

**REPORT OF THE WSCUC TEAM**  
For Reaffirmation of Accreditation

**TO WEIMAR UNIVERSITY**  
October 29 to November 1, 2024

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The team evaluated the institution under the 2023 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 letters 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 its Accreditation History

Weimar University (Weimar), formerly Weimar Institute, is a nonprofit, faith-based institution located in Weimar, California, an unincorporated community in Placer County approximately 45 miles northeast of Sacramento. Weimar seeks to provide a holistic higher education experience informed by principles of health, evangelism, academics, and labor (HEAL). These principles are consistent with its Seventh-day Adventist background in health ministries. The university's vision is "to heal a hurting world." The institution is committed to academic rigor and science which complement its focus on health and the value of work. While Weimar is affiliated with the denomination, it is privately owned and independent.

The institution was originally established in 1978 in connection with the NEWSTART sanitarium (nutrition, exercise, water, sunshine, temperance, fresh air, rest, and trust in God) in Weimar, California. Currently, the NEWSTART health program is woven into much of the student experience as a way of being in the world, a contribution to students' academic success and personal flourishing; many students benefit from experiential learning opportunities related to the NEWSTART program. Experiential learning complements classroom learning across an ecology that includes primary and secondary education, business, religion, mental health programs, and community service. Weimar seeks to embed an integrative approach related to the whole person, the traditional academic experience, and experiential learning.

Weimar's initial focus was training students for ministry, health science, education and offering certificate training in health, massage and hydrotherapy, agriculture, and vegan culinary arts. The institution closed in 2008 and reopened in 2009 under the leadership of Dr. Neil Nedley as president and a new team of leaders. The president is an internist and led the institution to expand its focus to include training nurses and pre-medical students. The university presently houses a program for people with depression and anxiety. These three additional programs add new experiential learning opportunities to the degree programs offered and equips graduates to integrate their Adventist-grounded health and diet commitments with traditional health industry educational models. Consequently, the university seeks to graduate students to contribute to a comprehensive vision of physical, mental, emotional, and spiritual healing.

All academic programs are taught on the campus except for a health certificate and the MA in Counseling Psychology and Wellness offered online. FTES for fall 2023 included 116 FTES undergraduate students and 34 FTES graduate students for a total of 150 total FTES. The university offers the following baccalaureate and master's degrees:

Religion/Theology, BA, since 1978  
Christian Education, BA, since 1978  
Natural Science, BS, since 1978  
HEALTH Certificate Program, since 2012  
Nursing, AS, since 2016  
Bachelor of Business Administration, since 2018  
Nursing, BSN completion, since 2018  
Christian Interdisciplinary Studies, BA (psychology emphasis), since 2019  
HEALTH Certificate Program, distance since 2020 (asynchronous)  
Counseling Psychology and Wellness, MA, since 2020 (first graduate program)  
Counseling Psychology and Wellness, MA, distance since 2021 (synchronous)  
Biblical Mission and Wellness, MA, since 2021  
Bachelor of Music, since 2023

The institution began exploring the possibility of WSCUC accreditation in 2009. Weimar obtained eligibility in 2014 and reached candidacy status in 2017. Initial accreditation was granted in February 2019 for six years following a SAV2 visit retroactive to January 2018. This was followed by a Special Visit in 2022 which resulted in the Commission requiring an Interim Report in 2023.

## **B. Description of Team's Review Process**

Weimar was reviewed under WSCUC's 2023 Standards and related Criteria for Review (CFR). From October 29 through November 1, 2024, the five-member evaluation team conducted its onsite review for Weimar's quest for Reaffirmation of Accreditation (its first after having received initial accreditation). The team was unanimous in expressing appreciation for the hospitality it received from a gracious campus community, with special recognition for the accreditation liaison officer.

The team followed WSCUC's review process and timeline. The team received the self-study report and many supporting documents and then conducted its preliminary-OSR videoconference on January 23, 2024. The team began its review of the institutional report, along with special visit and interim reports, and Commission action letters. The assistant chair prepared a consolidated worksheet in preparation for the OSR, which was held April 29-30, 2024. Before the OSR, the team chair held a call with Weimar's president. During the OSR, the team discussed key issues derived from the team's consolidated

worksheet, developed lines of inquiry, and compiled a list of additional documents to be requested from the institution. The OSR concluded with a videoconference with the institution's senior leadership team.

The team identified the following lines of inquiry for the Accreditation Visit: strategic planning refinement and resources for strategic priorities; comprehensive academic planning; financial sustainability, financial model, philanthropic strategy, fundraising investment, enrollments; faculty/staff retention; distance education; student experience, services, and co-curricular activities; leadership and governance, board and committee structure; and senior leadership succession.

Each team member was assigned to serve as the first writer and second writer for the report sections and required appendices. A pre-onsite review meeting was held remotely before the onsite visit, resulting in a request for additional exhibits germane to the lines of inquiry. The team gathered evidence through the traditional methods of document review (before and during the visit), interviews with groups and individuals across all constituents, review of the institution's website, and comments received on the confidential email account. At the onsite visit's conclusion, the team chair presented five commendations and four recommendations to the president prior to presenting those statements orally to an assembly of students, staff, faculty, and administrators. The team continued to refine its initial drafts of the team report throughout and following the visit, based on its findings.

### **C. Institution's Reaffirmation Report and Update: Quality and Rigor of the Report and Supporting Evidence**

The overall quality of the institution's report and update was strong. Weimar demonstrated thorough attention to WSCUC standards and provided detailed responses to previously identified areas for improvement. The narrative was clear, and sufficient documentation was provided to support the narrative. The report was well organized, clearly written, and portrayed accurately the condition of the institution.

The institution ensured broad participation among administrators, faculty, students, staff, and board. Faculty expressed feeling included in the process by providing data and offering feedback to the ALO concerning discussion of issues and recommendations. The engagement during the visit with various constituents confirmed their participation in the process as well as their awareness of progress and areas for improvement consistent with the narrative. The institution drew upon contributions, data

submissions, and feedback loops to implement the review as a rigorous inquiry with searching questions.

Data and evidence supported the claims made by the institution. Its self-review led to a greater understanding of its effectiveness, systems of quality improvement, and student learning. Weimar notes, for example, how strengthening shared governance positioned the institution to survive a difficult personnel situation. The institution's shared governance processes enabled it to manage the conflict in ways that maintained the credibility of the institution. Faculty committees, administrators, and board participated at appropriate stages of the offense and grievance. Additionally, the institution notes improvements related to implementing the assessment and institutional research processes that impact student services and student learning. The team's issues and questions were addressed in updates.

In summary and in response to WSCUC team and Commission recommendations and through its self-study process for reaffirmation, Weimar undertook and achieved many important actions to advance quality as an institution of higher education. Future actions are required by the faculty and senior leadership to evaluate the impact of these actions for achieving overall institutional quality and enhancing student learning.

## SECTION II – EVALUATION OF INSTITUTIONAL REPORT

### Subsection A: Response to Previous Commission Actions

Weimar University provided a clear narrative and supporting documentation related to previous Commission actions in SAV2 and SV recommendations. Additionally, the team gave particular attention to the Interim Report (2023), recognizing the thoroughness, clarity, and actions taken by Weimar in response to the following WSCUC Commission recommendations:

1. **Strategic Planning.** "A significant institutional priority is the development of a robust multi-year strategic plan. This should include mapping aspirations to realistically achievable resources, scaffolding for potential growth, defining measurable outcomes, and monitoring key performance indicators. University-wide buy-in and participation by all community members and stakeholders are essential to a successful strategic planning effort. (2013 CFRs 3.4, 3.5, 4.5, 4.6; 2022 CFRs 3.4, 3.5, 3.6, 4.8)"

The capacity for strategic planning has been a focus for Weimar since it was first identified as an area to address in the 2019 WSCUC Commission action letter. The current highly participatory process, guided by the oversight of a specialist in the field, has resulted in a six-year plan with seven goals aligned with the vision, mission, and values of the university. Missing from the seven is a goal specifically related to the academic division of Weimar. It is strongly recommended the university address this absence moving forward. Teaching and learning are primary and critical for institutions of higher education and are normally thoughtfully addressed in strategic plans. The current plan directly addresses enrollment, development/fundraising, and financial sustainability among others. Each of these is a critical area of focus for the institution.

While the document identifies specific strategies, key performance indicators (KPIs), and objectives for each of the seven goals, the likelihood that these will be sufficient for all six-years of the plan is questionable—the current landscape for Weimar is sure to shift and adjustments will likely need to be made. The university’s strategic planning process may benefit from the use of two documents rather than one: One document that articulates the strategic plan and a second document that articulates how the plan will be accomplished. This second document may be of most benefit to the institution if generated or updated annually, considering institutional changes and/or changes within higher education. Further, this second document could well include objectives, strategies, KPIs, and other items that will assist the university in its efforts to accomplish the goals stated in the first document.

A key element underlying the strategic plan and other initiatives is the increase and sophistication of its institutional research capacity for defining and tracking measurable outcomes/key performance indicators. The Office of Assessment and Institutional Research’s reports are comprehensive; clearly presented in text and visual forms; include relevant analyses and possible factors affecting findings; identify areas for further consideration in understanding data; and describe implications for action.

2. **Senior Academic Leadership.** “The timely selection of a senior, qualified leader of Academic Affairs is imperative to achieve consistent quality and integrity of the university’s academic programs. This role is necessary to provide vision, planning, program viability, and fiscal oversight of a growing list of academic programs. (2013 CFRs 3.6, 3.8; 2022 CFR 3.9)”

Weimar has struggled with hiring a vice president for academic affairs (VPAA) who is philosophically aligned with the institution's mission and who serves in this key leadership role for an adequate period to assure stability of academic leadership. After having appointed internal interim academic vice presidents, in 2022, Weimar hired a vice president for academic affairs resulting from an external search. This VPAA guided the accreditation process and provided academic leadership for the past two academic years; unfortunately, this VPAA recently left the institution at the beginning of 2024-2025. A new internally-appointed VPAA took office in late July 2024.

3. **Board Structure.** "Development of a board committee structure is advised and, in some circumstances, required. Separating financial and audit oversight is required, as is a prescribed presidential review process. Committees provide the benefit of expertise and the flexibility of smaller working groups. Weimar needs to ensure that its board structure complies with the requirements set forth in the WSCUC Governing Board Policy. (2013 CFR 3.9 and WSCUC Governing Board Policy; 2022 CFR 3.8)"

The board's committee structure has been expanded to four key committees, and the board has refined its processes for financial and audit oversight. Through interviews with board members and minutes of monthly meetings of the board and its committees, the team confirmed compliance with WSCUC's Governing Board Policy.

4. **Risk Exposure.** "The university should provide regular updates to the board on assessment of institutional risks and corresponding mitigation measures. Significant areas of risk exposure include: reliance on low-cost government health insurance in lieu of private insurance for employees; provision of low-cost housing in lieu of competitive salaries; and uncompensated senior executives. (2013 CFRs 1.7 and 3.4; 2022 CFRs 1.3, 1.4, 3.4, 3.6)"

The administration has made regular updates to the board. From 2021 to the present, reports to the board include information resulting from student climate and alumni surveys, shared governance, enhanced internal communication, accreditation recommendations from WSCUC



Special Visit and Interim Report, risk analysis, faculty and staff recruitment and turnover, among other operational issues.

5. **Clarity of Relationship with Unaccredited Entities.** “Consolidated financial statements must disaggregate the financial ledgers of the University so that it is clear how the University’s finances relate to the finances of the larger entity. (2013 and 2022 CFR 2.12 and WSCUC Agreements with Unaccredited Entities Policy)”

Weimar created financial statements that illustrate consolidated and disaggregated statements that differentiate Weimar University (the “college” of undergraduate and graduate programs) from the unaccredited supporting entities. These six entities include the elementary school, high school, health/lifestyle program, inn, cafeteria, and market. The team examined these program income/expense reports to confirm auxiliary revenue contributions for the Fiscal Years 2023 and 2024. In addition, Weimar’s five-year financial plan includes projected income/expense financials from these entities for the Fiscal Years 2025 through 2028, with positive net totals projected to range from \$57,612 in Fiscal Year 2025 to \$684,572 in Fiscal Year 2028 (disaggregated financials include income/expenses from the college).

The team wishes to emphasize that these entities collectively contribute to the financial health of the institution; provide critically important student support services; clinical settings for students in academic programs (education, natural science, nursing); student employment; and genuinely enrich the student learning experiences in a supportive, faith-based institutional climate.

After several in-depth interviews with the president and chief financial officer, examining financials, and team sessions to understand fully the role of these entities from a structural perspective, the team concluded that this entrepreneurial revenue model serves Weimar well for achieving its commitment to its faith-based mission, experiential learning, and fiscal sustainability.

**Subsection B: Institutional Essays**

**STANDARD 1 - DEFINING INSTITUTIONAL MISSION AND ACTING WITH INTEGRITY**

**Institutional Mission and Purposes**

Weimar's stated faith-based mission is clear and succinct: ***"To provide a Seventh-day Adventist education through modeling Christ's methods of physical, mental, emotional, and spiritual healing, helping to finish the work of the everlasting gospel."*** To give focus to the undergraduate and graduate programs, the strategic planning process identified four core values: health and wellness, evangelism and discipleship, academic excellence, and labor and service. The values are expressed in the acronym HEAL: health, evangelism, academics, and labor.

The academic programs are aligned with its mission of academic study with practical Christian witness through health, evangelism, labor, and service: to educate future medical missionaries and God's service in pastoral ministries, health sciences, elementary education, and metropolitan ministries. The team confirmed that the core values of Weimar's mission are reflected in its seven institutional student learning outcomes (ISLOs) and integrated into programmatic student learning outcomes and general education. Faculty reported an extraordinary commitment to student success, derived both from their faith beliefs and academic commitment to intellectual rigor. Students in three different sessions confirmed this dedication as the singular element that characterized their admiration of the faculty who work tirelessly in class and outside of the classroom to ensure students achieve their educational and spiritual goals. (CFR 1.1)

Within its clearly defined mission statement, Weimar demonstrated its contribution to the public good. Although some of the community involvement related to its religious commitments (such as Bible studies), other types of public service were also evident in students' work education programs and capstone projects. Through its Total Community Involvement (TCI) initiative, students, faculty and staff weekly serve the external community. Examples of public service included yard work maintenance, music concerts, counseling services, health support, water purification, tutoring K-12 students, and a recovery program for those experiencing depression and anxieties. Through excellent institutional research and assessment documents, Weimar provided evidence that students continue to perform public service and other ministry commitments as each program major leads to a career in service. Based on institutional research data, approximately 50% of graduates are employed in healthcare careers, 20-25% in pastoral work, 10% are educators, and approximately 10% are in graduate

programs. Based on an alumni survey and in an open forum with students, it was expressed that about 50% of Weimar graduates continue to volunteer in their communities. In addition, the institutional webpage lists examples of public good by naming 16 community services provided by its students.  
(CFR 1.1)

### **Diversity, Equity, and Inclusion**

Weimar University has a detailed, clear, thoughtful, and board-approved *Diversity, Equity and Inclusion Statement*, guided by its vision statement— “to heal a hurting world” —rooted in an Adventist education and biblical doctrines. The statement defines each of the three elements and follows with its institutional commitment. Grounded in principles of faith and biblical references, Weimar defines its commitment to diversity in terms of race/ethnic origin (every “nation, tribe, language, and people”), residential and off-campus students, socioeconomic backgrounds, and prior educational backgrounds (e.g., private, public, and homeschool settings). A commitment is made to engage and serve “Weimar’s surrounding community weekly and with large multi-ethnic cities and internationally through mission groups to many global cultures.”

Diversity of enrollment is tracked by the office of assessment and institutional research and reported to the campus community and the board of trustees. In a summary of findings resulting from the disaggregation of data, Weimar notes caution in interpretation given small sample sizes annually and longitudinally. Weimar concludes each data point with appropriate examples of actions underway to increase performance of ISLOs, retention, and graduation rates, for example. The institution presented data, gathered from various sources, indicating many Weimar’s goals were met and, for those unmet or lagging from expected achievements, Weimar thoughtfully identified specific actions that have been taken or slated for action to work toward goal achievement. Eighty percent of students graduate with no debt, indicating that those from lower socioeconomic status may be prevented from attending Weimar given no government funds are available for student support. In response, Weimar has increased its privately funded scholarship program for greater accessibility to those from lower socioeconomic levels. Student diversity resembles the ethnic diversity of faculty, staff, and administration. The team found that while gains have been made in Weimar’s commitment to diversity, equity and inclusion, it remains an area for continued vigilance to ensure achievement of its stated mission for student success.  
(CFR 1.2)

### **Integrity and Transparency**

Investment for institutional research and assessment of student learning capacity is evident and is the backbone for data-informed decision making. Reports generated by the Office of Institutional Research and Assessment are comprehensive, clearly presented in text and visual forms, contain relevant analyses, and identify areas for consideration and implication for action. Institutional research reports are distributed and discussed by institutional governance bodies (faculty, staff, students) as a means of open communication and shared decision making about actions for improvement. A review of minutes of the board of trustees indicates the administration provides accreditation and assessment updates at each meeting with sufficient detail to generate a discussion of findings and clear statements of the board's endorsement of key documents and additional actions as may be required. (CFR 1.3)

Weimar's website clearly identifies program requirements, services, and costs. To ensure transparency and a full understanding of Weimar's mission, prospective students are required to indicate they have read and pledge to abide by the expectations outlined in the *Student Handbook*. Consistent with the faith-based mission, students are required to illustrate their understanding of Weimar's policy on spiritual development as illustrated in those modes most often displayed by students (e.g., social relationships, dress code). Overwhelmingly, current students indicated their attraction to the campus for its holistic mission. (CFR 1.3)

### **Operating Policies, Business Procedures, and Grievances**

Procedures for student complaints and formal grievances are stated in the *Student Handbook*. Non-academic grievances are handled by the Student Affairs Committee and academic grievances by the registrar with appeal to the Academic Standards Committee. Students are also encouraged to communicate with Student Association representatives to work through concerns and issues. Interviews with students and student affairs staff substantiated that few student complaints occur and those brought to the attention of staff and faculty are given priority and are normally resolved to the satisfaction of the student. Interviews with students, faculty, and staff confirmed their experiences substantiated operational integrity and implementation of the operating procedures as identified in the various employee and student handbooks. (CFR 1.4)

### **Equitable Treatment**

Student climate surveys provide information regarding students' views of the enforcement of and the equitable application of student policies. Survey responses in 2022 and 2023 indicated overall confirmation of equity in the application of student policies; a few students believed the policy on dress code was not enforced equitably. For faculty and staff, the *Employee Handbook* and the *Faculty and Academic Staff Handbook* contain faculty and staff policies which are reviewed in alternating years with employee involvement. Interviews with faculty and staff indicated that these policies are implemented as described and equitably applied. (CFR 1.5)

### **Academic Freedom**

Sufficient evidence was presented that Weimar is committed to academic freedom for faculty and staff without compromising its religious beliefs. Statements to support this are included in the *Faculty and Academic Staff Handbook*, the *Employee Handbook*, and Campus Life and Working Policy, among others. This commitment to academic freedom and due process was verified across several meetings with leadership, faculty, students, board of trustees, and alumni. The policy for due process, should an issue of academic freedom be raised, has an additional step if initiated by faculty in which they may voice faculty concerns and work toward resolution. To date, no academic freedom issues have been brought to the attention of the faculty council or the vice president for academic affairs. (CFR 1.6)

### **Communication and Shared Governance**

As stated in its strategic plan, Weimar has a goal to "strengthen internal communication for greater transparency, regularity, and promptness." Results from a 2023 employee survey indicated very positive effectiveness ratings for communication mechanisms such as weekly newsletters and the college assembly (96% effective or very effective). High ratings were also expressed for monthly staff meetings and human resources. One area of concern was "lack of timely communication," noted by employees as a source of work-related stress. Although survey ratings have improved, timely internal communication remains a concern and requires attention. Weimar identified actions to increase timely communication with weekly and monthly updates to staff by administration, faculty council chairs, and others and posting of minutes no more than five working days after a meeting.

Through shared governance, faculty representation occurs through attendance of the chair of the faculty council in board and president's administrative meetings. Weimar updates parents and

graduates through its website and the director of marketing and public relations who oversees social media and updates these media streams several times per week. (CFR 1.7)

### **Communication with WSCUC**

Weimar has sound business practices and audits, has policies and processes in place to address student complaints and grievances, and appears to represent itself honestly to WSCUC. The campus community confirmed the process for accreditation was taken with intensity and seriousness. The institutional report identifies actions taken and strategies for addressing remaining challenges. (CFR 1.8)

## **STANDARD 2 - ACHIEVING EDUCATIONAL OBJECTIVES AND STUDENT SUCCESS**

### **Degree Programs**

Since receiving accreditation, Weimar has invested significant effort to ensure the quality of their programs and their alignment with institutional, program, and course-level learning objectives. The university's commitment to program improvement is laudable. Weimar's educational approach ensures students have opportunities to apply what they learn through various operations at the university and through local service to the community. These are strengths of Weimar. (CFRs 2.1, 2.2, 2.3, 2.4)

The university's academic programs are well-designed and articulated with courses that demonstrate clear learning outcomes. Results from the recent NSSE survey and other institutional surveys, along with comments made during the site visit, indicate Weimar students are satisfied with the educational experiences they receive. The comprehensive program review (CPR) process results in a thoughtful and careful examination of the learning experience and documents continued improvement through the review and revision of course content and assignments. Graduation rates are improving, but it bears noting that not all Weimar students begin degree programs with the intent to complete them. Some enroll with plans to transfer to professional programs or service opportunities prior to degree completion. Because of this, the team encourages Weimar, to the best of its ability, to regularly track and report outcomes of their graduates as well as those who move on to professional programs prior to degree completion. Doing so will shore up Weimar's assertions of curricular quality and rigor and could be a help in the recruitment of new students. (CFR 2.1)

Most courses use the Weimar syllabus template which contains information about course expectations including assessments, grading schemas, learning objectives, and more. The syllabus template includes a

course map that shows how assignments are tied to program learning outcomes. This helps clarify for students how elements of the course support stated learning objectives. Rubrics that assess stated learning objectives were included in some syllabi that were reviewed. The extent to which faculty are required to use rubrics or how consistently rubrics are used in courses is unclear; however, the team commends the practice of providing rubrics and encourages their use.

Program learning objectives are evaluated on a rolling basis through the CPR process. Programs have annual review expectations that culminate in a full program review during the sixth year of the cycle. During the CPR six-year review, an external evaluator is engaged to participate in the program review. The external reviewer helps ensure the objectivity of the evaluation, a strength of the process, and provides the program with an outside voice that has experience and expertise in the programmatic area. (CFR 2.4)

The team strongly recommends Weimar create a comprehensive academic plan that will serve as a guiding document that complements the strategic plan. While the strategic plan may, and should, contain goals related to the academic division, it is unlikely to contain all the goals the academic division may pursue. The academic plan should address existing and prospective mission-aligned academic programs and more broadly address, as is relevant to the university, current and emerging trends of higher education, advancements in disciplinary knowledge, global student demographics, pedagogical approaches that enhance teaching proficiency for academic rigor, impact of technology on student learning, among other critical elements. (CFR 2.1, 2.4)

The institution has a student success center that offers tutoring, advising, writing support, international student support, and disability services. Reports generated by the Office of Assessment and Institutional Research (AIR) disaggregate data by various factors and help guide and refine the support services Weimar offers to students. (CFR 2.3)

### **Faculty**

The faculty and staff of Weimar are clearly and deeply committed to the intellectual, spiritual, and vocational flourishing of students. Students particularly note their appreciation for the generous investment of faculty and staff in their holistic formation. This passionate and unwavering dedication characterizes the entire campus culture and community. (CFR 2.6)

Weimar's faculty members are committed to the mission of the institution, evidenced by their zeal for their work. Based on the organizational chart and titles, it appears that many faculty serve in administrative roles in addition to their teaching responsibilities. Results from the 2023 Faculty Survey suggest faculty are generally satisfied with their teaching, advising, and mentoring load; however, there are some indications of excessive administrative load. There has been steady turnover in faculty and administrative leadership at Weimar, which could present a risk for the long-term consistency and sustainability of academic programs. To address this concern, Weimar is encouraged to create a process that ensures key aspects of the educational program are successfully handed off to new faculty members who fill vacated positions. This process should be detailed enough to ensure that academic quality of courses and programs are, at a minimum, maintained through the transition of faculty. Due to its low student-to-faculty ratio, students have frequent personal interaction with their instructors, with mentorship opportunities available to them. These contribute to student engagement and learning. (CFRs 2.5, 2.6)

As it relates to professional development, at the beginning of each academic year, faculty participate in a session that provides information about teaching strategies. Weimar also has a Canvas course that provides faculty with resources focused on teaching and learning that may be used to further their professional development. Specific instruction related to regular substantive interaction (RSI) for faculty teaching online and information about accessible teaching practices for students who may have learning disabilities and/or disability-related accommodations seem to be notable gaps in current resources. Of specific note, online course recordings posted to Canvas do not appear to have captioning, which would benefit students with hearing-related disabilities and likely English learners as well. (CFRs 2.5, 2.7)

The review of a sampling of Canvas courses suggests inconsistency in course design. This may cause students to be confused about learning objectives, expectations, due dates, and the like. Faculty are encouraged to consider standardizing course design. Most Weimar courses have small numbers of students, resulting in a great deal of attention from instructors. While this is an inherent benefit, face-to-face courses would be enhanced by good Canvas course design, but efforts here are especially crucial for fully online courses and programs. Online courses would benefit from a branded Weimar theme, a consistent module structure, and a course menu structure. Weimar may consider whether it is better to allow different programs to have distinctive themes for their courses or the extent to which a consistent



theme across all courses may present a professional and cohesive experience. Intentionality in this type of decision would provide continuity and clarity for students. (CFR 2.6)

To refine online courses, the team encourages Weimar to consider retaining an instructional designer to develop a branded theme and to weigh in on other pedagogical concerns. This may be helpful in further developing online courses, moving them beyond video quizzes and discussion board entries. Online tools which foster student interaction (Padlet, Flipgrid, Hypothesis, and Kahoot) may be helpful in increasing engagement in online courses. Use of Canvas modules to chunk course materials thematically or chronologically may also be helpful, ensuring that students are aware of all course activities. Finally, instructors could choose to include information that underscores the learning outcome affiliated with that portion of the course in each module and course activity. (CFR 2.5)

Faculty teaching online or hybrid courses may benefit by completing training in “Quality Matters” (QM) and then evaluating online courses using the QM rubric. EDUCAUSE and the POD Network are professional organizations that have relevant workshops and training materials for faculty. To the extent Weimar does not currently require this, the institution is encouraged to require instructors who teach online courses to complete a training course for best practices in teaching online. (CFR 2.7)

Faculty at Weimar regularly participate in governance activities, although the high turnover rate among faculty poses a concern for the continuity of governance processes and roles. To combat turnover, Weimar has expressed intentions to increase faculty salaries and expand insurance benefit offerings as enrollment targets are met. However, the timeline for these enhancements remains uncertain. A document that details when it will be financially feasible to provide health insurance options and salary increases may be beneficial in efforts to retain faculty. (CFR 2.6)

The evaluation of learning outcomes and program reviews are regularly conducted in accordance with Weimar’s SLO assessment handbook. The team encourages Weimar to continue this regular cadence of reflective review and to act on suggestions for improvement. Further, Weimar is encouraged to continue the external review of its programs, an important aspect of the process that ensures the reviews include an outside perspective on course materials and student performance. (CFR 2.7)

Current expectations for faculty research and scholarly activities are unclear. Weimar is encouraged to provide guidance for faculty by clarifying these through its academic plan. To promote and facilitate scholarly production, Weimar is encouraged to consider course releases, sabbaticals, and/or additional stipends for faculty who engage in significant levels of research. The current faculty development grant of \$1,500 is likely inadequate for most forms of academic/medical research of a significant nature. Plans for this type of support of academic research should be considered along with other needs like compensation and insurance benefits. Weimar might also consider incentives, such as course releases, for faculty who include students in their research projects. Student engagement in research is a valuable experience to those who intend to pursue graduate school and should be encouraged. (CFR 2.8)

### **Student Learning and Performance**

Weimar offers a distinctive educational model that integrates academic coursework with community service and on-campus work programs. This approach equips graduates to fulfill Weimar's mission to "heal a hurting world."

As noted via course mapping on course syllabi, Weimar ensures that learning objectives are accomplished through stated course activities and assessments. Periodic reviews of ISLOs and PSLOs and regular reviews of academic programs assess and improve upon the alignment of course activities and stated learning outcomes. (CFR 2.9)

The Student Outcomes Overview (SOO) notes the challenge of retaining students from their first to second year at Weimar. Strategies such as providing additional tutoring services, outreach, and academic support from instructors are strategies to consider in addressing drop off between the first and second year caused by academic struggles. Weimar may benefit from the creation of an "early alert" reporting system that alerts program directors and advisors of students at risk of failing and prompts immediate outreach. Canvas may support such a system. (CFR 2.10)

Graduation rates for Weimar are similar to those of comparator universities and seem to be trending higher. Weimar presented evidence of a tuition rate that is lower than that of similar competitors, which continues to be a goal of the university. Weimar also expressed a desire to assist students in graduating with little or no student debt. To this end, the university has on-campus work-study programs to help students pay their tuition from their earnings. The board expresses a desire for and focus on increasing

scholarship monies for students. During the site visit, students expressed appreciation for the efforts of Weimar to keep costs reasonable. (CFR 2.10)

The university states that accreditation has created more opportunities for their graduates, especially for those pursuing health-related careers. Weimar also tracks various graduate outcomes, including earnings. These data suggest Weimar graduates earn less than graduates from peer institutions. This is explained as being caused by graduates choosing mission-driven employment rather than pursuing employment with high earning potential. To ascertain the extent to which this is true, Weimar may benefit by documenting the work choices of graduates. Graduates choosing to serve those in need while accepting lower levels of compensation is highly consistent with Weimar's mission and may be a strong testimony for the institution. (CFR 2.11)

### **Student Support**

Academic program requirements are clearly delineated in the Weimar University Academic Bulletin. During the site visit, students did not articulate concerns about understanding academic requirements, suggesting the current communication process is sufficient. Advising and other student services are offered to students on a regular basis. The Men's and Women's Dean offer co-curricular support and encourage personal development. (CFRs 2.12, 2.13)

Unique to Weimar are the weekly community service requirement and opportunity to learn through on-campus work experiences in areas related to the students' academic study. For example, business students apply their entrepreneurial and marketing skills through work-study experiences at the market/student store on campus. Students spoke highly of these work-study experiences which allow them to apply classroom knowledge to community service and work experiences. To further reinforce the value of this experiential learning model and to align it with course curriculum, the team recommends Weimar develop learning outcomes for the experiential learning activities and include these in the program review process. (CFR 2.13)

Overwhelmingly, students expressed their appreciation for Weimar's successful integration of experiential learning in curricular and co-curricular programs. The institutional report, supporting materials, and site visit confirm the importance of the university's experiential learning activities. The institutional report referenced the development of Activity Student Learning Outcomes (ASLOs).

However, these are not identified in the Institutional and Program Learning Outcomes document that was shared with the review team. If the ASLOs sufficiently address the desired outcomes of the experiential learning activities, then the team encourages Weimar to include these with the ISLOs and PSLOs in the document. To the extent the ASLOs do not sufficiently capture the learning outcomes from these activities, we encourage Weimar to develop learning outcomes for them. As such, the team recommends a formal, regular review of the experiential learning and service activities, which may be incorporated into the comprehensive program review process to ensure these co-curricular outcomes are identified, assessed, and used in the continual improvement process. Performing this assessment will underscore the centrality of these activities to the distinctive Weimar experience and will help students understand how these activities complement their academic coursework. The university may also benefit from identifying key performance indicators (KPIs) for important aspects of the Total Community Involvement (TCI) and work education programs and include these in appropriate institutional reports. (CFR 2.3)

Results from the recent NSSE survey affirm students' strong relationships with faculty. The reaffirmation report asserts the small faculty to student ratio is a hallmark of the Weimar experience. The NSSE results also suggest faculty are not offering enough guidance for post-graduation career planning. While this type of planning may happen naturally within the faculty-student relationship, the team encourages Weimar to develop a career services division, under the auspices of student services, to offer students ongoing advising about career possibilities and assistance as they pursue post-graduation job placement. (CFRs 2.13, 2.14)

### **STANDARD 3 - ASSURING RESOURCES AND ORGANIZATIONAL STRUCTURES**

#### **Faculty, Staff, and Administrators**

To assess Weimar University's resources and organizational structures needed to execute its mission, the team reviewed the institution's audited financial statements, Weimar's budgets for the years 2023–2028, strategic plan and budget to actual analyses, the organization chart, faculty and staff handbooks, sample employment contracts, board meeting minutes, and other documents and interviewed leaders, board, faculty, staff, and students.

The institution employs faculty, staff, and administrators sufficient in scale, professional qualifications, and background to achieve the institution's educational and student success objectives, to propose and

oversee policy, and to ensure the delivery of its academics, student support, and co-curricular programs, services, and administrative processes. (CFR 3.1)

Hiring and orientation practices have proven effective in hiring faculty and staff who are deeply committed to the institution's mission. The 2023 climate survey revealed that over 80% of the institution's employees are satisfied with the salary and benefits offered. The compensation package includes lower-than-market salary, limited discounted housing, discounted elementary/high school education, discounted meals, and a retirement plan. The institution has a global reach, recruiting employees from around the world who share the institution's commitment to its mission, its students, and its community. Leaders, faculty, and staff acknowledge that their compensation is lower-than-market but consistently reported their commitment to the mission of the organization and the intangible benefits of serving in the community; they also acknowledge that, for some, the service at Weimar may be "for a season." For this reason, Weimar will continue to develop strategies to ensure that continuity in positions is protected by ensuring continuity in courses via syllabi and, for non-academic support, documented processes. (CFR 3.2)

As revenue grows, the president expressed intent to offer compensation approaching market rates and more traditional health benefits. The president is currently examining health benefit options including self-insurance. All but two of the institution's senior-level leadership positions are now fully compensated. The CEO and CFO are not compensated. Senior leadership recognizes the risk of filling the key positions with volunteers and has developed plans to allocate the resources required should the institution begin to compensate one or both senior level positions.

The institution continues to invest in the expansion and leadership of enrollment management, fundraising, and marketing functions to further its commitment to the strategic plan and financial stability. The student to faculty ratio is approximately 4:1, achieved from recent increases to faculty FTE count. (Per the *Faculty and Academic Staff Handbook*, the institution seeks to maintain a student to faculty ratio of 10:1 or fewer.) Faculty and staff are sufficient to support academic offerings, student services, and oversight to student practicums and community service; however, the workload of faculty and staff includes multiple areas of responsibility to support the many functional and administrative responsibilities required of an institution of higher education. The institution is sufficiently staffed to operate the various auxiliaries of the institution: campus store, wellness center, cafeteria, inn,

elementary school, and high school. Auxiliaries serve as revenue streams and as practical experience for students enrolled in the programs offered by the institution. (CFR 3.1)

Faculty, staff, and administrator recruitment, hiring, orientation practices, and workload expectations are aligned with institutional mission and priorities. Through regular surveys, the institution examines the extent to which its climate supports students, faculty, and staff. Abundant evidence from institutional research verifies that administrators work with the campus community to review and act on survey findings for institutional improvement. (CFR 3.2)

The institution provides professional development and evaluation for faculty, staff, and administrators. The institution offers a stipend of \$1,500 per year for professional development. Only 40% of faculty reported using the stipend during the prior year, and 15% were unaware of the fund as shown in the 2023 climate survey. In the same survey, the faculty reported that they experienced the most professional growth in the areas of service, mentoring, teaching, and assessment. Faculty relies on virtual and in-person conferences to stay current in their fields. Weimar recognizes the need to communicate frequently and clearly the professional development opportunities available to both faculty and staff. (CFR 3.3)

### **Fiscal, Physical, Technology, and Information Resources**

Resource planning and development includes realistic budgeting, enrollment management, and diversification of revenue sources. Resource allocation is aligned with evidence-based educational and student success objectives consistent with operational and strategic planning. The institution is financially stable and has resources sufficient to ensure long-term sustainability. The institution has unqualified or unmodified independent financial audits. (CFRs 3.4, 3.5)

The institution has operated with favorable results for the past six years, increasing total net assets from \$7.4 million (2017) to \$19.9 million (2023) with clean audits. Positive operating results enabled the funding of increased faculty and staff counts, funding of initiatives to strengthen existing program, and positioning the institution for planned enrollment growth. (CFRs 3.4, 3.5)

Data provided by the Office of Institutional Research—actual operating results, climate surveys, study of previous trends, and external scans—are considered to refine financial projections. Revenue streams are

diverse, and expenses are aligned with strategic priorities. While tuition and fees are the primary revenue stream for Weimar University, revenues from the affiliated entities (the health wellness center, high school, elementary school, campus store, and cafeteria) all contribute to institutional operations.

The institution provides physical, technology, information, and other resources sufficient in scope, quality, currency, and kind to support the work of its faculty, staff, administrators, and students. It is expected that the smart classroom described in the strategic plan will be completed and available for use for the current academic year. The team endorses Weimar's vision to expand its resources to meet its need of growing enrollment, expand online offerings (as may be appropriate to mission and supported by a formal feasibility study), and embrace evolving technology as a tool to enhance student learning. (CFR 3.6)

#### **Structures and Decision-Making Processes**

The institution operates with appropriate autonomy governed by an independent board of trustees that is responsible for mission, integrity, and oversight of planning, policies, performance, and sustainability. The governing board selects and evaluates the chief executive officer. Board members have a range of backgrounds, knowledge, and skills to carry out their responsibilities. Board members expressed an ongoing commitment to Weimar's mission and the institution's commitment to accreditation. Through interviews with board members and a review of board minutes, the team confirmed that board members bring their individual areas of expertise to support the Weimar's continuous improvement. (CFRs 3.7, 3.8)

The institution has sufficient and qualified leadership capacity at all levels, characterized by integrity, appropriate responsibility, high performance, and accountability. All senior level positions are currently filled. The most recent addition to the senior team is a new vice president for academic affairs (who took office in July 2024), who oversees all academic functions. Oversight of Weimar is shared with the faculty council and its standing committees. The faculty council chair meets regularly with the campus president, senior leadership, and attends board meetings. The faculty council chair is responsible for responding to queries about the work of the faculty and communicating actions and decisions to the faculty council. Despite the small number of faculty and staff, responses to WSCUC recommendations, institutional reports, supporting evidence, and openness during the team visit demonstrates institutional commitment to operating with integrity, excellence, and accountability. (CFR 3.9)

Ample evidence was provided to indicate the institution's assessment and institutional research functions (with appropriate benchmarks and KPIs), organizational structures, and decision-making processes are clearly defined, consistent, and transparent, support effective decision-making and risk management, and place priority on sustaining institutional resilience and educational effectiveness. (CFRs 3.10, 3.11)

#### **STANDARD 4 - CREATING AN INSTITUTION COMMITTED TO QUALITY ASSURANCE AND IMPROVEMENT**

##### **Quality Assurance Processes**

Weimar has processes in place designed to assure the quality of the curricular and co-curricular programs offered by the university. The Office of Assessment and Institutional Research (AIR) is a strong example of the capacity of the university to engage in evidence-based reflective thinking about Weimar. As described in the institutional report, "The Office of Assessment and Institutional Research (AIR) supports the institute's mission by collecting, monitoring, analyzing, and disseminating information and providing services for planning, decision-making, continuous improvement, and educational effectiveness." (CFR 4.1)

Reports generated by the AIR contain analysis based on institutional data, results that are disaggregated by various key factors, and plans for implementation and communication. The AIR office engages with faculty to finalize conclusions and implementation plans. Studies provided to the review committee confirm both academic and non-academic areas are assessed. Institutionally developed instruments (e.g., campus climate and faculty and staff surveys) and instruments developed by outside organizations, which provide benchmarked results (e.g., NSSE), are both used to study the university's effectiveness. These reports are comprehensive and include tables, charts, and graphics as well as accompanying commentary that details analysis, conclusions, and recommended actions to address findings. With many reports exceeding thirty pages in length, an executive summary at the start of each document may be helpful to readers. (CFRs 4.1, 4.2, 4.4)

Beyond the AIR, Weimar has other processes in place that monitor key aspects of the institution. Assessment of student learning occurs at the program level annually, ensuring institutional student learning outcomes (ISLOs) and program learning outcomes (PLOs) are assessed on a regular cycle. Every five or six years, each program undergoes a comprehensive program review (CPR) process in which



faculty and staff reflect on various attributes of the program (including history, student learning, alumni experiences, academic rigor, faculty workload) and, with the assistance of an external evaluator and using external benchmarks, perform a comprehensive review of the program. In its institutional report, Weimar cited findings that confirm data disaggregated by various factors, leading to targeted interventions to support specific subgroups of students. For example, an assessment of the general education program identified international students whose first language was not English underperformed in general areas of critical thinking. The university is beginning to address this finding through the creation of a writing laboratory and the hiring of an English instructor qualified to work with these students. (CFRs 4.1, 4.2)

While the size of Weimar can result in small samples in institutional research studies, the university reviews and reports statistics in both aggregated and disaggregated formats. As it relates specifically to retention and graduation rates, the institutional report notes that “because of our very small enrollment... retention (and graduation) rates can swing wildly from year to year.” Although current reports are sufficient for identifying and communicating trends in graduation and retention, Weimar is encouraged to consider how best to review and report these statistics. As an example, Weimar may benefit by reporting disaggregated 5-year and 10-year graduation rates for race/ethnicity groupings while also continuing with the practice of reporting annual rates. This could help identify longer-term trends that involve larger sample sizes while also tracking annual results that are based on smaller sample sizes. Sample sizes should be noted for each computed statistic, giving the reader more context for each summary measure. Weimar’s institutional report gave fall-to-fall retention rates for the entire student body. The university may benefit from disaggregating retention rates by grade level (first-year, sophomore, junior, etc.). This additional detail may be helpful in deciding where to target retention efforts. (CFR 4.2)

Specific to showing a commitment to diversity, equity, and inclusion, various components of reports reviewed by the team and comments that emerged from on-site interviews suggest Weimar is focused on being a community that promotes fair treatment and full inclusion of all students, faculty, and staff. Regarding race/ethnic diversity, the institutional report notes, “The race/ethnic makeup of our current student body has become slightly more diverse since our initial accreditation in 2018... [It] now more closely resembles the ethnic/racial diversity of our campus, faculty, staff, and administrative team.” Findings and recommendations from various reports suggest Weimar is focused on equitable outcomes

and institutional decisions, such as targeted support services for specific groups of students, and suggest the university takes deliberate action to this end. (CFR 4.3)

Results from the National Survey for Student Engagement (NSSE) were received by the university in late summer 2024. Because the NSSE survey is used by many institutions, the results provided Weimar with external benchmark statistics. The report generated by AIR appropriately reviewed the results and identified areas of success and areas of concern. Of the latter, “supportive environment” was identified as an area of concern with the report noting, “We are unsure of the reason for the sharp decline... perhaps this is a result of the growth in enrollment.” In the “Current Year’s Recommendations” section of the report, further analysis on the decline was provided, specifically discussing the need for mental health services. While the team was onsite, the NSSE survey results were cited in several different meetings, including by faculty, administration, and students. From these conversations, it was clear that the community had engaged in reviewing and discussing the results, were reflecting on their practices and procedures, and had made some changes. For example, the administration took steps to provide clearer communication to students about access to mental health services. During the visit, students affirmed having greater awareness of these critically important services. While a very particular example, this shows the university’s commitment to quality assurance and improvement.

As was commended in the 2019 Commission Action Letter, institutional research continues to be a key strength of Weimar University. Through thorough and detailed reports, community engagement in the process, and thoughtful recommendations based on the findings, this process continues to be a key pillar in the institution's continuous improvement efforts. Given the small size of the institution, faculty and staff serve multiple roles. This is true for both the director and the assistant director of assessment and institutional research. Ensuring staff members filling these roles have the appropriate time and resources to dedicate to ongoing institutional research is critical. Also, given the turnover in faculty and staff at Weimar, it is imperative to document assessment and institutional research expectations, practices, and policies to ensure institutional momentum is not lost should staff vacancies occur. (CFRs 4.1, 4.2, 4.3, 4.4)

### **Institutional Improvement**

The institutional report, supporting materials, and site visit provide examples of improvements made through these evaluative efforts. As an example, reports from successive annual student campus climate surveys were provided for review. The most recent report provides evidence that the New

Student Orientation program has become more helpful to students transitioning to college because of changes made to the orientation experience based on findings from previous student campus climate surveys. The report states, “Based on the previous years’ student feedback, more activities were added to break up the ‘sitting’ required...,” and satisfaction scores from students were identified as higher than in previous years. While this may be a relatively minor example of the use of inquiry, evidence, and evaluation leading to improvement, reports consistently contain this type of analysis and outcome. (CFRs 4.5, 4.6, 4.7, 4.8)

For further support, Weimar received various recommendations in WSCUC Commission Action letters from 2019 and 2023. Evidence provided in the 2024 institutional reaffirmation report and that observed by the team during the October 2024 site visit suggest Weimar has faithfully addressed the recommendations. This attention to the recommendations that resulted from the inquiry and evaluation of previous WSCUC accreditation processes has resulted in institutional improvement. Of course, not every item identified for improvement has been resolved. For example, the Graduation-Retention Analytics report indicates the overall fall-to-fall retention rate for first-time, full-time, and transfer students declined between 2019–2020 and 2022–2023. The institutional report identifies student success support strategies being implemented that will help to address this issue. Weimar is encouraged to continue its vigilant efforts to identify areas that need attention and to thoughtfully and strategically engage to bring about positive change. (CFRs 4.1, 4.5)

Faculty involvement in the institutional improvement process was evident during the visit and in materials provided by Weimar. The university’s comprehensive program review process assesses institutional and programmatic student learning outcomes. Weimar’s report described the Natural Science department’s assessment of information literacy as a program student learning outcome which led to improved outcomes for students—from 67% of students meeting expectations in 2019 to “nearly” 100% meeting expectations in 2022. The program review process includes a closing-the-loop step that “prompts faculty to reflect on the previous year’s recommendations and address to what extent those recommendations have been put in place and to what extent they have resulted in improved student learning.” (CFR 4.6)

Weimar’s board structure seems to be well organized, and the board is functioning to a level sufficient to oversee the operation of the institution. Based on the site visit, board members are strongly

committed to the university, passionate about the mission, and committed to see Weimar continue to offer an exemplary academic experience for students. Policies are in place to ensure the board, with regularity, engages in self-assessment, assesses the performance of the president, and participates in professional development. Policies and practices are in place to ensure the board receives regular reports on the operations of the university, progress toward stated goals of Weimar, and any areas of potential risk.

The board of trustees engages in self-evaluation and professional development. The institutional report states the governing board of Weimar operates “based largely on the Policy Governance Model developed by Carver.” Traditionally, the Carver governance model holds that the board should focus on three primary objectives: 1) decide how to conduct itself, 2) decide what work it should do, and 3) evaluate its performance. Meeting monthly during the academic year, the board receives regular updates on all facets of operations and on potential institutional risks. The board’s committee structure helps strategically focus the efforts of the board. Committees are used to oversee specific areas of operation and make policy recommendations to the full board. Weimar’s institutional report briefly describes the board’s self-evaluation process: “[T]he board chair performs surveys to get board members’ feedback, and the board engages in self-reflection/self-evaluation during each meeting.” Review of the board member self-evaluation form suggests that data gathered from these processes are used to monitor performance and identify areas for improvement. Beyond simply self-evaluation, the institutional report notes that “board education presentations” are given “at most monthly meetings.” (CFR 4.7)

The board also has a documented process for the evaluation of the president. The review includes affirming the president has complied with a variety of key expectations including giving “regular reports on institutional risk,” “ensure that Weimar is not in financial jeopardy,” and “ensured Weimar has complied with the online learning policy,” among other expectations specified by the board. While the document states the presidential evaluation will be conducted “at a frequency and by a method chosen by the board,” it also suggests this occurs on a “routine schedule.” It is recommended that the board set a definitive cycle for the evaluation of the president perhaps annually or biennially with written documentation regarding summary findings and requisite actions for continued leadership improvement.

The institutional report describes the efforts of the university to create and implement a strategic planning process to be one of the areas of “great focus of our work... since our initial accreditation.” Both the 2019 and 2022 Commission action letters included recommendations related to strategic planning. These were in response to Weimar’s early efforts at strategic planning that resulted in the 2018–2023 plan. The institutional report states the special visit team did not believe the strategic plan was robust enough for the university’s needs. To address this, Weimar hired an external consultant in 2022 who partnered with the university to develop its 2023–2028 plan. These focused efforts on strategic planning are notable. The new strategic planning process described in the institutional report has several strengths including the inclusion of stakeholders from all university constituencies, a strengths-weakness-opportunities-threats (SWOT) analysis, survey instrument used to gather input from the Weimar community, three-day strategic planning retreat, engagement of working groups that included members from the different campus constituencies, and the eventual production of a final plan that included seven major areas of focus and KPIs. The university also created a standing strategic planning steering committee to oversee implementation. Progress reports are given regularly to the board for its consideration in monitoring achievement of strategic outcomes. (CFRs 4.7,4.8)

While the strategic planning process is robust and has clearly benefited by the focused efforts of both Weimar and the outside consultant, the team offers recommendations for consideration to strengthen the strategic planning process and plan. Of great importance, the 2023–2028 plan does not have an area of focus that specifically addresses academics or teaching and learning. The most closely related focus area is entitled “Institutional Excellence”—a very broad catch-all category. As teaching and learning are core focuses of a university, a comprehensive academic planning process in which these key areas are not lumped into a category such as “Institutional Excellence” is imperative to enhance the academic enterprise. (CFR 4.8)

Not only is the strategic plan lengthy (a 10-page document), it lists specific outcomes and measurables for a six-year period. A shorter document may be more digestible, and a shorter period may be more realistic as advancements and external forces in higher education occur with some regularity. Adjustments to stated targets may become necessary, making deliverables in the original plan unrealistic. A shorter document with more brevity backed with annual implementation plans, for example, may provide helpful vision while also giving Weimar the ability to adjust quickly to changes in higher education and the institution. (CFR 4.8)

**Subsection C: Reflections - Synthesis of Insights as a Result of the Reaffirmation Process**

As reflected in the self-study, institutional research and assessment documents, and interviews during the site visit, the institution consistently demonstrated its ability to give serious reflection about its progress since gaining initial accreditation. In addition, Weimar was transparent in articulating past challenges and those that continue to require vigilance and action. Citing the importance of the shared governance processes and institutional research/assessment, which have been improved and implemented with increased sophistication and consistency, Weimar illustrates self-reflection. Further areas for continued priority and attention include enhanced communication (external and internal), expanded donor base and investment in development/fundraising, and increasing enrollments and graduation rates.

Weimar's commitment to institutional research, the reports generated by this office, and the integration of institutional research into the operations of the institution are commendable. This has spurred on and led to clearly documented improvements across various campus programs and operations.

Weimar's comprehensive program review (CPR) process is structured to, if implemented consistently and as designed, serve the institution well in evaluating general education and institutional learning outcomes at the program and institutional levels.

Throughout the self-study, Weimar cites accurately the standards/CFRs associated with each element of its narrative. Weimar's completion of the Compliance with 2023 WSCUC Standards Worksheet is another indication of the institution's understanding of the standards and the types of evidence associated with the standards. Weimar gives specific examples of how its conclusions resulting from the self-study have led to increased institutional quality; it also links future actions to its current strategic plan, which is to be updated to reflect insights garnered from the self-study and site visit.

Weimar undertook and achieved many important actions related to accreditation standards in a very short time to advance the institution's mission, particularly related to academic programs, policies, assessment, and strategic planning. Future actions are required to evaluate the impact of these actions for achieving overall institutional quality and specifically those that directly impact students and faculty.

**Subsection D: Compliance with 2023 WSCUC Standards**

The team’s findings, which is subject to Commission review, is that the institution has provided sufficient evidence to determine compliance with each of the Standards. Final determination of compliance with the Standards rests with the Commission.

**SECTION III – OTHER TOPICS (SUCH AS SUBSTANTIVE CHANGE)**

Not applicable.

**SECTION IV – COMMENDATIONS AND RECOMMENDATIONS**

The team found that Weimar completed a comprehensive self-study in preparation for reaffirmation of accreditation. The institutional report, supplemental documents, and evidence gathered throughout the site visit demonstrated Weimar’s authenticity in stating that the self-study process was a critically important institutional priority contributing to its continued advancement of quality in achieving its mission.

***Commendations***

1. Weimar University has a clear institutional identity that permeates its community and animates its holistic formational approach. Its published vision, mission, and values are consistently articulated by students, staff, faculty, administrators, and trustees. Various members of the ecology readily and easily articulate how the institution’s identity resonates with them and is demonstrated in academic programs, extra-curricular experiences, and community life.
2. Faculty and staff are clearly and deeply committed to the intellectual, spiritual, and vocational flourishing of students. Students particularly note their appreciation for the generous investment of faculty and staff in their holistic formation. This passionate and unwavering dedication characterizes the entire campus culture and community.
3. Weimar’s commitment to excellence and continuous improvement is commendable as evidenced by the university’s response to previous Commission recommendations for enhancing institutional effectiveness.

4. Reports provided to the team and evidence gathered during the site visit show the strength and capacity of institutional research at Weimar. Not only does the university gather, disaggregate, and thoroughly analyze data from areas critical to the institution, findings and specific recommendations are identified, vetted, and acted upon, propelling Weimar's continual improvement process.
5. Weimar offers a distinctive educational model that integrates academic coursework with required community service and on-campus work programs. This approach equips graduates to fulfill Weimar's mission to "heal a hurting world."

### ***Recommendations***

1. Create a comprehensive Academic Plan to be integrated into Weimar's Strategic Plan that addresses existing and prospective mission-aligned academic programs that advance institutional goals. With significant faculty involvement, elements of an Academic Plan typically include:
  - a. Identify overarching questions to guide strategic thinking such as consideration of current and emerging trends of higher education, advancements in disciplinary knowledge, global student demographics, pedagogical approaches that enhance teaching proficiency for academic rigor, impact of technology on student learning, among other critical elements unique to Weimar.
  - b. Delineate faculty-related initiatives, such as professional development for teaching excellence, expectations for research and scholarly output, pathways for promotion, and retention strategies.
  - c. Identify programs with solid enrollment growth potential, including the consideration of expansion of online or hybrid degree offerings to meet evolving student needs and broaden the institution's reach. (CFRs 2.1, 2.4, 3.3, and 4.6)
2. Strengthen the capacity of institutional operations commensurate with best practices in higher education. Give particular attention to newly implemented academic policies and procedures, distance education, career services, and alumni engagement. Continued development of the university's efforts to advance the institution, including development, marketing, and student recruitment, should be prioritized. Create a systematic approach to gathering quantitative and



qualitative data that demonstrate the long-term successes of Weimar students and alumni across all programs. (CFRs 3.11, 4.1)

3. Develop and implement processes to minimize disruption of operations arising from personnel turnover that maintain academic quality and institutional sustainability. (CFR 3.1)
4. Expand assessment processes by developing learning outcomes for experiential learning activities. Ensure each program review is thorough and completed according to an established assessment timeline. (CFRs 2.13, 4.1)

**APPENDIX A. FEDERAL COMPLIANCE FORMS**

1. Credit Hour and Program Length Review
2. Marketing and Recruitment Review
3. Student Complaints Review
4. Transfer Credit Review

The four federal compliance forms were completed by team members Diana Demetrulias and Pamela Pressley; November 7, 2024.

**1. Credit Hour and Program Length Review Form**

<b>Material Reviewed</b>	<b>Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)</b>
Policy on credit hour	<p>Is this policy easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If so, where is the policy located? <b>In each course syllabus and the WEIMAR Academic Bulletin (p. 130), <a href="#">Credit Hour Policy</a></b></p> <p>Comments: <b>Confirmed Syllabi and Academic Bulletin</b></p>
Process(es)/ periodic review of credit hour	<p>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</p> <p><b>WEIMAR reviews each course syllabus from every program every other year and for every new course through the Educational and Curriculum Policy Committee (EPC).</b></p> <p>If so, does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>For evidence, see: <a href="#">Appendix B.2.32 – WEIMAR Syllabus Review – Spring 2023-Fall 2023</a> <a href="#">Appendix B.2.33 – WEIMAR Syllabus Review Rubric</a></p> <p>Comments: <b>Confirmed through EPC minutes WEIMAR reviews credit hour compliance. A syllabus rubric is employed to ensure Carnegie credit and credit hour requirements for in-class and out-of-class student work. Confirmed through review of 10 syllabi from various programs and types of courses.</b></p>
Schedule of on-ground courses showing when they meet	<p>Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Comments: <b>Confirmed: The WEIMAR Academic Bulletin gives the semester schedule, and the university also has a printed block-schedule for when each course meets.</b> <a href="#">2023-2024 Academic Calendar</a> <a href="#">Spring 2024 Course Schedule</a></p>
Sample syllabi or equivalent for online and hybrid courses	<p>How many syllabi were reviewed? <b>Five are provided.</b> <a href="#">PSYC 562 - Research and Evaluation in Counseling</a> <a href="#">PSYC 524 - Counseling Diverse Populations</a> <a href="#">PSYC 506 - Lifespan Development</a> <a href="#">PSYC 531 - Christian Counseling and Psychotherapy</a></p>

Report of the WSCUC Team to Weimar University  
Reaffirmation of Accreditation

<p><i>Please review at least 1 - 2 from each degree level.</i></p>	<p><a href="#">PSYC 589 - Legal, Ethical, and Professional Issues in Counseling</a></p> <p>What kind of courses (online or hybrid or both)? <b>Online, MA only</b></p> <p>What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input checked="" type="checkbox"/> MA <input type="checkbox"/> Doctoral</p> <p>What discipline(s)? <b>Psychology</b></p> <p>Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <b>X YES</b> NO</p> <p>Comments: <b>Confirmed equivalency as represented in course syllabi for online courses.</b></p>
<p>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)</p> <p><i>Please review at least 1 - 2 from each degree level.</i></p>	<p>How many syllabi were reviewed? <b>Six.</b></p> <p><a href="#">CHEM 151-151a - General Chemistry 1 w Lab</a></p> <p><a href="#">CHEM 311-311a - Organic Chemistry 1 w Lab</a></p> <p><a href="#">HLED 441 - Depression and Anxiety Clinical Experience</a></p> <p><a href="#">NSCI 490 - Natural Science Capstone 1</a></p> <p><a href="#">NURS 221 - Beginning Med Surge Nursing</a></p> <p><a href="#">PSYC 225-225a - Psych Statistics with Laboratory</a></p> <p>What kinds of courses? <b>Laboratory, Capstone, Clinical</b></p> <p>What degree level(s)? <input checked="" type="checkbox"/> AA/AS <input checked="" type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral</p> <p>What discipline(s)? <b>Psychology, Nursing, Chemistry, Natural Science</b></p> <p>Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <b>X YES</b> NO</p> <p>Comments: <b>Confirmed through review of program brochures and catalog.</b></p>
<p>Sample program information (catalog, website, or other program materials)</p>	<p>How many programs were reviewed? <b>10</b></p> <p><a href="#">CFR 1.3 – Academic Bulletin – Programs/Requirements</a></p> <p><a href="#">CFR 2.1 – Bachelor of Music BM – Brochure</a></p> <p><a href="#">CFR 2.1 – BMW MA – Brochure</a></p> <p><a href="#">CFR 2.1 – Business Administration BBA – Brochure</a></p> <p><a href="#">CFR 2.1 – Christian Education BA – Brochure</a></p> <p><a href="#">CFR 2.1 – Christian Interdisciplinary BA – Brochure</a></p> <p><a href="#">CFR 2.1 – CPW MA – Brochure</a></p> <p><a href="#">CFR 2.1 – Natural Science BS – Brochure</a></p> <p><a href="#">CFR 2.1 – Nursing AS – Brochure</a></p> <p><a href="#">CFR 2.1 – Religion-Theology BA – Brochure</a></p> <p>What kinds of programs were reviewed? <b>All program brochures are provided.</b></p> <p>What degree level(s)? <input checked="" type="checkbox"/> AA/AS <input checked="" type="checkbox"/> BA/BS <input checked="" type="checkbox"/> MA <input type="checkbox"/> Doctoral</p> <p>What discipline(s)? <b>Music, ministry, business, education, interdisciplinary, counseling, natural science, nursing, religion</b></p> <p>Does this material show that the programs offered at the institution are of a generally acceptable length? <b>X YES</b> NO</p> <p>Comments: <b>Confirmed: Program brochures and website are easy to locate and the length of programs appropriate for award of course credits.</b></p>

**2. Marketing and Recruitment Review Form**

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

<b>Material Reviewed</b>	<b>Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.</b>
**Federal regulations	Does the institution follow federal regulations on recruiting students? <b>X</b> YES NO Comments: <b>Interviews with enrollment staff and academic vice president indicate compliance with federal regulations.</b>
Degree completion and cost	Does the institution provide information about the typical length of time to degree? <b>X</b> YES NO
	Does the institution provide information about the overall cost of the degree? <b>X</b> YES NO Comments: The Academic Bulletin clearly states the cost to attend (p. 134-145) and the expected duration of degrees, <a href="#">CFR 1.3 – Academic Bulletin – Costs</a> , <a href="#">CFR 1.3 – Programs-Requirements</a>
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <b>X</b> YES NO
	Does the institution provide information about the employment of its graduates, as applicable? <b>X</b> YES NO Comments: <b>Confirmed: Brochures for our degrees indicate the types of jobs that students could apply for after finishing their degree and the types of graduate programs for which they would be eligible to apply.</b>

**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.

<b>Material Reviewed</b>	<b>Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)</b>
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? <b>X</b> YES NO If so, is the policy or procedure easily accessible? <b>Yes</b> , If so, where? <b>This policy is in the Student Handbook, <a href="#">CFR 1.4 – Student Rights – Grievance Policy</a></b> Comments: <b>Confirmed</b>
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? <b>X</b> YES NO If so, please describe briefly: <a href="#">CFR 1.4 – Student Rights – Grievance Policy</a> If so, does the institution adhere to this procedure? <b>X</b> YES NO

Records	Does the institution maintain records of student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, where? <b>Depending on where the complaint originated, these are maintained within the Academic Standards Committee minutes or the Student Affairs Committee minutes.</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>As above.</b>
	Comments: <b>Confirmed through review of policies in the Student Handbook and interviews with academic vice president and students.</b>

**4. Transfer Credit Policy Review Form**

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 publicly available? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, where? In the Academic Bulletin, <a href="#">Transfer Credit Policy</a>
	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: <b>Confirmed: Advanced placement by the College Board is not accepted. Students must use challenge examinations, experiential learning, or acceptance of transfer credit (10 credits maximum). Dual enrollment with Weimar Academy is accepted. Criteria are identified in the transfer credit policy in the Academic Bulletin.</b>

## APPENDIX B. DISTANCE EDUCATION REVIEW

**Institution:** Weimar University

**Type of Visit:** Accreditation Visit

**Name of reviewer/s:** Jana Renny and Tim Loomer

**Date/s of review:** October 31, 2024

**Section Completed:** Section A

### ***Distance Education Review: WSCUC Team Findings and Recommendations***

From reading the provided documentation and discussing Distance Education during the site visit, the team's findings indicate that Weimar University is in compliance with Distance Education requirements, including the following: structures and processes for assessing student learning outcomes; support and training of faculty instructors; adequate support services for online students, including advising; verification of student identity through an online test proctoring system; and assessment of online programs.

Weimar has sufficient technical resources to offer distance education; however, Weimar could benefit from redesigning online courses to improve the student learning experience, corresponding to the enhanced retention of online students. The team recommends that an instructional designer develop a branded theme and weigh in on other pedagogical concerns that should be considered and may be helpful in further developing online courses, moving them beyond video quizzes and discussion board entries. Online tools that foster student interaction may help increase engagement in online courses.

Faculty teaching online or hybrid courses are encouraged to complete "Quality Matters" (QM) training and then evaluate online courses using the QM rubric. To the extent Weimar does not currently require this, it is highly recommended that all instructors and staff who teach online courses or who work in online programs be required to complete a training course that addresses best practices in teaching online. Expectations for ongoing professional development in distance education should also be incorporated into formal agreements with faculty and staff members who work and teach in these areas.

Current student services assessments do not report separately on the support provided to online students. It is recommended that future assessments include a section specifically focused on the services offered to fully online students, to note any gaps that could be improved upon and to integrate these into program improvement efforts.

It is further encouraged for Weimar to monitor Regular Substantive Interaction (RSI). This is regularly included in program reviews and should be easily reported by the institution. It ensures that online students are regularly and meaningfully engaged with their instructors. Specific to the HEALTH certificate program, increased interaction with faculty may increase student retention.

## **SECTION A: Institutions with Approved Distance Education Programs**

### ***Programs and Courses Reviewed by the WSCUC team***

Certificate in HEALTH Online (asynchronous, recorded lectures, self-paced)

HLCP 230: Lifestyle Coaching

HLED 202: Community Health Programs

HLED 324: Principles of Health

LEAD 110: Leadership in Health Evangelism

RELB 271: Religion & Health

RELP 320: Personal Evangelism (This will be replaced by MHLC 100: Mental Health Coaching which was recorded fall 2024.)

Master of Arts in Counseling Psychology and Wellness (online, synchronous via Zoom)

PSYC 506: Lifespan Development

PSYC 507: Moral Identity & Faith as a Counselor

PSYC 510: Christian Counseling & Psychotherapy: Basic Theories & Skills

PSYC 515: Advanced Counseling Theory

PSYC 518: Group Processes in Counseling

PSYC 520: Child & Adolescent Counseling

PSYC 522: Addictions Counseling & Treatment

PSYC 524: Counseling Diverse Populations

PSYC 530: Couples & Family Counseling: Post-Modern

PSYC 531: Christian Counseling & Psychotherapy: Advanced Techniques

PSYC 533: Assessment of Individuals, Couples, & Families

PSYC 540: Knowing God Better Through Career Development: Theories & Techniques

PSYC 550: Crisis & Trauma Counseling

PSYC 562: Research & Evaluation in Counseling

PSYC 564: Clinical Neuroscience & Psychopharmacology

PSYC 572: Psychopathology & Diagnostic Processes

PSYC 575: Human Sexuality & Sex Therapy

PSYC 589: Legal, Ethical, & Professional Issues in Counseling

PSYC 590: Practicum in Counseling I

PSYC 591: Practicum in Counseling II

**Background Information (number of programs offered by distance education; degree levels; FTE enrollment in distance education courses/programs; history of offering distance education; percentage growth in distance education offerings and enrollment; platform, formats, and/or delivery method)**

***Number of Programs Offered by Distance Education***

- Two (listed above): MA in Counseling Psychology and Wellness and Certificate of HEALTH Online

***FTE Enrollment in Distance Education Courses/Programs***

- MA in Counseling Psychology and Wellness
  - 6 students have graduated
  - 7 students are currently enrolled
  - 13 Total
  - Students are from California, Canada, Michigan, Tennessee, and Ireland.
- Certificate of HEALTH Online
  - 150 Total enrolled
  - 99 enrolled in a cohort in the Philippines
  - 51 other students enrolled (2 of these have finished)
  - 11 are taking for-credit, the rest are auditing

- 25 new students pending in admissions
- Students are from Arkansas, California, Florida, Georgia, Idaho, Illinois, Maryland, Minnesota, Missouri, Pennsylvania, Texas, Utah, Washington; Canada, Jamaica, Kenya, Palau, Rwanda, Tonga, United Kingdom, and Virgin Islands. (These locations fluctuate by term and are updated on the website.)

#### ***History of Offering Distance Education***

- Certificate of HEALTH Online started fall 2020
- MA in Counseling Psychology and Wellness started fall 2020

#### ***Percentage Growth in Distance Education Offerings and Enrollment***

- Growth in offerings is not applicable because no new programs have been offered online since fall 2020.
- A cohort of **99** joined spring 2020–2021 from the Philippines.

#### ***Platform, Formats, and/or Delivery Method***

Platform: All of the WEIMAR distance education programs are delivered on Canvas LMS.

- MA in Counseling Psychology and Wellness
  - A synchronous program in which courses are held via Zoom.
  - Courses are taught by faculty members in the Counseling, Psychology, and Wellness department.
- HEALTH Online Certificate Program
  - A self-paced, asynchronous program in which students watch recorded lectures as part of completing course work.
  - There is a “parent” class that all new students join. Any discussions a new student engages in will include submissions from students from an earlier term. This helps to facilitate the building of a community and provides a valuable resource for students.
  - A faculty member in the HEALTH department is assigned to monitor and assist students as they complete the self-paced program.

#### ***Nature of the Review (material examined and persons/committees interviewed)***

The review of the quality of the distance education program included all institutional exhibits related to distance education program delivery (including substantive change proposals); WSCUC resource documents for delivery of distance education programs; interviews with those involved with distance education (students, faculty, department chairs, IT staff, and administrators.)

#### ***Fit with Mission***

How does the institution conceive of distance learning relative to its mission, operations, and administrative structure?

- Through distance learning Weimar has expanded its capacity to engage one of its central goals—“To heal a hurting world.” The current online programs—HEALTH Certificate and MA Counseling—are both designed to prepare students to help “heal” others. By offering the programs online, students both nationally and internationally can participate. The Seventh Day Adventist Church is a global organization and so these programs are helpful to students outside



of the United States. Many of these international students do not have the resources or capacity to study on the Weimar campus and, frankly, the campus is not large enough to sustain in-person enrollment of all these students.

How are distance education offerings planned, funded, and operationalized?

- Planning for the programs was discussed above. Funding for the online course offerings comes through tuition paid by participants. Management is distributed between faculty members who teach and/or support student progress within the programs and the Technical Manager of Online Learning.

### ***Connection to the Institution***

How are distance education students integrated into the life and culture of the institution?

- Students in the MA in Counseling program visit campus one time toward the end of the program to participate in various first-hand experiences directly related to programmatic content. Students within the same cohort develop relationships with one another as they complete courses and other programmatic experiences. Otherwise, the students are not integrated directly into the on-campus Weimar community.
- Students in the HEALTH program are not required to visit campus. While the program is self-paced, the parent class described above and the faculty member that facilitates the program both offer students some degree of ability to create relationships and engage in the life and culture of Weimar.

### ***Quality of the DE Infrastructure***

Are the learning platform and academic infrastructure of the institution conducive to learning and interaction between faculty and students and among students?

- Canvas LMS is conducive to encouraging and facilitating interaction between faculty and students. Faculty post announcements in class. These are delivered to students as text messages or emails. Students can message their instructors in Canvas but most prefer to use email. Online students who participated in feedback sessions during the site visit said they also communicated with faculty members via phone.

Is the technology adequately supported?

- There is one full-time support personnel, the technical manager of online learning, who most commonly responds to support requests within 24 hours.

Are there back-ups?

- Canvas LMS has its own back-up system.

### ***Student Support Services***

What is the institution's capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality?

- Advising, counseling: This is done on an informal basis by email/phone by the director of HEALTH Online. Advising and counseling within the MA in Counseling program was not confirmed. However, students said they are in regular contact with faculty members who serve as advisors, and the course offerings seemed to be structured such that a student who regularly completed courses would be automatically on track to complete the degree.

- Library: A link to the library resources appears on the Canvas LMS main menu. Online students have access to support services at the campus library but have stated that they generally have not need to use it because faculty members provide students with necessary materials. A student said that in one instance the faculty member sent the student a book that was identified as necessary for a research paper.
- Computing services: The IT department maintains gigabit internet service to the campus which provides enough bandwidth to handle streaming multiple online sessions.
- Academic support: This is provided through the teaching assistant for the course or the program director online.

What do data show about the effectiveness of the services?

- The faculty and administration have access to course evaluations for the online courses.

### **Faculty**

Who teaches the courses, e.g., full-time, part-time, adjunct?

- For HEALTH Online Certificate, it is a combination of full-time and adjunct. For MA in Counseling, teachers are full-time and adjunct.

Do they teach only online courses?

- One faculty member in the MA in Counseling program teaches only online via Zoom. One faculty, an adjunct in the HEALTH Online, teaches only online. Other faculty teach in-person as well as online.

In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution?

- Faculty members have all spent time on the campus and are included in faculty/staff emails.

How are faculty involved in curriculum development and assessment of student learning?

- The instructors are aware of the overall program objectives and develop their own syllabi using a Weimar template and considering any previous course syllabi.

How are faculty trained and supported to teach in this modality?

- No special initiatives to train faculty who teach online were identified.

### **Curriculum and Delivery**

Who designs the distance education programs and courses?

- The vice president for academic affairs is involved in designing distance education programs and courses.
- Faculty members within the program are also involved in course design.

How are they approved and evaluated?

- The Academic Affairs Committee evaluates and approves courses and programs.

Are the programs and courses comparable in content, outcomes, and quality to on-ground offerings? (Submit credit hour report.)

- Certificate in HEALTH Online: In SIS (Populi), both the online program and on-campus program have 15 credits and contain the same list of courses (see Course Groups below). Most, if not all,

students in the online HEALTH program audit courses and do not earn the HEALTH certificate. Weimar attributes this to expectations of the program that are difficult to complete if not attending in-person.

- MA in Counseling: Only offered via Zoom, therefore, there is no on-ground program to use for comparison.

### ***Faculty Initiated Regular and Substantive Interaction***

How does the institution ensure compliance with the federal expectation for “faculty-initiated, regular and substantive interaction”?

- In HEALTH Online, a teaching assistant for the courses and conducts Zoom meetings with students but not on a regular basis.
- In the MA in Counseling program, faculty members have regular and substantive interaction with the students through the regular, synchronous course meetings.

How is compliance monitored?

- It does not appear to be currently monitored.

What activities count as student/instructor substantive interaction?

- Zoom meetings between students and program director/teaching assistant.
- Group discussion boards also demonstrate substantive interaction between student and faculty.

### ***Academic Engagement***

How does the institution ensure compliance with the federal expectation for “Academic Engagement”?

How is compliance monitored? What activities contribute to academic engagement?

- In the HEALTH Online program, a program faculty member handles all academic interactions with students. The original instructor (who created the asynchronous course lectures) is not directly involved with students.
- In the MA Counseling program, synchronous class meetings and discussion boards provide the faculty member regular opportunities to ensure students meet expectations for academic engagement. Faculty members are overseen by department chairs, the vice president for academic affairs, and, ultimately, the president of Weimar.

### ***State Licensure Requirements***

Describe, as appropriate, the institution’s process for disclosing to students how state licensure requirements are met by distance education programs, whether licensure requirements are not met by programs, or whether the institution has not determined where licensure requirements are met by the programs.

- The following excerpts are taken from various pages of Weimar’s 2024–2025 Academic Bulletin.

Page 35: The Department of Psychology offers a Masters of Arts in Counseling Psychology and Wellness, a two-year graduate program of study which will prepare students for licensure in California as a Licensed Marriage and Family Therapist (LMFT) or a Licensed Professional Clinical Counselor (LPCC).

Page 38: MA in Counseling Psychology and Wellness. In preparation for licensure within the state of California for either a Licensed Marriage and Family Therapist (LMFT) and/or a Licensed Professional Clinical Counselor (LPCC)

Page 39: Specifically, the MA program is designed to meet the educational requirements of the state of California, as approved by the Board of Behavioral Sciences (BBS), and allows students to receive licensure as a Licensed Marriage and Family Therapist (LMFT) and/or a Licensed Professional Clinical Counselor (LPCC) within the state of California.

Page 40: The program will prepare students who wish to either pursue licensure as either a LMFT or LPCC (or both), or just gain a 2-year degree in counseling training. The graduate in the MA of Counseling Psychology and Wellness will be trained to be a dedicated professional but will also appreciate the value of unselfish Christlike service to humanity.

Page 43: Exit Examination. The National Clinical Mental Health Counselor Examination (NCMHCE) will be used as an exit examination for all students in the Counseling Psychology and Wellness, MA program at Weimar University; this examination will be administered by the National Board for Certified Counselors (NBCC). The Board of Behavioral Sciences (BBS), the board that licenses all therapists for the state of California, has adopted the NCMHCE as the licensure examination for California LPCC. Therefore, this experience will allow students exposure to the examination prior to taking the examination for licensure. According to the NBCC website, “the NCMHCE consists of 10 simulated clinical mental health counseling cases. The simulations assess clinical problem-solving ability, including identifying, analyzing, diagnosing and treating clinical issues. It specifically assesses an examinee’s ability to gather appropriate data for decision-making and the ability to utilize that data to make judgments and decisions to solve clinical problems. Weimar University Counseling Psychology and Wellness students will be required to take the NCMHCE examination prior to graduation; however, passing this examination is not a requirement for graduation.

- There is no licensure associated with Certificate in HEALTH Online.

***Student Identification Verification and Privacy.***

What is the institution’s process for student verification, e.g., a secure login and pass code, proctored examinations, and/or other technologies or practices that are effective in verifying student identification?

- Weimar’s Canvas LMS uses Populi (the university’s student information system) to authenticate students. Populi uses passwords and two-factor-authentication although this is not enforced for every student’s account. For proctored examinations, Weimar uses ProctorU for HEALTH Online examinations which asks for a government-issued photo ID during setup. Proctoring is not clear for the MA in Counseling administers examinations.

What precautions are taken by the institution to protect technology from cyber security intrusions on its or outsourced systems?

- From <https://www.instructure.com/trust-center/security>: Instructure’s products (including Canvas LMS) are designed to make full use of AWS security tools and services including AWS WAF, Shield, GuardDuty, Security Groups, KMS, and more.

Are additional student charges associated with the verification of student identity disclosed at the time of registration or enrollment?

- Not currently.

**Retention and Graduation.**

What data on retention and graduation are collected on students taking online courses and programs?

- Retention and graduation data are retained in Weimar’s school information system, Populi. Populi can report the time of last login to see if the student is active or not. When students complete the last course in the HEALTH Online program, they contact their advisor, who arranges for a certificate to be generated by the registrar, who then confirms program completion.

What do these data show? What disparities are evident?

- Only 2 out of 51 students have graduated—earned the certificate—from the HEALTH Online program. Most online students audit the courses in the program. This is largely due to programmatic expectations that are challenging to complete if not an in-person student. Students are made aware of these expectations prior to enrollment and seem to be satisfied with auditing the program.
- The MA in Counseling has had two students not drop from the program. As there is no comparable in-person program, disparities between in-person and on-line cannot be identified.

Are rates comparable to on-ground programs and to other institutions’ online offerings?

- Retention for the on-ground (4-month) Certificate in HEALTH is very low.
- The MA in Counseling is only offered online; thus, no comparison is available.

If any concerns exist, how are these being addressed?

- This concern of low retention rates has been noticed for HEALTH Online. The program director is contacting each inactive student individually to find what the issue is and how to encourage program completion.

**Student Learning**

How does the institution assess student learning for online programs and courses? Is this process comparable to that used in on-ground courses?

- The assessment process for online and in-person students in the HEALTH program is the same.
- MA in Counseling is only offered online. The mode of assessment varies by course and faculty member.

What are the results of student learning assessment? How do these compare with learning results of on-ground students, if applicable, or with other online offerings?

- In Certificate in HEALTH, there is a course Principles of Health which is notoriously difficult. Here is the analysis of on-ground versus online for the final examination.

	High score	Low score	Mean
On-ground	97%	48%	79%
Online	92%	60%	72%

**Contracts with Vendors**

Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses? If so, do these comport with the policy on Agreements with Unaccredited Entities?

- For distance education courses and programs, Weimar does not contract with outside vendors.

### ***Quality Assurance Processes***

How are the institution's quality assurance processes designed or modified to cover distance education?

- When developing HEALTH Online, course material passed through several review processes which included a broad range of faculty and industry experts, students, and other interested parties. Demand for the program continues to be high, demonstrating quality. Students in focus groups expressed their appreciation for the program.
- A formal comprehensive program review process is used for all programs, including those offered through distance education.

What evidence is provided that distance education programs and courses are educationally effective?

- As academic programs offered by Weimar, the HEALTH and Counseling programs have identified Program Student Learning Outcomes (PSLOs) that are regularly assessed. The programs also participate in an annual review process as well as a comprehensive six-year review process. These programs also contribute to the Institutional Student Learning Outcomes (ISLOs) that are also assessed on a regular cycle.
- Further evidence of educational effectiveness, graduates and program completers have made good use of their training. Former students are making a difference in the lives of those they coach toward optimal health (HEALTH Online program) and through Christ-centered counseling (MA in Counseling). While most of this evidence is gathered from the reflections of alumni and so qualitative in nature, it attests to the effectiveness of the programs.
- End of course evaluations are given and are used to gather feedback from students. These data suggest courses in the programs are, from the perspective of students, effective.

### ***Plans for Future Development of Online Courses***

- Since the HEALTH Online went live in fall 2020, 21 other courses have been recorded. These include a mixture of general education and religion courses.
- For spring 2025, an Instructional Design class will be taught, allowing the instructors (content experts) to further develop their online course. The goal is to have at least five new courses ready to go live by June 2025.
- These courses are not new; rather, they are online versions of courses taught in-person on-campus; courses that are part of Weimar's currently accredited program.

### ***Delivery of new courses***

- Courses will be offered as stand-alone, single-courses. Students interested in dual-enrollment courses are one of the target audiences these courses will pursue.
- Weimar is also considering how to develop combinations of these courses into certificate programs that will be mission aligned and desirable in the market space. For example, a Certificate in Bible Work is being discussed. A Bible worker is a person that assists a church full-time in evangelism. Other certificates may be formed with different combinations of courses.

### ***State Authorization***

Since Weimar resides in a non-NC-SARA member state, the university is required to secure authorization for distance education from each non-California state. Currently, Weimar has (or had previously) secured authorization for Arizona, Arkansas, California, Colorado, Florida, Hawaii, Idaho, Illinois, Louisiana, Michigan, Mississippi, Missouri, Nebraska, New Jersey, Ohio, Oklahoma, South Carolina, South

Dakota, Tennessee, Texas, Vermont, Washington, West Virginia, and the Virgin Islands. The university currently has online students residing in 15 non-California states.

The university has identified four current students living in states in which Weimar has not yet secured authorization. These include: Georgia—looking into exemption (one audit student); Maryland—previously did not require authorization (one audit student); Minnesota—started application for authorization (one for-credit student); and Utah—possible religious exemption (one student).

The university is working to rectify this through several avenues including working directly with the state to gain approval or to gain an exemption. Should these efforts not be fruitful, Weimar will notify the student and take appropriate steps to comply. Weimar is also working to ensure this situation does not occur again by ensuring the website appropriately notifies prospective students of limitations to enrollment based on state of residence and ensuring the admissions office restricts online applicants from non-authorized states.

**APPENDIX C. OFF-CAMPUS LOCATIONS REVIEW.** Not applicable.



**APPENDIX D. COMPLIANCE WITH 2023 WSCUC STANDARDS WORKSHEET**

**Compliance with 2023 WSCUC Standards Worksheet**

This worksheet is submitted as an appendix by the institution as part of the institutional report. The third column of the worksheet asks the institution for evidence. The cells in the second column provide some examples as to what type(s) of evidence an institution might provide. Note that institutions may provide different evidence than these examples, depending on their mission, structure, organization, and functioning. Evidence may take one of the following five forms, and references to this information should be entered in the cells in the third column:

1. A link to a webpage on the institution’s website (**specific link**) OR
2. A reference to page(s) of the institutional report or appendix (**the exact page number(s) of the report or appendix on which the evidence appears**) OR
3. A reference to specific sections of an institution’s handbook, manual, or guide (**exact page numbers or attach PDFs of the relevant material, and specify the name of the document**) OR
4. A reference to an attachment that is included with the worksheet upon submission, with the materials as specified in the cell, e.g., “List of professional accreditation agencies” (**specific name of the attachment**) OR
5. A reference to a specially written attachment that is included with the worksheet upon submission, e.g., “Up to one page description of…” (**specific name of the attachment**). The Commission expects that specially written attachments will not exceed 20 pages in total.

Institutional Information
Institution: <b>Weimar University</b> Date of Submission: <b>02/19/2024</b> Institutional Contact Name and Email: <b>Christina Harris, Ph.D., <a href="mailto:charris@weimar.edu">charris@weimar.edu</a></b>
<b>*Legend for verification by WSCUC team members: Standard 1. Diana Demetrulias (DD); Standard 2. Jana Remy (JR); Standard 3. Pamela Pressley (PP); Standard 4. Tim Loomer (TL). Overall verification by David Goatley, Team Chair. Completed 11/21/2024</b>

<b>Standard 1. Defining Institutional Mission and Acting with Integrity</b>			
<i>The institution defines its mission and establishes educational and student success objectives aligned with that mission. The institution has a clear sense of its essential values, culture, and distinctive elements, and its contributions to society and the public good. It promotes the success of all students and makes explicit its commitment to diversity, equity, and inclusion. The institution functions with integrity and transparency.</i>			
Criteria for Review (1)	Examples of Evidence (2)	Evidence Provided (3)	Team Verification (4)
<b>Institutional Purposes</b>			
1.1 The institution’s mission and other statements of purpose are appropriate for an institution of higher education and clearly define its essential values, culture, and ways the institution contributes to society and the public good.	Institution webpage for Mission Statement or other statements of institution purpose.	<b>Mission Statement - <a href="https://weimar.edu/about-us/mission-statement/">https://weimar.edu/about-us/mission-statement/</a> Core Values - <a href="https://weimar.edu/about-us/">https://weimar.edu/about-us/</a></b>	Verified (DD)*

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		<a href="https://weimar.edu/about-us/public-good/">Public Good - https://weimar.edu/about-us/public-good/</a> <a href="#">Appendix B.1.2 – WU Contribution to the Public Good</a>	
1.2 Consistent with its purposes and character, the institution defines and acts with intention to advance diversity, equity, and inclusion in all its activities, including its goal setting, policies, practices, and use of resources, across academic, student support, and co-curricular programs and services.	Diversity, equity, and inclusion policies), plans, statements, and/or activities. Human resources policies. Student, staff, and/or faculty handbooks.	<a href="#">CFR 1.2 – DEI Explanation</a> <a href="#">CFR 1.2 – Academic Bulletin – Diversity Statement</a> <a href="#">CFR 1.2 – DEI HR Policy</a> <a href="#">CFR 1.2 – International Sabbath Flyer</a> <a href="#">CFR 1.2 – International Food Fair Flyer</a> <a href="#">CFR 1.2 – WU DEI Statement</a>	Verified (DD)

Criteria for Review (1)	Examples of Evidence (2)	Evidence Provided (3)	Team Verification (4)
<b>Integrity and Transparency</b>			
1.3 The institution operates with integrity and transparency in its operations, and truthfully and clearly represents its academic goals, programs, requirements, services, and costs.	Institution webpages or factbook. Course or program catalog where relevant information occurs.	<a href="#">Academic Bulletin</a> <a href="#">CFR 1.3 – Academic Bulletin – Costs</a> <a href="#">CFR 1.3 – Academic Bulletin – Programs/Requirements</a> <a href="#">CFR 1.3 – Student Handbook – Services</a> <a href="#">Financial Information Overview</a> <a href="#">Student Handbook</a>	Verified (DD)
1.4 The institution maintains appropriate operating policies and business procedures including timely and fair responses to complaints and grievances.	Student, staff, and/or faculty handbooks. Policies regarding operations, student conduct, financial aid refunds, etc. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.)	<a href="#">CFR 1.4 – Campus Life and Working Policy HB – Grievance Policy</a> <a href="#">Student Complaints</a> <a href="#">CFR 1.4 – Student Conduct – Citizenship Policy</a> <a href="#">CFR 1.4 – Student Rights – Grievance Policy</a> <a href="#">CFR 1.4 – Tuition Refund Policy</a>	Verified (DD)
1.5 The institution treats faculty, staff, administrators, and students equitably by adhering to its published policies and procedures.	Student, staff, and/or faculty handbooks. Policies regarding operations, student conduct, financial aid refunds, etc. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.)	<a href="#">Student Handbook</a> <a href="#">Academic Bulletin</a> <a href="#">CFR 1.5 – Campus Life and Working Policy HB</a> <a href="#">CFR 1.5 – Employee Handbook</a> <a href="#">CFR 1.5 – Student Conduct – Citizenship Policy</a> <a href="#">CFR 1.5 – Student Rights – Grievance Policy</a> <a href="#">CFR 1.5 – Tuition Refund Policy</a>	Verified (DD)
1.6 The institution maintains, publishes, and adheres to policies on academic freedom.	Academic Freedom Statement. Faculty handbook.	<a href="#">CFR 1.6 – Academic Freedom Statement</a>	Verified (DD)

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1.7 The institution communicates about important issues with its constituents.	Institution webpage or other sample communications.	<a href="https://weimar.edu/news/">https://weimar.edu/news/</a> <a href="https://www.instagram.com/weimaruniversity/">https://www.instagram.com/weimaruniversity/</a> <a href="https://www.youtube.com/@WeimarUni">https://www.youtube.com/@WeimarUni</a> <a href="https://www.facebook.com/weimaruniversity">https://www.facebook.com/weimaruniversity</a> <a href="#">CFR 1.7 – VPAA Weekly Update – Sample</a>	Verified (DD)
1.8 The institution is committed to honest and open communication with the Commission and to undertaking the accreditation review process with seriousness and candor. The institution abides by Commission policies and procedures and informs the Commission promptly of any matter that could affect the accreditation status of the institution.	Cover page signed by the CEO accompanying the institutional report indicating adherence to WSCUC expectations.	<a href="#">CFR 1.8 – WU Compliance Agreement</a>	Verified (DD)

**Standard 2: Achieving Educational Objectives and Student Success**

*The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.*

Criteria for Review (1)	Examples of Evidence (2)	Evidence Provided (3)	Team Verification (4)
<b>Degree Programs</b>			
2.1 The institution's degree programs are appropriate in content, educational objectives, and standards of performance relevant to the level of the degree. All degrees are defined in terms of entry requirements and levels of student achievement necessary for graduation.	List of professional accreditation agencies. Marketing and recruitment materials. Institution webpages or factbook. Course or program catalog.	<a href="#">Graduate Programs</a> <a href="#">Undergraduate Programs</a> <a href="#">CFR 2.1 – Academic Bulletin – Admissions</a> <a href="#">CFR 2.1 – Academic Bulletin – Programs/Requirements</a> <a href="#">CFR 2.1 – Academic Programs – Brochure</a> <a href="#">CFR 2.1 – ACEN accreditation – ASN</a> <a href="#">CFR 2.1 – ACEN accreditation – BSN</a> <a href="#">CFR 2.1 – Bachelor of Music BM – Brochure</a> <a href="#">CFR 2.1 – BMW MA – Brochure</a> <a href="#">CFR 2.1 – Business Administration BBA – Brochure</a> <a href="#">CFR 2.1 – Christian Education BA – Brochure</a>	Verified (JR)

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		<p><a href="#">CFR 2.1 – Christian Interdisciplinary BA – Brochure</a>  <a href="#">CFR 2.1 – CPW MA – Brochure</a>  <a href="#">CFR 2.1 – Natural Science BS – Brochure</a>  <a href="#">CFR 2.1 – Nursing AS – Brochure</a>  <a href="#">CFR 2.1 – Religion-Theology BA – Brochure</a></p>	
<p>2.2 Degree programs engage students in an integrated course of study of sufficient breadth and depth. These programs ensure the development of core and professional competencies relevant to the level of the degree.</p>	<p>Program descriptions and requirements. Webpage(s) or one page description of breadth requirements, general education program, and/or professional competency requirements.</p>	<p><a href="#">CFR 2.2 – Academic Bulletin – GE Requirements</a>  <a href="#">CFR 2.2 – Academic Bulletin – Programs/Requirements General Education -   <a href="https://weimar.edu/academics/general-education/">https://weimar.edu/academics/general-education/</a></a>  <a href="#">Graduate Programs -   <a href="https://weimar.edu/academics/graduate-departments/">https://weimar.edu/academics/graduate-departments/</a></a>  <a href="#">Undergraduate Programs -   <a href="https://weimar.edu/academics/academic-departments/">https://weimar.edu/academics/academic-departments/</a></a></p>	<p>Verified (JR)</p>
<p>2.3 The institution clearly identifies and effectively implements student learning outcomes and expectations for achievement. These outcomes and expectations are reflected in and supported by academic programs, policies, and curricula, and provide the framework for academic advising, student support programs and services, and information and technology resources.</p>	<p>Program descriptions and requirements. Academic advising webpage(s).</p>	<p><a href="#">CFR 2.3 – Academic Advising Handbook</a>  <a href="#">CFR 2.3 – Academic Bulletin – GE Requirements</a>  <a href="#">CFR 2.3 – Academic Bulletin – Programs Major-Requirements</a>  <a href="#">CFR 2.3 – Institutional - Program SLOs</a>  <a href="#">CFR 2.3 – Student Handbook – Services</a>  <b>Student Success -   <a href="https://weimar.edu/student-services/student-success/">https://weimar.edu/student-services/student-success/</a></b>  <b>Graduate Programs   <a href="https://weimar.edu/academics/graduate-departments/">https://weimar.edu/academics/graduate-departments/</a></b>  <b>Institutional SLOs   <a href="https://weimar.edu/academics/institutional-student-learning-outcomes/">https://weimar.edu/academics/institutional-student-learning-outcomes/</a></b>  <b>Student Services   <a href="https://weimar.edu/student-services/">https://weimar.edu/student-services/</a></b>  <b>Undergraduate Programs -   <a href="https://weimar.edu/academics/academic-departments/">https://weimar.edu/academics/academic-departments/</a></b></p>	<p>Verified (JR)</p>

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<p>2.4 The institution conducts periodic reviews of its degree programs. The program review process includes analysis of student achievement of the program's learning outcomes.</p>	<p>Program Review webpage(s) showing process and outcomes. Three to five examples of program reviews from a representative sample of degrees.</p>	<p><b>Canvas Assessment</b>  <a href="https://weimar.instructure.com/login/canvas">https://weimar.instructure.com/login/canvas</a>,          username: wscuc          password:          24!wscucWeimar  <a href="#">CFR 2.4 – General Education CPR 2020</a>  <a href="#">CFR 2.4 – Natural Science CPR 2018</a>  <a href="#">CFR 2.4 – Natural Science CPR 2023</a>  <a href="#">CFR 2.4 – Program Assessment – CPR Timeline</a>  <a href="#">CFR 2.4 – Religion Program CPR 2019</a>  <b>Institutional Research -</b>  <a href="https://weimar.edu/institutional-improvement/">https://weimar.edu/institutional-improvement/</a></p>	<p>Verified (JR)</p>
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Criteria for Review (1)	Examples of Evidence (2)	Evidence Provided (3)	Team Verification (4)
<b>Faculty</b>			
<p>2.5 The institution has faculty with the capacity and scale to design and deliver the curriculum and to evaluate, improve, and promote student learning and success.</p>	<p>Numbers and qualifications of faculty and relationship to numbers of students (see WSCUC KID, as appropriate). Up to one page description about why the faculty are sufficient to meet the CFR.</p>	<p><a href="#">CFR 2.5 – Faculty-Staff Description</a></p>	<p>Verified (JR)</p>
<p>2.6 The faculty exercise effective academic leadership and act consistently to ensure that the quality of academic programs and the institution's educational purposes are sustained.</p>	<p>Faculty governance committees, bylaws, and/or policies.</p>	<p><a href="#">CFR 2.6 – Shared Governance Model</a></p>	<p>Verified (JR)</p>
<p>2.7 The faculty are responsible for creating and evaluating student learning outcomes and establishing standards of student performance.</p>	<p>Assessment webpage(s). Up to one page description of assessment infrastructure indicating role of faculty.</p>	<p><b>Program Assessment -</b>  <a href="https://weimar.edu/institutional-improvement/">https://weimar.edu/institutional-improvement/</a>  <a href="#">CFR 2.7 – Assessment System Description</a>  <b>Canvas Assessment</b>  <a href="https://weimar.instructure.com/login/canvas">https://weimar.instructure.com/login/canvas</a>, username: wscuc          password:          24!wscucWeimar</p>	<p>Verified (JR)</p>
<p>2.8 The institution has clear expectations for faculty research, scholarship, and creative activity that are</p>	<p>Policies related to faculty research, evaluation, promotion, and tenure.</p>	<p><a href="#">CFR 2.8 – Faculty Evaluation Form</a>  <a href="#">CFR 2.8 – Rank &amp; Promotion Process</a></p>	<p>Verified (JR)</p>

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commensurate with the mission and degree portfolio.		<a href="#">CFR 2.8 – Teaching Evaluation Form</a> <a href="#">CFR 2.8 – WU Symposium</a>	
<b>Student Learning and Performance</b>			
1.9 The institution demonstrates that graduates consistently achieve stated learning outcomes and standards of performance. Faculty evaluate student work in terms of stated learning outcomes.	Three to five examples of assessment reports evidencing student achievement from a representative sample of degrees.	<a href="#">CFR 2.9 – Christian Education Program Assessment</a> <a href="#">CFR 2.9 – General Education Assessment (Core)</a> <a href="#">CFR 2.9 – Natural Science BS Assessment</a> <a href="#">CFR 2.9 – Religion BA Assessment</a>	Verified (JR)
2.10 The institution demonstrates that students make reasonable progress toward and complete their degrees in a timely manner.	Retention and disaggregated graduation data for at least four years (see WSCUC KID, as appropriate).	<a href="#">Graduation Data</a> <a href="#">CFR 2.10 – Graduation-Retention Analytics</a>	Verified (JR)
2.11 The institution monitors and analyzes the success of its students following graduation.	Post-graduation outcomes data (see WSCUC KID, as appropriate). Job and/or graduate school placement data. Alumni survey results and analysis.	<a href="#">CFR 2.11 – Natural Science BS Alumni Survey</a> <a href="#">CFR 2.11 – Natural Science BS Data Sheet</a> <a href="#">CFR 2.11 – Nursing AS Alumni Survey</a> <a href="#">CFR 2.11 – Nursing AS-BSN Placement Data</a> <a href="#">CFR 2.11 – WU 2023 Alumni Survey</a>	Verified (JR)
<b>Student Support</b>			
2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, accurate, and complete information and advising about academic requirements.	Advising webpage(s). Up to one page description of advising at the institution.	<a href="#">CFR 2.12 – Academic Advising Handbook</a> <b>Student Success -</b> <a href="https://weimar.edu/student-services/student-success/">https://weimar.edu/student-services/student-success/</a>	Verified (JR)
2.13 The institution offers student support and co-curricular programs and services sufficient in nature, scope, and capacity to promote all students' academic, personal, and professional development.	Student programs and services webpage(s). Student survey results regarding services. Up to one page description of a sample of student support and co-curricular programs and services.	<a href="#">CFR 2.13 – Campus Climate 2 Survey – Fall 2021</a> <a href="#">CFR 2.13 – Description – Support and Co-Curricular Programming</a> <a href="https://weimar.edu/student-services/">https://weimar.edu/student-services/</a> <b>Student Association -</b> <a href="https://sa.weimar.edu/">https://sa.weimar.edu/</a> <b>Work Education -</b> <a href="https://weimar.edu/student-services/work-education/">https://weimar.edu/student-services/work-education/</a>	Verified (JR)

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<p>2.14 The institution assesses the effectiveness of its student support and co-curricular programs and services and uses the results for improvement.</p>	<p>Three to five examples of reviews from a representative sample of student support and co-curricular programs and services.</p>	<p><a href="#">CFR 2.14 – Enrollment Management Assessment</a>  <a href="#">CFR 2.14 – Library Assessment</a>  <a href="#">CFR 2.14 – Registrar’s Office Assessment</a>  <a href="#">CFR 2.14 – Student Services Assessment</a>  <a href="#">CFR 2.14 – Student Success Assessment</a></p>	<p>Verified (JR)</p>
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**Standard 3. Assuring Resources and Organizational Structures**  
*The institution achieves its educational and student success objectives through investments in human, physical, fiscal, technology, and information resources within appropriate organizational and decision-making structures, and consistent with its explicit commitment to diversity, equity, and inclusion.*

Criteria for Review (1)	Examples of Evidence (2)	Evidence Provided (3)	Team Verification (4)
<b>Faculty, Staff, and Administrators</b>			
<p>3.1 The institution employs faculty, staff, and administrators sufficient in scale, professional qualifications, and background to achieve the institution’s educational and student success objectives, to propose and oversee policy, and to ensure the integrity of its academic, student support, and co-curricular programs and services and administrative processes.</p>	<p>Number and characteristics of full time and part time faculty, staff, and administrators (see WSCUC KID, as appropriate). Hiring policies. Up to one page description about why personnel are sufficient to accomplish objectives.</p>	<p><a href="#">CFR 3.1 – Description – Faculty-Staff</a>  <a href="#">CFR 3.1 – HR Hiring Policies</a></p>	<p>Verified (PP)</p>
<p>3.2 Faculty, staff, and administrator recruitment, hiring, and orientation practices and workload expectations are aligned with institutional mission and priorities. The institution examines the extent to which its climate supports faculty, staff, and administrators and acts on its findings.</p>	<p>Recruitment, hiring, and workload policies. Campus climate survey results and analysis. Up to one-page description of how the institution examines its climate.</p>	<p><a href="#">CFR 3.2 – Description – Campus Climate</a>  <a href="#">CFR 3.2 – Employee Climate Analysis – 2019</a>  <a href="#">CFR 3.2 – Employee Climate Analysis – 2023</a>  <a href="#">CFR 3.2 – Faculty Handbook - Load</a>  <a href="#">CFR 3.2 – HR Hiring Policies</a></p>	<p>Verified (PP)</p>
<p>3.3 The institution provides professional development and evaluation for faculty, staff, and administrators.</p>	<p>Faculty, staff, and administrator policy, manual or handbook. Professional development webpage(s).</p>	<p><a href="#">CFR 3.3 – Employee Development Policy</a>  <a href="#">CFR 3.3 – Faculty Development Policy</a>  <b>Canvas Professional Development</b>  <a href="https://weimar.instructure.com/login/canvas">https://weimar.instructure.com/login/canvas</a>, username: wscuc  password:  24!wscucWeimar</p>	<p>Verified (PP)</p>

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<b>Fiscal, Physical, Technology, and Information Resources</b>			
3.4	Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource allocation is aligned with evidence-based educational and student success objectives consistent with operational and strategic planning.	Up to one page description of budget process reflecting level of integration and alignment of resources and objectives. Current and prior year(s) budget(s) (planned vs. actuals) aligned with enrollment.	<a href="#">CFR 3.4 – Annual Report Data 2015-2022</a> <a href="#">CFR 3.4 – Description – Budget Process</a> <a href="#">CFR 3.4 – Enrollment Management Plan</a> <a href="#">CFR 3.4 – Financial Budgeting 5-Year w Enrollment Projections</a> <a href="#">CFR 3.4 – Previous Year’s Budget</a>
3.5	The institution is financially stable and has resources sufficient to ensure long-term sustainability. The institution has unqualified or unmodified independent financial audits.	Financial audits for last two years. Prior year, current year, and next year budgets.	<a href="#">CFR 3.5 – 6.30.2021 Audit Report</a> <a href="#">CFR 3.5 – 6.30.2022 Audit Report</a> <a href="#">CFR 3.5 – 2022-2023 Budget</a> <a href="#">CFR 3.5 – 2023-2024 Budget</a> <a href="#">CFR 3.5 – Financial Budgeting 5-Year w Enrollment Projections</a>

<b>Criteria for Review (1)</b>	<b>Examples of Evidence (2)</b>	<b>Evidence Provided (3)</b>	<b>Team Verification (4)</b>
3.6	The institution provides physical, technology, information, and other resources sufficient in scope, quality, currency, and kind to support the work of its faculty, staff, administrators, and students.	Up to one page description of sufficiency of physical, technology, information, and other resources.	<a href="#">CFR 3.6 – Description - Resources</a>

<b>Organizational Structures and Decision-Making Processes</b>			
3.7	The institution operates with appropriate autonomy governed by an independent board or similar authority that is responsible for mission, integrity, and oversight of planning, policies, performance, and sustainability. The governing board selects and evaluates the chief executive officer.	Board policy, bylaws, or similar that defines the relationship with supported or affiliated entities and defines responsibilities of members.	<a href="#">CFR 3.7 – WU Board By-Laws</a> <a href="#">CFR 3.7 – WU Board Policies</a>
3.8	The board members have a range of backgrounds, knowledge, and skills to carry out their responsibilities.	Board members' names and affiliations with committee assignments. Board minutes for the last two years.	<a href="#">CFR 3.8 – 2022 Board Minutes (file)</a> <a href="#">CFR 3.8 – 2023 Board Minutes (file)</a> <a href="#">CFR 3.8 – Board Agenda Items</a> <a href="#">CFR 3.8 – Board Members</a> <a href="#">CFR 3.8 – Board Votes 2019-2023</a> <a href="#">Board Members -  <a href="https://weimar.edu/academics/board-of-directors/">https://weimar.edu/academics/board-of-directors/</a></a>



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3.9 The institution has sufficient and qualified leadership capacity at all levels, characterized by integrity, appropriate responsibility, high performance, and accountability.	Webpage(s) showing leadership organization, structure, function, etc. Up to one page description of how leadership is evaluated.	<a href="#">CFR 3.9 – Leadership Evaluation Description</a> <a href="#">CFR 3.9 – Organizational Chart</a> <a href="#">CFR 3.9 – Performance Review Form</a> <a href="#">CFR 3.9 – Self-Evaluation Form</a> <a href="#">Faculty-Leadership Structure</a> - <a href="https://weimar.edu/academics/faculty-directory/">https://weimar.edu/academics/faculty-directory/</a>	Verified (PP)
3.10 Data are regularly and systematically disseminated internally and externally, and analyzed, interpreted, and applied in institutional decision-making.	Institutional research webpage(s). Up to one-page description of how data are used in institutional decision-making.	<a href="#">CFR 3.10 – Assessment and Institutional Research Handbook</a> <a href="#">CFR 3.10 – Description of Institutional Research</a> <a href="#">Institutional Research</a> - <a href="https://weimar.edu/institutional-improvement/">https://weimar.edu/institutional-improvement/</a>	Verified (PP)
3.11 The institution’s organizational structures and decision-making processes are clearly defined, consistent, and transparent, support effective decision-making and risk management, and place priority on sustaining institutional resilience and educational effectiveness.	Organizational chart(s). Up to one page description of risk-management studies, plans, implementation, and/or analysis.	<a href="#">CFR 3.11 – Description - Risk Management</a> <a href="#">CFR 3.11 – Organizational Chart</a>	Verified (PP)

**Standard 4. Creating an Institution Committed to Quality Assurance and Improvement**

*The institution engages in sustained, evidence-based, and participatory reflection about how effectively it is accomplishing its mission, achieving its educational and student success objectives, and realizing its commitment to diversity, equity, and inclusion. The institution envisions its future in light of the changing environment of higher education. These activities inform both institutional planning and systematic evaluations of educational effectiveness.*

Criteria for Review (1)	Examples of Evidence (2)	Evidence Provided (3)	Team Verification (4)
<b>Quality Assurance Processes</b>			
4.1 The institution employs comprehensive quality assurance processes in both academic and non-academic areas and uses the results to improve institutional operations.	Academic and non-academic quality assurance and evaluation webpage(s). Up to one page description of quality assurance infrastructure and improvement results.	<a href="#">CFR 4.1 – Quality Assurance Description</a> <a href="#">Canvas Program Assessment</a> <a href="https://weimar.instructure.com/login/canvas">https://weimar.instructure.com/login/canvas</a> username: wscuc password: 24!wscucWeimar <a href="#">Institutional Research</a> - <a href="https://weimar.edu/institutional-improvement/">https://weimar.edu/institutional-improvement/</a>	Verified (TL)

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4.2 The institution collects, analyzes and acts on disaggregated student outcomes data including retention and graduation rates.	Student achievement webpage(s). Retention and disaggregated graduation data for at least four years. IPEDS Outcome Measures disaggregated by freshmen and transfer students (see WSCUC KID, as appropriate).	<a href="#">Graduation Data</a> <a href="#">CFR 4.2 – Graduation-Retention Analytics</a>	Verified (TL)
4.3 The institution examines the extent to which its climate supports student success and acts on its findings. The institution regularly assesses the characteristics, experiences, and performance of its students and uses this evidence to improve student success.	Recent climate survey results and analysis. Up to one page description of how climate is assessed and results used.	<a href="#">CFR 4.3 – Campus Climate 2 Survey – Fall 2021</a> <a href="#">CFR 4.3 – Campus Climate 1 Survey – Fall 2023</a> <a href="#">CFR 4.3 – Campus Climate Description</a>	Verified (TL)
4.4 The institution has institutional research capacity, scope, and coordination consistent with its purposes and characteristics.	Institutional research webpage (s). Up to one page description of institutional research capacity.	<a href="#">CFR 4.4 – Institutional Research Capacity</a> <a href="https://weimar.edu/institutional-improvement/">Institutional Research - https://weimar.edu/institutional-improvement/</a>	Verified (TL)
<b>Institutional Improvement</b>			
4.5 The institution demonstrates improvement based on the results of inquiry, evidence, and evaluation.	Three to five examples of improvements that arose from quality assurance practices.	<a href="#">CFR 4.5 – QA Improvements</a>	Verified (TL)
4.6 The institution, with significant faculty involvement, engages in continuous inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the institution’s standards of performance are being achieved.	Teaching and learning webpage(s). Up to one page description of how faculty are involved in the use of assessment results to improve student learning and success.	<a href="#">Canvas Professional Development</a> <a href="https://weimar.instructure.com/login/canvas">https://weimar.instructure.com/login/canvas</a> username: wscuc password: 24!wscucWeimar <a href="#">CFR 4.6 – Faculty Involvement</a>	Verified (TL)

Criteria for Review (1)	Examples of Evidence (2)	Evidence Provided (3)	Team Verification (4)
4.7 The governing board engages in self-evaluation and development.	Board by-laws. Up to one page description of how the board is self-evaluated and engages in development activities.	<a href="#">CFR 4.7 – Audit Committee Charter</a> <a href="#">CFR 4.7 – Board Description</a> <a href="#">CFR 4.7 – Board Policies Related to Committee Structure</a> <a href="#">CFR 4.7 – Board Policies Related to Presidential Evaluation</a> <a href="#">CFR 4.7 – Policy Monitoring Committee Charter</a> <a href="#">CFR 4.7 – WU Board By-Laws</a>	Verified (TL)
4.8 The institution periodically engages its stakeholders in reflection and	Strategic plan or webpage(s) describing planning process	<a href="#">CFR 4.8 – WU Strategic Plan</a>	Verified (TL)

Report of the WSCUC Team to Weimar University  
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<p>planning processes based on the examination of evidence. Through these processes it assesses the institution’s strategic position, articulates priorities, examines the alignment of its purposes, core functions, and resources, and defines the future direction of the institution.</p>	<p>that incorporates these elements. Up to one page description of how designated stakeholders are engaged/involved.</p>	<p><a href="#">CFR 4.8 – Strategic Planning Process</a></p>	
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<b>Synthesis/Reflections</b>
<p>1. After completing this analysis, what are the two or three most significant issues that emerged from the review of the Standards?</p> <p>a) The Weimar website was not regularly updated in several areas. These have been updated, and the ALO and Registrar will regularly work with the media team to maintain the site, Strategic Plan Strategy 4.5.1.</p> <p>b) Preparing the budget forecasts took several iterations between multiple entities on campus – attempting to match them with achievable FTE values based on Weimar’s actual capacity for students – particularly infrastructure and human resources. We now have a process to follow to develop these in the future.</p>
<p>2. Where does the institution see the greatest opportunities to improve student success and advance its mission?</p> <p>a) The strategic plan outlines how to increase Weimar’s overall graduation rate and fall-to-fall retention. This includes efforts to increase the success of all Weimar students. While all students who graduate from Weimar tend to do so within at least five years, more Asian/Asian American students tend to transfer out before graduating than other race/ethnicities. Moreover, Asian, and Hispanic/Latino students tend to perform less well in areas requiring written communication. Weimar is working to support student success in language education, providing additional writing labs, and ESL education for students whose first language or home language is not English (CFRs 1.2, 2.13).</p> <p>b) Weimar is also working to increase overall enrollment to about 170 FTES by 2027 (Strategic Goal #1) while maintaining our unity and mission focus (Strategic Goal #2). We plan to expand our in-person/over-the-phone communication to 800 potential students each year, including self-supporting ministries, conference schools, churches, camp meetings, and homeschooling communities. Additionally, Weimar has implemented a 24-hour turnaround in responding to a student’s application after it has been completed and have increased communication with students during the application process.</p>

3. Looking overall at the quality and effectiveness of institutional planning, communication, and data analysis, and other systems to support the review process, what are the institution's strengths, and what are the areas to be addressed or improved?

- a) One area of weakness that has become a strength is the development of a five-year strategic plan with goals, strategies, and key performance indicators that link our budgeting, human resource capacity, and infrastructure capacity to achievable student enrollments. Now, Weimar needs to continue monitoring the plan, toward which a process is in place through the Strategic Planning Steering Committee. This success gives us a foundation for maintaining a strategic plan taking us 5-years into the future.
- b) Assessment and institutional research capacity has improved with continued education in the field and by implementing the assessment system, and institutional research plans that we outlined and initiated in our second seeking accreditation visit (SAV2). These efforts have resulted in improved student learning in the areas of critical thinking and effective communication. Weimar must ensure that we do not lose momentum now that the process is in order. To do this, the Director of Assessment and Institutional Research and Assistant Director will work with each program individual to perform assessment and comprehensive program review training. The area of assessment and institutional research is included in Strategic Goal #6 – Institutional Excellence.
- c) One strength in preparing this document was the evidence available from the survey, assessment, and comprehensive program review reports that have been prepared over the past several years, giving evidence of improvements that have been made in our services and programs.
- d) Communication is an area that has improved, as noted in our campus climate surveys, but it is still an area identified for continued attention, as outlined in the strategic plan, Goal #4 – Effective Communications. Several examples of changes include enhancing and maintaining communication between university departments, posting committee meeting minutes on Canvas at most five working days after the meeting, and having each department meet with its staff/faculty bi-monthly.
- e) Another area that outlined for future work is to put into action a development plan to increase the donor basis so as not to rely on just a few major donors and to develop a robust scholarship fund so that students from all socioeconomic levels can attend the university.
- f) One of the university's strengths includes a commitment to the public good through our Total Community Involvement and our university-wide commitment to the Vision and Mission of the university.
- g) Another strength is spiritual emphasis in all courses, connecting the sciences and humanities to Scripture. As evidenced in graduates, this commitment continues post-graduation.