



Comprehensive Quality Review Report

To

Institution: West Shore Community College

City, State: Scottville, Michigan

Date of CQR Visit: 03/07-03/08/2016

For

Higher Learning Commission

Evaluation Team

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Background and Purpose of Visit

A. Overview of CQR

A Comprehensive Quality Review (CQR) is required during the final year of the AQIP Pathway cycle and may also occur in the fourth year based upon institutional request or Commission determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting Commission's Criteria for Accreditation. (With respect to the optional mid-cycle CQR, alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements (eighth year only).
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Feedback Reports, Systems Appraisals or Commission actions.
- Validate process level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress including how Action Projects are integrated into an institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery if applicable (eighth year only).
- Evaluate distributed education (multiple campuses) if applicable (eighth year only).
- Develop an initial recommendation regarding Pathway eligibility (eighth year only).

B. Purpose of Visit and Institutional Context

The AQIP Pathway Comprehensive Quality Review team conducted a comprehensive evaluation visit to West Shore Community College on March 7-8, 2016.

West Shore Community College (WSCC) is a public two-year institution, which was a candidate for accreditation beginning on March 22, 1972, and was accredited March 27, 1974. WSCC became an AQIP institution on October 9, 2001. WSCC received its most recent reaffirmation of accreditation April 20, 2009, and attended its most recent Strategy Forum May of 2014.

West Shore Community College (West Shore) is a small, rural, public comprehensive community college in Scottville, Michigan. Its service area includes all of Mason County, most of Manistee County, and parts of Lake, Oceana and Newaygo Counties, comprising a total population of about 55,000 located in a number of small cities and towns. West Shore's primary location is the 360-acre rural campus in Scottville, and they maintain a small center in Manistee County. The College offers 21 Associate Degrees and 19 Certificates and is approved for

distance education courses and programs. WSCC enrolls 454 full-time and 1059 part-time students.

WSCC's mission is, "to make our community a better place in which to learn, live, work, and prosper. Their vision is to be one of America's premier community colleges, driven by a passion for: assuring student success; serving our entire community; and pursuing greatness. The College core values are:

- Learning: Creating opportunities for gaining core abilities, workplace skills, and lifelong personal growth
- Integrity: Honoring our commitments and promises with openness and mutual respect
- Excellence: Striving for greatness through a positive attitude and continuous improvement
- Inclusiveness: Building community through teamwork, collaboration, and outreach
- Creativity: Opening our minds and the minds of our students to infinite possibilities

WSCC aligns three key Core Abilities into its curriculum for all students:

- Communicate Effectively:
 - Organize communication according to purpose and audience
 - Applies the English language correctly
 - Use language with clarity and coherence
- Think Critically and Creatively
 - Demonstrate the ability to research, evaluate, interpret, and apply knowledge across contexts
 - Apply information to the solving of problems and decision making
 - Evaluate information as a guide to belief and action
- Act Professionally
 - Demonstrate personal and professional integrity and ethics
 - Understand the importance and benefits of service
 - Exhibit responsible citizenship

The College has experienced a transition in leadership with the resignation of a long-time president in November 2014 in an incident which was very stressful and highly public. An interim president served from December 2014 until July 2015 when a new president was appointed after a national search. The current president is only the fourth president since 1967, the entire College history.

WSCC is operating under a Strategic Plan that was developed prior to the tenure of the new president. This plan was developed in 2014 and incorporates four strategic directions: Foster Student Success, Serve our Communities, Innovate and Collaborate, and Strengthen our Organization. During the January 2016 in-service, the new president will begin the process of developing the 2017-2020 Strategic Plan.

C. Unique Aspects or Additions to the Visit

The Team received the Federal Compliance Review from the review team on the Friday prior to the Monday visit. It included a number of follow-up items which are included with this report.

D. Additional Locations or Branch Campuses Visited (if applicable)

N/A

E. Distance Delivery Reviewed

WSCC is approved for distance education delivery of programs and courses. The College offers a number of course delivery formats, including distance education. At the present time, the only degree which is available fully online is the Associate in Arts degree. WSCC is not approved for Correspondence Education.

F. Notification Related to Third Party Comments

The Higher Learning Commission (HLC) did not receive any third party comments to forward regarding West Shore Community College. The Team reviewed the institution's efforts to solicit comments and found them to be acceptable.

II. Compliance with Federal Requirements

See the separate Federal Compliance packet, "Documents Supporting the Preparation of Institutional and Team Materials to Address the Federal Compliance Requirements," in preparing this section. The team's worksheet should be included with the report as an appendix.

III. Fulfillment of the Criteria for Accreditation

Determining a Core Component is Met, Met with Concerns, and Not Met

The team conducts its review and determines whether the Core Component is Met, Met with Concerns, or Not Met. The team incorporates its review of the Sub-components into the review of the related Core Component. Beneath each Core Component, the team provides its findings in evidence statements. Evidence statements are typically 2-3 sentences in length and include the context, the evidence, and the finding of team. Some evidence statements may need further support with bulleted evidence sentences that address the Core Component and include the subcomponents as appropriate to the institution. Each evidence statement should address only one topic.

The evidence statements should present an accurate assessment of the institution in relation to the Core Component, including both positive and negative findings. However, the balance of the statements should support the overall determination of the team for that Core Component and for the Criterion. The statements in total must lead to and support the team determination on the Core Component and Criterion. Note: In some cases, a single area may be of such concern that it alone shifts the balance to a Core Component being Met with Concerns or Not Met.

The word "concern" needs some definition. The Commission assumes that institutions that meet the Criteria and Core Components can always improve and that evaluation teams will routinely identify issues and comment on ways an institution might or even should improve in relationship to the Criteria. These are not accreditation concerns.

Concerns, as defined in relationship to the Criteria, are accreditation issues that require the Commission to intervene and monitor the institution to ensure that issues have been resolved. When a team determines that a Core Component is met, improvements may be indicated, but no monitoring should be recommended.

However, when a team determines that a Core Component is met, but identifies an issue that must be improved and requires Commission monitoring at the level of a monitoring report or focused visit, the team should indicate that the Core Component is “Met with Concerns” and recommend the appropriate monitoring. Often such issues are more pervasive or chronic; they may have been cited in previous evaluations and improvements have not been made or the improvements made are not sufficient.

If there are multiple issues that indicate deep, systemic problems at the institution or the evidence is so lacking that it fails to demonstrate that the institution fulfills the Core Component, the team will indicate that the Core Component is “Not Met.” Evidence for Each Core Component. Following the determination of each Core Component, the team presents evidence that supports its determination. Evidence should be provided in evidence statements as defined above.

Determining a Criterion is Met, Met with Concerns, and Not Met

Criterion Is **Met**. If all of the Core Components are met, the Criterion is met.

Criterion Is **Met with Concerns**. If any Core Component is met with concerns, the team must find that the Criterion is met with concerns. In Part V of the team report, the team will recommend monitoring appropriate to the concerns. If the team identifies serious concerns with one or more Core Components or finds that multiple Core Components are met with concerns, the team chair should consult with the Commission staff liaison to determine whether the team should recommend that the institution be on Notice.

A note on recommendations for monitoring. Institutions in the Standard or Open Pathway will have a review within four years of the current comprehensive evaluation. Institutions in AQIP have frequently interactions with the Commission as a part of this Pathway. Therefore, the past practice of monitoring institutions through progress reports is not useful in this new approach to reaffirmation and the progress report option has been eliminated. Monitoring options are limited to monitoring reports and focused visits.

Criterion Is **Not Met**. If any Core Component is not met, the Criterion is not met. In these instances, the team will recommend either probation or withdrawal of accreditation.

Summary Statement on Each Criterion. Following the determination of each Criterion, the team summarizes its findings and observations on the overall Criterion, including strengths, opportunities for improvement, and advice. If the Criterion is met with concerns or the Criterion is not met, the team summarizes its rationale and evidence. The team’s recommendation is made in Part VI of the team report.

Criterion One: Mission. The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Component 1A: The institution’s mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Provide evidence statements that address institutional strengths, needed institutional improvements, and accreditation concerns. The statements in total must lead to and support the team recommendation on the Core Component and Criterion.

Evidence:

WSCC's mission is to make their community a better place in which to learn, live, work and prosper. This is accomplished thru WSCC's Associate degree, Certificate programs and community activities. This mission and vision was adopted by the Board of Trustees (BoT Minutes of October 20th, 2008) and verified at the governing board dinner with the HLC team.

The institution's academic programs are consistent with the stated mission and confirmed at the meeting with current students and alumni. For example, one of the current WSCC students said "the faculty and my advisor as well as the CARE Team (dedicated to helping students at risk) are mission driven as they really listen and were responsive to the my current personal situation and learning needs."

Students stated that WSCC's vision of serving the entire community was evidenced by the myriad of activities provided by WSCC, such as the recreation center, the ice arena, and theater productions. At the meeting with the Institutional Effectiveness Team and the Systems Portfolio Team, the members were able to articulate the mission and connect the mission to their work in the AQIP process.

Lunch with the Executive Team which included the Vice President of Administrative Services verified that strategic planning and fiscal initiatives are driven by WSCC's mission, vision, and core values. See Criterion 5.C.1 which provides evidence that WSCC's fiduciary duty is guided by the College's stated mission.

Core Component 1B: The mission is articulated publicly.

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

An examination of WSCC's public website and college catalog confirmed that WSCC prominently and consistently features its mission statement. The General Education Goals, with the purpose and content, are articulated in the college catalog. The mission, vision, and core values are mounted on the wall of the Board Room, but not in the classrooms nor in the curriculum guide which students probably use most frequently.

Meetings with the executive team and with members of the Board of Trustees confirmed that the Board annually reviews the mission statement, vision and core values. The strategic plan and priorities can be found in the annual planning manual publication (U:drive for all employees).

Meetings with members of the Board of Trustees, the executive team, faculty and staff confirmed a shared understanding that WSCC has a mission focused on serving traditional and adult learners through its 21 degree and 19 certificate programs.

The mission and vision of WSCC are supported by the requirements expected of faculty, including the expectation that faculty help to ensure the currency of WSCC's programs, which is itself further supported by a professional development program for WSCC's faculty and staff. The June 2013 Systems Portfolio indicates that professional development funding has been focused on efforts that support student success, assessment of student learning, and on institutional research (p. 73).

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

Evidence for institutional understanding of diversity in light of mission is found in the diversity of WSCC's non-traditional adult students, with representation of minority populations approximately proportional to the general population; in courses with content related to diversity in culture and race (ANTH 112 Cultural Anthropology,

ANTH114 Cultures of North America); and faculty membership in organizations reflecting diverse cultures.

WSCC is located in a rural, underserved community that is primarily an agricultural (farming including the rearing of animals for food) region of western Michigan. The Community College's service area includes Mason county, most of Manistee County, and parts of Lake, Oceana and Newaygo counties which are primarily white and Hispanic (Quick Enrollment Facts.pdf). The majority of the 1,518 students are female and part-time and the largest enrollment is in their Associate degree nursing program (Interview with the Director of Nursing).

The College activities reflect attention to human diversity, for example recently a gender studies expert from Indiana University lectured on the history of the lesbian, gay, bisexual, and transgender movement in America. This event was sponsored by the Academic Projects Team (hosts interdisciplinary events on campus) and Haven (West Shore's student organization for Lesbian, Gay, Bisexual, & Transgender individuals and their allies).

Core Component 1D: The institution's mission demonstrates commitment to the public good.

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Subcomponent 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

WSCC's mission is, "To make our community a better place in which to learn, live, work and prosper" and they accomplish this by educating both the traditional 18-21 years olds, as well as the adult learner, and by providing programs such as business and nursing, as well as area specific degrees and certificates, such as early childhood and computers for business.

Minutes from committees, including the Board of Trustees (which are public on the WSCC Website), and interviews with the executive team, faculty, and staff discussions of industry needs were presented. The preliminary discussions included future plans to offer degrees in agriculture in partnership with Michigan State University.

Partnerships already exist with area health systems, e.g. West Shore Medical Center in Manistee which is an additional location site for course delivery and provides additional opportunities for the community to learn, work and prosper.

WSCC is vital to the community its serves and provides a myriad of activities--theater, music, visual arts, wellness services, non-credit leisure and enrichment options, business workshops and customized training and open entry/open exit programming. Students voiced their delight about the West Shore Ice Arena which is a regional facility which provides figure skating, hockey, and open skating opportunities for all the citizens of the area.

WSCC engages its external constituencies and communities by providing residents opportunities to obtain certificates, associate degrees and pursue advanced degrees. The President and faculty proudly reported that over 500 high school students are on the WSCC campus every day thru their West Shore Educational Service District (WSESD) offering career, technical, and Early College programs.

Team Determination on Criterion One:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

West Shore Community College has a clear and publicly-articulated mission that is demonstrated through the programs and services that it offers. Examples include the on-campus delivery using CANVAS as a course management tool, the students to whom it makes its programs available, the support services it provides to students. This is also demonstrated in the extent to which the mission is understood and supported by the members of the seven member Board of Trustees, the Educational Support Personnel, the faculty, and the way in which students and alumni are consistently positive toward their experience with WSCC.

The College demonstrates its commitment to the community it serves through its setting of budgetary priorities based on the educational and programmatic needs of the students within its service area.

Criterion Two: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

Institutional policies, reviewed in the college catalog, the curriculum guide, and board minutes, indicate that the College has established acceptable standards and processes governing an extensive range of college functions and relationships. Sharepoint for all employees appears to be the repository for all information that also may be contained in an academic catalog (programs, grading expectations, credit assignment), faculty and staff ethical behavior and responsibilities, student academic integrity, appropriate behavior, grievance and conflict resolution as well as business practices and regulatory guidelines for financial aid.

WSCC on campus and online offerings are guided by developed policies for information technology that range from appropriate student use, electronic media guidelines and other data safety and security measures. Interview with members of the Academic Technology Team (which has four student members) revealed the WSCC website has information directing students to the Student Records Office which will provide a hardcopy of FERPA, a direct phone number to FERPA and answer questions.

Interviews on campus revealed policies related to faculty evaluation, performance issues, complaints and grievances and resolution are handled appropriately. Interviews with administrators, faculty and members of the Board of Trustees confirms that WSCC has established processes for hiring, termination, and review of all personnel. For example, the standard hiring process is outlined in the Systems Portfolio Figure 4.3 p.56.

As the College continues to refine its practices and infrastructure, it will want to review and revise its organizational charts and include the Dean of Occupations position.

Core Component 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

As a community college, WSCC provides broad and consistent information related to its mission, programs, costs, faculty, and accreditations. The College website offers admission requirements, program curricula and schedules, costs and time-to-degree, as well as lists of faculty and contact information for key functional areas of the College.

The Systems Portfolio 2013 Figure 1.6 outlines the variety of communication formats, such as the College portal, MyWestshore.edu, Facebook, email and COMPASS placement messages.

Of the other WSCC documents and brochures reviewed, such as Early College program or partnership marketing information, these were consistent with the web information.

Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

The appropriate governance structures and processes are in place at WSCC to ensure informed and independent oversight of the College's operations and decisions. WSCC is committed to the public good and as a public institution has no investors, no parent organization (no centralized State of Michigan oversight), and no supporting external interests (Systems Portfolio 2013, p.45). "The board decisions are made in alignment with serving the students and promoting learning first" (p.45) and confirmed during the board dinner meeting.

The WSCC Board of Trustees bears the responsibility for the appointment and evaluation of the president and delegates daily management of the College to the president and administrators. A review of the Board of Trustee Minutes and team discussion with selected Trustees confirms the Board of Trustee's understanding and appropriate roles in monitoring finances; governance of College sites; capital equipment; academic program outcomes and development; facilities and property; the adoption of bylaws and policies that govern the College; and accreditation.

The operational teams provide regular reports to the president, which are then presented to the Board; external data or benchmarking appears to inform both the original reports and Board deliberations, such as in the decisions related to new degree programs or, more broadly, in strategic planning.

Core Component 2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

Although WSCC does not grant tenure, the College bases its academic freedom policy on HLC Criterion 2.D, 2.E.1-3, Assumed Practices A.2. The formal policy can be found in board minutes of December 2013.

Faculty and academic administrators did speak to the right of faculty to design courses as the content experts. Once an on-line shell has been created, faculty are able to augment resources, discussion questions, or other pedagogical features as they choose and as are appropriate. Faculty architects of an online course are not

required to share their course design and content with another faculty who might have teach the same course, but the faculty indicated they are a small, cooperative group and help each other routinely.

Core Component 2E: The institution’s policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

To ensure the ethical acquisition and use of knowledge, WSCC has policies, support, and oversight related to academic integrity and student conduct, intellectual property, the use of social media and the internet, and research.

The WSCC Website, orientation materials and student success advisors inform students of expectations and academic honesty statements. The Writing Center and the library offer instruction through on-line resources, videos, instructional modules, and plagiarism tools Turnitin.com.

Instruction in APA citation is embedded in courses across the curriculum and APA learning tools are on the web. Concerns about academic integrity appear to move from course faculty to advisors to chairperson/directors, to deans, with final determinations made by the Dean of Student Services.

The Board amended and readopted the Academic Freedom and Integrity policy in December 2013 for all members of the academic community--students, faculty, administrators and staff.

Team Determination on Criterion Two:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

West Shore Community College is conscious of its responsibility for integrity and ethical practices in the conduct of its educational mission. The College has developed policies to ensure an independent Board of Trustee (June 2012 Board aligned itself the powers and duties found in the Michigan Community College act) and

decision-making processes at all levels of the institution.

Policies and procedures, with a focus on clarity and transparency, address the financial operations, faculty and staff responsibilities, and student expectations. Public information is comprehensive and readily available through the College's website.

Criterion Three: Teaching and Learning: Quality, Resources, and Support. The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution's degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

WSCC works regularly with business and industry through its advisory committees to assure that the curricula it offers is appropriate and relevant for its students.

WSCC articulates its learning goals in the curriculum guide, which differentiates requirements based on the specific degree. The College's Curriculum and Academic Policy Team (CAPT) reviews and approves all program proposals before they are forwarded to WSCC's Board for approval.

The College uses the State Transfer Network to assist in program and course development. Learning goals are articulated in the curriculum guide, which differentiates requirements based on the degree. The outcomes specified are used in every course regardless of mode or location.

Core Component 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

The shared or common objectives for learning and development are determined for students at West Shore Community College through two processes: (1) Institutional Student Learning Outcomes or Core Abilities, and (2) General Education Goals. The College's General Education Goals were adopted from the State of Michigan's transfer agreement principles for general education for community colleges.

Faculty-to-faculty interactions with high schools and 4-year universities help to ensure curriculum alignment. The faculty at WSCC review curriculum by program annually as part of the development of the annual curriculum guide (which is overseen by CAPT).

Recognizing the importance of the human and cultural diversity in its students' education, WSCC included and pursued a strategic goal objective to "create an awareness of diversity and the impact of globalization".

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

In the transfer disciplines, full-time faculty are expected to have a Master’s degree and expertise in a discipline appropriate to their teaching position. In occupational programs, full-time faculty are expected to have a minimum of a bachelor’s degree plus work experience in discipline.

The annual evaluation process for full-time Faculty begins with the creation of their annual Professional Development Plan (PDP) detailing goals and objectives for the upcoming year. Classroom observations are conducted by the supervisor or a teaching learning circle member, during the year, and student course feedback is collected.

Each semester at WSCC, a team comprised of administrators, faculty, and support staff plan and schedule professional development sessions for all employees. These sessions are determined based on suggestions the team seeks from support staff, administrators, faculty, and key stakeholders of the College.

Regular full-time faculty meet HLC credentialing requirements. The President indicated that an extension would be filed regarding qualifications for dual credit faculty.

Core Component 3D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

WSSC determines and addresses student and faculty support needs through its support service areas and through the Student Success Team which includes support staff from the Learning and Testing Center, STaRS, Student Services, developmental faculty, and the Director of Student Success.

Learning support needs are determined through annual service review process. This review utilizes usage survey data, outcomes assessment, retention and completion data. WSSC provides its new students with a thorough orientation to the College using both online and in person approaches. It has wellness services, bookstore, food service, a student engagement program, and a library to support its students.

Advisors use placement assessment scores to help students select first semester courses, and they assist students with building class schedules, completing online registration and determining an academic plan. WSSC uses the Strong Interest Inventory and the Meyers-Briggs Type Indicator to help students select a career goal and educational program and provide a variety of career resources to support students seeking assistance.

The librarian at WSSC conducts library orientations for developmental, interpersonal communications, and other writing /research intensive courses. WSSC utilizes a noncognitive assessment tool (SuccessNavigator) to identify and enhance its students' noncognitive skills. It also began to work on structured pathways to improve its completion rate.

Core Component 3E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

WSSC aligns co-curricular development goals with curricular learning objectives by collaboratively creating and

selecting various campus events and activities with general education goals or course learning objectives in mind. Its Performing Arts Series is designed with a multi-cultural and co-curricular connection and often in partnership with various college-wide programs. Programs and campus clubs engage students in community service, internships, leadership, and campus engagement activities. WSCC is an active contributor and serves as a vital economic engine for the community.

Staff members regularly participate in regional meetings with community and industry leaders. Staff members serve on the Mason County Manufacturers Association Board and the Manistee Manufacturing Council and Human Resource Networking Group.

WSCC offers recreational activities through various facilities, programs, activities, and leagues for the students, staff, and the surrounding community.

Team Determination on Criterion Three:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

WSCC integrates broad learning and skills that are appropriate to its educational programs. It has the proper faculty and staff needed for delivering its programs and student services. It provides a wide array of student support services suited to the needs of its student populations.

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

Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

WSCC conducts a series of regular program reviews as mandated by the State of Michigan using the Program Review of Occupational Education document for its occupational programs. The academic programs are reviewed, however, it was not clear that these reviews follow a standardized process or a regular schedule. The process for both academic and occupational program reviews would be strengthened by the creation and use of process-maps to document the processes, using a standardized template and dataset for the academic programs, and publication of a regular cycle for program reviews (annual calendar) so that programs may plan.

Faculty and instructional directors monitor transfer and placement data by program, with information accumulated through learning outcomes, discipline accreditation, national employment data, the graduate follow-up survey, and through transfer success information from postsecondary partners.

WSCC's Curriculum and Academic Policy Team (CAPT) oversees the currency and effectiveness of the College's curricula by reviewing proposed changes to curriculum and academic policies.

Faculty members are engaged in discipline-specific state, regional and national meetings in order to stay current with evolving knowledge and skills relevant to their area of expertise.

The CQR team recommends a monitoring report to ensure that the institution develops consistent, transparent processes for program review in the academic disciplines. The report should contain process-maps to document the processes, a standardized template to be used, examples of the dataset for the academic programs, and a regularly scheduled cycle for program reviews. The report should also contain documentation from at least four complete program reviews of academic disciplines.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

The CQR team has determined that gaps continue to exist in consistent and continuous assessment of PLOs and CLOs. While much work has been accomplished around the core ability Communicate Clearly, others have lagged. The maturity level for learning assessment in general continues to be reactive.

WSCC should consider the creation of a process map of learning assessment efforts which includes all parts of the Plan-Do-Check-Act cycle and ensures that roles and activities are clear to faculty. Actual regular collection of assessment data and of its use to plan for improvements does not appear to be occurring for academic programs. The College uses NOCTI data for occupational programs, however a direct link between the results and subsequent improvements is not apparent.

Once the process is documented, the College should establish and publish a schedule for regular assessment efforts. On an annual basis, WSCC must incorporate an evaluation of the success of assessment efforts and of the process for gathering results and using the data to inform improvements in teaching and learning. The data from this evaluation will help to identify strengths and opportunities, and areas on which to focus. The steps indicated above will help to move the institution into good practice and a systematic or higher level of maturity.

It is not clear that learning assessment is occurring in co-curricular domains.

The CQR team recommends a monitoring report to ensure that the institution develops assessment practices that move beyond determining and mapping learning outcomes and into data collection, analysis, and the planning and use of strategies to improve results.

Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

WSCC includes data related to retention, completion and graduation in the occupational program review process. This is less clear for academic program review which has recently been developed. West Shore has studied the retention rates for various demographics including transfer versus occupational student groups. There are a number of initiatives and programs in place to improve the rates.

There are several support processes established to help with retention efforts such as the CARE Team, Walk-in Tutoring, Student Development activities and clubs.

WSCC has established an Accelerated Learning Program (ALP) that is increasing student success. There is a plan to scale up this program.

With the recent addition of a Director for Institutional Research, it is expected that WSCC's access to and use of data to make improvements and close the feedback loop will be more effective.

Team Determination on Criterion Four:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

WSCC has made progress on Teaching and Learning: Evaluation and Improvement since the most recent AQIP Systems Portfolio. Academic Program Review has begun in the academic (non-occupational) programs and shows promise for helping the CQI journey for the College, however it is not clear that the process is systematically applied in a consistent manner for these programs. The College demonstrates commitment to responsibility for its academic programs through the monitoring of retention, persistence, and completion rates at the program and institutional levels. Student support processes are robust and effective based on feedback from faculty, staff, and students.

The CQR team recommends a monitoring report on Criterion 4, Core Component 4A to ensure that the institution

develops consistent, transparent processes for program review in the academic disciplines. The report should contain the following:

- A detailed process-map or maps to document the process used for Academic Program Review. The process must contain all sections of the Plan-Do-Check-Act cycle to ensure that the feedback loop is closed each time the cycle is completed for a particular program.
- A standardized template to be used which programs must complete as the review to ensure that the process is consistent and clear across academic disciplines.
- Three examples of the dataset used by the academic programs in the review process.
- At least four complete academic program reviews from four different programs, based on the above improvements.

The interim report should be received by HLC no later than June 1, 2018.

The current efforts in the area of assessment of student learning are of concern to the CQR team because the College is still only at early stages of comprehensive assessment of common learning outcomes as well as program learning outcomes for academic programs. The processes do not appear to be well understood nor documented. WSCC has an opportunity to document, through the use of a process map, the steps included in their assessment process(es). Additionally, there is an opportunity to integrate evaluative processes into the design of the assessment processes in order to close the feedback loop on the processes themselves.

The team recommends a required monitoring report on Criterion 4, Core Component 4B which will help the College to maintain focus and momentum in this work to achieve functional, manageable and useful assessment processes for the improvement of student learning. The interim report should contain the following:

- Detailed documentation of the assessments that have been administered up to the time of the interim report for PLOs and Core Abilities (CLOs) including a list of programs and courses involved in the assessments and the schedule of assessments including those planned following the date of the report;
- Several representative examples of curriculum maps created to identify where the assessment of CLOs and PLOs are taking place in both academic and occupational programs;
- Several representative examples of program and course assessment plans including sample assessment instruments and rubrics used;
- Assessment data for both PLOs and Core Abilities including the number of students and number of sections assessed for each CLO and PLO;
- A detailed summary giving specific examples of how analysis of assessment data has been used at the program and course levels for targeted improvement of pedagogy and student learning.

The interim report should be received by HLC no later than June 1, 2018.

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

Core Component 5A: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

Physical and technological resources are modern and in good repair.

There is a strong and stable resource base, along with an effective strategic planning process.

WSCC has integrated key performance indicators into an institutional dashboard and the College continues to identify improvements, measure outcomes, and to assess how it conducts all planning processes.

Strategy and planning processes ensure that WSCC performs environmental scanning. The inclusion of a broad base of stakeholders ensures that the mission is aligned with the needs of the community.

The institution commits funds to maintain appropriate staffing levels and professional development, both through departmental budgets as well as shared funds.

WSCC has newly created systems for identifying and understanding the linkages between systems, action plans, and strategies. These support alignment of resources with strategy.

Core Component 5B: The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

The governance structure is appropriately designed and documented.

Written policies support governance actions. There is broad institutional engagement in the development and modification of policy. Policies are generally well-understood and implemented effectively.

The Governing Board is well-qualified and stable. The recent presidential transition illustrated how an effectively constituted, well structured, Board was able to deal with a complex issue.

The Board is actively engaged in the development of broad strategies and mission.

The Board understands its legal requirements and fiduciary responsibilities.

Core Component 5C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

There is a documented, planning process in place at all levels of the organization.

There is broad stakeholder participation in the resource allocation process.

WSCC's vision, mission and strategic goals frame the foundation for teaching and learning. Board policies outline and communicate expectations.

Careful reporting and analysis of operational and financial outcomes, as well as careful reflection on variances are all part of a defined process.

Planning and forecasting include variance bands to allow for fluctuations. Scenarios are developed and tested based on these variance bands.

There is a forward-looking research component integrated into the planning process. Data from numerous internal and external sources are used to create planning scenarios.

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

- Team Determination:**
- Core Component is met
 - Core Component is met with concerns
 - Core Component is not met

Evidence:

WSCC utilizes both internal and external measures to analyze performance. Data is analyzed by senior administrators and the IR office. Data are analyzed comparatively to previous years, to state cohorts, or nationally.

Program review and student learning assessment data offer insight into student achievement and program

viability.

WSCC has created a cross-functional Institutional Effectiveness (IE) team to identify and coordinate key performance indicators and data needs of various teams.

Analysis of institutional performance data is included in the strategic planning process and is considered as institutional plans, priorities, and action projects are developed.

Team Determination on Criterion Five:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

There are well-developed and appropriate structures in place relating to governance and planning at WSCC. Recently implemented processes are in place to gather data and drive a culture of decision making. Resources are sufficient to achieve critical mission elements. The new project prioritization and planning process promises further improvement. Increasing coordination efforts between the various stakeholder groups promises to address outstanding issues.

IV. Commitment to Continuous Quality Improvement (CQI)

Levels of Organizational Maturity in Relation to AQIP Categories.

Please provide a brief paragraph or two that captures the team’s perception of the institution’s overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its quality agenda.

WSCC has developed systematic processes in several areas such as strategic planning. Work that is beginning to develop the next strategic plan offers the College an opportunity to move the process to the integrated level of maturity by documenting and implementing a comprehensive process that consistently employs all elements of the Plan-Do-Check-Act (PDCA) cycle. This will provide significant opportunities for WSCC to strengthen its commitment to CQI through mindful use of the PDCA cycle, particularly in the areas of checking (evaluation of systems and processes) and acting on the evidence gathered during the check step.

It will also be helpful to develop a common vocabulary around the use of PDCA during the implementation of the new project management process.

Both academic program review and the assessment of PLOs and CLOs still linger in the reacting level of maturity. While good work is being done, the College does not appear to use consistent, documented processes that are repeatable, measurable, and complete. Nor does WSCC appear to evaluate the processes themselves as part of its CQI initiatives. Both of these approaches will help to move the College to higher levels of organizational maturity.

Related to the commitment to CQI, the College has an opportunity to move its use of data from reacting to a more systematic approach. The recent addition of a dedicated institutional researcher will assist in this process.

Evidence of Principles of High Performance Organizations

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through the aspirational values found in the Principles of High Performance Organizations.

V. Commitment to AQIP Pathway

Provide brief bullet points for each section that demonstrate success or progress in each area.

Actions That Capitalize on Systems Appraisal Feedback

The most recent systems appraisal feedback was incorporated into the updated strategic plan.

Systems appraisal feedback has been given considerable weight in the selection of institutional improvement projects – both action projects and other, more routine, projects.

Feedback from the most recent systems appraisal led to the creation of a more robust project management process, including broad stakeholder participation.

Appraisal feedback in specific areas has guided institutional improvement efforts in those areas.

It was evident that the appraisal was read by staff in all departments and that many improvement efforts were underway, both formal and informal.

Actions That Capitalize on Strategy Forum Participation

A more formal strategic planning process has been developed that incorporates quality principles.

More formal institutional mechanisms have been put in place to align quality efforts with broader strategies. For example, the project planning process, and the incorporation of more input from a more diverse group of

institutional stakeholders.

There has been considerable effort over the last few years to improve the information and data processing capabilities to support a culture of quality. For example, the Civitas computer system.

Actions That Capitalize on Action Projects

The cross-functional Institutional Effectiveness (IE) team identifies and coordinates the data needs of action project teams.

Action projects are aligned with institutional mission and strategy, for example, the first year experience project that aims to improve the success of the student population served.

Action projects are addressing critical areas such as assessment, the student experience, and career services.

Action project managers coordinate and share best practice experiences.

Commitment to Active Engagement in AQIP

Institutional staff regularly attend AQIP workshops.

There is professional development funding available to faculty and staff for training on AQIP principles and processes.

A commitment to AQIP principles was evident throughout institutional constituent groups such as the faculty, student senate, institutional effectiveness team, and Board of Trustees.

The Board of Trustees articulated its commitment to quality principles and the development of increasingly mature quality processes.

Recent enhancements in project management and planning systems demonstrate commitment to quality.

VI. Team Recommendation

A. Affiliation Status

Indicate whether the institution is eligible to select its next Pathway, or if in the judgment of the CQR Team the institution should be limited to the Standard Pathway.

Rationale: Provide a holistic rationale for this recommendation.

1. Recommendation for Reaffirmation of Accreditation

The CQR Team recommends that West Shore Community College receive Reaffirmation of its Accreditation.

2. Recommendation for Eligibility to Select Next Pathway

The CQR Team judges that West Shore Community College should be eligible to select its next Pathway.

Rationale:

Because of WSCC's quality work on the other Criteria and the College's demonstrated commitment to quality and the AQIP Pathway, the CQR Team is confident that the College has the skills and commitment to resolve the assessment issues given the focus and guidance that comes with an interim report. In addition, the College has demonstrated its commitment to quality and its sustained ability to meet the requirements of the AQIP Pathway. Whether WSCC would choose the Open Pathway or stay in the AQIP Pathway, it appears capable of maintaining Continuous Quality Improvement and meeting Assurance standards.

3. Criterion-related Monitoring Required (report, focused visit):

Monitoring:

The CQR team recommends a monitoring report on Criterion 4, Core Component 4A to ensure that the institution develops consistent, transparent processes for program review in the academic disciplines. The report should contain the following:

A detailed process-map or maps to document the process used for Academic Program Review. The process must contain all sections of the Plan-Do-Check-Act cycle to ensure that the feedback loop is closed each time the cycle is completed for a particular program.

A standardized template to be used which programs must complete during the review to ensure that the process is consistent and clear across academic disciplines.

Three examples of the dataset used by the academic programs in the review process.

At least four complete academic program reviews from four different programs, based on the above improvements.

The interim report should be received by HLC no later than June 1, 2018.

The team recommends a required interim report on Criterion 4, Core Component 4B which will help the College to maintain focus and momentum in this work to achieve functional, manageable and useful assessment processes for the improvement of student learning. The interim report should contain the following:

Detailed documentation of the assessments that have been administered up to the time of the interim report for PLOs and Core Abilities (CLOs) including a list of programs and courses involved in the assessments and the schedule of assessments including those planned following the date of the report;

Several representative examples of curriculum maps created to identify where the assessment of CLOs and PLOs are taking place in both academic and occupational programs;

Several representative examples of program and course assessment plans including sample assessment instruments and rubrics used;

Assessment data for both PLOs and Core Abilities including the number of students and number of sections assessed for each CLO and PLO;

A detailed summary giving specific examples of how analysis of assessment data has been used at the program and course levels for targeted improvement of pedagogy and student learning.

The interim report should be received by HLC no later than June 1, 2018.

Rationale:

The CQR Team found WSCC meeting Criteria 1, 2, 3, and 5 and meeting Criterion 4 “with Concerns.” The CQR Team is recommending monitoring of WSCC’s academic program review processes (Criterion 4A) and assessment of student learning program (Criterion 4B). These processes are not sufficiently planned and documented in such a way that it is clear that they will be consistent, comparable, and trended, and thus useful for improving teaching and student learning. Designing and developing consistent processes for both academic program review and the assessment of program learning outcomes will be key to moving the College forward.

Federal Compliance Monitoring Required (report, focused visit):

Monitoring:

The team recommends that WSCC provides a monitoring report to document the implementation and progress concerning the mandated password changes. Such new processes should align with students’ multiple sign-ons for my.westshore and Canvas. The interim report should be received by the HLC no later than December 31, 2016.

Rationale:

The team reviewed the process for changing the student’s password at the first-time login. Currently, WSCC encourages the student to change the password, but it does not require or prompt the student to change the password when they log in for the first time. The current process is deemed inadequate and may undermine the institution’s ability to verify its students’ identify. The team recommended that this procedure be changed to require password changes at the first-time login and WSCC IT staff indicated that they would make this change.

B. Commission Sanction or Adverse Action

N/A

VII. Embedded Changes In Affiliation Status

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

- | | | |
|------------------------------|--|--|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Legal Status |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Degree Level |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Program Change |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Distance or Correspondence Education |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Contractual or Consortial Arrangements |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Mission or Student Body |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Clock or Credit Hour |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Additional Locations or Campuses |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Access to Notification |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Access to Expedited Desk Review |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Teach-out Arrangement |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Other Change |

Appendix A

Interactions with Constituencies

Meeting with President: President. Total Participant: 1

Welcome, Introductions, Overview of CVTC Mission, Vision, Values. Criterion 1: Director of Institutional Research, Dean of Arts and Sciences, VP of Admin Services, Director of IT, Dean of Occupational Programs, Dean of Student Services, VP Academic and Student Services, Professor of Philosophy. Total Participants: 9

Open Forum with Administrators: Criterion 3 and 5: Director of Library Services, Director of Special Populations, Director of Student Resources, Assistant Manager of Food Services, Director of Bookstore, Food Service, Purchasing, Network Administrator, System Analyst, Dean of Occupational Programs, Application Analyst, Supervisor of Facilities Maintenance, Media and Computer Services, Webmaster, Director of IT, IT Technician, Online Learning Coordinator, Director Opportunity Center, Director of Nursing & Allied Health, Human Resources Generalist, Manager of Payroll Services, Dean of Arts & Sciences, Dean of Student Services, Director of Wellness Center, Director of Recreational Services, Assistant Recreation Manager, Director of Advising & Registrar, Director of Financial Aid, Director of Criminal Justice. Total Participants: 27

Leadership for Quality Efforts: Criterion 5: VP Admin Services, Executive Director of Communications, Professor of Accounting, Admin. Asst. Dean of Arts & Sciences, Manager of Payroll Services, Dean of Arts & Sciences, Professor of Philosophy, Dean of Student Services, Director of Advising & Registrar, Dean of Occupational Programs, Director of Institutional Research, Executive Assistant to the President, VP of Academic and Student Services. Total Participants: 13

Lunch with Students: Criterion 3 & 4. Students. Total Participants 25

Focus: Assessment of Student Learning. Professor of English/Writing Center Director, Director of Nursing & Allied Health, Director of Advising & Registrar, Professor of Communication, Dean of Arts & Sciences, Professor of Psychology, Professor of Science & Math, President. Criterion 3 & 4. Total Participants: 8

Focus: Persistence and Completion. Criterion 3 & 4. Total Participants

Open Forum with Educational Support Staff: Criterion 5. Campus Services Assistant, Library Assistant, Bookkeeper/Cashier, Custodian-Maintenance, Admin. Asst. to the President, Admin. Asst. to the Executive Director of Communications, Maintenance Tech II, Admin. Asst. Business Opportunity Center, Admin. Asst. Dean of Arts & Sciences, Admin Asst. Occupational Programs, Admin. Asst. Admissions, Admin. Asst. Financial Aid, Tutorial Coordinator, Admin. Asst. Financial Aid, Admin. Asst. Student Records. Total Participants: 15

Open Forum with Faculty: Professors of Humanities, English & Education, Science & Math, Biology, History, Sociology & Anthropology, Psychology, Nursing, Mathematics, Chemistry, Biology, Philosophy, Communication, Accounting, Marketing & Management, Early Childhood Ed., Associate Professors of Nursing, English. Math Instructor. Total Participants: 19.

Dinner with the Governing Board. President, Chairman of the Board, VP for Academic & Student Services, Director of Institutional Research, Vice President of Administrative Services, Executive Director of Communication, Board

Member, Board Member. Total Participants: 8.

Faculty and Course Evaluations: Criterion 4. Did not take attendance, however there were at least 30 people participating including the Curriculum & Academic Policy Team, the Professional Development Team, deans and faculty.

Review of Action Projects: Criterion 5. Executive Asst. to the President, Manager of Payroll Services, VP of Admin Services, Director of IR, Director of Business Opportunity Center, Professor of Psychology, Dean of Arts & Sciences, Admin. Asst. to Dean of Arts & Sciences, Director of Advising & Registrar, VP Academic & Student Services, Dean of Occupational Programs, Executive Director of Communication & Community Engagement, Dean of Student Services, President. Total Participants: 14.

Focus: Use of Data for Planning: Criterion 5: Director of Library Services, VP of Academic & Student Services, Director of Advising & Registrar, Professor of Humanities, Director of IT, Business Department Chair, Director of Criminal Justice, Systems Analyst, Dean of Arts & Sciences, Professor of Mathematics, Director of IR, VP Admin Services. Total Participants: 12.

Focus: Student Engagement. Criteria 3 & 4. Director of Enrollment & Student Engagement, Student VP of Student Senate, Student Senate President, Student Senate Senator, Philosophy Professor (Student Senate Co-Advisor), Student Senator. Total Participants: 6.















Focus: Online Education: Criteria 3 & 4. Director of Performing Arts, Dean of Arts & Sciences, Online Learning Coordinator, Professor of Early Childhood Education, Professor of Math and Academic Technologist. Total Participants: 5.

Focus: Scheduling and Non-Traditional Learners. Criteria 3 & 4. Director of Nursing & Allied Health, Director of Enrollment & Student Engagement, Business Department Chair, Director of Advising & Registrar, Director of Criminal Justice, Dean of Student Services, Dean of Occupational Programs. Total Participants: 7.

Federal Compliance. Dean of Student Services, Director of IT, Executive Director of Communications, Director of Advising & Registrar, VP Academic & Student Services, Director of Financial Aid. Total Participants: 7.

Appendix B

Principal Documents, Materials, and Web Pages Reviewed

 1374 20090420 Reaffirmation - Report & ...	2/4/2016 9:07 AM	Adobe Acrobat D...	835 KB
 1374 20130601 Systems Portfolio	2/4/2016 9:07 AM	Adobe Acrobat D...	2,080 KB
 1374 20130917 Systems Appraisal	2/4/2016 9:07 AM	Adobe Acrobat D...	566 KB
 1374 20141107 Institutional Update - Surv...	2/4/2016 9:07 AM	Adobe Acrobat D...	275 KB
 1374 20150403 Institutional Update - Surv...	2/4/2016 9:07 AM	Adobe Acrobat D...	290 KB
 1374 20160121 Audit-2014	2/4/2016 9:07 AM	Adobe Acrobat D...	416 KB
 1374 20160121 Audit-2015	2/4/2016 9:07 AM	Adobe Acrobat D...	475 KB
 1374 20160121 Federal Compliance Instit...	2/4/2016 9:07 AM	Adobe Acrobat D...	2,097 KB
 1374 20160121 Quality Highlights	2/4/2016 9:07 AM	Adobe Acrobat D...	2,111 KB
 1374 20160121 Quality Review - Appendi...	2/4/2016 9:07 AM	Adobe Acrobat D...	63 KB
 1374 20160121 Quality Review - Course S...	2/4/2016 9:07 AM	Adobe Acrobat D...	4,245 KB
 1374-APD-Project-Artifact-20160120-114...	2/4/2016 9:07 AM	Adobe Acrobat D...	703 KB
 West Shore Community College Federal ...	1/28/2016 9:43 AM	Adobe Acrobat D...	1,215 KB
 West Shore Community College Federal ...	3/4/2016 3:37 PM	Microsoft Word D...	240 KB

WSCC Website

WSCC Curriculum Guide 2015-16

Informal and formal student complaint files and database

Student Complaint Procedure

Transfer policy and database

College Catalog

News release distributed to area newspapers to coincide with paid advertising: Ludington Daily

News, Manistee News Advocate, Oceana Herald-Journal, Lake County Star

Paid notice/advertising in district newspapers (2 column X 4.5")

Canvas Commons

WSCC Federal Compliance Report

Federal Compliance Worksheet for Review Panels

Samples of articulation agreements

Gainful Employment Disclosures

Net Price Calculator

Sample course syllabi reviewed:

- ACC 201 Principles of Corporate Finance
- ASC 366 U.S. History 1665 – Present
- PSY 161 Introduction to Psychology
- MGT 202 Personnel Management
- MANP 231 Anatomy and Physiology II
- English Comp I
- CRJ 100 Criminal Justice
- Art Appreciation
- NURS 170 and 171 Obstetric and Pediatric Nursing

Appendix C

Federal Compliance Filing

Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation, where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The worksheet becomes an appendix to the team's report. If the team recommends monitoring on a Federal Compliance requirement in the form of a report or focused visit, it should be included in the Federal Compliance monitoring sections below and added to the appropriate section in the team report template.**

Institution under review: West Shore Community College

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: **The team reviewed the formal and informal complaint files and procedures. It concluded that the process is consistently followed and documented, from receiving the student complaint to its final stages. WSCC has moved all Student Services related complaints to an electronic process (which is currently an Excel spreadsheet). It is the intent of WSCC to review possible technology to better support this work.**

Currently, WSCC refers all new and returning students to its online College Catalog for information that would typically be found in a student handbook. The CQR team recommends that WSCC develop a stand-alone (electronic) student handbook that outlines all student and college responsibilities.

It is evident that WSCC reviews and resolves complaints in a timely manner. WSCC reviews relevant complaint findings and patterns to formulate its policies as an effort to prevent similar complaints in the future.

Additional monitoring, if any:

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

- ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: **The team visited with the registrar's office and examined the transfer credit databases and policies. All articulation agreements are properly maintained and posted.**

Additional monitoring, if any:

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team's conclusions:
 - ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: **The team reviewed the process for changing the student's password at the first-time login. Currently, WSCC encourages the student to change the password, but it does not require or prompt the student to change the password when they log in for the first time. The current process is deemed inadequate and may undermine the institution's ability to verify its students' identify. The team recommended that this procedure be changed to require password changes at the first-time login and WSCC IT staff indicated that they would make this change. The monitoring report should be received by the HLC no later than December 31, 2016.**

Additional monitoring, if any: **The team recommends that WSCC provides a monitoring report to document the implementation and progress concerning the mandated password changes. Such new process should align with students' multiple sign-ons for my.westshore and Canvas.**

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*
- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
- **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*
- **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the*

institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
5. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The team followed up on the panel's concerns and reviewed the Net Price Calculator, Student Right to Know information, and Satisfactory Academic Progress and Attendance policies.

Net Price Calculator (NPC): The due date for updating the NPC is June 30th. The new template for the NPC is typically released sometime in January. Prior to the visit, WSCC did not have the updated 2014-15 data, however, when WSCC recognized that the template had since been released, it updated the information prior to the visit. A link to that revised data is found at:

http://www.westshore.edu/p_students/paying_for_college/net_price_calculator.html

Gainful Employment (GE) Disclosures: Upon further investigation by the HLC visiting team, it was determined that WSCC's GE disclosures were up-to-date. They are minimally populated with data due to the fact that they have fewer than 10 graduates per year per certificate.

WSCC is working diligently to address the panel's concerns regarding the requirement of students who have received over 300% of their Lifetime Eligibility Usage (LEU) for Federal Pell and students who have over \$15,000 in Federal Student Loans to meet with the Financial Aid Director. Such requirement is intended to help students better understand their current loans and Pell usage. WSCC has since removed these two criteria from its Loan and SAP requirements.

Additional monitoring, if any:

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.
2. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: **The team reviewed the concerns expressed by the panel in reference to (a) inaccurate enrollment reporting, (b) over awarding, and (c) failure to update enrollment status:**

- (a) Inaccurate enrollment reporting (for the end of year audit – June 30, 2013): This finding was identified due to two separate students who did not have their enrollment status updated in time. This finding is a result of the college's recent implementation of a new general software package in early fiscal 2012. The data has since been integrated correctly, and this issue has been resolved.**
- (b) Over awarding (for the end of year audit – June 30, 2013): This finding occurred because a student was awarded financial assistance from a scholarship fund, overseen by the Director of Student Resources, without verifying that the award did not exceed the student's Cost Of Attendance (COA). Since that finding, a form was created which requires prior review of a student's COA before funds from that scholarship account may be awarded.**
- (c) Failure to update enrollment status: This finding occurred because the College Registrar, who is responsible for all NSLDS enrollment updates, ran and uploaded the enrollment report two days prior the scheduled date to make sure it was done prior to her leaving for a vacation. One day after the enrollment report was sent, a student came into Student Services to withdraw from a college course. When the report was run, at the next scheduled time, it was two days beyond the 30 day time frame. The Registrar has modified the process, to run and upload the enrollment file every 15 days (twice a month), rather than once every 30 days.**

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.
4. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: **WSCC does have the HLC mark on its website. It was located at the bottom of the page and was perhaps not as visible as preferred. The mark has since been relocated to the top of the page: <http://www.westshore.edu/about/accreditation/index.html>**

Additional monitoring, if any:

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: **The team did not identify any concerns.**

Additional monitoring, if any:

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: **The team did not identify any issues/concerns.**

Additional monitoring, if any:

Public Notification of Opportunity to Comment

*The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. **Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.***

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: **No issues/concerns were identified.**

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

WSCC Website

WSCC Curriculum Guide 2015-16

Informal and formal student complaint files and database

Student Complaint Procedure

Transfer policy and database

College Catalog

News release distributed to area newspapers to coincide with paid advertising: Ludington Daily News, Manistee News Advocate, Oceana Herald-Journal, Lake County Star

Paid notice/advertising in district newspapers (2 column X 4.5")

Facebook

Canvas Commons

WSCC Federal Compliance Report

Federal Compliance Worksheet for Review Panels

Samples of articulation agreements

Gainful Employment Disclosures

Net Price Calculator

Course syllabi:

- **ACC 201 Principles of Corporate Finance**
- **ASC 366 U.S. History 1665 – Present**
- **PSY 161 Introduction to Psychology**
- **MGT 202 Personnel Management**
- **MANP 231 Anatomy and Physiology II**
- **English Comp I**
- **CRJ 100 Criminal Justice**
- **Art Appreciation**
- **NURS 170 and 171 Obstetric and Pediatric Nursing**
- **SPE 101 Principles of Public Speaking**

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: West Shore Community College

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*” as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes No

Rationale:

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

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
 - Note that one quarter hour = .67 semester hour
 - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.
4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.
5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.

- For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
- Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
- For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
- The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
- Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

- Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
- Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
- For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

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

Yes No

Comments:

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

Yes No

Comments:

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

Yes No

Comments:

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

Yes No

Comments:

2) Application of Policies

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

Yes No

Comments:

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

Yes No

Comments:

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

Yes No

Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments:

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

Yes No

Comments:

C. Recommend Commission Follow-up, If Appropriate

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

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

Yes No

Rationale:

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

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

No systematic or other non-compliance identified.

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes No

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

Yes No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

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

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

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

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

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

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

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?

Yes No

Comments:

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

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

Yes

No

Comments:

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

Yes

No

Comments:

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

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

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

Yes

No

Rationale:

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



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: West Shore Community College MI

TYPE OF REVIEW: Comprehensive Quality Review

DESCRIPTION OF REVIEW: Comprehensive evaluation includes a federal compliance panel.

DATES OF REVIEW: 03/07/2016 - 03/09/2016

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION:

DEGREES AWARDED: Associates, Certificate

RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

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

RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: No change

APPROVAL OF DISTANCE EDUCATION DEGREES:

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

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

RECOMMENDATION: No Change

ACCREDITATION ACTIVITIES:

AQIP, Comprehensive Quality Review: 03/07/2016
Comprehensive evaluation includes a federal compliance panel.
AQIP, Systems Appraisal: 06/01/2019
AQIP, Systems Appraisal: 06/01/2023

RECOMMENDATION:

Interim Report due 12/31/16 on Development and Implementation of Student Password Policy and evidence of implementation
Interim Report due 6/1/18 on Program Review
Interim Report due 6/1/18 on Assessment of Student Learning

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2008 - 2009

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2025-2026



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1374 West Shore Community College MI

TYPE OF REVIEW: AQIP: Comprehensive Quality Review

DESCRIPTION OF REVIEW: Comprehensive evaluation includes a federal compliance panel.

No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	20
Bachelors	0
 Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0
 Certificate programs	
Certificate	18

Recommended Change:

Off-Campus Activities:

In State - Present Activity
Campuses: None.

Additional Locations:
Manistee County Education Center - Manistee, MI

Recommended Change:

Out Of State - Present Activity
Campuses: None.

Additional Locations: None.

ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change:

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:

Present Offerings:

Associate 11.0101 Computer and Information Sciences, General Computers for Business Internet

Certificate 24.0102 General Studies General Studies Two Year Certificate Internet

Associate 13.1501 Teacher Assistant/Aide Paraprofessional Internet

Certificate 52.0401 Administrative Assistant and Secretarial Science, General Office Information Systems One Year Certificate Internet

Associate 24.0102 General Studies Associate in General Studies Internet

Certificate 11.0101 Computer and Information Sciences, General Computers for Business - One Year Certificate Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate of Science Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate of Arts Internet

Associate 52.0401 Administrative Assistant and Secretarial Science, General Office Information Systems Internet

Associate 52.1801 Sales, Distribution, and Marketing Operations, General Marketing/Management Internet

Certificate 52.0299 Business Administration, Management and Operations, Other Management Skills One Year Certificate Internet

Certificate 19.0709 Child Care Provider/Assistant Early Childhood Education and Child Care One Year Certificate Internet

Associate 19.0709 Child Care Provider/Assistant Early Childhood Education and Child Care Internet

Certificate 43.0102 Corrections Corrections One Year Certificate Internet

Associate 43.0102 Corrections Corrections Internet

Certificate 51.3902 Nursing Assistant/Aide and Patient Care Assistant/Aide Nursing Assistant - Multi

ORGANIZATIONAL PROFILE WORKSHEET

Skilled Health Care Internet

Certificate 51.0710 Medical Office Assistant/Specialist Medical Office Certificate Internet

Certificate 52.1801 Sales, Distribution, and Marketing Operations, General Marketing/Management
One Year Certificate Internet

Associate 51.3902 Nursing Assistant/Aide and Patient Care Assistant/Aide Nurseing Assistant - Multi
Skilled Health Care Internet

Recommended Change:

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change:

Contractual Relationships:

Present Offerings:

None.

Recommended Change:

Consortial Relationships:

Present Offerings:

None.

Recommended Change:
