and Hydrotherapy. The Institute anticipates expanding its four-year degree offerings to include Nursing, Psychology, Business Administration, and Music within the next five years. Its 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 Divine Power), a sanitarium located in Weimar, California. It was closed briefly in 2008, but reopened in 2009 under new leadership. Weimar currently enrolls 90 students and employs 24 teaching staff 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 I). The WSCUC team onsite visit took place on October 12-14, 2016.

## **B. Quality and Rigor of Institutional Report**

Overall, the institutional report submitted in preparation for the fall 2016 SAV1 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 eligibility by the Eligibility Review Committee. It also acknowledges the strengths and weaknesses the institution discovered through the self-study process. 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 and Director of Institutional Research. This and the observations obtained onsite helped the team understand the progress the institution has made since approval of the Eligibility Action Letter.

The team found that the Board of Trustees, President, Chief Academic Officer, Chief Financial Officer, faculty, staff, students, and alumni were all involved in conducting the self-review. Weimar Institute created four Standard Teams to focus on each of the four WSCUC Accreditation Standards and associated CFRs; each Standard Team had broad representation from faculty and staff and met regularly to address findings, evaluate progress, and make plans for improvements. The institution used the process of the self-review for developing appropriate methodology of evaluating the quality of its programs and student learning. The report included a synthesis and reflections at the end of each Standard section, and two or three of the most important issues emphasized under that Standard were addressed. Areas of strength and

improvement were also included, which attests to the institution's greater understanding of its effectiveness and system of quality control in higher education. However, given that Weimar's assessment and program review efforts are fairly new, the team found that available educational effectiveness data is limited in most areas of inquiry. The Vice President for Academic Affairs, who also serves as ALO, and the Director of Institutional Research led the preparation process for the institutional reports.

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 visiting team found that the board members, administrators, faculty, staff, and students are deeply committed to the Weimar mission, vision, and goals. All interviewed key stakeholders demonstrated widespread knowledge of the institute's educational effectiveness processes, Institutional and Program Student Learning Outcomes (ISLOs/PSLOs), the report, and the visit.

The team would like to acknowledge the Weimar community's engagement in the accreditation process and the amount of time, effort, and energy it has invested in the process. The team would also like to express its appreciation to the community for the openness with which they responded to questions and the provision of additional materials as requested as well as for their effort in making the site visit hospitable.

### **C. Response to Issues Raised in the Eligibility Review Committee Letter**

Weimar Institute's *Letter of Intent to Apply for Accreditation* consisted of five sections: 1) addressing previous areas of concern; 2) preparing for the SAV1; 3) outcomes of the review

process; 4) changes in leadership, ownership or governance; 4) attachments (financial documents and stipulation). The team found that the institution was able to demonstrate that it had made efforts in all of the areas of recommendation and concern raised in the Eligibility Review Committee's letter granting eligibility. Most of the issues appear to have been addressed satisfactorily. Below is the summary of the institute's responses to the Committee's recommendations and concerns.

***Criterion 1. Authority. Maintaining diligence working with the Bureau for Private***

***Postsecondary Education (BPPE)***

The BPPE approved Weimar Institute's Approval to Operate and Offer Educational Programs for Non-Accredited Institutions renewal application on July 15, 2015, and approved the Application for Change in Educational Objectives to reflect the Institute's current program offerings on September 25, 2015. Most recently, the Institute submitted an accreditation status report to the BPPE showing that it has satisfied the "pre-accreditation" requirement mandated by the California Private Postsecondary Education Act of 2009. The BPPE will empanel a visiting committee prior to July 1, 2017 to review the progress of Weimar Institute in seeking WSCUC accreditation.

***Criterion 2. Integrity: Purpose. Articulating Weimar's mission in a manner that communicates the centrality of the academic mission within the history and culture of the institution***

The mission statement was reworked to be both comprehensive and measurable. It was restated as follows: "To follow Jesus by developing leaders in comprehensive health evangelism through competent modeling and education, in both theory and practice."

***Criterion 4. Governing Board. Continuing Weimar's Board of Trustee development***

The Board of Trustees was expanded by adding board members with research doctorate degrees and appropriate expertise; however Weimar may consider adding an additional member with an academic or business background.

***Criterion 5. Chief Executive Officer. Being able to demonstrate how Weimar meets this***

***Criterion in the context of the development of the institution***

The President, Dr. Neil Nedley, has closed his medical practice in Oklahoma and is working full time as CEO of Weimar Institute. He maintains a medical license in California by working 1/2 day a week, seeing outpatients, and 4 days per month (some week-end days) as a part-time hospitalist for Sutter Auburn Faith hospital. He resides in Colfax, CA, 12 miles from Weimar Institute.

***Criterion 10. Educational Objectives and Student Learning. Identifying rubrics and other forms of assessment for such objectives as character building***

Assessment Director, Dr. Christina Harris, spearheaded the process of developing institutional and program student learning outcomes (ISLOs and PSLOs), as well as associated rubrics based on the AAC&U VALUE rubrics. Subsequently, signature assignments and expected levels of student performance were identified for each program.

***Criterion 13. General Education. Continuing the refinement of the GE program***

The General Education department performed a program assessment of Institutional Student Learning Outcome #1 (Spiritual Leaders) following fall semester 2015. The General Education chair is presently re-examining the courses within the program. The aim is to employ a new

paradigm that is in alignment with the Institute's vision and mission beginning the academic year of 2016-17 for all new student accessions.

***Criterion 15. Student Services. Addressing statements of non-discrimination and a process for student complaints/appeals***

The College Council approved a statement of Non-Discrimination on December 2, 2015. In addition, the College Council also approved a process for complaints and appeals on July 15, 2015. This policy and process are included in the Student Handbook and posted on the institutional website.

***Criterion 17. Information and Learning Resources. Expanding and enhancing the information resources in response to growth in student resources***

In early 2015, Weimar Institute expanded its offerings of online, peer-reviewed journals to include EBSCO's Academic Search and CINAHL. It also hired a Library Manager, who oversees the day-to-day library operations. Additionally, a consultant was hired to develop recommendations for expanding library resources necessary to meet current and future students' needs. The consultant's report will be used for developing an action plan and a timeline for its implementation. Moreover, the General Education program is currently undergoing a review, which includes addressing the integration of information literacy in the curriculum.

***Criterion 18. Financial Resources. Documenting how the institution's enrollment and financial plans have matured with the overall planning of the institution***

The Enrollment Management Committee, composed of representatives from Student Services, Student Success, Admissions, Registration, Recruitment, and Weimar academic administration,



was formed in September of 2015. The Committee conducted focus groups and surveys at the end of 2015 and the beginning of 2016 to assess current enrollment related efforts. The committee is currently working on a three-year strategic enrollment management plan to increase enrollment, improve student retention, and enhance Weimar Institute's marketing efforts. Weimar's current enrollment is 90 students (including 16 Nursing students).

Weimar Institute has achieved a balanced budget for the past 4 fiscal years. Donations to Weimar Institute are at their highest level ever totaling \$1.6 million during the last fiscal year and \$2.1 million for the current fiscal year. Since 2014, Weimar has booked over \$2,000,000 in building assets. This includes Haskell Hall, Academy classroom expansions, multiple building improvements, a clinic remodel, and extensive road and parking lot improvements.

The Institute is also aggressively seeking campus industries and services that would also enhance student learning objectives as well as generate income. These include, but are not limited to: "microhomes" construction, on-campus vegan cafeteria and vegan food and food-supply store, and hydrotherapy and massage services at NEWSTART for the surrounding communities. The institute has 457 acres of property and is considering the development of the organic farm and timber operation.

The Institute expects that with WSCUC accreditation, it will be easier to recruit and retain students, which will lead to an overall financial improvement.

***Criterion 20. Institutional Planning. Referencing Weimar's progress and challenges in implementing the institutional plan, and demonstrating the integration of financial and institutional plans***

Weimar Institute conducted institutional planning in the spring of 2015 and is moving forward with implementation, such that financial matters are included in operational and tactical execution.

***Criterion 21. Institutional Evaluation and Assessment of Student Learning. Furthering institutional evaluation and assessment efforts***

In addition to the response to Criterion 10, Weimar Institute contracted with Chalk&Wire, a cloud-based assessment management system (AMS), to address its assessment reporting needs. The AMS was piloted during the 2015-16 academic year for the Natural Science program review. During the review process, the Institute found that Chalk&Wire was not well suited to meet the need. In this light, in summer of 2016 the Educational Effectiveness Committee voted to discontinue the use of C&W and utilize Excel in its place.

**SECTION II – EVALUATION OF INSTITUTIONAL COMPLIANCE WITH WSCUC’S STANDARDS**

**Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives**

***CFR 1.1 Formally approved, appropriate statements of purpose that define values and character***

Weimar has a defined mission and values that are closely related to its educational purpose. The mission states that Weimar’s desire is to “Follow Jesus by developing leaders in comprehensive health evangelism through competent modeling and education, in both theory and practice.” The administration, faculty, staff, and students gave a clear understanding of this mission and demonstrated a deep commitment to the mission and values. If the institution plans to extend its

academic programs to include other areas of service such as business, music, psychology, as well as a Nursing BSN, it is suggested that Weimar review the mission and values to incorporate the learning outcomes for these expanded program offerings.

***CFR 1.2 Clear educational objectives; indicators of student achievement at institution, program and course levels; retention/graduation data and evidence of student learning made public***

Recently, Weimar supported an intensive effort to ensure the institution has clear learning outcomes at all three levels—institutional, program (both academic and co-curricular), and course. A strong pictorial graph was provided to demonstrate how all learning outcomes work toward the accomplishment of Weimar’s vision, mission, and values. There have been significant steps developed to assess the institutional, program, and course student learning outcomes to ensure student learning can be qualified and quantified. However, this practice is still at its emerging stage and needs time to be strengthened and mature in order to provide the necessary data to close the feedback loop and demonstrate continuous improvement with both internal and external student learning benchmarks. The team advises the institution to continue collecting, analyzing, and using the data and metrics from the assessment practices for decision-making at all levels to ensure successful student learning.

***CFR 1.3 Academic freedom: policies and practices***

Weimar demonstrated the beginning of an academic freedom policy for faculty and students and it can be found in the appropriate handbooks. The policy is described in the context of Weimar’s worldview and Christian beliefs. It provides a standard for excellence and scholarly

work rather than a policy statement on academic freedom. The institution should consider reviewing its academic freedom policy by faculty governance.

**CFR 1.4 *Diversity: policies, programs, and practices***

Weimar seems to take a proactive approach to diversity in the context of their faith-based parameters. A 40% ethnic minority is self-reported by the student body. The recently established Diversity Committee has been tasked to assess diversity on campus. The initial employee survey results indicate that diversity is respected and that the workplace is free from bias and discrimination. The curriculum also offers diversity-related experiences to support Weimar's mission. It is suggested that Weimar develop key performance indicators as benchmarks to continue the development of a diverse community, a diverse workforce, and engagement with diverse worldviews and perspectives while increasing student enrollment goals.

**CFR 1.5 *Education as primary purpose; autonomy from external entities***

Weimar's faith-centered education is focused on preparing students to meet the comprehensive (physical, mental, spiritual) health needs of others within the context of their academic program. It is clearly the central purpose of the institution. While in the past there were institutional controls and fiscal challenges with another external denominational entity, steps were taken by the current leadership to mitigate this situation. Therefore, it now appears Weimar has sufficient autonomy as a higher education institution to carry out the stated mission and defined learning outcomes.

**CFR 1.6 *Truthful representation to students/public; fair and equitable policies; timely completion***

Weimar uses the website and the Annual Bulletin to present policies, curriculum, and graduation rates for students to the public. Weimar has been approved to operate by the Bureau for Private Postsecondary Education (BPPE). July 2015 was the most recently approved renewal. The catalog displays courses, hours, units, and descriptions and is easily accessible on the institution's website. Tuition and fee schedules are also available on the website and the refund policies are accessible in the Annual Bulletin. During the past two years, Weimar has been in a developmental stage with required policies and procedures. There is a need to develop cycles for policy and procedure review to ensure that these newer systems will be carried forward. It is suggested the institution provide further information to address the planning for policy review and the tracking of complaints and grievances.

***CFR 1.7 Operational integrity; sound business practices; timely and fair responses to complaints; evaluation of institutional performance***

Weimar conducts an annual independent audit and publishes the findings. The Board of Trustees is actively involved with annual meetings as well as a monthly teleconference to evaluate financials and business operations. The annual budgeting process appears to have department involvement across the institution. Department leadership has provided an opportunity to participate in resource allocation and expense discussions. They also appear to have appropriate policies and practices in place to operate Weimar in the scope of faculty governance, current laws and regulations, and the personal welfare of students, faculty, staff, and administration.

Policies can be found in the Annual Bulletin, Student Handbook, Employee Handbook, and Faculty Handbook. There have been some recent changes to ensure that policies and

handbooks are regularly reviewed and that employees are educated and updated on employee practices and procedures. With these newly implemented review processes, it is suggested that data is gathered to demonstrate the input from faculty and staff and to measure for continued improvement.

***CFR 1.8 Honest, open communication with WASC including notification of material matters; implementation of WASC policies***

It appears Weimar's board, faculty, and staff have been actively involved and supportive throughout the institution's journey toward initial accreditation by WSCUC. The institution hired a WSCUC-knowledgeable accreditation consultant, Dr. Richard Giardina, for the process. They consulted with other higher education organizations for advice, support, and counsel. They allocated resources for a Weimar staff member to shadow a visiting team at another institution to gain insight and expertise. The seriousness with which the institution seeks to demonstrate its integrity and transparency can be evidenced by its openness in communication with the WSCUC staff and team. It is suggested that Weimar continue to expand its higher education culture by further developing the established relationships with WSCUC and other higher education institutions.

**Standard 2: Achieving Educational Objectives through Core Functions**

***CFR 2.1 Programs appropriate in content, standards, degree level; sufficient qualified faculty***

The academic programs of the institution are appropriate in content, standards of achievement, rigor, and nomenclature for an undergraduate degree. These degree programs are also subject to peer review through the external review component of the program review process. The recently

added nursing program is subject to review and approval by an external agency. All full-time faculty have either terminal graduate or professional degrees suitable for the courses taught. Adjunct faculty have either extensive practical experience, master's degrees, or terminal degrees.

***CFR 2.2a Clearly defined degrees re: admission requirements and levels of achievement for graduation; processes to ensure meaning, quality and integrity of degrees – Undergraduate degree requirements, including general education and core competencies***

The General Education program is integrated throughout the curriculum and is coupled with an in-depth major area of study. The institution should review the curriculum to identify the learning outcomes for the General Education core and to ensure that the core competency of information literacy is appropriately being addressed.

***CFR 2.2b Clearly defined degrees re: admission requirements and levels of achievement for graduation; processes to ensure meaning, quality and integrity of degrees – Graduate degree requirements clearly stated***

N/A

***CFR 2.3 Student learning outcomes (SLOs) and expectations for student learning at all levels; reflected in curricula, programs, policies, advising***

Student learning outcomes are clearly stated at the course, program, and institutional level. The SLOs are published in the appropriate handbooks and syllabi and are posted on the institutional website. Achievement of these learning outcomes is reflected in the learning environment of the institution and in its programs, policies, curriculum, library services, and student support services. However, the institution's information technology capacity needs to be addressed

because at its current level students are impeded from completing coursework and course assessments.

***CFR 2.4 Faculty's collective responsibility for setting SLOs and standards, assessing student learning, demonstrating achievement of standards***

The faculty is actively involved in establishing student learning outcomes at the program and course level and participates in the review and revision of the institutional learning outcomes.

The student learning outcomes are published on syllabi, and the faculty schedules time at the beginning of each course to ensure that students are aware of these learning expectations.

Student evaluations are administered in all courses, every semester and are used for improvements at the course level. A review of student performance data informs the adjustments in learning experiences and pedagogy to improve student achievement of the learning outcomes.

***CFR 2.5 Students actively involved in learning and challenged; feedback on learning provided***

Students are actively involved in learning experiences both inside and outside the classroom.

Weimar's academic programs link to prior knowledge, both practically and theoretically, and challenge students to meet high expectations of performance. During the team's site visit, students expressed deep appreciation of the rigorous education and strong spiritual and practical components offered by Weimar. The students also expressed high regard for the faculty's commitment to student learning, accessibility, and support. Feedback and formative/summative assessments are in place, so that students can track their skill development and knowledge increase. There is also a developing support system in place for international students and students struggling academically.



***CFR 2.6 Graduates achieve stated levels of attainment; SLO embedded in faculty standards for assessing student work***

The institution has developed an assessment design for evaluating student learning at the program and institution levels and has piloted the program review process with the Natural Science program. There is a need to evaluate the structure and timeframe for these assessments to ensure both the sustainability of these assessment processes and to allow sufficient time to accurately measure the impact of closing the loop changes in curriculum, pedagogy, and resource investment.

***CFR 2.7 Program review includes SLOs, retention/graduation data, external evidence and evaluators***

A program review process has been instituted and follows best practices in the data collection, analysis and interpretation of data, and external review. The designed program review is thorough, systematic, and follows a timely cycle to ensure the effectiveness of learning at the institution. However, the time cycle for review needs to be aligned with that of other institutions in academia to ensure a more accurate assessment of program changes and to take into account the “thin” nature of current faculty staffing. A current three to four-year cycle does not appear to be sustainable or sufficient for acting upon the results and checking the progress. Comparison with the review processes at other similar institutions may be helpful for modifying the program review expectations and practices.

***CFR 2.8 Scholarship, creative activity, and curricular and instructional innovation for both students and faculty valued and supported***

Although there is structured support for undergraduate student research, faculty research is self-initiated and self-funded. Initial steps have been taken to provide support for the faculty's professional development, although establishing a linkage between student performance data and the appropriate professional development activities has yet to be established. The team noticed the absence of a formal policy on scholarship even though the faculty is encouraged to pursue research and publish their findings. The access to the extensive database compiled through NEWSTART and the depression clinic has increased faculty and student involvement in publishing research; however, Weimar faculty do not receive sabbatical leaves for conducting research, completing curricular and instructional projects, or pursuing other professional development opportunities. Scholarly accomplishments are not connected to promotion. The team advises the institution to explicitly define expectations for research, scholarship, creative activities, and professional development for all categories of faculty and continue developing the culture of scholarship and innovation.

***CFR 2.9 Faculty evaluation links scholarship, teaching, student learning, and service***

At the student level there is a clear linkage between scholarship, the impact of classroom experience, student learning, service, and assessment. That same level of understanding, linkage, and support needs to be developed at the faculty level, specifically in the areas of scholarship and professional development.

***CFR 2.10 Institution identifies and supports needs of students; tracks aggregated and disaggregated student achievement, satisfaction and campus climate; demonstrates students' timely progress***

The institution has begun the process of tracking aggregated and disaggregated student data, although those efforts are hampered by an enrollment management system that is problematic. Institutional research is at an emerging stage and efforts have begun to align these efforts with best practices at other higher education institutions.

***CFR 2.11 Co-curricular programs aligned with academic goals and regularly assessed***

The co-curricular programs are clearly aligned to the academic goals and mission of the institution as well as being integrated with academic programs. Assessment of the effectiveness of co-curricular programs is in an initial phase of moving from an informal to a formal evaluative process. The institution needs to better codify its co-curricular programs and develop effective methods of indirect and direct assessment.

***CFR 2.12 Institution provides useful and complete program information and advising***

The recruiting materials and advertising accurately portray the institution. Students have access to accurate, current, and complete information about admissions, degree requirements, course offerings, and education costs.

***CFR 2.13 Appropriate student support services planned, implemented, and evaluated***

Although the staffing of lead positions in this area is fairly recent and the appropriate mix of services is still being determined, the institution is developing the capacity of its student support services. Initial evaluation processes to assess student support activities have been put in place and data is being collected. Weimar needs to document and track the success of the student service programs, as well as complete a reorganization of these programs in accordance with the recently developed Student Success Operational Plan. Given the number of international students

at Weimar, the institution should consider strengthening services for this group of students, including the option of adding an English as a Second Language (ESL) program. The team also advises the institution to address the limitations of the current information technology capacity.

**CFR 2.14 *Appropriate information to, and treatment of, transfer students (if applicable)***

Transfer students experience equitable treatment and are provided clear, accurate, and timely information that ensures a seamless enrollment in the academic programs of the institution and access to all student support services.

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

**CFR 3.1 *Sufficient, qualified and diverse faculty and staff to support programs and operations***

Weimar operates a diverse selection of programs and enterprises through faculty and staff who are very supportive of the institution's mission and vision. Weimar reports that its faculty and staff are "highly qualified" and "fairly diverse." The curriculum vitae and resumes provided and the interactions with faculty, staff, and administration during the site visit indicated a good foundation of experience and skills are in place. A robust student work program provides crucial labor for the institute as well as experience, skill development, and income for the students. The faculty and staff represent a broad variety of ethnicities and nationalities. Weimar has a high number of faculty and staff who are new to the institute or are new in their roles. Certain instructional areas are in need of additional faculty who are qualified to teach them, particularly in the sciences. The team also noted numerous employees who fulfill multiple roles and

functions across the organization. The team suggests reviewing personnel practices to consider how the institute can achieve greater continuity and sustainability in core functional areas.

***CFR 3.2 Faculty and staff policies, practices and evaluation well developed and applied***

The Employee Handbook and Faculty Handbook provide a good framework of personnel policies. While employees expressed relatively low satisfaction with wages and benefits as reported in the Survey Data on Wages, 89% of employees responded they were very satisfied or somewhat satisfied with being a Weimar employee in a survey compiled in the Commitment Statistics Report. Employee satisfaction with co-workers and supervisors is especially high and a strong camaraderie and collegiality was evident on campus. Compensation levels have increased in recent years, but are still very low. Weimar is currently not offering medical coverage or a retirement plan. The team noted the employee medical plan was still listed as a benefit in the employee handbook. Weimar may be able to achieve greater retention of employees by investing additional resources in salaries and benefits.

Some employee policies are in place at a minimal level. For instance, a written sexual harassment policy exists, but sexual harassment training for employees has not been instituted. Weimar has an academic freedom policy, but it is missing core elements and does not communicate the institute's views as articulated by the faculty. Weimar is currently operating without a Director of Human Resources and anticipates filling that opening in December 2016. The addition of a dedicated Human Resources professional should allow the institute to make further progress in its personnel practices. The team suggests that Weimar review and update institutional policies and regulatory changes in its employee handbook and faculty handbook annually. Comparison with handbooks from similar institutions may be helpful for this process.

### ***CFR 3.3 Faculty and staff development planned, implemented, and evaluated***

A Faculty Development Committee was established in fall 2015 and faculty training workshops are provided. Weimar reimburses costs for workshops, conferences, and seminars. However, it does not appear that professional development funds are allocated specifically for faculty in the budget; they are not tracked as a separate expense category. Weimar has done well to fill holes by moving employees from other areas and training from within. However, it may be relying on this too much, particularly in situations where the employees do not intend to remain in those professions. The team recommends greater intentionality in the area of professional development.

### ***CFR 3.4 Financial stability, clean audits, sufficient resources; realistic plans for any deficits; integrated budgeting; enrollment management; diversified revenue sources***

The institute had a balanced budget for the past four audit cycles ending in Fiscal Year 2015-2016. This was accomplished through diversified revenue streams from programs, which also enhance the student experience, and through a substantial amount of annual donations. The institute plans on significant enrollment growth from approximately 90 students in fall 2016 to 175 students in the upcoming years due to more intentional recruiting efforts. The Enrollment Management Operational Plan is a new system instilled in June 2016, and it is too early to evaluate its effectiveness. However, enrollment for fall 2016 nearly doubled from the prior year and met budget expectations. Weimar has many ideas for expanding its programs, personnel, and facilities. The team suggests that the institution develop a long-term plan, which includes program additions and changes, resource needs, estimated costs, and funding plans with greater specificity than its previous institutional plans.

***CFR 3.5 Facilities, services, information and technology resources sufficient and aligned with objectives***

Weimar appears to have sufficient capacity and room for expansion of its physical plant to pursue its objectives. While some of the physical plant is aging, the institute has been able to invest in essential repairs in recent years by utilizing cash flow from operations. Notable deferred maintenance projects have included roof replacement and refurbishment of employee housing. A vacant dormitory was renovated for additional classroom and meeting room space. New housing for staff and students, a lodge and conference facility, a music building, a cafeteria, and a church facility were mentioned as future capital projects under consideration. The staff mentioned the library and cafeteria could use refurbishment. Weimar owns 457 acres and could expand further in future years, but would need to update its master plan and add major infrastructure. The campus can support residency for students, faculty, and staff of up to 400 under the existing master plan before triggering additional infrastructure requirements. The current desired growth for the next 5 to 10 years is within the existing master plans capabilities.

Information technology has been an area in need of improvement. While faculty and staff have relatively new computer equipment, access to reliable and sufficient Internet access has been elusive. Employee and student satisfaction with Internet services has been low and information technology survey on satisfaction indicated overall students were either “dissatisfied” or “extremely dissatisfied.” Weimar has developed a plan to add a tower for microwave transmission in the next six months to try to address this issue.

Administrative software systems are functioning at a basic level, but have limitations, which will need to be addressed. As an example, Institutional Research relies heavily on Excel

spreadsheets for its data warehousing and analysis. The team advises Weimar to invest in new software systems to support its administrative and programmatic functions as soon as practical.

Weimar should plan for library services to increase as student enrollment grows. The library was able to expand access to online resources in the past year. However, there does not appear to be a formalized plan with benchmarks or timelines for adding library resources.

Assessment for effectiveness and additional needs for the library is an area that could be further developed.

***CFR 3.6 Leadership operates with integrity, high performance, responsibility, and accountability***

Weimar operates on a policy governance model. The role and function of the Board of Trustees is clearly articulated and powers of the President have been defined in the Board Policy. Weimar has an active Academic Affairs Committee and established subcommittees for key institutional functions. Administrators for Weimar have qualifications and experience appropriate to their positions and responsibilities as demonstrated in the curriculum vitae's and resumes provided. This was supported by the interactions with the team. There is regular communication through quarterly update meetings on financial and strategic matters between the administration and the faculty and staff. The Board of Trustees meets twice per year and has monthly meetings by conference call. The Board is kept up-to-date on Weimar's financial condition, strategic matters, and any issues where policies have not been met or may need to be changed. There appears to be good working relationships among the members of the leadership team. Evaluation of the leadership team is conducted annually. The Board of Trustees evaluates the President and the President evaluates the Vice Presidents.



***CFR 3.7 Clear, consistent decision-making structures and processes; priority to sustain institutional capacity and educational effectiveness***

The organization is divided between academic affairs, operations, and development with each area under a Vice President (General Vice President/COO, Vice President of Academic Affairs, Vice President of Advancement), who reports directly to the President. The leadership team also includes the CFO, reporting to the COO, and the Chaplain, reporting to the Vice President of Academic Affairs. This structure appears to support the institution well in its current size.

Weimar has a business plan that impacts institutional planning and resource allocation. The Comprehensive 20/20 Institutional Plan provides further detail on strategic initiatives for the next five years. The team noted some areas of decision-making, which may prove burdensome as the institution grows and matures. An example would be the Personnel Committee making recommendations to the Academic Affairs Committee. Another example would be the Registrar consulting with faculty for every transfer credit approval. The team suggests that Weimar look for ways to streamline decision-making.

***CFR 3.8 Full-time CEO and full-time CFO; sufficient qualified administrators***

The President has reduced his private medical practice to a minimum level to maintain licensing in order to enable full-time engagement at Weimar. The CFO was trained internally and mentored by his predecessor. He is full-time at the institution, but serves as Vice Principal of the Academy, in addition to his CFO duties. The General Vice President and Vice President of Academic Affairs have extensive leadership and managerial experience.

***CFR 3.9 Independent governing board with appropriate oversight, including hiring and evaluating CEO***

There are 12 members of the Board of Trustees with a mix of medical, ministry, academic, and business backgrounds. Weimar has clear board governance policies and operates on a policy governance model. There appears to be strong unity and enthusiastic belief in the mission of the institution among the trustees. The trustees provide accountability to the President. The Board of Trustees evaluates the President annually. The President reports to the trustees any non-compliance with board policies with a plan for returning to compliance. The trustees then follow up to ensure the plan is successful. The balance of the Board of Trustees appears to be weighted toward medical and ministry background. The institute may consider adding an additional member with an academic or business background.

### **CFR 3.10 *Effective academic leadership by faculty***

The role of faculty in academic leadership is codified in the Faculty Policy Handbook. The faculty appears to have the appropriate level of independence in determining matters of curricula and pedagogy. Weimar has an active Academic Affairs Council and Academic Standard Committee. The substantial progress made by the institution on identification of SLOs and design of the assessment process testifies to significant faculty engagement and coordination. Faculty expressed appreciation for the 3/3 courses per semester contract structure and indicated this allowed for time to pursue research and writing projects. The research methods course and access to the extensive database compiled through NEWSTART and the depression clinic has increased faculty and students' involvement in publishing research. These are positive steps toward a culture of scholarship. The team suggests that Weimar formalize this into policies regarding expectations for faculty research and scholarship.

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

### ***CFR 4.1 Quality-assurance processes in place to collect, analyze, and interpret data; track results over time; use comparative data; and make improvements***

The institution designed a deliberate set of quality-assurance processes in academic areas, including new program approval processes, course evaluations, comprehensive program review, assessment of student learning, and other forms of ongoing evaluation. The process of tracking results is established. However, the assessment efforts in the academic area are fairly new; and the assessment of co-curricular programs is its nascent stage. It is important for Weimar to institutionalize these efforts and ensure their sustainability and manageability. More specifically, it would be prudent to modify and streamline the program review process by expanding the program review cycle, tracking data, and connecting it to improvements; tying program changes to the institution's budgetary planning process; and evaluating the impact of undertaken improvements over time.

### ***CFR 4.2 Sufficient institutional research (IR) capacity; data disseminated and incorporated in planning and decision-making; IR effectiveness assessed***

Weimar has created a Director of Institutional Research position and invested in the Director's professional development. The IR Director is engaged with the appropriate committees on campus; oversees institutional data collection, analysis, and publication; and supports program review efforts. The Institutional Research Operational Plan is developed. The IR information is available on the institution's website and easily understood.

Overall, institutional research at Weimar is a relatively new process, which has developed over the past year. It is crucial for the institution to continue building institutional research capacity while identifying which reports need to be produced over time and how often in order to guide the institution in its planning, decision-making, and improvement processes. For example, given Weimar's limited resources it may be prudent not to administer the NSSE annually, but alternate this survey with other in-house or nationally normed instruments as required. Comparison with the Departments of Institutional Research at similar institutions may be helpful for further refinement of the IR practices and processes, as well as for the development of a system for evaluating the effectiveness of the IR efforts. It would be practical to invest in a new software system to support Weimar's institutional research efforts.

***CFR 4.3 Commitment to improvement based on data and evidence; systematic assessment of teaching, learning, campus environment; utilization of results***

While there is a growing campus commitment to formalized processes of data collection and utilization of that data in analysis and improvement of student learning and program quality, there is also a need to increase the systematic process for data-driven decision-making. Setting up an institutional research office one year ago is a right step in this direction; the institution needs to continue systematic assessment of teaching, learning, and campus climate. The team advises Weimar to continue building its capacity for gathering, analyzing, and interpreting information needed for the purpose of making data-guided decisions and creating a stronger culture of evidence and improvement. It would be helpful to clearly articulate how assessment and institutional research results impact budgetary decisions at different levels and for different institutional units.

#### **CFR 4.4 *Ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment***

The team noted that Weimar faculty are enthusiastic about teaching and mentoring students and are engaged in inquiry regarding the processes of student learning. The team also noted that Weimar students have high regard for their professors and are able to provide numerous examples of successful collaboration – ranging from research to hands-on projects to ministries – with their faculty and co-curricular specialists. The 2016 NSSE results corroborate this observation.

The institution has completed an initial design and implementation of assessment and program review processes to ensure the achievement of the established standards of performance. The faculty and co-curricular specialists evaluate the effectiveness of teaching and learning processes by utilizing signature assignments and locally developed rubrics, conducting focus groups, and administering regular course evaluations and surveys. Despite these efforts, the continuous improvement process appears to be *ad hoc* rather than systematic. The team suggests that the institution should re-evaluate the frequency of conducting student evaluations and reconsider the length of the existing assessment and program review cycles to ensure sustainability and manageability of its educational effectiveness efforts.

Faculty participation in the professional development opportunities such as WSCUC workshops and AACU conferences might be beneficial for improving overall assessment methodology, as well as curricula, pedagogy and, ultimately, student learning and success. It may also be useful to evaluate various course, learning, and assessment management systems and information technology upgrades for possible adoption in the future.

**CFR 4.5 *Appropriate stakeholders involved in regular assessment of institutional effectiveness***

Weimar faculty, staff, alumni, students, and trustees are involved in the assessment and evaluation alignment of educational programs with the institution's mission and vision. There appears to have been a broad-based effort at developing the institutional student learning outcomes. Students are familiar with the student learning outcomes, informed about assessment processes, and engaged in various assessment projects, such as peer reviews or rubric refinement. External assessors are also engaged in assessment by, for example, providing feedback on rubrics.

In the past year, several surveys were administered to various stakeholders including students (the NSSE, in-house student survey, and course evaluations), alumni (post-graduation surveys), faculty, staff, administration, and trustees for their satisfaction and opinions about areas for improvement. Students and trustees are participating in reviewing institutional student learning outcomes, and students are also represented on the Academic Affairs Council. Student focus groups provided feedback and suggestions for campus improvements, including the establishment of a robust student orientation program and remodeling of the Student Center, Student Lounge, classrooms, and other facilities. There is a climate of openness on the campus; students, faculty and staff reported that they willingly participate in assessment and improvement processes.

There are some initial efforts to identify learning inputs of the established assessment processes that are aligned with the learning outcomes, yet Weimar needs to develop a systematic and sustainable process (that involves the appropriate stakeholders) to assess institutional effectiveness.

***CFR 4.6 Reflection and planning with multiple constituents; strategic plans align with purposes; address key priorities and future directions; plans are monitored and revised as required***

Weimar engages its multiple constituencies including trustees, faculty, staff, and others, in institutional reflections. However, these reflections are not always based on the examination of data and evidence nor have they concluded the development of a comprehensive mission-driven, long-term plan that includes identification of new programs, enrollment management, and campus development.

The President, Board of Trustees, VPAA, and faculty are preparing to launch several new programs that will diversify the degree offerings and add additional student enrollments.

Throughout the institution, there is an aspiration for growth in the near future and a determination to produce change that will support Weimar's educational goals. In this context, the institutional priorities need to be clearly articulated and supported by budgeting and resource planning.

***CFR 4.7 Anticipating and responding to a changing higher educational environment***

Within the context of its mission and financial realities, Weimar aims its educational programs at a unique group of the students rather than considering changes that are currently taking place in higher education. Considerations of expanding curricular offerings also seems to be based on choices of majors by prospective students rather than trends in the field, even though these considerations are well aligned with the institution's mission of cultivating health evangelists and structural realities; the latter includes NEWSTART program, Anti-Depression clinic, and other entities affiliated with Weimar.

## **SECTION III -- PREPARATION FOR ACCREDITATION UNDER THE 2013 HANDBOOK OF ACCREDITATION**

### **A. Degrees Programs: Meaning, Quality, and Integrity of Degrees**

Weimar offers coherent undergraduate programs that are aligned with its mission and institutional purpose. These programs are all geared toward the goal of producing graduates who are health evangelists. It 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 program student learning outcomes with its institutional student learning outcomes. At the same time, Weimar recognizes the need to measure outcomes and quality at the institutional and programmatic levels and is in the process of implementing an assessment design that includes data collection, analysis, and follow-up of findings on an institutional level, as well as for Weimar's academic programs. 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.

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

Weimar: 1) provided alignment maps that show the core competencies are aligned with its institutional learning outcomes; 2) identified the inputs that will support student achievement of the core competencies; and 3) indicated that measurement of student achievement of the core competencies is accomplished in one of three assessment activities – program review, assessment of the General Education programs, assessment of student service programs. While



the team applauds these efforts, the institution needs to develop a separate and coherent plan for assessing student achievement of the core competencies.

### **C. Sustainability: Preparing for the Changing Higher Education Environment**

Weimar is on the cusp of being able to take a long-range look forward. Although its budget is balanced and revenue streams are diversified, one-third of its year-to-year income continues to be donations. Positions that will provide capacity for supporting the institution's efforts in the area of student success, enrollment management, assessment and institutional research have been developed and staffed, but personnel in these positions have been recently appointed. There are also plans to put in place the information technology necessary to adequately support the academic and administrative functions of the institution, but have not yet implemented. Although an institutional plan has been developed, it needs to be developed into a long-range strategic plan with metrics for measuring success, and costs associated with the addition of new academic programs and improvements and/or construction of new campus facilities.

## **SECTION IV – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS**

The Inventory of Educational Effectiveness Indicators (IEEI) reflects the faculty's collective responsibility for setting SLOs and standards, assessing student learning, demonstrating achievement of standards, and the federal compliances checklist; these documents and the *Guide for Determining Minimal or Substantial Compliance* were reviewed by the team as evidence of educational effectiveness. These documents, together with the institutional report and findings of the onsite visit, contribute to the team's evaluation of the institution's level of compliance with the Standards of Accreditation and CFRs.

The team reviewed Weimar Institute's IEEI 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. In this regard, the team found the submitted IEEI reflected the emerging stage of Weimar's educational effectiveness efforts. The institution developed and published formal learning outcomes and objectives in the appropriate handbooks, program syllabi and on the website (CFR 1.2, CFR 2.4); defined levels of student achievements (CFR 2.2); developed assessment tools, such as signature assignments and signature activities to assess every learning outcome; (CFR 2.2a, CFR 2.3) and established processes and procedures for interpreting the evidence (CFR 2.4). Given that by the time of the team's onsite visit only the Natural Science program underwent a program review, the institution was not able to demonstrate that its graduates consistently achieve the established learning outcomes (CFR 2.6) or how the findings are used for improvement in pedagogy, curriculum, resource allocation, or faculty and student support (CFR 2.7).

## **SECTION V – FINDINGS, RECOMMENDATIONS, AND COMMENDATIONS**

### **Commendations**

- **Campus community:** The team commends Weimar's administration, faculty, staff, and students for their high level of dedication, commitment, and unity. The team would also like to express its appreciation for the written documents and the welcoming spirit and openness in responding to the team's questions and requests for additional support materials.
- **Mission:** The team commends Weimar for its clearly articulated mission and the deep commitment to this mission at all levels of the institution including students, staff, faculty, administration, and trustees.

- **Resources:** The team commends Weimar for operating a diversified mix of programs and services to generate financial support while enhancing the student experience and furthering its educational mission.
- **Assessment:** The team commends Weimar for completing the initial steps in assessment design and implementation, and the commitment of the institution to building its assessment capacity through staff participation in the WSCUC Assessment Leadership Academy and other WSCUC assessment workshops.

## Recommendations

- **Planning:** The team recommends that Weimar develop a comprehensive mission-driven, long-term plan that includes identification of new programs, enrollment management, and campus development. Upon completion of the plan, the institution needs to develop budgeting and resource planning that supports these efforts.
- **Assessment:** The team recommends that Weimar systematically continue to build assessment strategies across the entire spectrum of its curricular and co-curricular programs 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.
- **Research, scholarship and professional development:** The team recommends that Weimar clearly define expectations for research, scholarship, creative activities, and professional development for all categories of faculty and develop structures and resources to support these activities.

- **Institutional research:** The team recommends that Weimar continue building institutional research capacity and identify which reports need to be produced over time to guide the institution in its planning and improvement processes.
- **Technology:** The team recommends that Weimar provide information and technology resources of appropriate capability and capacity to support its academic and administrative functions.

## APPENDICES

### A. Credit Hour and Program Length Review Form

#### 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
	Where is the policy located?
	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 type="checkbox"/> YES <input checked="" type="checkbox"/> NO
	Does the institution adhere to this procedure? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
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 type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: <b>No schedule exists</b>
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? N/A
	What kind of courses (online or hybrid or both)?
	What degree level(s)?
	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
	Comments:

Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1-2 from each degree level.</i>	How many syllabi were reviewed? <b>None</b>
	What kinds of courses?
	What degree level(s)?
	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
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? <b>Two</b>
	What kinds of programs were reviewed? <b>Campus-based</b>
	What degree level(s)? <b>BA/BS</b>
	What discipline(s)? <b>Religion, Natural Science</b>
	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: Abraham Ruelas

Date: 10/13/2016

## B. Marketing and Recruitment Review Report

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 type="checkbox"/> YES <input checked="" type="checkbox"/> NO
	Does the institution provide information about the overall cost of the degree? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
	Comments: The institution provides information on the length of time programs were designed to

	take but does not provide data on the actual program completion times of its students. The cost of programs is available on the website for the current term and year but information is not provided on the estimated cost for an entire degree program.
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: Information is provided on the website on the types of employment opportunities graduates might expect. However, information on the actual employment of its graduates is not provided.

\*§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: 10/31/2016

### C. Student Complaint Review Report

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? <b>Yes. Catalog and Annual Bulletin</b>
	Comments:
Process(es)/	Does the institution have a procedure for addressing student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, please describe briefly: <b>Standard procedure with proper appealing</b>

procedure	<b>practices</b>
	If so, does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Records	Does the institution maintain records of student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, where? <b>Registrar – VPAA Office</b>
	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: <b>Retained in VPAA Office</b>
	Comments:

Review Completed By: Paul Ague  
Date: 10/13/2016

#### D. Transfer Policy Review Report

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
	Is the policy publically available? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, where? Weimar Institute Academics website
	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:

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\*§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: Abraham Ruelas  
Date: 10/12/2016