Accreditation and WVU

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2024 Comprehensive Visit

• Reaffirmation
• Possible outcomes (assigned at the criterion level)
  • Met
  • Met with Concerns
    • Interim Reporting or Follow-up Visit
  • Not Met
    • Sanctions, Probation, or Show Cause

• Public Disclosure Notices | Students-Communities (hlcommission.org)
2024 Comprehensive Visit: How can you participate?

• Show up for the visit in April 2024
• Let us know about great things that you’re doing, especially in Criteria 3 and 4
Discussion Series

• Introduction to Accreditation, Multisite Visit Results, 2022 HLC Conference Debrief
• Criterion 1: Mission
• Criterion 2: Integrity: Ethical and Responsible Conduct
  • Friday, April 14th 1:30, College of Law
• Criterion 3: Teaching and Learning: Quality, Resources, and Support
• Criterion 4: Teaching and Learning: Evaluation and Improvement
• Criterion 5: Institutional Effectiveness, Resources, and Planning
• 2024 Self-study
The Assurance Argument

• The argument that we meet the criteria for accreditation is made through evidentiary claims.
  • Concise claims of fact supported by additional evidence.
  • We link evidence (websites, files, reports, etc.) that supports the evidentiary claims.

• The institution determines what argument and evidence we present.
  • It is not comprehensive but needs to demonstrate systematic evidence for the institution as a whole, not anecdotal or isolated practices.
General Structure of Criteria

• Five criteria
  • These are the decision levels.

• Core components in each criteria
  • Each of these gets rated and aggregated to the criteria level.

• Sub-components for each core component
  • This is the level to which we write in the assurance argument and at which we gather / organize supporting evidence.
Criterion 1: Mission

• **1.A.** The institution’s mission is articulated publicly and operationalized throughout the institution.

• **1.B.** The institution’s mission demonstrates commitment to the public good.

• **1.C.** The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.
1A: The institution’s mission is articulated publicly and operationalized throughout the institution.

1. The mission was **developed through a process** suited to the context of the institution.

2. The mission and related statements are **current** and reference the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

3. The mission and related statements **identify the nature, scope and intended constituents of the higher education offerings and services** the institution provides.

4. The institution’s **academic offerings, student support services and enrollment profile are consistent** with its stated mission.

5. The institution clearly **articulates its mission through public information**, such as statements of purpose, vision, values, goals, plans or institutional priorities.
The mission was developed through a process suited to the context of the institution.

In response to President Gee’s December 2020 charge to transform the academic enterprise, Provost Reed launched an Academic Transformation process with the goal of reviewing academics’ contribution to the mission by reviewing the academic portfolio, pursuing academic restructuring, identifying academic efficiencies, enhancing student success, enhancing faculty rewards and recognition, and expanding online offerings. Several committees were established that engaged all constituencies and focused on the five priorities of the academic transformation process.
1A: Evidence

• 1.A.1 (process): State of University addresses, campus conversations, Board meetings
• 1.A.2 and 1.A.3 (currency, scope): Catalog, university websites
• 1.A.4 (consistency): Institutional data on students, programs, accreditation
• 1.A.5 (articulation): WVU mission, values
Discussion and Questions
1B: The institution’s mission demonstrates commitment to the public good.

1. The institution’s actions and decisions demonstrate that **its educational role is to serve the public**, not solely the institution or any superordinate entity.

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

3. The institution **engages with its external constituencies and responds to their needs** as its mission and capacity allow.
1B1 Argument

- The institution’s actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
- The WVU Encova Center for Innovation and Entrepreneurship (ECIE) educates students, faculty, staff, and community about identifying and developing entrepreneurial opportunities. The West Virginia Business Plan Competitions offer high school students, college students, and community members from across the state the opportunity to bring their idea to life. The ECIE offers West Virginia residents a range of resources including workshops, coaching, networking throughout the process with the end goal of starting or growing their business in the state. The Impact Challenge invites high school and college students from across the state to create and develop innovative ways to build the future of West Virginia, then pitch their ideas to a panel of judges. The John Chambers College of Business and Economics provides other outreach services and centers to the state as well.
1B: Evidence

• 1.B.1: (public service) Carnegie Community Engagement, STEAM TAC, Encova, Ascend WV, WVU Online, Osher Lifelong Learning

• 1.B.2: statement of state agency

• 1.B.3: (external constituencies) Extension, Research Office, Center for Service and Service Learning, HSC
Discussion and Questions
1C: The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

2. The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.

3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.
1C1 Argument

The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Established in 2016, the WVU LGBTQ+ Center provides education, programming, and advocacy for WVU students, faculty, staff, and community members. The center works to ensure inclusive campus policies, practices and curriculum, and serves as a social hub and clearinghouse for campus and community resources.

With a Campus Pride Index rating of 4.5 stars (of 5), the WVU LGBTQ+ Center has put WVU near the top tier of LGBTQ+ inclusive college campuses nationwide. In 2022, its staff presented 57 educational trainings and lectures; hosted 38 diverse programs and events; and participated in 91 service and collaboration projects both on and off campus, to enhance engagement and retention of members of the LGBTQ+ community.
1C: Evidence

• 1C1: (activities for the global, diverse workplace) LGBTQ+ Center, WVU Advance, WLI, Veterans, OAS, Center for Excellence in Disabilities

• 1C2: (inclusive, equitable treatment) Senate syllabus statement, DDEI, Title IX, Talent and Culture, Global Affairs, enrollment data

• 1C3: (climate of respect) BOG Rules, Inclusive Campus, Faculty Justice Network, WVU Values
Discussion and Questions
Criterion 1 Draft

• Available on website: Preparing for Accreditation 2024 | Office of the Provost | West Virginia University (wvu.edu)

• For review, comment, additional information and evidence
  • Send those to me directly or through this link (also on the website): https://wvu.qualtrics.com/jfe/form/SV_6seEoglWUr3yrm

• The last full self-study is also available on the web: Home | Accreditation | West Virginia University (wvu.edu)