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3.13.2 - Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures
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3.13.4.a - Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports
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4.8.3 - Written Procedure for Projected Additional Student Charges
4.9 - Definition of Credit Hours

Part IV: Institutional Summary Form

Part V: Organizational Charts
Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That Kentucky Wesleyan College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

2. That Kentucky Wesleyan College has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated “Institutional Summary Form Prepared for Commission Reviews,” and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That Kentucky Wesleyan College has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution’s last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison: Paula F. Dehn, Ph.D

Signature

Date Feb. 15, 2017

Chief Executive Officer

Name of Chief Executive Officer: Barton D. Darrell, J.D.

Signature

Date 2/15/17
### Part 2. LIST OF SUBSTANTIVE CHANGES APPROVED SINCE THE LAST REAFFIRMATION

<table>
<thead>
<tr>
<th>Approval Date</th>
<th>Description of Substantive Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 11, 2008</td>
<td>Notification from SACS of reaffirmed accreditation for Kentucky Wesleyan College.</td>
</tr>
<tr>
<td>July 24, 2008*</td>
<td>Notification from SACS that Kentucky Wesleyan College did not give the appropriate notification to initiate online degree completion programs starting in the fall 2008 and suggestion to withdraw notification.</td>
</tr>
<tr>
<td>September 2, 2008</td>
<td>Notification from SACS regarding Kentucky Wesleyan College’s formal withdrawal of request to initiate online degree completion programs in the fall of 2008.</td>
</tr>
<tr>
<td>August 11, 2009</td>
<td>Acknowledgement of letter dated March 25, 2009, providing SACS with notification the College plans to submit a prospectus for its first online degree program and is currently offering 24% or less of courses online.</td>
</tr>
<tr>
<td>February 12, 2010</td>
<td>Acknowledgement of letter from Kentucky Wesleyan College dated September 15, 2009, providing a prospectus for the first degree program where 50% or more of the credits required in the program will be offered online effective fall 2010. BA in Business Administration degree online.</td>
</tr>
<tr>
<td>February 17, 2010</td>
<td>Acknowledgement of letter from Kentucky Wesleyan College dated September 23, 2009, notifying the Commission of the intent to initiate a BA in Theatre program beginning fall 2010 which was not a significant departure.</td>
</tr>
<tr>
<td>February 17, 2010</td>
<td>Acknowledgement of letter from Kentucky Wesleyan College dated December 14, 2009, notifying the Commission of the intent to initiate a B.S. in Legal Studies program beginning fall, 2010 which was not a significant departure.</td>
</tr>
<tr>
<td>July 30, 2010</td>
<td>Acknowledgement of letter from Kentucky Wesleyan College dated April 1, 2010 notifying the Commission of the intent to initiate BS Health Science and BA in American Studies. These programs were not considered substantive changes.</td>
</tr>
<tr>
<td>October 27, 2010</td>
<td>Acknowledgement of letter from Kentucky Wesleyan College dated July 30, 2010, notifying the Commission of the intent to add two new online degrees, the B.S. in Criminal Justice and the B.S. in General Studies, effective Spring 2011.</td>
</tr>
<tr>
<td>Date</td>
<td>Acknowledgement</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>June 27, 2011</td>
<td>Acknowledgement of letter dated May 10, 2011, notifying the Commission that effective fall 2011, the Bachelor of Science in Exercise Science and the Bachelor of Science in Criminal Justice and Criminology will be offered. They were not considered to be substantive.</td>
</tr>
<tr>
<td>September 1, 2011</td>
<td>Acknowledgement of letter dated July 8, 2011 notifying the Commission of the discontinuance of four programs effective 2013. Letter required additional information no later than October 7, 2011</td>
</tr>
<tr>
<td>***</td>
<td>Acknowledgment of a letter dated September 7, 2011 to the Commission providing information requested in the Commission letter of September 1, 2011</td>
</tr>
<tr>
<td>January 3, 2012</td>
<td>Acknowledgement of letter dated Oct. 31, 2011, notifying the Commission of the intent to reinstate the BA in Music and discontinue the Sociology major.</td>
</tr>
<tr>
<td>November 2, 2012</td>
<td>Acknowledgement of letter dated June 24, 2012 notifying the Commission it will discontinue six low/no enrollment programs effective May 2012.</td>
</tr>
<tr>
<td>September 3, 2015</td>
<td>Acknowledgement of letter dated April 9, 2015, Kentucky Wesleyan College asking to reinstate the B.A. in Music degree program, effective fall 2015.</td>
</tr>
<tr>
<td>September 15, 2015</td>
<td>Acknowledgement of letter from Kentucky Wesleyan College dated July 15, 2015, notifying the Commission of the closure of the Bachelor of Arts in Spanish and the Bachelor of Arts in Spanish Education (P-12) degree programs, effective fall 2015.</td>
</tr>
</tbody>
</table>

*The college did not take the appropriate action to notify the Commission in a timely manner of the plan to initiate online degree programs in 2008. This occurred during a time of Administrative turnover of both the President and Vice President of Academic Affairs/SACSCOC Liaison. When the error was discovered, the notification for program addition was submitted for substantive change review and then formally withdrawn to remain in compliance with Commission policies.*  
**The college did not take the appropriate action to notify the Commission in a timely manner of the plan to initiate several new degree programs in 2007 and 2008. This occurred during a time of Administrative turnover of both the President and Vice President of Academic Affairs/SACSCOC Liaison. When the error was discovered, the notification for program additions was submitted for substantive change review. The Commission accepted the college's late notification and requested no further information.**  
***In preparing the Compliance Document, the College determined that the response prepared for the Commission was never signed by the President. The College formally notified the Commission of this oversight on Jan 25, 2017 after communicating with Kevin Sightler on the Commission Staff. A response from the Commission has not been received.*
2.1

Degree-Granting Authority
The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative
The Commonwealth of Kentucky licenses Kentucky Wesleyan College to operate as a nonpublic institution under provisions of Kentucky Revised Statutes 164.945 to 164.947. The state licenses Kentucky Wesleyan College to award baccalaureate degrees in 31 areas (majors), although two are currently in teach-out mode, scheduled to end 2017.

Each year, the President's Office of Kentucky Wesleyan College responds to a memo from the Kentucky Council on Postsecondary Education that requests the institution to update its information by submitting names of key personnel, tuition rate, an audit summary, and a list of any program changes. Kentucky Wesleyan College's current license is scheduled for renewal in June 2017.

Evidence of Compliance: The College has presented documents demonstrating it has degree granting authority in the Commonwealth of Kentucky.

Sources

- CPE License Renewal through June 30, 2017
- KRS 164
2.2

Governing Board
The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution’s programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Kentucky Wesleyan College is compliant with CR 2.2 as it has an active and independent governing Board of Trustees who “shall exercise ultimate institutional authority...and will operate within the parameters outlined by the Southern Association of Colleges and Schools, Commission on Colleges.” According to the Restated Articles of Incorporation, Article IV, paragraph 1, “The administration and management of the affairs and business of the corporation shall be vested in a Board of Trustees of not less than 16 nor more than 40 members, excluding the ex-officio members.”

Size of the Board: Current membership is 30, with 12 members elected by the Kentucky Annual Conference of the United Methodist Church. Each member can serve no more than three consecutive four-year terms [1].

Authority over the Institution: The Board of Trustees is the legal body that has authority over the institution. "The Board of Trustees shall have three regular meetings during each fiscal year..." Agendas are structured so that the board sets policies and focuses on issues of strategic and long-term concern regarding the fulfillment of the college's mission. For instance, in June 2015, a strategic planning session titled the “Road to There” set in motion work by faculty, staff, and students to determine the College’s strategies to meet the goals set by the Trustees to bring the College to where it needed to be to more effectively meet its mission. Also, the Trustees are responsible for the institution's leadership by hiring the president and evaluating his/her performance.
The Board exercises its authority over the institution as both an active policy-making body for the institution and in ensuring that the financial resources of the institution are adequate to provide a sound educational program. Examples of these two functions are provided in the following sections:

- **Active Policy Making Body** – The Board of Trustees sets institutional policy as a function of its governance of the institution and its responsibility for conducting its affairs. The current Committee and Task Force structure of the Board reflects oversight of the administrative units of the College – Finance and Administration, Student Life and Academic Affairs, Admissions and Retention (Task Force). The Board has reviewed, reaffirmed, and/or approved the required SACSCOC policies, e.g. Intellectual Property, Substantive Change, etc., as the College has begun to prepare for its decennial review, a change in the contribution to the Retirement Plan, and policy for student housing.

- **Ensures Financial Resources** - The Board of Trustees assumes responsibility for ensuring that adequate financial support is provided in order to provide sound educational programs. The Finance and Administration Committee (FAC) is responsible for the areas of finance, budget, development, building and grounds, audit and investment. The latter two areas are overseen by subcommittees of the FAC. The FAC “makes full reports to the Board for appropriate action.” Board action related to its oversight responsibilities include: approval of the FY 2016 budget; report of FY 2015 Audit; management of endowment, etc. Additionally, Trustees are expected to provide financial support to the college that is appropriate to their personal means.

**Control of the Board:** To conduct business the Board must have a quorum to hold a meeting. "...an affirmative action shall be by a majority vote of those members present." Although the Executive Committee of the Board of Trustees may meet between full-Board meetings and conduct routine business, "the committee may not take action changing the academic or fiscal policies for the College, nor may it act to create indebtedness, make extraordinary appropriations of funds, or change the total budget of the Institution, except by prior authority granted by action of the Board." Therefore, it is impossible for a minority to control the Board. Minutes of the Board meetings are provided to show evidence of voting by the Board.

Trustees are selected on the basis of expertise, background, and perspective. The Committee on Nominations is charged with recommending potential Trustees to the full Board. The full Board elects new members by a majority vote. Recent minutes reveal the work of the committee to create a diverse board that reflects various areas of expertise such as investment background, academic/higher education expertise, or connections to targeted professional areas. Selecting members from these various perspectives represents one of several mechanisms by which the board protects the institution from undue influence from political, religious, or other external bodies. Additionally, as noted above, 12 Trustees are elected by the Kentucky Annual Conference of the United Methodist Church (UMC), of which at least four must be ministers and four must be lay persons associated with the UMC. However, none of these limitations has resulted in undue influence, as the Board has the ability to recommend up to 24 additional at-large members "...who may be chosen without regard for Conference or Church membership or place of residence...”

**Freedom from Interest:** Kentucky Wesleyan has a Conflict of Interest (COI) Policy that applies to all members of the college community, e.g. Trustees, faculty, and staff. Article IX of the By-Laws defines and outlines the process for disclosure for Trustees with regard to conflicts of interest. Annually, every board member must sign a statement pledging that
he/she has no conflict of interest issues, e.g. contractual, employment, or personal or familial financial interest, with Kentucky Wesleyan College or disclose potential conflicts. Continuing Trustees file COI disclosure statements annually prior to or at the first meeting Board Meeting of the year and any new Trustees file COI disclosures at their appointment. COI forms are filed in the Office of the President. The Secretary of the Board reviews annual COI forms and reports any potential COI to the Board Chair. Conflicts are noted in the Board materials that are sent out to the Board members for the first meeting of each year, with a notation that any matters that might be considered by the Trustees during the year that would be affected by such conflicts should be handled in the manner provided in Section 9.2 of the By-Laws.

There have been no unresolved conflict of interest issues with members of the Board in recent history. For example, one Trustee owns Canteen Services that holds the contract for vending machines on campus. He discloses this potential COI but is not involved in any contract renewals for these services.

**Evidence of Compliance:** The College has provided evidence that it has a Board of Trustees composed of more than five people, is an active policy-making body, ensures adequacy of financial resources, and is not controlled by a minority of board members or other organizations or interests separate from it. Board members abide by a conflict of interest policy that ensures that any contractual, employment, or personal or familial financial interest in the institution is reported and monitored.

[1] The College By-Laws were revised in 2013 to include a term-limit for Board members. The minutes of the meeting reflect the action item recommending term limits as well as the following statements concerning implementation: "Recommending three terms of four years (12 years total) to be served by a Trustee. Anyone can rotate off, lay out a year and come back. This is to recruit new folks and keep the Board fresh. This will also keep the Board at a good size yet broaden the base. Discussion. These by-laws will take effect upon approval and start with new members voted on today. Current members will begin the 12 year total term count at the end of their current term. Motion made by Phil Shepherd. Seconded by Phil Malone. Approved."

**Sources**

- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 3)
- Board of Trustees Minutes Feb 2016
- Board of Trustees Minutes June 2016
- Board of Trustees Minutes Oct 2015
- Board of Trustees Schedule June 2015
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 1)
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 10)
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 2)
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 3)
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 6)
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 7)
2.3

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy “Core Requirement 2.3: Documenting an Alternate Approach.”) (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy “Core Requirement 2.3: Documenting an Alternate Approach.” This information should be submitted as part of the Compliance Certification.)

Judgment

☑ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative

The President of the College, Barton D. Darrell, is the Chief Executive Officer and was appointed to the position on September 14, 2014. Rev. Tom Grieb is the Chair of the Board of Trustees.

According to Article V, number 3 of the Restated Articles of Incorporation of Kentucky Wesleyan College, the Board shall elect a President and give him or her the authority to perform his or her duties. The Amended and Restated By-Laws of the College, Article V, describe term, authority and responsibilities of the President. Likewise, additional responsibilities are described in the President’s job description.

Specifically, Article V, Section 5.2 of the By-Laws states:

The President shall be the College's Chief Executive Officer and the chief advisor to and executive agent of the Board of Trustees. His or her authority is vested through the Board of Trustees and includes responsibility for all College educational and managerial affairs. The President is responsible for leading the College, implementing all Board policies, keeping the Board informed on appropriate matters, consulting with the Board in a timely manner on matters appropriate to policy-making and fiduciary functions, and serving as the College’s key spokesperson... At no time can the President serve as the Chairperson of the Board.

It should be noted that the final sentence of section 5.2 prohibits the President and the Chairperson of Board being the same individual. Hence, no one person has been Chairperson of the Board of Trustees and President of the College at the same time.

Evidence of Compliance: Kentucky Wesleyan College has provided evidence that it has a chief executive officer whose primary responsibility is to the College and who is not the presiding officer of the Board of Trustees.

Sources

Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 5)
2.4

Institutional Mission
The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment
☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
The College has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission of Kentucky Wesleyan College is as follows and appears in the Academic Bulletin, Student Handbook, Online Education Handbook, Employee Handbook, Trustee Manual, and on the website:

Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes and prepares students intellectually, spiritually, and physically to achieve success in life.

Adopted by the Board of Trustees in June 2014 and reaffirmed in February 2016

The mission statement has undergone review and revisions since the last decennial review. In 2009, the College began planning for the next Strategic Agenda. During that process faculty, staff and Trustees participated in many focus group and workgroup meetings led by an external facilitator. The Mission was examined within the context of questions such as “who are we?” and “how are we unique?”, etc. When the Strategic Action Plan 2010-2012 was adopted, the Mission statement was not changed. Prior to the SACSCOC Fifth Year Interim Report, the mission statement was reviewed and modified slightly by the Board of Trustees on June 6, 2014. The statement contained reference to preparation of future leaders. Through the process of institutional assessment, the College determined it could no longer effectively document that it “stimulates, and prepares future leaders,” as the co-curricular leadership program and courses devoted to leadership were no longer being offered. The reference was removed. In February 2016, the current mission statement was again reviewed by the Board of Trustees and reaffirmed.

The current mission statement is focused on teaching and learning and reflects the institution’s commitment to the liberal arts, the spiritual development of students, their physical well-being, and their success as a result of their preparation at the College.

The liberal arts emphasis permeates Kentucky Wesleyan’s approach to teaching and learning in many ways. For example, the strong and broad general education program is the cornerstone of all academic programs at Kentucky Wesleyan College. The liberal arts emphasis impacts how faculty are hired and teach their majors whether associated with a traditional liberal arts discipline, e.g., Music, History, or a professionally-oriented program, e.g., Fitness and Sports Management. Likewise, the liberal arts emphasis influences the support and funding of faculty development (see CS 3.7.3 Faculty Development). The Center for Engaged Teaching and Learning (CETL) supports faculty through workshops, mini-grants, and one-on-one assistance that helps prepare faculty to be more effective teachers. CETL encourages
students to participate in enhanced learning experiences such as service learning, study trips, and study abroad, internships, and undergraduate research.

The mission also focuses on nourishing students by preparing them for future success in life. “The Wesleyan Way” has four tenants that define interactions within the Kentucky Wesleyan community:

1. We do everything with HONOR
2. We always SUPPORT EACH OTHER
3. We will COMPETE WITH INTEGRITY
4. We LOVE EACH OTHER in Christ

Preparing students intellectually embraces the entire curriculum, while spiritual preparation includes a required religion course within the general education program, other religion courses within the curriculum, the Christian Ministries minor, and the co-curricular campus ministries program. Preparing students physically by promoting health and wellness is achieved through many avenues. Among them are:

- a required course within the General Education curriculum, EXSC 101 Lifetime Physical Fitness and Wellness (3 hr.)
- health and wellness initiatives throughout the year sponsored/conducted by Sodexo, the campus food provider
- health and wellness workshops and services provided by the campus nurse
- the campus intramurals program
- the intercollegiate sports program which fields 17 men’s and women’s teams and sponsors cheerleading and dance programs
- memberships to the YMCA provided for all students
- access to an on-campus gym, tennis courts, fitness-trail, and Frisbee golf
- counseling services provided to all students through an off-campus provider

Kentucky Wesleyan’s partnership with the United Methodist Church is based on the Education Covenant of Partnership which outlines how the institution creates an environment for learning that will lead to a quality education and prepare students for lives of committed service. To that end, we accomplish this through our increased focus on service learning, participation in community service programming, and campus ministry programming. In 2016, The Center for Engaged Teaching and Learning became the clearinghouse and repository for collecting data for these events. Prior to that the office of the Vice President of Academic Affairs gathered data on participation in service learning and community service. In 2015-2016, students completed 20,315.5 hours of service learning and community service. Additionally the Covenant addresses the commitment to “prepare students regardless of social standing, ethnic identity or gender for lives of intellectual vigor...”. To this end, Kentucky Wesleyan has developed opportunities for students who cannot attend traditional face-to-face classes due to family or work obligations to obtain undergraduate degrees through our distance (online) education programs in Business Administration, Criminal Justice and Criminology, and General Studies.

The mission of Kentucky Wesleyan College does not include research; however scholarly works and creative activities are required of all faculty to help maintain currency in their disciplines. Those activities that involve undergraduates in the process are viewed as an extension of our teaching mission. The Wesleyan Fellows program and the Scholars Day component of our Celebration of Student Achievements focus on these student activities.
**Evidence of Compliance:** The College has provided evidence that it has a clearly defined comprehensive mission statement, that it is published in a variety of sources, that it addresses teaching and learning, is specific to the institution, and appropriate for higher education.

**Sources**

- Academic Bulletin 2016-17 (Page 11)
- Academic Bulletin 2016-17 (Page 133)
- Academic Bulletin 2016-17 (Page 7)
- Biology Faculty Ad Fall 2016
- Board of Trustees Minutes June 2014
- Board of Trustees Schedule Feb 2016
- Celebration of Student Achievement 2016
- CETL Fall Workshops 2016
- CETL Mini-Grant Proposal
- Employee Handbook 2016 (Page 5)
- Faculty Handbook 2016 (Page 26)
- Kentucky Wesleyan College Website
- Online Education Handbook 2016 (Page 2)
- Program Assessment Fitness and Sports Management 2015-16
- Program Assessment History 2015-16
- Program Assessment Music 2015-16
- Service Hours 2015-16
- Student Handbook 2016-17 (Page 7)
- The Wesleyan Way
- Trustee Manual 2016 (Page 2)
- UMC Education Covenant of Partnership
- Wesleyan Fellows 2016-17
2.5

**Institutional Effectiveness**

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

**Judgment**

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

**Narrative**

Kentucky Wesleyan College engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. The College is committed to continuous planning, evaluation and improvement.

Kentucky Wesleyan’s mission has undergone review and revisions since the last decennial review. Prior to the SACSCOC Fifth Year Interim Report, the mission statement was reviewed and modified slightly by the Board of Trustees on June 6, 2014. The statement contained reference to preparation of future leaders. Through the process of institutional assessment, the College determined it could no longer effectively document that it “stimulates, and prepares future leaders,” since the co-curricular leadership program and courses devoted to leadership were no longer being offered. Please refer to CR 2.4 Institutional Mission for additional details concerning the process and minor changes made to the mission statement and CS 3.1.1 Mission for additional information concerning how the mission guides operations at Kentucky Wesleyan.

The current mission statement is focused on teaching and learning and reflects the institution’s commitment to the liberal arts, the spiritual development of students, their physical well-being, and their success as a result of their preparation at the College.

> Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes and prepares students intellectually, spiritually, and physically to achieve success in life.
>
> *Adopted by the Board of Trustees in June 2014 and reaffirmed in February 2016*

Planning activities at Kentucky Wesleyan also reflect the commitment to a liberal arts education, providing an environment that supports student growth and spiritual development, and preparation to achieve success in life. Strategic and operational plans and their execution are both institution-wide and unit-based and are integrated with resource allocation. Through consultative, collaborative, and data-driven processes that involve the Board of Trustees, the administration, faculty, students, and alumni, the College develops and implements coherent and integrative strategic and operational plans designed to provide a clear direction with the sufficient flexibility necessary to respond to the changing educational landscape and growth of the College.
Resources for Data-Driven Planning and Benchmarking

In the past, many units generated their own surveys, e.g., PLUS Center Survey, Senior Exit Survey, Student Satisfaction Survey, Alumni Survey, Freshman Entry Survey, Freshman Advisor Survey, IT Satisfaction Survey, etc. In an attempt to reduce “survey fatigue,” the Office of Institutional Effectiveness and Research (OIER) has been charged with overseeing the gathering and generation of all institutional data, effective fall 2016. In addition to data generated internally through OIER, Kentucky Wesleyan College gathers data from external sources. As a member of the Council on Independent Colleges and Universities (CIC), the College receives CIC’s annual Key Indicators Tools (KIT) and Financial Indicators Tool (FIT) reports. KIT indicators measure student and faculty information, e.g., enrollment, retention, faculty salaries, etc. The FIT indicators measure resource sufficiency, debt management, asset performance and operating results. These indicators compare Kentucky Wesleyan against other institutions by region, enrollment size, and Carnegie classification. The College has participated in the National Survey of Student Engagement (NSSE) since 2008 and has participated once in its companion survey, the Faculty Survey of Student Engagement (FSSE). NSSE survey results provided data used to establish student achievement benchmarks for engagement, provided information on advising, and allowed the College to compare other student self-reported perceptions of experiences and achievements at the beginning and end of their college years and against students at other institutions.

Strategic and Institutional Research-Based Planning Since the Last Decennial Review

In 2008, Dr. Cheryl King was appointed president of Kentucky Wesleyan. During the 2008-2009 academic year she began an institution-wide strategic planning exercise that was initiated with a retreat for the Board of Trustees and key administrative staff. By the end of December, this process led to a “Plan to Plan” that consolidated all of the ideas, perceived needs, and potential goals to be incorporated into a new Strategic Plan and Action Agenda 2010 and Beyond. This material was presented to the Board of Trustees in February 2009. A core planning team consisting of Board members, faculty, staff, and administrators was formed and began work to create a three-year Strategic Action Plan following a planning calendar, a model to be used in the process, and guidelines developed by the President and an external facilitator. Several forums for faculty, staff, and student leaders followed and produced qualitative inputs. These led to the Core Planning Team’s three year vision, which became the backbone of the Strategic Agenda 2010-2012 that charted a path to sustainability through increased enrollments, more efficient staffing, fewer academic programs, developing an online program, and an institution-wide focus on students. The strategic plan was formally adopted by the Board of Trustees in October 2009.

Following the adoption of the Strategic Agenda 2010-2012, Stevens Strategy was contracted to work with a group of faculty, staff, and administrators to develop an operational plan that would be used to implement the Strategic Agenda and to work with the College to facilitate a review of the College’s revenue centers.

The Institutional Program Review Committee (IPROC), an ad hoc committee consisting of 16 representatives of faculty, staff, students, and alumni, was charged to identify the programs that could be reduced or eliminated and programs that should grow so the College could realize the strategic agenda. Programs were evaluated by relevance to the mission, quality, marketability, and revenue potential. Current and prospective students were surveyed to determine which programs they found most interesting and attractive. The quality of programs was determined by examining faculty productivity, scholarship, and teaching surveys; student
satisfaction; advising quality; and selectivity. Each program’s costs, revenues (tuition and fees), financial aid awarded, and overhead expenses were determined. Stevens Strategy compiled and analyzed the data and ranked the programs into top, middle, and bottom tiers. The committee presented the data and rankings through campus-wide forums and vigorous discussion throughout fall 2010. The committee recommended terminating eight of 40 existing programs. Four programs agreed that they were no longer viable and were terminated in 2011. Four appealed, presented counter-evidence, and were given three additional years of probation before another review. Ten additional programs were identified as not strong enough, and were asked to develop plans for improved quality and growth. Four growth plans were accepted, and six additional programs were eliminated in 2012. Timely retirements and reassignments allowed the College to make these reductions without terminating faculty, and all students finished their degrees. Please refer to CS 3.1.1 Mission, CS 3.5.3 Undergraduate Program Requirements and CS 3.12.1 Substantive Change for additional details.

The IPROC review identified the science programs as strengths for the institution and programs that had the capacity to grow. In 2010, the College received a National Science Foundation grant (NSF-STEM) providing scholarships for 39 students: 21 transfers and 18 incoming freshmen over the five-year grant period. The College partnered with three regional community colleges to create pathways for transfer for potential STEM students. At the conclusion of the grant a total of 50 students had been recruited and funded through this program, 62% had graduated or remained in good standing in STEM majors and an additional 12% changed their major and graduated in non-STEM fields.

Following the IPROC review, an ad hoc Athletics Task Force was developed to examine every aspect of athletics and the role it played on campus. It presented its findings to the President, Dr. Cheryl King, in January 2011. In June 2011, Dr. Craig Turner was appointed President of Kentucky Wesleyan College. He examined the recommendations of the Athletics Task Force and hired a new Athletic Director who worked to develop and get approval for a new Division II Athletics Conference that has resulted in students having a more satisfactory athletics experience. During this same time, President Turner approved the hiring of three additional faculty for the Music program which enabled the major to grow, as well as attract additional students to the College. There also was an increase in fundraising through churches as a result of the choir performing within the community.

In 2011, the College began to develop a Title III: Strengthening Institutions grant application to address some of the goals of the Strategic Agenda 2010-2012, including increasing retention and graduation rates, growing enrollment, increasing student engagement, and being able to access accurate and timely information to make data-driven decisions. This grant was funded in 2014 and has resulted in implementation of a new student information system and creation of a Center for Engaged Teaching and Learning. Please refer to CS 3.3.1.2 Institutional Effectiveness: Administrative Support Services, CS 3.3.1.3 Institutional Effectiveness: Academic and Student Support Services, CS 3.7.3 Faculty Development, CS 3.4.12 Technology Use for additional details concerning grant outcome impacts on students, faculty, and institutional effectiveness.

Dr. Turner continued efforts to support the Strategic Agenda 2010-2012, and the Board of Trustees approved extending the plan in 2014, as the College had not yet achieved its goals. A grant application to the James Graham Brown Foundation resulted in funds to develop a Sophomore Year Experience Program that has improved second year student retention. Likewise, the Board approved the allocation of resources for capital improvements in 2011, 2013, and 2014 to renovate the Admissions and Financial Aid Offices to create a more welcoming and appealing unit for potential students and their parents, to relocate Student Life
Offices to the Student Center to provide more accessibility, and to renovate and modernize a 1960's dormitory for freshmen students, respectively. In 2014, the Board also allocated funds to hire additional personnel in Admissions, enabling the College to reach new markets.

In fall 2014, Mr. Barton Darrell was appointed president of Kentucky Wesleyan College. In June 2015, a strategic planning session of the Board of Trustees entitled the “Road to There” set in motion work by a committee of faculty, staff, and students to determine strategies to guide the College to more effectively fulfill its mission. The committee presented its concepts to the Board of Trustees in October 2015. Following this meeting an external facilitator conducted focus groups with faculty, staff, administrators, and students to refine ideas. A strategy survey was distributed to stakeholders to help identify priorities. A final Strategic Action Plan 2016-2019 was presented to the Board for approval with year one priorities in February 2016. The plan has three major goals: enrollment growth and retention; energized and enthusiastic faculty, staff and alumni; and improving financial health and investment in the College through the development of a robust development operations. Year two priorities have been established and approved by the Board of Trustees in October 2016.

**Connecting Planning and Budgeting**

The Institutional Budget Committee meets to craft a budget for the following year. An enrollment projection model is the basis for generating information concerning potential revenue. The cabinet (administrative officers) presents recommendations to this committee for funding priorities based on strategic goals, identified needs, expected increases in fixed costs, etc. The cabinet has assumed primary responsibility for the analysis and synthesis of findings from the various units of the College, ensuring data-driven planning and budgeting. Since approval of the Strategic Action Plan 2016-2019 in 2016, resources have been allocated to enable its goals to be achieved. For example,

- a new Dean of Student Success was hired in summer 2016 to develop and implement a new Freshman Year Experience Program;
- a new Student Success Center was developed in summer 2016, expanding student tutoring, advising and advisor training, workshops for students to address study skills, and incorporating the Office of Career Development;
- the Center for Engaged Teaching and Learning was relocated to provide a collaborator/training space for faculty and location for students to meet to gather information about study away opportunities, community service and service learning, and how to apply for prestigious scholarships and fellowships;
- a new commuter lounge was established;
- a Vice President of Executive Initiatives and Retention was appointed to oversee all campus retention efforts;
- student-athlete study tables were implemented for fall 2016;
- additional Advancement staff were hired to develop a robust development operations to improve the overall financial health of the institution; and
- an additional faculty hire for 2016-2017 in Exercise Science supported a rapidly growing major.

**Academic Program/Administrative and Academic and Student Services Support Unit Planning, Assessment, and Using Data to Improve Institutional Effectiveness**

Academic programs and administrative, academic and student services support units develop, and revise as necessary, their own missions, goals and student learning objectives.
Assessment plans describe objectives/student learning outcomes, criteria for success/benchmarks, assessment tools to be used, etc. The assessment report for each academic program, administrative unit, and academic and student support services unit demonstrates how it is accomplishing its mission and explains the relationship of its work to the overall mission of the College. The annual assessment reports describe program/unit assessment activities of the past year. A six column assessment table is used to report on unit objectives and benchmarks, tools used, accomplishments and failures, and the impact of modifications implemented. All reports are reviewed using a standard rubric designed to help improve units to meet expected reporting requirements. These annual assessment reports document that assessment is ongoing and that evidence-based improvements are being implemented. Kentucky Wesleyan’s Manual for Institutional Effectiveness is available to all faculty and staff and is published on the College’s intranet. The assessment cycle is on an academic year schedule.

**Academic Programs:** Since the last decennial review, all academic programs not regulated by discipline-specific program accreditations, have revised and developed new program assessment plans based on course embedded assessments. Each program plan was developed using a template that guided faculty through the process. Each plan was evaluated using a rubric to ensure that program learning outcomes were tied to mission, set relevant benchmarks, and were based on appropriate methods of measurement. The assessment results are reported on a standardized form that provides information on the outcomes to be measured during the current cycle. Distance (online) program results are included in the data for the traditional face-to-face program as the learning outcomes for both modes of delivery are the same. A key component of the assessment evaluation is to determine if “improvements” have occurred as a result of actions taken. Programs have made numerous modifications to their courses to improve student learning. They also have modified the methods used to assess student learning as well as developed new student learning outcomes (SLO). For example, in response to the assessment process, Communication Arts:

- assigned critical thinking exercises that lead to an increased ability to analyze media issues and make connections between the media and its impact on society;
- added additional quiz questions that helped students learn material as evidenced on summative evaluations, which improved after implementation;
- developed a new SLO;
- added a group project that engaged students in the learning process.

Please refer to CS 3.3.1.1 Institutional Effectiveness: Educational Programs for additional information concerning the assessment process, analysis, and examples of data-driven improvements to programs.

The Accounting and Business Administration programs, accredited through the International Assembly for Collegiate Business Education (IACBE), and the Teacher Education programs, accredited by the Kentucky Educational Professional Standards Board (KY EPSB), must meet effectiveness criteria established by these organizations. Assessments of student learning outcomes are reported annually to the IACBE. This report includes information on program-level intended student learning outcomes, as well as responses to areas that the Board of Commissioners identified from the previous year’s report that needed corrective actions. Assessment outcomes for all Teacher Education programs were included in Standard 2 of the unit's 2012 Self-Study and approved by KY EPSB in its final report to the Board of Education in spring 2013. Effectiveness of Teacher Education programs is measured by pass rates on the Praxis I and II tests for admittance into the program and licensure. Please refer to CS 3.3.1.1 Institutional Effectiveness: Educational Programs and FR 4.1 Student Outcomes for additional...
Academic curricular review is conducted on a five-year review cycle [1] of an internal review followed by an external review. Programs complete a self-study. The self-studies include demographic data, information on the program’s student learning outcomes (SLOs), assessment, and an analysis of how the program is meeting its stated purpose and objectives. The self-studies are sent to the reviewer(s) and once the review is completed, either internally by the Educational Program Review Committee (EPR) or by the external reviewer who reports back to the EPR, programs use the results to make necessary changes to improve program performance and accountability. Both the institution and the programs are utilizing these reviews to “close-the-loop” to improve student performance and to strengthen the program via curricular changes, pedagogical approaches utilized, adding experiential learning opportunities, etc. For example, in Spring 2016, EPR recommended that a third faculty member in Exercise Science be hired and that the program work to acquire a Human Performance Lab. Kentucky Wesleyan added a third member in a visiting position for fall 2016 and plans to continue the position going forward. Likewise, the College found a donor who provided a new stress treadmill and the College purchased Monark bike ergometers and other items to begin to develop a Human Performance Lab. Please refer to CS 3.3.1.1 Institutional Effectiveness: Educational Programs for additional information concerning program review processes, recommendations for improvements and examples of improvements made.

**Administrative Support Services:** Kentucky Wesleyan College’s administrative support service units are composed of offices reporting to the Vice Presidents of Academic Affairs, Advancement, Executive Initiatives and Retention, and Finance. All administrative support units are committed to student success and continuous improvement, which is evidenced by their assessment activities. Since the last decennial review, all units have developed new assessment plans. Each unit plan was developed using a template that guided staff through the process. Once plans were finalized, each plan was evaluated using a rubric to ensure that unit outcomes were tied to mission, set relevant benchmarks, and were based on appropriate methods of measurement. The assessment results are reported on a standardized form that provides information on the outcomes to be measured during the current cycle. A key component of the assessment evaluation is determining if improvements have occurred as a result of actions taken. Based on assessment results, staff members have made modifications to services and programs offered. They also have modified the methods used to assess the unit and developed new outcomes. For example, Information Services and Resources wanted to improve academic and administrative support unit outcomes through technology by using SharePoint sites, Adobe, and WuFoo forms. Ten additional sites and 25 additional forms were created and implemented in AY 2015-2016. Please refer to CS 3.3.1.2 Institutional Effectiveness: Administrative Support Services for additional information concerning the assessment process, analysis, and examples of data-driven improvements to administrative support units.

Within administrative support units, the performance of individual staff members is also a critical component of institutional effectiveness, especially since Kentucky Wesleyan is a small institution. The process by which annual goals are established for each individual and then assessed and updated, is a key element of ensuring excellence and effectiveness in administrative support services. These processes are described in CS 3.2.10 Administrative Staff Evaluations. Since the last decennial review personnel changes and structural reorganization have been instrumental in helping the institution achieve efficiencies and improve unit effectiveness. For example, the College has an entirely new Advancement (Development) team which has improved investments in the College, external relations, and alumni relations. Likewise, the position of Institutional Researcher and NCAA Compliance
officer was converted into two positions. The Director of Institutional Effectiveness and Research position ensures that assessment goals are achieved and that more accurate and timely data is available to drive institutional decisions. The Assistant Athletics Director for Compliance position ensures students are served more efficiently and effectively. Please refer to CS 3.3.1.2 Institutional Effectiveness: Administrative Support Services for additional examples concerning personnel changes and structural reorganization.

Academic and Student Support Services: Kentucky Wesleyan College’s academic and student support service units are composed of offices reporting to the President, Vice President for Academic Affairs, or the Vice President of Admissions and Financial Aid. All academic and student support units are committed to student success and continuous improvement, which is evidenced by their assessment activities. Since the last decennial review, all academic and student support units have developed new assessment plans. Each unit plan was developed using a template that guided staff through the process. Once plans were finalized, each plan was evaluated using a rubric to ensure that unit outcomes were tied to mission, set relevant benchmarks, and were based on appropriate methods of measurement. The assessment results are reported on a standardized form that provides information on the outcomes to be measured during the current cycle. A key component of the assessment evaluation is determining if improvements have occurred as a result of actions taken. Based on assessment results academic and student support unit staff members have made modifications to the services and programs offered. They also have modified the methods used to assess the unit and developed new outcomes. For example, when the Office of the Sophomore Year Experience surveyed students and found many students planned to transfer from Kentucky Wesleyan, the office increased the number of events offered for sophomores and added major events so that students could feel more of a commitment to their program and Kentucky Wesleyan. Second-year student (not cohort) retention has improved from 46% in 2012 to 76% in 2016. Likewise, the online bookstore had a goal of providing low cost book options to students by working with faculty to ensure selection options that included an ebook, used books, or access codes with an ebook, as opposed to access codes with a print book. The average price of textbooks decreased from $50.67 to $46.30 in one year. Please refer to CS 3.3.1.3 Institutional Effectiveness: Academic and Student Support Services for additional information concerning the assessment process, analysis, and examples of data-driven improvements to academic and student support services units.

Within the academic and student support units, the performance of individual staff members is also a critical component of institutional effectiveness, especially since Kentucky Wesleyan is a small institution. The process of establishing, assessing, and updating annual goals for each individual is a key element of ensuring excellence and effectiveness in academic and student support services. These processes are described in CS 3.2.10 Administrative Staff Evaluations. Since the last decennial review, personnel changes, structural reorganizations, and software purchases have been instrumental in helping the institution achieve efficiencies and improve unit effectiveness. For example, in 2014, to combat issues of poor student retention the CARES Team, a group of administrators, staff, and faculty, was created to help students. The team meets weekly to review student issues that may lead to drop out, such as financial aid issues, not registering in a timely manner, non-attendance, failure to submit work, poor performance on assignments/exams, etc. A major tool in this process is the Academic Alert system. Please refer to CR 2.9 Student Support Services for additional information. Retention was improved and as a result, a new position Vice President of Executive Initiatives and Retention was created in 2016 to lead retention efforts. Please refer to CS 3.3.1.3 Institutional Effectiveness: Academic and Student Support Services for additional examples concerning personnel changes and structural reorganization.
Budgetary Support for Assessment Programs

Kentucky Wesleyan maintains appropriate institutional budgetary support for assessment programs throughout the institution in the form of personnel, technology, professional development and event support. This budgetary support is distributed through several separate unit accounts. For example, the Office of Institutional Effectiveness and Research has a budget that provides support for external assessments such as the NSSE and major field tests used by some academic programs, and technology services/software, e.g., SAS Analytics Pro, Survey Monkey. Additional budgetary support comes from the Vice President for Academic Affairs Office which provides academic assessment committee members stipends for their work during summer months, purchases meals for academic assessment days and summer committee meetings, and assists with professional development funds for assessment stakeholders to keep abreast of assessment trends and best practices. A separate institutional budget line supports personnel travel to the annual SACSCOC conference. In terms of personnel, the Director of Institutional Effectiveness and Research, the Vice President for Academic Affairs and Dean of the College, and the Associate Dean of the College and Director of Adult and Online Education all play a vital role in institutional assessment. Assessment days are fully supported by the College in terms of staff time, facilities, and meals.

Student Achievement Performance Indicators

Kentucky Wesleyan is accomplishing its mission. Regular updates to the Board of Trustees concerning assessment outcomes and student achievement demonstrate the College’s progress toward achieving its student achievement benchmarks. Data included in these yearly updates include graduation rates for traditional and online students, retention/persistence rates, course completion rates, first generation graduation rates, student engagement/participation in internships, practica, student teaching, service learning, and undergraduate research, student GPAs, teacher licensure pass rates, etc. Targets for each of these areas were established and/or benchmarked against national data or peer institutions. Please refer to FR 4.1 Student Outcomes for additional information.

Ultimately, Kentucky Wesleyan alumni are the best proof that the College is accomplishing its mission. Graduates attend graduate and professional schools, become employed in their disciplinary fields, and lead successful lives. For example, some of our alumni include: the Vice President of Coca Cola Japan who carried the Olympic Torch in Brazil in 2016; CEOs of local, regional, national and international companies, e.g., Canteen Services, Alldata, JHH Executive LLC, SELLAS Life Sciences Group; a state representative and the longest Speaker of the House of Representatives in the history of Kentucky; the Episcopal nominee of the Kentucky Conference of the United Methodist Church; scientific researchers at Kentucky BioProcessing who developed the new Ebola vaccine; a policy analyst for the Liberian government; and a general manager of the San Diego Chargers. Our alumni include numerous physicians, PharmDs, DPTs, dentists, and other medical professionals; lawyers; members of the clergy; teachers; CPAs and accountants employed in national accounting firms, businesses, and numerous not for profit agencies; professional athletes; and many other occupations, including a College President and numerous college and university faculty and staff members.

Evidence of Compliance: The Kentucky Wesleyan College community engages in research-based planning and evaluative endeavors to ensure ongoing support of the College’s mission and continuous improvement. The College has demonstrated that it has planning processes in place, these processes are responsive and ongoing, are linked to both mission and budget,
and are used to create improvement. Documents are provided that exemplify the processes.

[1] The cycle has been disrupted due to faculty and staff turnover, but each program has been or is in the process of being reviewed internally and/or externally since the last decennial review. Discipline-specific externally accredited programs are only reviewed when they undergo reaccreditation unless the program asks for a preparatory review as Business did in 2011. The General Studies (online only) major has not yet been reviewed as a separate program. It is scheduled for review in AY 2017-2018; at that time there will have been five graduates.

Sources

- 2015-2016 Non-Academic Unit Assessment Report Template
- 2015-2016 Academic Program Assessment Report Template
- A Plan to Plan 12-28-08
- Academic and Non-Academic Assessment Report Evaluation Rubrics
- Administrative Plan Template
- Alumni Attitude Survey Results
- Assessment Schedule
- Athletics Task Force Final Report 2011
- Biology Assessment Plan
- Biology Assessment Plan Evaluation
- Board of Trustees Academic Assessment Report 2015
- Board of Trustees Minutes June 2014
- Board of Trustees Minutes Oct 2013
- Board of Trustees Minutes Oct 2015
- Board of Trustees Strategic Planning Presentation Oct 2015
- Board of Trustees Strategic Planning Session June 2015
- Budget Enrollment Projection Model 2016-2019
- Charge to PRO
- Core Planning Team 2008-2009
- Creating a Strategic Agenda
- EPR Program Review Cycle
- Faculty Handbook 2016 (Page 16)
- Focus Groups Participants 2009
- Freshman Advisor Survey Draft
- Freshman Entry Survey Fall 2012
- Graduate Exit Survey 2015
- IACBE Annual Report 2015-2016
2.6

**Continuous Operation**
The institution is in operation and has students enrolled in degree programs.

**Judgment**
- [x] Compliance  
- [ ] Partial Compliance  
- [ ] Non-Compliance  
- [ ] Not Applicable

**Narrative**
Kentucky Wesleyan College has been in continuous operation since its founding in 1858. Currently Kentucky Wesleyan College maintains accreditation status with SACSCOC to award baccalaureate degrees and with the University Senate of the United Methodist Church. The College is currently approved and licensed by the Kentucky Council on Postsecondary Education as a degree granting institution of higher education in the Commonwealth. Programs in Teacher Education are approved by the Kentucky Education Professional Standards Board, while programs in Business are approved by the International Assembly for Collegiate Business Education.

The institution offers 29 active baccalaureate degree programs. Two additional programs have been discontinued, are in teach-out mode, and are scheduled to end May 2017 when the one remaining student graduates. The number of degrees awarded by academic year for 2013-2016 and enrollment by major for 2013-2016 provide evidence of continuous operation. The average student enrollment (headcount) has been 681 for the last five years (Fall 2012-Fall 2016).

**Evidence of Compliance:** The College has provided evidence through graduation data, enrollment reports and recent enrollment history that it is in operation and has students enrolled in degree programs.

**Sources**
- CPE License Renewal through June 30, 2017
- Degrees by Academic Year
- Enrollment by Major Fall 2013-2016
- Enrollment Comparison Fall 2016
- IACBE Reaccreditation Letter 2015
- KY EPSB Letter 2013
- SACS Reaffirmation Letter 2008
- UMC University Senate Letter 2009
2.7.1

Program Length
The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Kentucky Wesleyan College offers 29 active majors leading to a Bachelor of Arts, Bachelor of Science, Bachelor of Music, or Bachelor of Music Education degree. Two additional majors are in teach-out mode and are scheduled to end May 2017 when the one remaining student graduates. All degree programs are based on credit hours (defined in FR 4.9 Credit Hour).

The College determines an appropriate program length for each of the degrees offered, using as guides best practices for each academic discipline, requirements of outside accrediting/licensing agencies, and typical requirements for general education. Kentucky Wesleyan’s educational programs employ one of two delivery formats. The formats are defined below:

- **Traditional Face-to-face [Residential].** With the residential delivery format, courses in a program are delivered on campus [face-to-face].
- **Online [Distance Education].** With the online [distance education] delivery format, courses in a program are delivered to students through a virtual classroom experience that is flexible, personal, and challenging. Through the online [distance education] format a student can complete a program entirely online. Kentucky Wesleyan has three online degree programs, Business Administration, Criminal Justice and Criminology, and General Studies, the latter of which is only offered in the online format.

Kentucky Wesleyan does not offer accelerated programs.

**Typical Program Lengths:** Program length at Kentucky Wesleyan is both appropriate for the degrees offered and typical for such programs nationwide. Faculty determines appropriateness of program length through a process carried out when majors are added, significantly modified, or reviewed internally and/or externally by comparing Kentucky Wesleyan’s programs with those from other institutions. In the case of adding or modifying programs, the Academic Policies Committee has oversight, while the Educational Program Review Committee has oversight of internal and external program reviews (see CR 2.7.2 Program Content, CR 2.7.3 General Education, CS 3.4.1 Academic Program Approval, CS 3.4.10 Responsibility for the Curriculum, CS 3.4.11 Academic Program Coordinators and FR 4.2 Program Curriculum for additional information concerning the faculty role in academic program oversight).
Bachelor’s degree programs in AY 2016-17 ranged from 120-150 credit hours. All programs requiring more than 120 hours include teacher licensure as a component of the degree and have extra courses related to licensure as required by the Kentucky Education Professional Standards Board. For example, the Physical Education P-12 degree may be 150 hours in length if it includes the Health Endorsement, which is valuable for employment purposes. In 2012, to be consistent with state of Kentucky requirements, the faculty and Board approved reducing the total number of hours for an undergraduate degree from 128 to a minimum of 120.

Faculty approved a policy that allowed degree programs to have no more than 54 credit hours within the academic discipline unless mandated by external accreditors. Discipline is defined as courses within the same field, e.g., biology, chemistry, or art. Exceptions to this policy occur when mandated by external accreditors, i.e. the Kentucky Education Professional Standards Board (KY-EPSB) and the International Assembly for Collegiate Business Education (IACBE), or when programs are moving toward gaining external accreditations, such as music is pursuing with the National Association of Schools of Music (NASM). For example, teacher education major requirements range from 84 hours in art education to 113-116 hours in elementary education as mandated by KY-EPSB for teacher licensure. IACBE requires 50% or more of the credit hours or 60 credit hours of a 120 credit hour degree to be in traditional areas of business, while NASM requires 65% of the degree requirements or 78 credit hours of a 120 credit hour degree to be in the content area if the degree is in a professional area such as performance.

There is only one significant [1] requirement where the residential and distance education degree programs differ:

- Residential programs require one science course to have a laboratory component, while the distance program does not require the laboratory. The total number of hours for distance program degrees remains the same as those for their residential counterparts.

The majors table lists the length of each program, as indicated by the total number of credit hours required for the degree and total number of hours in the major discipline. Also indicated are external accreditations associated with degree programs. This information for each major is also published in the Academic Bulletin, as shown by the example for the accounting major. The number of hours to degree for all programs at Kentucky Wesleyan is consistent with standard practice in higher education and meets the requirements of relevant accrediting organizations.

**Majors in Teach-out Mode:** The Spanish and Spanish P-12 majors were discontinued in 2015, due to lack of student enrollments. Total enrollment at the time of discontinuance was four students, with two having expected graduation dates of May 2015. As of fall 2016 one student remains listed as a Spanish major; however this student finished all Spanish courses for the major by the end of the spring 2015 term and has declared a middle grades education major. In spring 2017, the student will be student teaching and is on track to graduate in May 2017.

**Evidence of Compliance:** The institution has demonstrated that all of its baccalaureate degrees are based on a minimum of 120 semester credit hours, with the exception of programs accredited by the Kentucky Education Professional Standards Board (KY-EPSB) and the International Assembly for Collegiate Business Education (IACBE).

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[1] Distance education students also do not have to take a one hour credit computer skills
Sources

- Academic Bulletin 2016-17 (Page 18)
- Board of Trustees and Committee Minutes Spanish Major
- Enrollment by Major Spanish Fall 2013-2016
- External Program Review Exercise Science 2016
- Faculty Handbook 2016 (Page 11)
- Faculty Handbook 2016 (Page 12)
- Faculty Meeting Minutes 3-9-12 Hours
- IACBE Accreditation Manual (Page 8)
- Internal Program Review Theatre Arts 2015-16
- NASM Handbook 2015-16 (Page 95)
- Program Length Majors Offered 2016-17
- Program Modification CJC 2011
- Proposal for New Academic Program BA Music
2.7.2

Program Content
The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment
☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Kentucky Wesleyan College offers degree programs that represent a coherent course of study that is directly related to its purpose and goals and the degrees it offers. Kentucky Wesleyan offers Bachelors of Arts, Bachelors of Music, Bachelors of Music Education and Bachelors of Science degrees. All programs emerge from the liberal arts focus of its foundation and the College’s stated mission:

To promote generally education in literature, the arts and sciences, and to advance the Christian religion according to the Discipline of the United Methodist Church...

Restated Articles of Incorporation, Article II

Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes and prepares students intellectually, spiritually, and physically to achieve success in life.

Adopted by the Board of Trustees in June 2014 and reaffirmed in February 2016

New programs have been added and old programs eliminated through the process of strategic planning and program review, which is mission driven. During 2016, Kentucky Wesleyan offered 29 active majors, with two additional majors in teach-out mode and scheduled to be ended when the last enrolled student graduates (May 2017), as noted in CR 2.6 Continuous Operation, 2.7.1 Program Length, and CS 3.4.11 Program Coordinators. All of Kentucky Wesleyan’s majors are listed as college majors by the Kentucky Council on Postsecondary Education and the Integrated Postsecondary Education Data System (IPEDS).

The curriculum is delivered through residential and distance (online) formats, which are described in more detail in FR 4.9 Credit Hour. In both delivery formats, Kentucky Wesleyan maintains a mission-centered curriculum that reflects accepted practices in higher education. Kentucky Wesleyan awards degrees only for the completion of its programs. All degrees require the completion of a significant general education component as well as a major (depth standard). Please refer to CR 2.7.3 General Education and CR 2.7.1 Program Length for more detailed information concerning these curricular components.

The faculty is responsible for the curriculum as noted in the College and Faculty By-Laws. All programs and courses approved by the faculty are listed in the Academic Bulletin. Course sequences are designed so that students are presented with concepts and ideas that build on prior knowledge gained in lower level and prerequisite courses. Courses are assigned a number [1] that corresponds to its suggested placement in student’s class level or year in school, i.e., 100 level courses are generally suitable for first-year students, 200 level courses
are generally suitable for second year students and so on. Beyond the course numbering system, some courses require students to complete a prerequisite course(s) in order to enroll. Upper level courses in a discipline list prerequisite courses in the *Academic Bulletin*. For example, the course descriptions of classes listed below indicate the pre-requisites needed.

<table>
<thead>
<tr>
<th>Class</th>
<th>Academic Bulletin Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 403 Animal Physiology</td>
<td>Diverse form and function across the animal kingdom are studied. The goal of this course is to develop an understanding of physiological principles in biologically diverse animals. Students will explore differences in organ systems that accomplish homeostasis in both vertebrates and invertebrates. Differences in animal physiology throughout the eleven organ systems will highlight the unifying principles and mechanisms of physiological regulation. Exercises will emphasize critical thinking through observing, quantifying, and verifying principles of animal function. Three lab hours per week. Prerequisites: BIO 225, BIO 226 and Consent of Instructor. Offered during the Spring of even numbered years.</td>
</tr>
<tr>
<td>ED 312 Subject Area Methods &amp; Materials Middle and High School</td>
<td>Study of materials and methods stressed in areas of academic emphasis. Classroom teachers from area middle and high schools will deliver instruction in each area. Clinical and field experience required. Prerequisite: ED 100, Teacher Education Program. Offered every spring.</td>
</tr>
<tr>
<td>ART 411 Graphic Design IV</td>
<td>A course that applies a business simulated environment with industry software of the Adobe suite focusing on client interaction with project management, spreadsheets, databases, motion graphics, various printing techniques and professional presentation. Prerequisite: Junior/Senior Standing or permission of instructor. Offered every Spring.</td>
</tr>
</tbody>
</table>

By imposing a set of prerequisites, students integrate more complex levels of learning and advance in their development of critical skills. The course number and prerequisite listings reflect increasing complexity and level of subject integration. Sample Four-Year and/or Three-Year Plans serve as advising tools and are provided for each major. They show where courses might be expected to be taken based on prerequisites and course numbering. For examples, see the following three- and four-year degree plans: *Communication Arts*, *Business Administration* with emphasis in Human Resource Management, *Biology*, *English*, *Middle Grades Education*, and *Theater Arts*. All new programs, major modifications in programs, course changes (additions, deletions, and other minor modifications) and changes in graduation requirements must be approved by the faculty (see *CS 3.4.10 Responsibility for the Curriculum* and *FR 4.2 Program Curriculum* for additional details). The process begins with materials submitted to the Academic Policies Committee, which serves as the curriculum committee. The committee studies each proposal thoroughly and ensures that the program is consistent with the mission, appropriate for higher education and academically sound. In determining the academic quality of the program, the author of the proposal must demonstrate coherence and sequencing, increasing complexity, linkages between and among other program components, appropriate rigor, and other factors. For new majors or programs undergoing major modifications, proposers must indicate how these new majors or modifications align with similar majors in other institutions in terms of total number of hours in the major, sequencing, etc. This type of benchmarking also occurs during the cycle of external program curricular review, questions 9-11 of the self-study.

For example, the Health Sciences program was a new interdisciplinary program approved in 2010 and underwent a major modification in spring 2016, which eliminated the emphases.
BA in Music was approved in 2014 after faculty determined that the B.Mus. in Performance excluded some students interested in Music as they did not have the ability to meet the rigorous standards for professional performance. The BA in Music was modified in spring 2016 to simplify the program by eliminating the emphases. Note that these proposals developing new programs demonstrate course coherence and sequence. The course descriptions also demonstrate the linkage between courses in the major and supporting courses from other programs. These proposals were thoroughly discussed by the Academic Policies committee and approved on 2/23/2016, 10/30/2014, and 3/30/2016, respectively. On 3/11/2010, 3/14/2016, 11/12/2014, and 4/11/2016 respectively, the entire faculty approved these programs. Additional information concerning curriculum development may be found in CR 2.7.3 General Education, CS 3.4.1 Academic Program Approval, CS 3.4.10 Responsibility for the Curriculum, CS 3.5.1 General Education Competencies, and FR 4.2 Program Curriculum.

The assessment, analysis, improvement, and curricular review processes for academic programs also is overseen by the Educational Program Review Committee. Program curricular review, conducted on a five-year cycle, provides academic programs with an opportunity to assess the curricular design of their programs, evaluate the enrollment and graduation statistics of the programs, as well as to assess and analyze any aspects of the program that may affect the attainment of student learning outcomes (e.g., pedagogical approaches, faculty, facilities and equipment). Every other five-year cycle involves a qualified external reviewer who brings expertise to the program and requires the program to compare itself with other institutions’ programs in terms of course offerings, size of the major, etc. The oversight process ensures that curricula are appropriate in each program and that program requirements are appropriate for the degrees granted. Additionally, discipline-specific external accreditations of the professional programs in Business Administration and Teacher Education have curricula based on national criteria, which provides further evidence that the curricula adheres to generally accepted standards. Discipline-specific accrediting bodies accredit seven of Kentucky Wesleyan’s degree programs of which one is in teach-out mode and scheduled to end May 2017 when the one remaining student graduates.

Evidence of Compliance: The College has provided evidence that it offers degrees that are appropriate to higher education and that each is based on a coherent course of study reflected in the sequential course numbering system and applied prerequisites that represent intentional progression in complexity and integration of knowledge. Each course of study is designed by qualified faculty who provide rationale for offering the program of study and who regularly evaluate its effectiveness.

[1] Prior to Fall 2016 the course numbering system had a four number format. Beginning in Fall 2016 a three number system was adopted.

Sources
- Academic Bulletin 2016-17 (Page 16)
- Academic Policies Committee Minutes 10-30-14 BA Music
- Academic Policies Committee Minutes 2-23-16 Health Sci
- Academic Policies Committee Minutes Music 3-30-16
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 10)
External Review and Self-Study Music
Faculty Handbook 2016 (Page 11)
Faculty Handbook 2016 (Page 12)
Faculty Handbook 2016 (Page 2)
Faculty Meeting Minutes 11-12-14 BA Music
Faculty Meeting Minutes 3-11-10 Health Sci
Faculty Meeting Minutes 3-14-16 Health Sci
Faculty Meeting Minutes 4-11-16 Music
IACBE Reaccreditation Letter 2015
Internal Review Theatre Arts 2015-2016
IPEDS Completions CIP Data
KY CPE Program Inventory for KWC
KY EPSB Letter 2013
Majors Table
Proposal Add Major Health Sci 2010
Proposal Major Modification Health Sci
Proposal Major Modification Music 2016
Proposal New Academic Program BA Music 2014
Sample 3 & 4 Year Plans Biology
Sample 3 & 4 Year Plans Business HR Emphasis
Sample 3 & 4 Year Plans Communication Arts
Sample 3 & 4 Year Plans English
Sample 3 & 4 Year Plans Middle Grades Education
Sample 3 & 4 Year Plans Theatre Arts
Self-Study Art Graphic Design 2013
2.7.3

General Education

In each undergraduate program, the institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment
☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College requires all students, regardless of the mode of delivery, to complete a strong, relevant, broad-based general education program which is a substantial component of each degree and the core of a collegiate liberal arts education, and is based on a coherent rationale. The General Education Program is described in the Academic Bulletin - the General Education Program section and identifies specific courses that will meet each overarching area of humanities, fine arts, science, mathematics, and social sciences, as well as develop competencies in writing and computer literacy.

Substantial Component and Breadth of Knowledge: Kentucky Wesleyan’s General Education Program exceeds the required minimum of 30 semester hours. Students in Wesleyan’s traditional residential program must earn a minimum of 42 credit hours in the general education curriculum, which represent 35% of the total hours (120) needed to graduate. For students in the professional studies programs, e.g. Education and Accounting the percentages of general education hours required for the degree are lower based on the greater number of hours required for the degree; however all students complete the required minimum 42/40 hours of general education. Students in the online programs must earn 40 credit hours (33.3% of the total hours (120) needed to graduate. Online students are not required to complete a one-credit science laboratory or a one-credit computer skills course titled Computer Literacy.

General education courses cover the required areas of humanities/fine arts, social sciences, natural sciences/math, and communication skills to ensure students receive breadth of knowledge in the liberal arts. The curriculum has undergone minor changes since the last decennial review in that courses have been added to or been removed from the various areas listed below due to changes in faculty expertise as a result retirements and replacements.

Students in the residential program must complete a minimum of:
nine hours in Humanities with 3 hours each required in History and Religion;
six hours in Aesthetics with 3 hours each in Literature and Fine Arts;
six hours in Social Sciences;
ten hours in Math (3 hours) and Science (7 hours);
seven hours in Communication Skills (6 or 7 hours – the extra hour is based on whether students need extra assistance with writing skills) and Computer Literacy (1 hour);
three hours in Health and Physical Well-Being;
three hours multicultural course requirement, which may come from a list of approved courses from the above areas. To receive a multicultural designation, course content must be classified as international (regions geographically distinct from the U.S.), multicultural (history and/or culture of various ethnic groups) or cross-cultural (comparative study of different cultures - see Coherent Rationale below for more specific information).

Students in the online program complete six hours of science as the completion of a separate one credit-science laboratory is not required because an understanding of the processes by which scientific judgments are made can be demonstrated without the necessity of the direct participation in laboratory experiments. Likewise, the online students complete six hours of communication skills as the one-credit course in computer literacy is not required because an online program assumes the ability to use a computer and Internet resources.

As noted in the Rationale for the General Education Curriculum, the general education curriculum is designed to provide a broad-based educational experience that will develop in students the abilities to communicate effectively, utilize quantitative data, demonstrate critical thinking skills, enhance understanding and appreciation of the humanities, and expand knowledge of the social sciences and natural worlds. The learning outcomes associated with the General Education Program include:
<table>
<thead>
<tr>
<th>Learning Outcome (LO)</th>
<th>Assessment criteria</th>
<th>Area of the General Education Programs That Must Assess</th>
</tr>
</thead>
</table>
| LO 1 Exhibit critical and logical            | • Can read or listen to an argument and (a) distinguish between verifiable facts and unsubstantiated opinion (b) determine the reliability of a claim or source, (c) determine the strengths and weaknesses of an argument.  
• Can detect logical inconsistencies in a line of reasoning and identify unstated and stated and reasonable and unreasonable assumptions. | Social Sciences  
Nature Sciences  
Mathematics  
Communication  
Health and Physical Education |
| Demonstrate problem solving ability          | • Can (a) develop a unique, original approach to solving a problem and/or (b) apply mathematics, e.g. use tools such as graphs, statistics, logarithms, etc., to analyze relevant data and/or test hypotheses. | Humanities/Religion  
Aesthetics - Literature  
Social Sciences  
Mathematics  
Communication  
Health and Physical Education |
| Identify and analyze ethical issues          | • Can use ethical principles and theories to subject ethical issues to moral analysis demonstrating fair-mindedness | Humanities/Religion  
Aesthetics - Literature  
Social Sciences  
Mathematics  
Multicultural  
Communication |
| Communicate effectively                      | • Can demonstrate clear writing appropriate to the discipline and audience.  
• Can give verbal presentation and/or engage in discussion appropriate to the discipline and audience | Humanities/History  
Humanities/Religion  
Aesthetics - Literature  
Social Sciences  
Mathematics  
Multicultural  
Communication |
| Demonstrate an aesthetic awareness           | • Can analyze the elements of fine art, music, poetry, drama or literature. | Aesthetics - Literature |
| Explore the human experience                | • Can explain human, universal experiences (e.g. love, war, poverty, etc.) from multiple perspectives. | Humanities/History  
Humanities/Religion  
Aesthetics - Literature  
Multicultural |
| Comprehend the natural world                | • Can analyze the natural world and human efforts to achieve progress through involvement with it. | Natural Sciences |
| Utilize knowledge critically to sustain     | • Can analyze one's wellness and develop a plan to improve and maintain wellness. | Health and Physical Education |
| physical well-being                         |                                                                                       |                                                       |

**Coherent Rationale:** Kentucky Wesleyan offers a collegiate-level general education program that is based on a coherent rationale, which clearly: 1) requires that courses approved for the General Education Program do not narrowly focus on skills, techniques and procedures specific to a particular occupation or profession and 2) articulates and defines the General Education learning outcomes that must be assessed in any course approved to meet the General Education requirement in a designated area. For example, according to the rationale, a course approved to meet the General Education requirement in Humanities/History must cover a broad historical period. Therefore, HIST 111 Survey of American History (Colonial Period through Reconstruction) meets a General Education requirement but HIST 333 The American
Civil War and Reconstruction does not. In the natural sciences, according to the rationale, a course approved to meet the General Education requirement “should be introductory courses and should carry no prerequisites except in the case of the second semester of a two semester sequence.” Therefore, BIOL 101 Concepts of Biology is a General Education course, but BIOL 312 Parasitology, which requires pre-requisite biology courses, is not.

The underpinnings of the rationale for each area of general education courses is to ensure that these courses do not focus narrowly on skills acquisition or techniques and procedures needed for specific occupations or professions. The general education curriculum is a fundamental component of the institution’s mission, which is to “…foster a liberal arts education that….prepares students intellectually, spiritually and physically to achieve success in life.” This relationship can be seen through an examination of the purpose for each of these areas. According to the rationale:

- “The purpose of the History requirement is to provide a general introduction to the study of the processes of historical change. History courses should be designed to provide a critical knowledge of the past and should carry no or minimal pre-requisites.”
- “Religion courses are designed to foster a clearer understanding of the role that religion plays in human life through a careful and systematic examination of religious ideas, institutions, values, and patterns of belief and practice.”
- “The purpose of the aesthetics requirement is to provide a general introduction to the aesthetic dimension of human existence. Courses that meet the aesthetics requirement deal specifically with the study of art, literature, music, and theater as a means of promoting students aesthetic sensibility and of enhancing their appreciation of those aesthetic values by which the artist seeks to order his/her personal experience.”
- “The purpose of the Social Sciences requirement is to provide a general introduction to the content, philosophy, and methodologies of the social sciences.”
- “The purpose of the Natural Sciences requirement is to provide non-science majors with a general introduction to the content, philosophy, and methodologies of natural science.”
- “The purpose of the Mathematics requirement is to provide students with a fundamental grounding in the skills, methods and concepts of the mathematical sciences... A primary objective of mathematics courses is to provide students with a degree of mathematical understanding and competence that will prepare them for an increasingly technological and computerized world.”
- “The purpose of this [multicultural] requirement is to expose students to values and assumptions other than those of mainstream American culture. ‘Culture’ is a complex combination of symbols, knowledge, rules, habits, life styles, and attitudes that link and give a common identity to a particular group of people at a particular time.”
- “Physical fitness and positive health behaviors are recognized as central to wellness. Students should understand the relationship between diseases and behavior. In order to achieve wellness, students need to assume personal responsibility for a physically active and healthy lifestyle.”
- “Communication skills are the set of skills that enables a person to convey information so that it is received and understood.”
- “Computers are essential to live in our world today. The courses that focus on computer literacy provide students with a basic introduction and an ability to use several very specific and common/wide spread applications, e.g., Microsoft Word, Excel, PowerPoint, Outlook, Access used in both education and professional environments. Courses designed to meet this requirement may also provide additional computer skills needed in both education and professional environments.”

Several measures are taken to ensure that the General Education Program meets its purpose
and maintains its coherent rationale. First, faculty wanting to add any course to the curriculum must prepare a proposal to add a course to the curriculum. Question #8 of the Proposal for Adding a Course to the Curriculum form asks, "Do you intend this course to meet a general education requirement? If so, what general education competencies would be met by this course?" For the course to be evaluated for inclusion to the curriculum, an Academic Bulletin course description must be provided (Question #10) and a syllabus must be attached that articulates course objectives, outcomes to be assessed, topics to be covered, anticipated texts to be used, and the anticipated course evaluation plan. The proposal must first be approved by the Program Coordinator for the program in which the course will reside, then the Division Chair for the Division in which the course will reside must evaluate and approve the course to ensure there is not overlap of subject matter coverage within the division, and then a discussion with the Vice President of Academic Affairs (Academic Dean) occurs. The Dean considers the aspects of the proposal that impact – the mission, course level (lower level vs upper level), staff and resources needed, etc. If approved by the Academic Dean for consideration, the proposal then goes to the Academic Policies (curriculum) Committee.

The committee thoroughly reviews any course, program modification, and/or new academic program that is presented to it for consideration. This committee is composed of faculty from all divisions of the College, the Registrar, The Associate Dean of the College and Director of Online and Adult Education, and the Academic Dean. When the proposal comes before the committee, the faculty member who proposed the course is invited to come and present his/her case for the course to be added to the curriculum. This meeting provides an opportunity for committee members to seek clarification and ask questions. Once the discussion is ended, the proposer leaves and the committee members discuss the proposal. The committee will accept, modify, or reject the proposal based on its ability to meet the rationale and the assessments required for the General Education Program. Questions #8 and #10 of the proposal and the syllabus assist the committee in evaluating the appropriateness of the course to meet general education requirements. Once the course is approved by this committee, approval by the full-faculty is required. For example, the Theatre Around the World course was approved as a general education course to meet the multicultural requirement as well as an aesthetics course in Art/Music/Theater.

The Educational Program Review Committee (EPRC) evaluates the General Education Program, as it does other academic programs. Analysis of the assessment of student learning outcomes led to a revision of the general education learning outcomes in 2012. Program mapping of the general education courses to the learning outcomes (LOs) indicated that several LOs were not being addressed in all components of the general education curriculum, so that conceivably a student could move through the curriculum without being exposed to all of the LOs that the faculty recognized as critical components of a liberal arts education; thus institutional objectives were not being met. An ad hoc faculty committee examined the data, developed the current rationale for the general education curriculum, proposed changes to the LOs, and shepherded the changes through the faculty, which resulted in the revision of the general education learning outcomes. For example, it was determined that the following four LOs under the 2011 program, think critically, think logically, think creatively, and use math, could best be reorganized into exhibit critical and logical thinking and demonstrate problem solving ability (see definitions above in the table under the heading of Assessment Criteria). As a result of this reorganization and remapping of the courses in the General Education Program to these new LOs, a student would no longer be able to move through the general education curriculum without having been exposed to all of the LOs that defined outcomes expected of an undergraduate with breadth of knowledge and skills grounded in the liberal arts.

Student Pathways and Transfer Students: Students in the traditional residential program
and advisors utilize two primary tools to ensure students follow the General Education Program, 1) Sample Four-Year and Three-year plans [1] (published in the Academic Bulletin) and 2) degree audit (available through the college ERP system). The Sample Four-Year and Three-Year Plans serve as advising tools and are provided for each major. They show where general education courses might be taken in the different programs (for example, see: Communication Arts; Business Administration with Emphasis in Human Resource Management; Biology; English; Middle Grades Education; Theatre Arts). The degree audit shows progress toward degree. Students and advisors have access to these degree audits through their web-based portal. An official degree audit, completed by the Registrar at the completion of 90 hours, serves as an additional checkpoint to ensure students are completing the required General Education Program. The sample degree audit provided indicates that a student has completed the Humanities requirement but still needs a communications & skills course (English 1301).

For online degree students, similar procedures exist for ensuring these students move successfully through the General Education Program. The majority of Kentucky Wesleyan’s online degree students are not first-time freshmen; they have completed some college courses, or they transfer to the online program after completing a significant portion of the general education credits. Additionally, a major difference for online students is that a full-time student completes only 12 hours each semester, as each term is seven weeks in length and students take 6 hours each term. Advisors work with the Associate Dean of the College and Director of Adult and Online Education to make sure courses scheduled for each semester fulfill both general education as well as major degree requirements. The program faculty advisor works with each student to make sure that the courses the student registers for fulfill degree requirements and allow the student to make satisfactory progress toward his/her degree. Each student is provided a personal academic plan that takes into account transfer courses and provides a plan of course work toward the completion of his/her degree. For example, this student’s academic plan indicates 24 transfer credits of which 6 hours of World History, 3 hours of Writing I and 3 hours of Philosophy were found to be equivalent to Kentucky Wesleyan general education requirements in Humanities – History, General Humanities (Philosophy), Writing Workshop I, and the multicultural requirement. The remaining 12 hours transferred as electives.

Just as for the traditional, residential student, online students and advisors have access to degree audits through their web-based portal. Degree audits are used to show and track progress toward degree. As for traditional students, an official degree audit, completed by the Registrar at the completion of 90 hours, serves as an additional checkpoint to ensure online students are completing the required General Education Program. The sample online degree audit provided indicates that a student has completed the Social Studies general education requirements but still needs hours in Communication Skills.

The Registrar evaluates transfer credit in collaboration with qualified faculty (Program Coordinators) to ensure credit is linked with course requirements in each major or program. Classes must be comparable in content to courses in the Kentucky Wesleyan College curriculum to qualify as transferable credit. Kentucky Wesleyan College also accepts liberal arts courses that we do not teach, such as all languages and other areas, e.g. Anthropology, Astronomy, Geology, etc., if they support the student’s general education curriculum. Catalog descriptions and/or course syllabi are used in these evaluations. Please refer to CS 2.7.2 Program Content, CS 3.4.4 Acceptance of Academic Credit, CS 3.4.6 Practices for Awarding Credit, and CS 3.4.8 Non-Credit to Credit for additional information.

For students transferring from the Kentucky Community and Technical College (KCTC) system,
a system-wide Memorandum of Understanding (MOU) exists that accepts an AA or AS degree (60 hrs) from these institutions as equivalent for the General Education Program. Additionally, Program-specific MOU’s with the KCTC system exist for Biology, Chemistry, Math Secondary Education, Mathematics, Zoology, and Middle Grades Elementary Education. These MOU’s recognize the completion of the General Education Program upon receipt of the AA or AS degree.

Evidence of Compliance: The College has provided evidence that its general education curriculum is at the college-level and that it comprises a substantial component of each degree regardless of the mode of delivery. All students in both delivery formats are required to complete the General Education Program, which is broad-based and covers the breadth of knowledge, has a coherent rationale, includes at least one course from the humanities/fine arts, social/behavioral sciences, and natural science/mathematics, and is not specific to a students’ major. Additionally, the College has established clear pathways to ensure students move through the general education curriculum.

[1] Kentucky Wesleyan offers opportunities for students to complete some undergraduate degrees in three years, by attending school year-round.

Sources
2.7.4

Coursework for Degrees

The institution provides instruction for all coursework required for at least one degree program at each level at which if awards degrees. If the institution does not provide instruction for all such coursework and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternative Approach."). (Note: If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, "Core Requirement 2.7.4: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification).

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Kentucky Wesleyan College controls all aspects of its educational program. The College provides the instruction for all programs, with the exception of the Theater Arts major, the Physics/Pre-engineering program, the Medical Technology program, and a new 3+3 B.A./B.S.-Juris Doctorate program with the University of Louisville. Lists of required courses and course descriptions are provided in the Academic Bulletin and schedules of courses for summer and fall of 2016 are provided as evidence that the College offers the courses required for its degrees.

While Kentucky Wesleyan College provides all instruction for its program with the exceptions noted above, students are not required to complete all course work for the degree at Kentucky Wesleyan. The college provides learning opportunities through the Brescia University Exchange Program and study abroad. The Brescia Exchange program is a partnership between Brescia University and Kentucky Wesleyan College and has been in existence for over 35 years. It allows students at each institution to take courses at the neighboring school. This helps students make satisfactory progress toward their degrees when scheduling conflicts arise and provides opportunities for students to diversify their course options. For instance, Brescia has art instructors who teach courses in calligraphy and stained glass, which Kentucky Wesleyan does not offer. Likewise, Kentucky Wesleyan teaches sculpture and Brescia does not. Quality control is maintained in two ways. To participate in this exchange, students must obtain the approval of his/her faculty advisor, the home institution's program coordinator/division chair, and the Vice President of Academic Affairs (Academic Dean). For Kentucky Wesleyan students utilizing the Brescia exchange, their transcripts reflect that the course was completed at Kentucky Wesleyan. Each institution can obtain syllabi and assessment data on courses being taken by their students at the other institution. While students have this opportunity, these exchanges involve fewer than 10 students annually. Students at each home institution have priority for registration, and some academic programs are exempt from the exchange, e.g. online programs, travel courses,
winter courses, summer courses, etc. Additionally, the partnership limits the total number of credit hours (36) that each institution can exchange without the other institution being billed, which provides an additional level of oversight.

The Center for Engaged Teaching and Learning supports and coordinates a variety of study abroad opportunities that allow students to explore different cultures for one accelerated term, one semester, or one academic year. All study abroad courses are approved in advance by the appropriate program coordinator and/or division chair. These individuals examine course descriptions from the institution/program the student is interested in attending in order to make decisions concerning course credits. Upon receipt of a transcript from the foreign institution, the registrar evaluates the pre-approved courses taken outside of the United States and converts the credits and grades to the U.S. system, if necessary. For example, a student studied in Prague last summer at the American Institute on Political and Economic systems at Charles University. She was awarded three credits for a Topics in Political Science course. Credit and grades earned through study abroad are recorded on the Kentucky Wesleyan transcript. At present fewer than five students per year study abroad.

The Theatre Arts major is a collaborative partnership between Owensboro Community and Technical College (OCTC), Brescia University, Kentucky Wesleyan College and the professional RiverPark Theater in Owensboro. All collegiate institutions are SACSCOC accredited and are therefore required to meet the same high standards of compliance with the Principles of Accreditation. Both Kentucky Wesleyan and Brescia offer the bachelor’s degree in Theatre Arts. Students take four or five lower level theater courses from OCTC and the remainder from Kentucky Wesleyan and/or Brescia. Each institution has one faculty member in Theatre Arts, thus “sharing faculty expertise” allows students to experience a more diverse program. Students register at their home institutions and attend classes at the partner school. To date, three students have graduated from Kentucky Wesleyan College with a Theatre Arts degree. The transcript reflects courses taken from OCTC. To date, none of the Theatre Arts majors has taken a course for their major at Brescia. These courses are counted as part of the student’s GPA. Faculty from all three schools work together to set course schedules and course content.

The program in Physics/Pre-Engineering is a 3+2 program, where students complete 91 hours at Kentucky Wesleyan before transferring to an ABET accredited engineering school. The coursework contained in the 91 hours includes Kentucky Wesleyan’s general education program as well as the courses required for the Physics degree. Upon completion of the Engineering degree students may submit a transcript from the engineering school to Kentucky Wesleyan and receive a BS in Physics from Kentucky Wesleyan. The engineering courses from the professional program meet elective requirements. Since the last decennial review three students have completed the 3+2 program in Physics and Engineering. The degrees in Engineering were from University of Kentucky, a SACSCOC accredited institution.

The program in Medical Technology program is a 3 +1 program. Students in this professional program are required to complete three years at Kentucky Wesleyan College and the fourth year at a certified School of Medical Technology. Upon completion of all phases of the program, a student will receive the BS in Medical Technology from Kentucky Wesleyan College. There have been no graduates in the Medical Technology program since the last decennial review.

The 3+3 program with the University of Louisville’s Brandeis School of Law was announced in February 2017. Students will complete 90 hours of coursework at Kentucky Wesleyan that includes their major requirements and the General Education curriculum. Upon successful completion of the first year of Brandeis Law's JD program, students will submit a transcript to
Kentucky Wesleyan. The College will accept 30 hours of the first year law program as elective hours for the bachelor's degree.

**Evidence of Compliance:** The *Academic Bulletin* lists the courses required for all of its degree programs and provides course descriptions of each course. The course schedules show that the courses are offered by the College, with the exception of courses taken via the Brescia University Exchange or the Theater Arts major. Transcripts record the successful completion of degree programs and courses taken through study abroad.

**Sources**

- Academic Bulletin 2016-17 (Page 22)
- Class Schedule Fall 2016
- Course Schedule Summer 2016
- KWC-Brescia Exchange Agreement 2016
- KWC-Brescia Exchange Form
- KWC-OCTC Theatre Arts Exchange Agreement 2010
- KWC-Owensboro Health Med Tech Agreement 2014
- KWC-UofL Law Memorandum of Understanding 2017
- Study Abroad Application Redacted
- Transcript 3+2 Engineering Physics
- Transcript Charles University Prague Redacted
- Transcript Study Abroad
- Transcript Theatre Arts Major
2.8

Faculty
The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Kentucky Wesleyan College employs adequate numbers of full-time faculty to support the mission of the institution and to ensure the quality and integrity of its academic programs. During the most recent year (2016), Kentucky Wesleyan employed 46 full-time faculty members who held the ranks of Visiting Assistant Professor, Assistant Professor, Associate Professor, and Professor.

Definition of Full-Time Faculty
The majority of full-time faculty are contracted for a teaching load of 12 credit hours per semester, which translates into four, three-hour courses per semester. These courses could be distributed over both modes of delivery – traditional face-to-face and synchronous or distance and asynchronous. Science faculty typically teach three, four-hour courses as they also teach laboratory sections, while music faculty typically have loads based on contact hours as they teach a combination of lecture type courses, ensembles (similar to laboratory courses), as well as applied individual instruction courses. Loads for music faculty are based on recommendations established by the National Association of Schools of Music (NASM). Additionally, all faculty members are required to:

1. advise students,
2. participate in committee work,
3. keep current in their discipline and continue their professional growth.

A letter of appointment summarizes the expectations of a full-time faculty member, while the contract renewal refers to the Faculty Handbook provisions relating to “academic freedom and tenure, conditions of teaching service, outside employment and other matters . . .”

Responsibilities of Full-Time and Part-Time Faculty
The Principles of Accreditation call for faculty to demonstrate a series of characteristics and play a variety of roles within the life of the College:

1. Demonstrating competence and holding qualifications in their field
2. Demonstrating effectiveness, as evidenced by regular evaluation
3. Participating in professional development
4. Operating under a policy that protects their academic freedom
5. Participating in academic and governance matters.

Kentucky Wesleyans faculty fulfill all of these characteristics, though sometimes in different ways and to different extents. Section 1.7.3 of the Faculty By-Laws describes the rights and obligations of full-time faculty members, and Section 1.7.3.2 lists the specific responsibilities of full-time faculty. The adjunct (part-time) faculty rights, privileges and expectations are listed in Section 1.2.2.6 of the Faculty By-Laws.

Credentials: All faculty members, regardless of full- or part-time status, are evaluated for qualifications and credentials on an ongoing basis, with primary consideration given to the highest earned degree. This is done first at the time of hire, then whenever job duties, curricular content, or program needs shift. In addition, Kentucky Wesleyan updates its master faculty roster each semester, thereby engaging in a continual process of evaluation of faculty credentials. Please refer to CS 3.2.9 Personnel Appointment, CS 3.7.1 Faculty Competence, and CS 3.7.2 Faculty Evaluation for more detailed information concerning credentialing of faculty and evaluation processes used and to CS 3.5.4 Terminal Degrees of Faculty for additional information concerning the percentage of credit hours taught by faculty holding the terminal degree.

Evaluation: All faculty are evaluated for competence and effectiveness on a course-by-course basis through the student course survey instrument. These results, which are one component of the evaluative process, are forwarded to the division chair and/or program director, who evaluate faculty competence and effectiveness. Full-time faculty have additional evaluative mechanisms in place, including the faculty annual review, which is completed each year. Previously, tenured faculty only completed this annual review once every sixth year during the post-tenure review [1]. This process was changed in 2011, and now each faculty member is required to submit an annual review. This includes a substantive self-evaluation of teaching, scholarly work, and service; it also includes a chairperson and/or Vice President for Academic Affairs & Dean of the College (VPAA) evaluation of the faculty member. In the case of non-tenured faculty, the Faculty Status Committee evaluates performance each year and conducts a more detailed post-tenure review of tenured faculty once every three years.

Please refer to CS 3.7.2 Faculty Evaluation for a more detailed explanation of the review process for faculty teaching at Kentucky Wesleyan regardless of the mode of delivery or status as full-time or part-time faculty.

Professional Development: All faculty members, regardless of their status as full- or part-time, have the opportunity to participate in professional development, including activities such as attendance at professional meetings, conferences, faculty development workshops, and training sessions on topics such as technology use in the classroom, pedagogical strategies, etc. For instance, the Center for Teaching and Learning’s (CETL) Spring 2016 workshop focused on Service Learning. It was led by Dr. Wendy Williams of Berea College and included a community organization panel. The Fall 2016 workshop centered on developing a Learner-Centered Culture. A yearly campus-wide teaching conference was initiated in 2016. Twenty-one Kentucky Wesleyan faculty attended the first conference. Dr. David Goguen, Associate Professor of Journalism at Lindsey Wilson College, was the plenary speaker and also conducted a workshop on writing using Collaborative Google Apps. All faculty who received CETL mini-grants reported on their activities at this conference. In addition, CETL has developed a sharing series called Faculty Idea Exchange and an advisors series called Advising Roundtable. CETL staff and the Information Services Librarian offer workshops for faculty and staff to learn various software programs, to use the new institutional ERP (CAMS) system and the new course management system (Brightspace), and to address other topics
of interest to faculty.

Prior to fall 2016, distance education faculty participated in required online training sessions/courses offered through Learning House, Kentucky Wesleyan’s distance education provider [2]. These training and faculty development sessions/courses focused on technical training, delivery of online courses, and enhancing student engagement in the online environment. The College offered workshops and training sessions as well as one-on-one sessions and developed webinars to transition distance faculty from the Learning House system to the Brightspace system. Additionally, a course development rubric for online course design was provided to instructors. Please refer to CS 3.7.3 Professional Development for more detailed information on professional development for faculty.

**Academic Freedom:** All faculty operate under the College’s academic freedom policy as detailed in Section 1.7.1 of the Faculty By-Laws. Please refer to CS 3.7.4 Academic Freedom for more detailed information.

**Governance:** All faculty members, regardless of their status as full- or part-time have the opportunity to participate to some extent in the academic governance of the College. Full-time faculty members participate in all stages of curriculum and academic policy development processes from proposing to approving courses and academic policies at the program and institutional levels. While part-time faculty do not serve on faculty or institutional committees, they may be involved in curriculum development at the program level, and when they attend faculty meetings (which is encouraged, but not required), they may participate in discussions and influence decision-making about curricular and other academic matters. Both part-time and full-time faculty may serve as subject matter experts for traditional face-to-face and distance courses. Additionally, all faculty play an integral role in academic program assessment. Please refer to CS 3.4.5 Academic Policies, CS 3.4.10 Responsibility for the Curriculum, and CS 3.7.5 Faculty Role in Governance.

**Ensuring Quality and Integrity of Academic Programs**

Full-time faculty members play a central role in supporting the mission of the institution and ensuring the quality and integrity of its academic programs. As part of the hiring process, faculty job candidates undergo an interview with a committee that evaluates their ability and willingness to support the institution’s mission and purpose. Faculty qualifications for teaching courses in their respective fields are also thoroughly evaluated on an ongoing basis as part of the program review process.

Faculty play a key role in controlling the curriculum and programs at Kentucky Wesleyan. In both the traditional face-to-face and distance (online) programs, curriculum originates in the programs and is approved by the Academic Policies Committee before moving to the faculty as a whole for approval. Final review and approval is granted by the President and Board of Trustees. Please refer to CS 3.4.1 Academic Program Approval for more detailed information concerning the process used. Faculty developing distance education courses work with course developers from Kentucky Wesleyan’s distance education provider(s), the Associate Dean and Director of Adult and Online Education, and the Information Services Librarian, but course content is controlled by faculty with discipline-specific credentials that qualify them to be subject matter experts. Even in some cases where curricular changes have originated with the administration, changes have been overseen and implemented by the faculty. For example, the need to revise the General Education (core curriculum) learning outcomes was brought before the faculty when program mapping of the General Education courses to learning outcomes indicated institutional objectives were not being met. A faculty committee examined
the data, proposed changes, developed a rationale for the General Education Curriculum, and shepherded the changes through additional faculty modifications, which resulted in the revision of the General Education learning outcomes. Please refer to CR 2.7.3 General Education for additional information about the General Education Program.

In order to assist faculty in fulfilling their teaching, professional development, and governance duties, Kentucky Wesleyan has taken steps to provide adequate support and resources. For example, one-on-one tutoring support for students who struggle with skill areas such as math and writing and/or course content is available through the Student Success Center and supplemental (peer) instructors are provided for courses with high difficulty (e.g., Calculus, Chemistry) or courses with large enrollments. Additionally, the Wesleyan Fellows program provides faculty with paid undergraduates to work on scholarly or pedagogical projects with faculty. For example, one of the 2016 Wesleyan Fellows, an upper level Mathematics major, is working with the Math faculty to develop a homework app for students in General Education Math courses using the software program WeBWork. Such resources in no way replace the work that faculty do in the classroom or in the online environment, but their presence allows faculty to channel their energy into areas where it is needed most: supporting the mission of the College.

**Adequate Number of Full-Time Faculty Members to Support the Mission**

During AY 2015-2016, Kentucky Wesleyan employed 46 full-time faculty members with an average of 665 full-time students - a ratio of 12:1 full-time students for every full-time faculty member. This student-to-faculty ratio combines both traditional face-to-face and distance programs. From academic years 2008-2009 to 2015-2016, the student-faculty ratio decreased from 14:1 to its current 12:1 ratio (see Table 2.8-1). Of the 46 full-time faculty during the most recent academic year, 37 (80%) are tenured or on tenure-track. Two of the full-time faculty members (one tenured, the other on non-tenure track) are librarians. Of the 44 full-time faculty whose primary responsibility is teaching, 73% hold terminal degrees.

During AY 2015-2016, the percentage of courses taught by full-time faculty ranged from 36% in Graphic Design to 100% in Criminal Justice, English, Exercise Science, Mathematics, and Psychology, and averaged 84% across all programs in the traditional face-to-face format (see Table 2.8-2). Not included in these data are practica, internships/externships, directed studies, applied music lessons, or credit-bearing independent studies/research courses.

As Kentucky Wesleyan has developed its distance education program, many of the full-time faculty have elected to teach online courses during the summer sessions. Kentucky Wesleyan is transitioning into incorporating more full-time faculty into teaching in the distance program during the regular academic year, as more traditional students are requesting an online class to be part of their academic year schedule. During FY 2016 which includes the Summer II 2015, Fall 2015, Spring 2016, and Summer I 2016 terms, full-time faculty taught an average of 35% of online courses across all programs. The percentage of courses taught by full-time faculty ranged from 3% in Criminal Justice to 50% in Business Administration and averaged 35% across all programs in the distance (online) format (see Table 2.8-3). Not included in these data are practica, internships/externships, directed studies, or credit-bearing independent studies/research courses.

Kentucky Wesleyan’s distance education degree in General Business was launched in fall 2011, the Criminal Justice and Criminology degree in spring 2012, and the General Studies degree in fall 2012. Care has been taken to ensure that students in these programs have at least 25% of the courses in their major taught by terminally degreed faculty. Table 2.8.4 provides data
for five recent graduates of the distance education program. Redacted transcripts identify courses taken through Kentucky Wesleyan that were taught by instructors with terminal degree qualifications.

<table>
<thead>
<tr>
<th>Student Major (Graduation Date)</th>
<th>% KWC Courses in the Discipline taught by Terminally-Degreed Faculty</th>
<th>% KWC Courses in the Discipline taught by Non-Terminally-Degreed Faculty</th>
<th>Total KWC Courses in the Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Business #1 (April 2016)</td>
<td>57% (8)</td>
<td>43% (6)</td>
<td>14</td>
</tr>
<tr>
<td>General Business #2 (April 2016)</td>
<td>41% (7)</td>
<td>59% (10)</td>
<td>17</td>
</tr>
<tr>
<td>Criminal Justice and Criminology #1</td>
<td>57% (8)</td>
<td>43% (6)</td>
<td>14</td>
</tr>
<tr>
<td>Criminal Justice and Criminology #2</td>
<td>54% (7)</td>
<td>46% (6)</td>
<td>13</td>
</tr>
<tr>
<td>General Studies #1</td>
<td>67% (8)</td>
<td>33% (4)</td>
<td>12</td>
</tr>
</tbody>
</table>

**New Faculty Additions**

Most new faculty additions emerge through the strategic planning process, which considers mission, potential enrollment growth, and other factors. When attrition occurs, faculty replacements are considered at the cabinet level. If a faculty member in a popular major resigns, the decision is straightforward. For example, at the end of AY 2008-09, a Zoology professor resigned to take a position elsewhere. He taught a General Education course with average enrollment of 48 and two upper-level Zoology courses with labs (total enrollments for his fall courses was 100). Additionally, he advised 46 Zoology majors. The Cabinet examined these data, considered the mission of the College, and filled the vacancy. Conversely, interest in the Sociology major had declined significantly, attracting only one or two potential new majors for several years prior to the announcement that the professor planned to retire at the end of AY 2011-2012. After a thorough review by a faculty committee, it was recommended that the major be eliminated after the retirement of the faculty member, and thus, this position was not filled.

When a full-time faculty opening occurs, the Vice President for Academic Affairs consults with the Program Coordinator, and a chair of a search committee is appointed (usually the Program Coordinator) who asks two or more colleagues to join the search committee. The position is advertised nationally, candidates are carefully screened, a short list of candidates is interviewed by phone or interactive video, and usually three candidates are invited to campus for interviews. During the interview process, the candidates teach a class and minimally meet with the search committee, Vice President for Academic Affairs, Associate Dean and Director of Adult and Online Education, Director of Human Resources, students, and the President (when available). Members of the academic program focus on the candidates' competency within the discipline, but other parties carefully consider harmony with the mission of the College. Please refer to CS 3.9.2 Personnel Appointment for additional details concerning the faculty selection and hiring process.

Part-time faculty are recruited by program coordinators. They are also evaluated by the Vice
President for Academic Affairs or the Associate Dean and Director of Adult and Online Education who consider harmony with the mission of the College.

**Evidence of Compliance:** Review of student faculty ratio data, percent of instruction by full-time and part-time faculty as well as an explanation of faculty roles and expectations regarding teaching, professional development and service provide clear evidence that the College maintains an adequate number of well-qualified faculty to ensure the quality and integrity of its academic programs and to support the mission of the institution.

[1] Prior to the adoption of the current Faculty Handbook (Feb 2016), tenured faculty were encouraged, but not required to complete annual reviews. Post-tenure reviews were conducted every six years. To keep current with Commission Policy, in 2015 tenured faculty were required to undergo post-tenure review every three years.

[2] In fall 2016 D2L Brightspace became the provider for the College’s distance (online) programs.

**Sources**

- Business Online Transcript #1 Redacted
- Business Online transcript #2 Redacted
- CAMS-Brightspace Training
- CJC Online Transcript # 1 Redacted
- CJC Online Transcript #2 Redacted
- Contract Renewal Faculty
- Faculty Development Workshop Spring 2016
- Faculty Handbook 2016 (Page 11)
- Faculty Handbook 2016 (Page 14)
- Faculty Handbook 2016 (Page 19)
- Faculty Handbook 2016 (Page 32)
- Faculty Handbook 2016 (Page 33)
- Faculty Handbook 2016 (Page 34)
- Faculty Workshop Fall 2016
- General Education Curriculum Map 2011-2012
- General Studies Transcript #1 Redacted
- Interview Schedule Sample
- Job Announcement Choral Search
- KWC Spring Conference 2016 Flyer
- LH Faculty Development Online
- NASM Handbook 2015-16 (Page 71)
- New Faculty Appointment Letter
- Online Course Design Rubric
Post-Tenure Review Packet Redacted
Pre-Tenure Review Packet Redacted
Rationale General Education Curriculum 2012
Table 2.8-1 Full-Time Faculty Students Ratio
Table 2.8-2 Credit Hours Taught by Full-Time Faculty
Table 2.8-3 Online Degree Programs Full-Time faculty
2.9

Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan College provides and supports access to adequate library collections and other learning resources consistent with the degrees offered. The collections and resources are sufficient to support all the College’s educational programs.

Howard Greenwell Library Collections

In September 2015, in recognition of former trustee and long-time benefactor George Greenwell, Kentucky Wesleyan’s Library Learning Center was renamed the Howard Greenwell Library and Learning Center in honor of Mr. Greenwell's son. The philosophy of the Library has been and continues to be, to serve as a partner in the educational mission of the College. The purpose of the Library is to provide information resources and services that support the College’s mission of fostering a “liberal arts education that nourishes and prepares students intellectually, spiritually, and physically to achieve success in life.” Greenwell Library supports this mission by maintaining a collection of materials in a variety of appropriate formats, providing electronic access to resources worldwide, and offering a wide range of instructional services and technology support. The Library strives to provide quality information services that fulfill the needs of the Kentucky Wesleyan community, are sufficiently flexible to meet the challenges of educational and technological change, and prepare students for the process of life-long learning.

Greenwell Library is located in the center of the Kentucky Wesleyan College campus and adjacent to the Winchester Center. The Library’s physical facilities and services are discussed in more detail in the narrative responses to CS 3.8.1 Library/Information Resources, CS 3.8.2 Instruction of Library Use and CS 3.8.3 Qualified Staff. The Library’s physical holdings include 104,307 print volumes, 29,789 microform units, and 990 audiovisual items. In addition, the Library provides access to 40,638 eBooks, plus over 147,000 additional titles through subscription to EBSCO’s eBook Academic Collection. Greenwell Library maintains 117 current print periodical subscriptions and provides access to thousands of electronic journals in 93 databases. Through OCLC’s WorldCat Discovery Services and WMS [1], the Library’s online catalog, users are able to search for and identify materials in the Library’s on-site and electronic collections and in the world beyond. Through the Greenwell Library website, all Kentucky Wesleyan students in both traditional and distance (online) programs have off-campus access to library resources through a proxy server. Greenwell Library is a selective depository for publications of the United States federal government. Its collection of government documents currently consists of 9,195 titles. Access to online electronic
government information is available through the Library's website.

Greenwell Library houses several special collections including the Kentucky United Methodist Heritage Center and the Kentucky Wesleyan College Archives. The Kentucky United Methodist Heritage Center contains the archival holdings of the former Louisville Conference of the United Methodist Church and the archival holdings of the Kentucky Conference since its merger with the Louisville Conference in 1996. The Kentucky Wesleyan College Archives contains approximately 240 linear feet of records, documents and reference sources relevant to the history of the College.

**Collection Development and Assessment**

The Howard Greenwell Library Collection Development Policy and Weeding Policy provide guidelines for the selection, addition and removal of library resources. Both policies are included in the Howard Greenwell Library Policy Manual. Kentucky Wesleyan College faculty have extensive opportunity for input into the development of the Library’s collections. Two-thirds of the library's materials budget is allocated for faculty requests according to a formula based on class enrollments, course credit hours and cost of materials. Librarians and faculty members consult standard review publications and bibliographies when selecting materials. Student suggestions are also welcome. The Library publishes a monthly list of new acquisitions that is sent to all faculty and posted on the College’s intranet.

To ensure the adequacy of the collections, the Director of Library and Academic Information Services works closely with academic Program Directors and Division Chairs to monitor curriculum changes. Proposals for course additions and new programs are to include an estimate of any additional library resources required. Other opportunities for collection review include academic program self-studies and the Teacher Education Program accreditation review by the Kentucky State Department of Education.

Greenwell Library employs several ongoing assessment procedures to monitor the appropriateness and adequacy of its collections. The library staff collects and reviews data on circulation, database usage and interlibrary loan to identify areas that may need additional resources. Student and faculty surveys provide evidence of user satisfaction with materials and services. Students and faculty surveyed in spring 2016 gave the adequacy of the Library’s collections a positive rating. While positive, these results were not as high as the Library staff anticipated and reflect unfamiliarity with the new integrated library system adopted the same year. The staff responded with a new Library website and revised approach to instruction sessions. The changes have been well-received. The library's assessment procedures and use of assessment results are outlined in an annual assessment report. The libraries of institutions belonging to the Association of Independent Kentucky Colleges and Universities (AIKCU) frequently share data for points for comparison. Kentucky Wesleyan College ranks 10th among the 18 four-year private colleges in Kentucky with respect to expenditures per FTE for library materials and services.

**Cooperative Agreements**

Howard Greenwell Library participates in and enjoys the benefits of a variety of cooperative relationships that provide resources to Kentucky Wesleyan students and faculty. A resource sharing agreement with Brescia University and Owensboro Community and Technical College allows currently enrolled Kentucky Wesleyan students and faculty to borrow materials from either of these local libraries. Through an arrangement with the Daviess County Public Library, currently enrolled students may also borrow materials from that library.
Greenwell Library has been able to significantly extend access to resources through consortium memberships and agreements. Through the Association of Independent Kentucky Colleges and Universities (AIKCU), the Library receives discounted consortium pricing for many electronic resources. The library is also a member of the Kentucky Virtual Library (KYVL), the state’s online library with members including public and private academic libraries, public libraries, public and private schools and special libraries. In addition to consortium pricing on databases, KYVL provides member libraries weekly document delivery of interlibrary loan materials. Greenwell Library, along with most public and private academic libraries in Kentucky, is a member of the Federation of Kentucky Academic Libraries (FoKAL). This statewide consortium negotiates discounts on resources and services, advocates for academic libraries and provides professional development opportunities for library staff. FoKAL members have implemented an interlibrary loan agreement that provides no-charge lending of materials. Through this reciprocal borrowing arrangement, Kentucky Wesleyan students and faculty may use resources and borrow materials in person at any FoKAL library by showing a currently valid institutional ID.

The Library is a member of the Online Computer Library Center (OCLC), a bibliographic network providing access to the holdings of libraries worldwide. In addition to providing the network that supports interlibrary loan services at the state, national and international level, OCLC is also the vendor for WorldCat WMS, Greenwell Library’s newly implemented integrated library system.

Other Learning/Information Resources

In addition to library materials and services, Kentucky Wesleyan College provides other learning and information resources in support of its programs. Brightspace, the College’s learning management system, provides the platform for organization and distribution of course content to distance (online) students, as well as enhancing traditional face-to-face courses with Web-based content and functionality such as threaded discussion and online testing. The Center for Engaged Teaching and Learning provides students and faculty instruction in using Brightspace. The Student Success Center provides one-on-one peer tutoring, faculty tutoring, writing assistance, study skills assistance, and free workshops to all Kentucky Wesleyan students. For more information, see CR 2.10 Student Support Services and CS 3.4.9 Academic Support Services.

Evidence of Compliance: The College has demonstrated that through the processes of library collection development and assessment, coupled with the benefits of cooperative arrangements with other libraries, it provides sufficient library and other learning/information resources to support its programs.

[1] For many years prior to implementation of WorldCat WMS in July 2015, the library used the Ex Libris Voyager integrated library system.

Sources

- AIKCU Library Comparison Fall 2015
- AIKCU Website
- eBooks
2.10

**Student Support Services**

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

**Judgment**

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

**Narrative**

Kentucky Wesleyan College provides student support programs, services, and activities that promote student learning and enhance the development of its traditional face-to-face and distance students. Administrative responsibilities for these student services lie primarily within the Academic Affairs Division and the Office of President, as Athletics, Campus Ministries, and the Vice President of Executive Initiatives and Retention report directly to the President. The Vice President for Academic Affairs and Dean of the College is directly assisted by the Associate Dean of the College and Director of Adult and Online Education, the Dean of Student Success, the Associate Dean of Student Services, the Director for the Center of Engaged Teaching and Learning (CETL), the Director of Career Development, and the Senior Director of Information Services and Resources (oversees IT and the Library). Kentucky Wesleyan’s administrative areas use a collaborative approach in providing student support services. The Student Success Workgroup composed of each of these individuals in addition to a faculty representative, the Associate Director of the CETL and the remaining student service staff meets weekly to integrate curricular and co-curricular activities, plan new initiatives, and discuss any issues related to student support services.

The traditional face-to-face/residential program enrolls the majority of students who attend Kentucky Wesleyan College. Historically, approximately 47% are student athletes, 50% commute, 45% are from low socioeconomic backgrounds based on PELL eligibility, 32% are first generation, 52% are male, 16% are from under-represented minorities, and 50% come from the six counties surrounding the College. While typically college age, many students already have children and are balancing school, work, and childcare responsibilities. Student enrollment in the distance (online) program is small and to date has not exceeded 30 full-time students, the majority of whom are degree completers over the age of 25.

The institution’s mission is to educate students to be successful in life. The College’s partnership with the United Methodist Church is based on the Education Covenant of Partnership that outlines how the institution will create an environment for learning that leads to a quality education and a life of service. Refer to **CR 2.4 Institutional Mission** for a more detailed explanation. The College’s mission statement is as follows:

Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes and prepares students intellectually, spiritually, and physically to achieve success in life.

*Adopted by the Board of Trustees in June 2014 and reaffirmed in February 2016*

Below are brief descriptions of programs, services, and activities that further this mission by
encouraging academic, spiritual, personal/social, and physical development. Kentucky Wesleyan College publishes information about student support programs, services and activities in its catalogs and on its website under the Campus Life tab. These services are available to all students, both residential and distance; however, distance education students will not be involved with and/or use some of the services (e.g., athletics, intramural sports and residence programming, dining services, campus clubs, and activities), as their program is entirely online.

The program descriptions below are organized under the general umbrella of the area of the College mission they are designed to support (e.g. academic, spiritual, social, etc.).

**Academic Support**

**Student Success Center:** The new Student Success Center [1] houses Kentucky Wesleyan’s student academic support services. Located in the Winchester Center, the Center enjoys a centrally located space in a high-traffic area. Professional and peer staff assist students academically by offering academic support resources and programs. Student Success Center services include one-on-one peer tutoring, faculty tutoring, arrangement of group study sessions, writing and study skills assistance, and the Center arranges for and trains Supplemental Instructors for courses with below target completion rates. Throughout the school year, the Student Success Center offers free workshops to all Wesleyan students, including workshops for students signing the Four Year Graduation Guarantee.

Student Success Center programming includes a Student Success Lunch and Learn series providing weekly instruction about a specific study skill. These sessions are scheduled for the noon hour when no classes are scheduled. Students leave the workshop with new reference material that is also available any time for pick-up. One-on-one appointments are also available for students who cannot make these workshops due to time conflicts with outside employment, child care, etc.

The schedule for the fall 2016 series included:

- August 30 - Time Management
- September 6 - Cornell Method of Note taking
- September 13 - Effective use of textbooks
- September 20 - Organizational skills
- September 27 - Test preparation
- October 4 - Reading Comprehension
- October 18 - Managing test anxiety
- October 25 - Improve your memory!
- November 1 - Amazing online resources
- November 8 - Getting the most out of classroom lectures/Professor Clues
- November 15 - Best ways to use your notes
- November 29 - Essays 101

Currently, distance education students contact the Dean of Student Success who works with them to connect with appropriate campus resources, including writing support and tutoring services. Distance students work with tutors via online methods, e.g., email, phone, SKYPE. Prior to fall 2016, Kentucky Wesleyan contracted with Learning House to provide the platform for delivery of distance education courses. The course shell contained links to various resources, among them access to tutoring services operated through the College’s PLUS Center [1]. In October 2016, the College moved its online courses to a new learning management system, Brightspace D2L. All resource links were not replicated in the move,
hence the need for direct contact with the Dean of Student Success. The new course shell will have active links to a variety of College resources, including Student Success Center services. A Brightspace shell with guides, tutorials and other self-help materials on study skills, time management, etc. is being planned.

The Dean of Student Success meets with each student placed on academic probation once the probationary period begins to design an individual intervention strategy. For distance education students, meetings are conducted using interactive online tools, such as GoToMeeting and SKYPE. Records of these meetings are reported on an interview sheet that focuses on various study strategies and/or areas needing improvement. Probationary students continue to meet periodically with the dean for the remainder of the term to ensure they are making satisfactory academic progress. Monitoring GPA, academic standing, and retention are the basis of assessment for this group.

**CARES TEAM and Student Retention:** The Vice President for Executive Initiatives and Retention leads the retention efforts at Kentucky Wesleyan. The CARES Team, composed of administrators, faculty and staff, meets weekly to review student issues that may lead to drop out, such as non-attendance, failure to submit work, poor performance on assignments/exams, etc. A major tool in this process is the **Academic Alert** system which is an electronic early warning system related to academic issues. Once an alert is submitted it is routed to the student, CARES Team, the student’s academic advisor, coach, and Director of Disability Services if the student’s situation merits the attention of these faculty and/or staff. The purpose of this program is to detect academic problems early in the semester as well as enlist the intervention of appropriate faculty and/or staff to help remedy the situation before it is too late. The redacted academic alert spreadsheet shows examples of how these alerts are handled. For those students in the distance education program, both the academic advisor and the Director of Adult and Online Education receive the alert. In addition to academic issues, the team also assists with issues related to attendance, financial aid, not registering in a timely fashion, financial holds, and any other issue that might disrupt a student’s success in the classroom or in the online format. CARES Team members contact students each week to try to help them resolve issues, develop an action plan to facilitate improvement of their academic performance, etc.

**Center for Engaged Teaching and Learning (CETL):** Established in 2014, through a Department of Education Title III Strengthening Institutions Grant, CETL focuses on providing faculty with resources and services needed to improve teaching (see CS 3.7.3 Faculty Development) In addition, CETL works with students to find internships [2], service learning experiences, study away or study abroad opportunities, and encourages students to apply for prestigious scholarships and fellowships, e.g. Truman, Fulbright, Goldwater, and Rhodes.

**Library and Information Technology Services**

**Library Services:** The Howard Greenwell Library provides information and library services to meet the educational needs of Wesleyan’s community and to prepare students for the process of life-long learning. In addition to maintaining an on-site collection of materials in a variety of formats, Greenwell Library provides electronic access to thousands of resources worldwide, thus making library materials and resources accessible to both traditional and distance education students. Library services include skilled reference assistance on site as well as via email and a web-based form. Through its information literacy program, Greenwell Library provides individualized and group instruction in locating, evaluating, and using information. Online guides and tutorials assist all students, distance and face-to-face, in using library resources.
Greenwell Library employs several ongoing assessment procedures to monitor the appropriateness and adequacy of its collections and services. Please refer to *CR 2.9 Learning Resources and Services*, *CS 3.3.1.3 Institutional Effectiveness: Academic and Student Support Services*, *CS 3.8.1 Learning/Information Resources*, and *CS 3.8.2 Instruction of Library Use* for more detailed information.

**Information Technology Services (ITS):** Technology services provided to students include ubiquitous, campus-wide wireless Internet access and email access via a single 400 Mb connection and both desktop and web-based email access via Microsoft Outlook and Office 365. In computer labs across campus, students have access to software applications and online resources needed to accomplish their course work. A total of 102 computers are housed in seven laboratories. These high-performance Windows and Macintosh computers provide access to antivirus software, basic productivity software (Microsoft Office Suite and Adobe Reader) and more specialized programs such as Final Draft, PSPP, ChemSketch, GRASS GIS, AutoCAD, IBM SPSS statistical software, and Adobe Creative Suite 6, all supporting specific instructional needs. Kentucky Wesleyan’s general use computer laboratory houses 12 computers and is located in Greenwell Library.

Information Technology Services provides computer and technology-related assistance to all students through a help desk. For distance education students, 24/7 technology support is available through the Help Desk at D2L, the provider that hosts Kentucky Wesleyan’s online programs. Refer to *CS 3.4.12 Technology Use* for more detailed information.

**Instructional Technology Support:** The Center for Engaged Teaching and Learning (CETL) and Greenwell Library promote and support the effective use of technology in teaching and learning. CETL and library staffs provide students and faculty assistance with software applications, scanning technology, graphics editing, CD/DVD recording, and web development. CETL works with faculty to develop effective pedagogical approaches using technology. ITS supports the use of classroom multimedia and administers and supports Wesleyan’s new learning management system, D2L. In addition, CETL offers workshops and other training opportunities to help students and faculty become aware of and master new instructional technologies.

**Spiritual**

**Campus Ministries:** An important focus of Kentucky Wesleyan’s mission is to assist students in their spiritual development. *Campus Ministries* exists to serve, love, and build relationships of eternal value on our campus. Our mission is to “walk” as Jesus would walk on our campus—"The one who says he remains in Him should walk just as He walked." 1 John 2:6. Jesus Christ modeled servant leadership, sacrificial love for everyone, and a focus on relationships.

Campus Ministries provides opportunities for students and staff to worship, serve, and grow in their Christian faith through chapel services, prayer times, sharing our faith within groups, service projects, trips, and experiences both locally, regionally, domestically, and internationally. Campus Ministries actively serves in all aspects of campus life and has programming and resources to serve residential, commuter, and online students.

Through Campus Ministries, students have an opportunity to receive training in servant leadership and ministry communication, worship, administration, and service via ministry internships and the Mile 2 Leadership Team. Listed below are some of campus ministries programming and activities:
• **Chapel @12:12pm** - Weekly service on Wednesdays involving prayer, worship, and devotional teaching.
• **Stories** - Weekly service on Wednesday nights focused on students sharing their “story” of life and faith...also involves worship and prayer.
• **The GAP** - Bi-monthly service on Monday nights focused entirely on prayer...individual time of prayer and meditation, as well as small group and corporate prayer opportunities.
• **Wesleyan FCA** - Bi-monthly event on Monday nights for all students led by student leaders to create community...games, discussion, music, & devotion.
• **The Link** - First Thursday of each month at 12PM programming for female students only...food, encouragement, guest speaker, and prayer.
• **Man Up** - First Thursday of each month at 12PM programming for male students only...food, encouragement, guest speaker, and prayer.
• **First Tuesday** - Monthly meeting for all students on the first Tuesday night of each month sponsored by the Daviess/McLean Baptist Association...food, activities, devotion, and prayer.
• **Online Prayer Request** - Online resource for faculty, staff, and all students to submit prayer concerns and requests via webpage.
• **Online FCA Daily Impact Play of the Day** - Online daily devotional resource from the Fellowship of Christian Athletes via webpage link and email.
• **Online Daily Devotional Blog** - Online daily devotional blog resource from Tony Evans and the Urban Alternative via webpage link.

Social media sites (Instagram and Twitter) also offer connections to Campus Ministries. The Office of Campus Ministries also serves as a liaison between denominational affiliated ministries and the College.

**Personal/Social Development**

**New Student Orientation:** A new *First Year Experience* program was created for academic year 2016-2017 as a result of the success of the Sophomore Year Program (see below) having a profound impact on student retention. The New Student Orientation program was reworked during spring 2016 and changes were implemented in August 2016. Major changes included a new staffing model, a shorter schedule, and more of an academic focus than had been used in the past.

In the previous orientation model, a faculty or staff member had been paired with one to two student leaders. Previously, the Student Life staff had planned the orientation, and orientation leaders had received a three-hour training about how to implement various discussions with their groups. In the new model, thirteen student leaders were selected through an application and interview process to help design and lead the entire orientation program. These candidates were interviewed by teams consisting of the Dean of Students [3], a faculty member, the Director of Sophomore Program, and the Assistant Dean of Students.

Two students were selected as Lead Student Orientation Staff (SOS) and eleven were selected as Student Orientation Staff. Newly hired student leaders attended a reception in April and had ongoing communications with the Dean of Student Success throughout the late spring and summer concerning what was to be included in the orientation program. All student orientation leaders participated in the new Student Leaders Training program created by the Student Services team. SOS leaders were commissioned as student leaders and also participated in three evenings of orientation-specific training before welcoming new, incoming students. In addition to accompanying their orientation group through the three-day
orientation experience, SOS leaders followed up with students regularly during their first semester.

The focus of New Student Orientation was changed to become more academic as discussions with faculty during the planning stages indicated students were not academically prepared to start college, e.g. time management and other study skills were lacking. New sessions were built into the orientation program that focused on faculty concerns, including students completing the Learning and Study Skills Inventory (LASSI) to help them identify their challenge areas (see Freshman Seminar below for additional information), College 101 taught by a SOS leader, and Wellness taught by the Dean of Student Success.

A truncated orientation program was offered for transfer students who were not living in residence halls. This program was led by the Associate Dean of the College.

**Freshman Seminar:** In building the new freshman seminar course (KW 101), the following specific learning outcomes were developed by the Dean of Student Success, based on research of national first year experience programs and best practices:

As a result of completing this class, the student will:

1. Demonstrate foundational academic skills and higher level thinking skills.
2. Integrate into the college community through utilization of campus services and resources and interaction with key members of the campus community.
3. Appreciate the college experience in general and the Kentucky Wesleyan experience specifically.

Faculty and staff interested in teaching the new seminar course completed an application that addressed learning outcomes set for the course, and the Dean of Student Success and the Director of the Center for Engaged Teaching and Learning interviewed candidates.

Ten faculty and staff were selected to teach the course. The course text, *Thriving in College and Beyond: Research-Based Strategies for Academic Success & Personal Development*, by Cuseo, et. al., was sent to each KW 101 instructor during the summer. Training for the course instructors was conducted by the Dean of Student Success and included exploration of course topics, advisor training, team building activities and classroom management techniques. Additionally, the LASSI was covered to enable instructors to help students identify strengths and weaknesses, and to make suggestions for courses of action and/or referrals such as attending specific weekly Student Success Series sessions or meeting one-on-one with the Dean of Student Success for additional help.

At present, there is not a freshman seminar for distance education students. To date our distance students typically have completed some college level work or have Associates degrees.

**Student Life**

The Student Services Office provides a number of services that promote student learning, social and personal development, as well as physical health and wellness. These services and/or programs are described in the *Student Handbook 2016-2017*. Listed below are some of the services provided through the Student Services office.

**Residence Life Program:** Kentucky Wesleyan College maintains five residence halls.
Resident Directors (RDs) provide management for each hall and are assisted by Resident Assistants (RAs). Residence Life staff is trained annually for emergency response procedures regarding fire, tornado, sexual assault, and alcohol/drug related incidents. Each hall is equipped with wireless Internet access, air conditioning, smoke detectors, and cable TV.

Freshmen are assigned roommates based on common interests, habits, and preference (if applicable). RAs have a programming curriculum that they must complete each semester. The curriculum includes social, educational, and academic-focused programming requirements focused on creating a seamless learning environment on campus.

**Student Activities & Organizations:** The Student Government Association (SGA) consists of officers and senators elected to represent each class. The SGA is responsible for serving as the voice of the student body and for dealing with issues of concern to all students. The Student Activities Programming Board (SAPB) is the student-run organization with responsibility for planning campus-wide student activities and entertainment. There are more than 25 active student organizations in which students may get involved on campus. These organizations include departmental clubs, academic honor societies, musical and theatrical groups, and religious organizations. Kentucky Wesleyan College is also the host to five national and one local Greek social fraternities and sororities.

**Civic Engagement and Preparation for Life After Kentucky Wesleyan**

**Office of Career Development:** The Office of Career Development focuses on helping students prepare for life after Kentucky Wesleyan and promotes and encourages civic responsibility and lifelong civic engagement. The Office provides career information and helps students develop skills necessary for becoming more marketable and finding satisfying employment in the global job market. Also, it helps students make the transition from the classroom to job search and/or graduate school. Workshops on Resume Writing, The Cover Letter, Online Image, and The Career Planning Process are a few examples of the assistance available to students. These workshops are conducted within a class at the request of faculty, who work with the Director of Career Development to choose the appropriate topic for their students. For example, a freshman level class may be introduced to the Career Planning Process, a sophomore level class may focus on Internships, a junior level class may work on Resume Writing, and a senior level class may participate in the “I Have the Interview: Now What?” interactive workshop. This office also sponsors several on-campus events designed primarily for upper level students entering the job market, e.g., Business Etiquette Dinner, Speed Mock Interviews and Networking Event, and the Career Fair.

Table 2.10.1 provides information on the major events and workshops offered during the most recent year. In addition, 348 office visits from 322 students and 26 alumni seeking assistance related to careers and/or job placements were handled. Distance education students typically do not participate in the on-campus events; however, they do have access to career placement services.
The Senior Survey, administered just prior to graduation, seeks student input on the utilization and satisfaction with Career Development and serves as the major assessment instrument for the unit.

**Service Learning:** Service learning was formally adopted as a teaching pedagogy in the spring of 2012. At that time, the Office of Career Development and Service Learning was working to establish and facilitate relationships with the community in order to foster experiential education, specifically service learning. Faculty interested in adopting this pedagogical approach that integrates meaningful community service with instruction and reflection to enhance the academic curriculum of the students, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities for the common good, worked with the office to find relevant and interested partners. In the fall of 2016, CETL assumed responsibility for serving as a clearinghouse for service learning. During the past 12 months, 461 students provided 20315 hours of community service and service learning that have impacted 24,000+ members of the local community through their work in churches, health fairs, senior residences, nursing homes, homeless shelters, youth organizations, local schools, and social services and health agencies.

Distance education students participate in service learning in some of their required courses, (e.g. CJC 3370 Corrections). Distance education faculty and students have access to CETL to assist them in planning for and completing distance education service learning projects.

**Sophomore Year Program:** Established in 2014 with a grant from the James Graham Brown Foundation, the Sophomore Year Program focuses on overcoming the “sophomore slump” that leads to drop out. The program is aligned around the tag line "Learn More, Lead More, Be More, Sophomore." Programming develops leadership, helps students align academic and career goals, provides social and civic engagement opportunities, and culminates with an opportunity to earn a “Find Yourself Grant” that is applied to third-year tuition, allowing students to complete an internship, study abroad, participate in undergraduate research, etc. instead of working to pay tuition.

**Health and Physical Wellness**

**Athletics:** Kentucky Wesleyan fields a number of intercollegiate athletic teams. Men compete in baseball, basketball, cross country, football, golf, soccer, and track and field. Women compete in basketball, cross country, golf, soccer, softball, tennis, track and field, and volleyball. Athletic scholarships and grants are available to men and women athletes.

The emphasis for the student-athlete experience is a comprehensive program of learning and
development conducted in a personal setting. As a member of NCAA Division II, this approach in predicated on balance and provides growth opportunities through academic achievement, learning in high-level athletics competition, and development of positive societal attitudes in service to community.

**Student Health Services:** All students have access to the Student Health Center, although distance students typically do not use this service. All full-time students are required to maintain health insurance coverage. A registered nurse handles minor health problems while other medical and dental issues are referred to local doctors and dentists who accept Kentucky Wesleyan students in the event of illness requiring a physician’s care. The campus nurse conducts wellness programs throughout the academic year to provide students with good life choices. All full-time residential students receive a membership to the Owensboro Family YMCA, a state-of-the-art fitness center located a few blocks from campus.

**Student Counseling Services:** Kentucky Wesleyan provides mental health counseling services to both full and part-time students through a private counseling agency located off-campus in Owensboro. Counselors provide both on- and off-campus counseling for students in need.

**Dining Services:** Sodexo, the campus dining services provider, offers nutritional information through their web portal. Facilities include a main dining hall, Hocker Family Dining Center, seating approximately 200; a sub sandwich shop, SubConnection, seating approximately 40; and a coffee shop, Jazzman’s, which seats approximately 75. A variety of residential meal plans are available to on-campus students, and commuter students have two options to help meet their needs.

**Health and Wellness:** Developed and maintained by Kentucky Wesleyan’s Exercise Science program, the Health and Wellness website provides information about health and wellness including information on the campus fit trail, nutritional information, tips on creating a healthy lifestyle, and strategies for reducing stress.

**Intramural Sports Program:** The Intramural Sports Program is designed to allow students to relax and enjoy friendly competition. Participation is the most important criteria. Intramural sports include basketball, flag football, softball, golf, tennis, bowling, ping-pong, and numerous other sports. All activities are co-educational. New activities and programs are added as student interest dictates. To participate, students must be enrolled full-time in the traditional face-to-face program and be in good academic standing.

**Continuing Student Enrollment Services**

The College provides a number of other services assisting students to maintain enrollment. Some of these services include:

**Academic Advising:** Kentucky Wesleyan has a program of individualized academic advising for all students, regardless of the mode of delivery. “Recognizing that effective academic advising is at the core of student success” (National Academic Advising Association mission statement), Kentucky Wesleyan College invests resources in a faculty-driven academic advising program. Academic advisors work with students to ensure they make “progress toward degree” as required by federal financial aid rules, and help students secure relevant academic internships, practica, or research experiences as dictated by their discipline.

Updates about academic advising requirements, expectations, or changes in College policy or
procedures are conveyed to faculty at the beginning of each semester at the Opening Faculty Meeting and via email during the academic year. Information about academic advising is also presented at some monthly faculty meetings.

**Advising for Freshmen Students:** Upon adoption of the new First Year Experience program that began in fall 2016, freshman academic advising was purposefully linked to the revised freshman seminar (KW 101) class. KW 101 instructors were trained to be freshman advisors in a spring training, five supervised advising sessions during Panther Pathways Days throughout the spring and summer, and a one-day training in August 2016 that included advising among many other topics related to the course (see Freshman Seminar above). Using a relational advising model the freshmen advisors work with each student to assist them in finding the major that is right for them as well as helping them to make the adjustment to college. Toward the end of their first year, students will be formally transferred to an academic advisor who is a full-time faculty member in their discipline, which follows the College’s traditional advising model.

Kentucky Wesleyan solicits feedback from students regarding their academic advising experience through the National Survey of Student Engagement (NSSE) and student satisfaction surveys. Additionally, students select an Academic Advisor of the Year, an honor awarded to a faculty member each year. Students in KW 101 also give written feedback about their KW 101 instructor/Academic Advisor at the conclusion of their first semester at the College.

**Financial Aid:** The Office of Financial Aid provides students with loan and grant information, scholarship opportunities, and financial aid counseling. The office administers and coordinates Kentucky Wesleyan’s programs of student financial assistance. These services are available to all students. Distance education students work with their assigned financial aid counselor to ensure their awards packages are complete each term. Financial Aid is dispersed twice during a semester for distance education students as they complete two terms each semester.

**Virtual Bookstore and Spirit Store:** Kentucky Wesleyan has contracted with Akademos, an online provider of textbooks. Students order their textbooks via the Akademos web portal. Links to this site are published in several locations on the College website and intranet. Books are shipped to students and financial aid vouchers may be used. New, used, e-books and rental options are available. Located in the Winchester Center, the Panther’s Den “spirit store” sells licensed Kentucky Wesleyan apparel. Prior to 2013, the bookstore was operated on campus and outsourced to Follett Higher Education Group.

**Registrar:** Student support services provided by the Office of the Registrar include course registration and the provision of transcripts. These services are provided via the web site. Additional student services provided by the Registrar’s Office and sent electronically to students and advisors include completion of degree audits and evaluation of transfer credits from other institutions. Additionally the Office provides verification of enrollment and publication of the annual Academic Bulletin (college catalog).

**Special Needs Student Services**

**Office of Disability Services:** Kentucky Wesleyan is committed to equal opportunity for all academically qualified students and does not discriminate based on disability. The mission of the Office of Disability Services (ODS) is to coordinate services that provide equal access to individuals with disabilities enabling them to take full advantage of Kentucky Wesleyan’s educational, social and cultural opportunities. Services are individualized to meet students’
needs based on their specific disabilities and are available to all students who need them including distance education students. The services provided by the ODS include, but are not limited to, testing accommodations, note-takers, readers, interpreters, access to assistive technology, books on tape, and other services determined on an individual basis.

**Evidence of Compliance:** The College has provided evidence that it offers appropriate student services, programs and activities that support the mission of the institution. Programs are offered that address both student learning needs as well as those that support ongoing development of the whole person.

[1] The new Student Success Center opened in fall 2016 and replaced the PLUS Center which previously addressed student academic needs.

[2] Internship placements and Service Learning were transferred from the Office of Career Development to the CETL in 2016.

[3] The Dean of Students position was eliminated in the restructuring of summer 2016. The former Vice President of Student Life and Dean of Students is now the Vice President of Institutional Initiatives and Retention. Student Life was renamed Student Services and moved from a separate unit reporting to the President to a unit that now reports to the Vice President of Academic Affairs and is headed by an Associate Dean of Student Services.

**Sources**

- Academic Alert Form
- Academic Alert OL Student Notification
- Academic Alerts Sample Data
- Advisor of the Year
- Akademos
- Athletics
- Campus Ministries
- CAMS Brightspace Training
- Career Development
- Center for Engaged Teaching and Learning
- CJ 370OL Service Learning
- College101
- Degree Audit Redacted
- Dining Services
- Disability Services
- Financial Aid
- First Year Experience Fall 2016
- Four Year Graduation Guarantee
- General Education Transfer Checklist Redacted
2.11.1

Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions.

Judgment

☑ Compliance    ☐ Partial Compliance    ☐ Non-Compliance    ☐ Not Applicable

Narrative

Kentucky Wesleyan College has a sound financial base and demonstrated financial stability to support its mission, programs, and services. The mission statement is:

Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes and prepares students intellectually, spiritually, and physically to achieve success in life.

Adopted by the Board of Trustees in June 2014 and reaffirmed in February 2016

Campus academic, athletic and co-curricular activities encourage students to think critically, communicate effectively and live ethically in a complex, rapidly changing world. The College financial strategy and decisions seek to optimize fiscal resources, programs, and student experiences in support of these goals. This is accomplished with appropriate management and fiscal oversight by organizations such as the United Methodist Church, accrediting bodies, and federal regulatory agencies.

The current Board of Trustees and Administration are focused on quality academic and student life experiences for our current students and also on building future fiscal stability through additional resources from student enrollments and external fund raising. These efforts include strategies for expanded enrollment, improved retention, successful Advancement and Admissions functions, and progressive marketing that supports all business functions of the College.

Financial Base

Kentucky Wesleyan College
Table 2.11.1-1 includes annual audit reports with the federal supplementary section, management letters, and corrective action plans. Audits of the College are conducted by external certified public accounting firms and have reflected unqualified opinions in all past fiscal years. To ensure reporting accuracy and integrity, the College adheres to generally-accepted accounting principles (GAAP), standards of the American Institute of Certified Public Accountants (AICPA), standards of the Financial Accounting Standards Board (FASB) and recommendations of the National Association of College and University Business Officers (NACUBO) for financial accounting.

Table 2.11.1-1: Financial Audits, Management Letters, Supplementary Information, and Corrective Action Plans for FY 2014-FY 2016

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To supplement annual audit information, the College distributes annually to the Board of Trustees a compilation of multi-year comparative financial reports. A template of financial ratios with appropriate targets is also updated annually and serves as a tool for tracking the College’s financial trends and analyzing financial activities. These tools are valuable in strategic planning and decisions that have financial implications. Ratio trends have become more positive as new leadership strategies since 2014 have begun to reflect fiscal success.

**Unrestricted Net Assets**

The annual change in unrestricted net assets due to operations in FY 2016 reflects a slight operating decrease of $12,800, increase of $395,182 in FY 2015, and decrease of $1,573,967 in FY 2014. (Figure 1)

![Figure 1: Change in Unrestricted Change in Operating Net Assets for FY 2014 – FY 2016](image)

The significant positive trends in FY 2015 and FY 2016 indicates the positive operating influence of a change in presidential leadership, priorities, strategy, and management beginning in September 2014. President Bart Darrell assumed the presidency and made significant improvements in the Advancement and Admissions functions along with improved budget allocations and control that resulted in positive fiscal results in his partial year of
leadership of FY 2015 and also in FY 2016. These positive operating results will continue in the current year with a balanced operating budget and an additional unrestricted estate gift of at least $2.5 million.

The “Other Changes in Unrestricted Net Assets” section of the FY 2016 audit includes an unrealized loss of $2,082,242 and additional resources totaling $533,378. That item caused an overall decrease in unrestricted net assets (operating and other) to $2,184,513 (Figure 2). Unrealized endowment fund losses exceeded past gains and market increases, creating the negative change in the unrestricted fund balance for the year. The unrealized loss has recovered $774,005 of value from June 1, 2016 through December 31, 2016.

![Figure 2: Change in Unrestricted Fund Net Assets FY 2014 - FY 2016](image)

Excluding the unrealized loss, non-operating item from the fund balance analysis indicates the unrestricted fund net assets increased from $3,746,177 in FY 2015 to $4,266,755 in FY 2016, a 23.8% increase of $520,578. While the endowment unrealized market value is a monitored fiscal activity, the endowment market value decline does not reflect a manageable operating loss of unrestricted funds. NACUBO reported a 1.9% endowment market loss by all colleges and institutions in FY 2016, so the college endowment fund was following trends of the investment market. New accounting regulations scheduled for implementation in FY 2018 and beyond will not record unrealized losses in the endowment market value of permanently restricted endowment funds against unrestricted funds, as this does not truly reflect unrestricted operating results as managed and conducted within the College.

**Unrestricted Fund Fiscal Planning, Annual Budgeting and Fiscal Reporting**

Operating fiscal priorities for the college include strategies to build additional financial stability through student enrollment, increased campus residential occupancy, increased retention efforts, enhanced gifts, and Advancement contributions to operations. Please refer to CR 2.5 Institutional Effectiveness for additional information concerning the Strategic Action Plan 2016-2019. Related secondary priorities are upgrades in facilities, securing additional gifts for future endowment income growth, and increasing staff and faculty compensation. These critical initiatives, undertaken in a methodical, fiscally sound manner, will further strengthen the institution’s financial position under the new leadership. Revenues have increased and operating expenses have been strategically reduced, re-allocated, and moderated as the institution is re-engineering to achieve long-term financial stability. Restricted gifts and grant
funds are released to the unrestricted fund operation as directed by the donor or agency to supplement true unrestricted operating fiscal activities.

A reliable enrollment model based on historical statistics and projections is used to forecast that critical component of the annual operating budget. It takes into account an average of past retention rates for returnees and conservative expectations for new enrollees. Since the College has a smaller, variable number of part-time and online degree seeking students, the full-time fall enrollment of students is key to budget forecasting. The balanced FY 2017 unrestricted operating budget reflected an increased number of students due to better retention and successful recruitment strategies, indicating the growing stability of enrollment. Projections of gifts and residential students are based on historical data, new initiatives, and current trends in the giving and recruiting results.

To provide appropriate planning, Kentucky Wesleyan College begins the annual institutional budgeting process in the previous fiscal year for the fiscal period which runs June 1 to May 31. Administrative officers representing functional areas of the College along with other key program Directors and faculty comprise the 12–15 member Institutional Budgetary Advisory Committee that guides the budget process. The Faculty Trustee, elected by the Faculty, is on the Finance Committee and Board of Trustees thereby providing additional faculty participation in the annual operating budget process and on-going monitoring. Budget committee members consult with unit budget managers and assist with prioritizing expenditure allocations. Personnel staffing requests and benefit decisions are reviewed and prioritized by the Administrative Officers. A draft of the upcoming year’s budget prepared by the budget committee, including revenue projections, expenditure estimates, and staffing levels, is presented and approved by the Finance Committee and Board of Trustees. A revised version is compiled for subsequent approval as needed based on final enrollment, residential occupancy, financial aid, and other fiscal commitments.

Specific personnel are assigned to fiscally monitor and control each College unit budget. Expenditures also are closely monitored via Business Office controls for appropriate authorization prior to commitment and disbursement. College officers provide approval and oversight of expenditures in their areas of responsibility. Revenues are tracked by qualified staff close to the campus activity generating the funds.

Detailed operating budget reports with variance details are provided to unit budget managers monthly. The Administrative officers receive an operations actual vs. budget report monthly and the Board of Trustees also receives interim financial reports with variance data at their campus meetings.

**Gifts and Grants**

A shortfall in unrestricted private gifts and grants contributed significantly to the unrestricted fund deficits, eroding fiscal reserves, in prior fiscal years. Since FY 2006, the College’s Advancement functions had experienced a high turnover in key leadership and staff positions. There were significant periods of no leadership during the FY 2012-2014 time frame (14 months or 39% of the time period) as well as the first eight months of FY 2015. Persistent turnover resulted in poor execution of efforts to secure unrestricted annual fund and capital campaign gifts, which was a major factor that led to unrestricted fund deficits. An experienced Vice President of Advancement was hired in January 2015 and implemented the necessary infrastructure, e.g., staffing additions and programmatic changes, to establish a professional, comprehensive Advancement program that achieved the audited gift totals shown in Figure 3.
A revised gift policy that assesses a fee on restricted gifts to provide unrestricted gift revenue to offset the costs of administering restricted gifts was approved by the Board of Trustees and became effective on June 1, 2016. It is anticipated this new gift assessment process will generate approximately $50,000-$100,000 for operating budget support.

Short-term goals were established to increase engagement of alumni and friends, which led to more participation through philanthropy. A summary of some additional accomplishments in Advancement initiatives that impacted the FY 2015 and FY 2016 fiscal operations:

- A 30% increase in the number of donors to the College (from 1,339 to 1,742)
- A 42% increase in the average gift to the College since FY2014
- A 33% (238 vs 179 donors) increase of President’s Circle members in FY 2016 as compared to FY 2015, when this group was launched. This group recognizes and stewards those who give $1,000 or more annually
- Key staff positions have been created and filled, e.g., Director of Development & Donor Relations, Director of Advancement Operations, Director of Major Gifts (since transitioned to Associate Athletic Director for External Operations), Senior Director of Alumni Relations, and Special Assistant for College Relations
- The Rogers Foundation (Las Vegas, NV) committed to providing $10 million of scholarship assistance to students from Nevada over the next ten years, with a commitment of the first million in FY15
- An unrestricted gift of $1M in FY16
- Three unrestricted gifts of $100,000+ over the last 18 months
- Eight unrestricted gifts of $25,000+ in FY16
- A fall 2015 Phonathon effort that generated $57,000
- The inaugural “Day of Giving”, December 1, 2015, generated 275 gifts totaling $113,054. This year’s effort took place November 29, 2016
- For the first time ever, 100% giving by both the Board of Trustees and Alumni Association Board of Directors in FY15 and FY16

The primary Advancement focus has been on unrestricted annual gifts, which have an immediate impact on the operational budget and fiscal stability. The FY 2016 unrestricted gifts and grants again contributed appropriately to the College’s annual fiscal operation. Advancement is now a viable function and provides appropriate and increasing support to fiscal operations. The College’s successful increased trend of unrestricted gifts along with operational strategies for increasing other financial sources from enrollment and net auxiliary operations, exhibit fiscal stability in unrestricted fund results.
Fiscal Operating Fund Activity – Budget vs. Actual

Fiscal stability in financial operations is demonstrated by comparing results of the operating fund fiscal activity to the Board of Trustees approved operating budget in FY 2014 - FY 2016.

Financial operations in the last two fiscal years have generated positive operating margins as compared to the poor results in FY 2014. A prior presidential leadership team approved the budgeted deficit in FY 2014, but the current administration is committed to operating budgets that are realistic and have a positive operating margin. The FY 2014 unrestricted gift budget of $1,250,000 with actual results of $431,998 is evidence of the lack of realistic, sufficient and appropriate staff, and results for fundraising in that prior year. The annual deficit in FY 2014 was due to a shortfall in gift and other revenue sources along with a budgeted deficit, not due to irresponsible projections or lack of control for expenditures.

Stability in net tuition revenues was achieved in FY 2015 and FY 2016 as the actual results exceeded budget projections. These positive actual results compared to the annual operating budget are another indication of strengthening stability of the institution’s financial planning, execution, monitoring, and controls. Again, under new leadership at the Presidential level, the college has compiled more realistic revenue budgets and effective strategies to meet those targets.

The annual operating margins will be increased in future years to strengthen fiscal reserves and provide even more stability within the institution. Substantial progress has been accomplished in contrast to the several years of weak financial activity that eroded fund balances prior to FY 2015. The annual unrestricted operations reflect realistic financial planning and execution of the plans to meet organizational and financial goals to ensure fiscal stability and reserves.

Financial Operations Planning Document

The recent unrestricted fiscal operations demonstrate stability under the new leadership and strategies. The detailed Financial Operations Planning Summary is a pro forma operating projection based on realistic, achievable assumptions and actual results from recent years with realistic projections into the future. In conjunction with conservative revenue and operating expenditure increases, this operating budget plan focuses on providing strong academic programs, updated co-curricular activities, strategic enrollment management, and enhanced marketing campaigns. Securing the appropriate personnel and programs in these areas supports fiscal stability and health, as the institution is dependent on enrollment for a substantial portion of resources. Fundraising goals for the operating budget and additional resources for eliminating the unrestricted cumulative operating deficit are also in the institution’s fiscal long term plan. This comprehensive financial operating plan is updated periodically as strategic steps are accomplished.

Key assumptions utilized to compile the Financial Operations Planning Model are:

- Full-time student enrollment in the traditional, residential degree programs and residential student population as outlined on the summary page
- Moderate and competitive annual tuition, residential, and dining hall fee increases that can be effectively marketed to students
- Strategies to increase the residential student population that include better utilization of
housing options via more stringent criteria for eligibility to live off-campus, and a re-
vitalized campus life program that makes campus more dynamic and attractive for
students

- A methodical and gradual annual reduction of the budgeted unrestricted gift will reduce
  the reliance on recurring operating gifts for budget support. Advancement goals for gifts
to restore unrestricted reserves, restricted projects, and capital gifts can also become a
priority as net tuition fiscal resources expand
- Limited strategic additions of staff and faculty over the next two years with a priority in
  revenue-generating and retention related functions
- Employee benefit increases budgeted at 4%-6% to provide funding for retaining quality
  staff and faculty and meet rising costs of employee benefits
- Program funding re-allocations to enhance critical student recruitment and retention
  activities across academic and co-curricular programs along with additional program
  increases amounting to 1.1% in FY 2018 and 4.1% in FY 2019.

The current FY 2017 approved operating budget serves as the base year in the current three
year unrestricted operating fiscal plan that demonstrates fiscal stability. The current year
balanced operating budget, with a margin of $160,000, does not include expending a $2.5M
unrestricted Gillespie estate gift. A distribution of $500,000 was received from the estate in
December 2016 with the balance expected by July 1 of 2017. This very liquid estate inventory
is a substantial gift that will be retained in operations to provide an improved unrestricted
fund balance, cash reserves, financial ratios, and enhanced fiscal stability. Special unrestricted
gifts such as this bequest are not a recurring source of revenue, so the college limits all
operating expenditure commitments to match the true annual revenue sources. Realistic,
conservative operating assumptions within the Financial Operations Plan have been compiled
and demonstrate stability of the unrestricted activities with an appropriate operating margin in
each year.

While there is realistic optimism for significant growth in enrollment via retention and
recruitment, the Plan will continue to utilize conservative revenue and expenditure projections
to avoid fiscal setbacks and provide opportunities for actual fiscal results to exceed forecasts.
The Board has affirmed that conservative revenue projections, effective cost containment
measures, and fiscal controls must be continued to further improve fiscal stability and
operating margins. College leadership is very cognizant of the critical management task to
operate efficiently, utilizing all feasible savings and revenue generating sources, to continue
generating positive net revenue margins. Strategically investing in institutional programs to
ensure sustainable enrollment growth, increased student retention, and student success in
academic and co-curricular programs is a priority.

**Long Term Debt**

The College’s long debt increased a net of $2,171,322 in FY 2015 and $1,590,983 in FY 2016 as
the Kendall Hall residential renovation project was underway. Financing for this campus
housing facility renovation also provided an opportunity for the College to combine prior
facility debt into one plant debt instrument at a lower interest rate and with more favorable
loan terms. This capital renovation investment has optimized the residential building to
generate additional auxiliary revenue (housing and dining) by increasing the inventory of
updated, attractive campus residential living options. This investment increases net student
dining revenues via a more efficient fiscal operation from an increased student participation in
the dining program. This capital debt investment totally renovated the 35,000 square foot
1967 residential facility that had been dormant for two years and experienced very low
occupancy rates prior to renovation. This economical investment enhances fiscal stability with
increasing residential student population leads to improved retention and a positive financial return.

The College’s total facility debt compared with the conservative appraised property value of $30,000,000 as provided by CBRE on September 9, 2014 demonstrates that the college has a low amount of debt while maintaining attractive, functional campus academic, student life, and residential facilities to support growth and stabilization of the college. The debt burden financial debt ratio of 4.36% is substantially lower than the 7.0% level suggested for colleges. The bank formula debt coverage ratio is negative, but that calculation includes the $2,082,242 unrealized endowment market value loss for FY 2016. Excluding that loss would yield a debt coverage ratio of 2.64%, which exceeds the target of 1.25%.

Future positive increases in unrestricted net assets from operations, including the Gillespie estate gift in FY 2017, will continue to build fiscal fund balances. To preserve unrestricted assets, future capital projects will be funded via a capital campaign program staged by the appropriately staffed and qualified Advancement function now in place.

Borrowing from Endowment The College became increasingly dependent on an operating line of credit with a former primary bank during the prior years of weak financial performance (Table 2.11.1-3). The line functioned as a sweep account, allowing daily adjustments in the bank line of credit balance to occur as operating cash was deposited or utilized. To alleviate reliance on the line of credit, the Board of Trustees opted to borrow from the endowment fund at the same market rate the College was paying on the bank line of credit.

<table>
<thead>
<tr>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017 (as of 12-1-2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Borrowed from Endowment at Fiscal Year End</td>
<td>$3,625,000</td>
<td>$4,125,000</td>
<td>$3,625,000</td>
</tr>
</tbody>
</table>

This strategic action was taken to reduce the bank operating line of credit utilization and strengthen the College’s external debt position in relation to bond covenant requirements of the College’s previous facility loan at that time. That facility debt was re-financed in November 2014 with a different bank that does not impose overly stringent debt covenants and compliance fees. The College is in compliance with all operational and financial covenants with the current debt instrument.

The borrowing of additional cash from the endowment fund to supplement operating cash is no longer necessary and due to the gaining fiscal stability of the institution, a repayment schedule for the internal endowment borrowing was approved by the Board of Trustees and implemented. The last draw of $500,000 was borrowed in late spring of 2015 and reflected on the FY 2015 audit for a total obligation of $4,125,000. That $500,000 was returned to the endowment fund in September 2015, an additional payment of $500,000 was completed in February 2016, and a $400,000 payment was repaid in November 2016, reducing the internal loan to $3,225,000 as of December 1, 2016. The balance of the scheduled payment, $300,000 for FY 2017, will be made prior to fiscal year end. The endowment fund is paid a market rate for the loan, currently at 3%. Full repayment of the internal endowment debt is scheduled to be completed no later than FY 2021 as approved by the Board of Trustees (Table 2.11.1-4).
### Table 2.11.1-4: Schedule for Internal Loan Repayment on Endowment Note

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Scheduled Repayment during Fiscal Year</th>
<th>Balance at Fiscal Year-End</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2015</td>
<td>$4,125,000</td>
<td>$4,125,000</td>
</tr>
<tr>
<td>FY 2016</td>
<td>$500,000</td>
<td>$3,625,000</td>
</tr>
<tr>
<td>FY 2017</td>
<td>$700,000 ($400,000 paid as of December 2016; $300,000 scheduled in May 2017)</td>
<td>$2,925,000</td>
</tr>
<tr>
<td>FY 2018</td>
<td>$700,000</td>
<td>$2,225,000</td>
</tr>
<tr>
<td>FY 2019</td>
<td>$700,000</td>
<td>$1,525,000</td>
</tr>
<tr>
<td>FY 2020</td>
<td>$700,000</td>
<td>$825,000</td>
</tr>
<tr>
<td>FY 2021</td>
<td>$825,000</td>
<td>-0-</td>
</tr>
</tbody>
</table>

The Board of Trustees will discuss the current payment schedule in light of the upcoming estate proceeds, but restoring operating cash that reduces reliance on the current bank operating line of credit and provides additional cash stability is also a consideration. Additional re-payments that do not degrade operating cash flow during the cash lean operating months will be considered. In addition to the standard annual review of this repayment schedule by the Board of Trustees, receipt of unrestricted estate or special gifts beyond budget requirements will always prompt a review of this repayment plan.

### Enrollment

Kentucky Wesleyan has experienced an increase of 10.6% in fall student enrollment (FTE) over the Fall 2014-2017 time period and a 19% increase in the freshman cohort size over the past three years, even as admissions standards increased (Figure 4). These enrollment increases indicate initial success in strategic efforts to reverse the enrollment decline through changes in admissions procedures and policies, enhanced marketing, strengthening academic support services, improving on-going retention efforts, and improving co-curricular experiences.

![Figure 4: Student Enrollment (FTE) FY 2014 - FY 2017](image_url)

In 2005 to increase enrollment, admission standards were eliminated and athletic squad sizes...
were increased dramatically above the level that ensured students had a meaningful athletic experience, including active participation in their sport. These changes resulted in significant increases in enrollment and a concomitant decrease in retention over the next several years.

Admissions policies began to change in FY 2009 to impact the FY 2010 incoming class. This was a strategic decision made to improve retention and ultimately graduation rates. Minimum admission requirements were re-established and gradually began to increase (automatic admit with an ACT of 17 and a HS GPA of 2.0 for FY 2010 cohort to ACT of 19 and HS GPA 2.0 for FY 2015 [incoming cohort 2014], followed by an increase of HS GPA to a 2.5 for the FY 2016 and 2017 cohorts). These changes resulted in planned, smaller first year cohorts based on the College’s historic recruitment strategies and procedures. Additionally, strategic changes in admissions procedures began which resulted in targeted recruitment of students during the sophomore year of high school instead of targeting local high school seniors and junior College transfer athletes, pursuing new geographic areas for recruitment, continuing to slowly decrease athletic squad sizes to improve the overall student athletic experience, and creating new academic programs to draw students who were non-athletes. These changes were designed to ultimately recruit students who would be successful academically and hence improve retention. In 2011, another strategic decision was made to change athletic conferences to improve the overall student athletic experience and retention of student athletes. Play in the new athletic conference began in academic year 2012-2013. This change in conference has led to more competitive athletic experiences for students in terms of team performances and individual accomplishments.

Additionally, strengthening student academic support services has yielded improvements in first year retention rates (54% for the 2011 cohort to 64% for the 2015 cohort).

Improvements in services included:

- Adding extra help sessions that focus on reading and study skills, writing, and mathematics for entry level History, English, and Mathematics courses that target students who entered with low ACT scores in Reading, English, and Math,
- Developing a remedial math course for students who were severely deficient in basic math skills, and
- Adding supplemental instructors for courses with low course completion rates, which due to their success have become standard for all courses with completion rates below 75%.

Enrollment had been declining significantly since 2006. In 2014, Admissions implemented several new initiatives including:

- Re-vamped Admissions program that utilizes current student marketing strategies, e.g., implementation of social media, electronic communications, and updated recruiting material,
- Expansion of the Admissions and Financial Aid staff
  - recruiting staff, i.e., three (3) counselors in 2008 to six (6) full-time admissions counselors in 2015,
  - a social media director to coordinate recruitment initiatives, and
  - an additional financial aid counselor
- Utilization of an integrated Admissions tracking and management system, which increases counselor’s ability to access data while on recruiting trips along with enhanced reporting and automated communication capabilities, and
- Increasing student opportunities for campus engagement through strategically planned expansions in athletic and music programs.

Fall 2016 (FY 2017) reflects an FTE enrollment of 670 students, a 1.7% increase from the
previous year’s 659 students, but a significant (10.6%) improvement over 606 students in FY 2014 indicating the changes implemented are having a positive impact on retention. Likewise, over this same time period a 19% increase in the freshman cohort size occurred even as admissions standards increased. First year cohort retention rates increased from 54% for the 2011 cohort to 64% for the entering 2015 cohort. Additional efforts to increase first to second year and second to third year retention are underway as a planned strategy to support enrollment growth. Among them are:

- Restructured student support services
- A comprehensive sophomore year program, funded by a $450,000 James Graham Brown grant, is designed to improve second to third year retention (note: this is not cohort retention). Retention rates for the second year of the program is 76%, an increase from 46% in 2012.
- A Center for Engaged Teaching and Learning was established in Spring 2015. It is funded by an allocation from a $2,187,187 Department of Education Title III Strengthening Institutions Grant designed to incorporate high impact learning pedagogies and opportunities into curricular and co-curricular programs and activities. During year one, pedagogical workshops led to the awarding of 13 mini-grants for faculty development to improve engagement in existing courses and/or through co-curricular experiences.
- Implementation of an institutional retention team comprised of faculty, student life and athletic staff in Fall 2014 has been an important tool in serving our students and has assisted in improving retention, particularly for first and second year students. The team works with students to help them receive academic support, social services support, complete financial aid requirements, assist in clearing up outstanding bills, etc. The efforts during the past year resulted in a 3% increase in returning first year students. This team worked over summer 2016 with 152 students who had financial holds, financial aid suspensions, athletic eligibility issues, or who simply had not registered by the end of the spring term. By census day (Aug. 30, 2016) 62% (95 students) were registered for fall term. Overall retention for Fall 2016 was 77%, as opposed to the previous five years where returning students ranged from 63-70%.
- Fall 2016 included a new freshman orientation program and a new freshman year experience program that will better prepare students to succeed academically, lead to integration of students into the institution, and thus improve retention.
- A new Dean of Student Success was appointed summer 2016, and she will oversee the new Student Success Center, which provides expanded academic support services for all students including required study tables for all freshman student athletes, student athletes with GPAs of 2.5 or lower, peer tutors, supplemental instructors, and faculty support for writing and other needed tutoring services.

**The Unrestricted Net Assets (UNRNAEP)**

The Unrestricted Net Assets, excluding plant and plant debt (UNRNAEP), calculation for FY 2016 of reflects a $287,443 decrease in Unrestricted Net Assets Excluding Plant and plant debt. The decline in this current year is driven by the ($2,082,242) unrealized loss in endowment fund market value that reduces the overall unrestricted net assets value. Reviewing the calculation without the $2,082,242 of unrealized loss in the 5/31/16 market value of the endowment portfolio, reflects a positive change of $1,794,799 in the UNRNAEP calculation at May 31, 2016. As noted earlier, $774,004 of the unrealized loss in the endowment values was recovered in the market as of December 31, 2016. It should be noted that beginning in FY 2018 the unrealized gain/loss in endowment portfolios will not be
reflected in the unrestricted net assets; as required by the Financial Accounting Standards Board (FASB) accounting principles.

A major increase in UNRNAEP will be realized in FY 2017 upon receipt of the $2.5M unrestricted Gillespie estate gift. This gift will be retained within the College unrestricted funds for strengthening the cash and operating reserves position of the College. No major capital projects or additions in expenditure spending are forecasted so the College can build additional fiscal stability and improve the UNRNAEP position. Other special gifts, gift insurance policy proceeds, and estates that are not eligible for recording are being tracked by the College and will be maturing in the next few years to further build the unrestricted funds. Major future capital projects will be funded by capital campaign programs to preserve unrestricted operating cash funds.

**Permanently Restricted Assets (Endowment & Annuities)**

Permanently restricted net assets fund balances provide a stable source of annual operating revenue to fund critical scholarships and operating programs. These assets have grown from $31,371,641 in FY 2014 to $36,104,960 in FY 2016, a 15% increase (Figure 5). The majority of Permanently Restricted fund gifts received in FY 2015 were derived from a bequest, of which $2,474,000 was received to further endow and enhance the Alumni/Advancement functions and $2,100,154 to fund additional teacher education scholarships. Endowment fund gifts such as these generate income to support critical operating activities and provide operating budget relief. The FY 2016 Permanently Restricted Fund total decreased in comparison to FY 2015 due to changes in the market value of trusts, bequests, and fund releases to re-direct resources to other priority functions and initiatives. Also, Advancement focused on generating unrestricted gifts during FY 2016 as opposed to gifts to grow the endowment.

![Figure 5: Permanently Restricted Funds (Endowment) FY 2014 - FY 2016](image)

The majority of endowment assets are managed by a professional external investment firm, Hirtle Callaghan selected via bid process conducted by the Board of Trustees in June 2011, reviews the endowment fund market activity with trustees at each Board Meeting. The Board of Trustees, Board Investment Committee, and Board Finance Committee approve the endowment investment strategy, fiscal results, and market fluctuations closely using the Endowment Investment Policy as a guideline. The Board determines if the portfolio management performance is satisfactory and makes decisions and suggestions as warranted and allowed by policy. Being a substantial asset of the College, the endowment fund investment function, strategy, portfolio manager and volatility will continue to be a financial priority of focus for the Administration and Board of Trustees.
The College endowment purchased a $1.5M apartment complex, Wesleyan Village, adjacent to campus in 2010 as a real estate investment. Financial returns on the complex generate attractive annual returns on investment. The auditors include this real estate endowment asset in the financial audit as College property and plant, so the depreciated value of this complex is appropriately subtracted from the College’s overall property value in determining Unrestricted Net Assets excluding Plant and Plant related Debt.

Comparing the endowment value per full-time equivalent (FTE) student, as calculated by the Association of Independent Kentucky Colleges and Universities (AIKCU), Kentucky Wesleyan College’s $52,461 per FTE student was well above the median of $19,407 per FTE student for AIKCU schools, and was ranked 5th highest of all 19 AIKCU schools based on FY 2014.

Wesleyan’s endowment fund will continue to provide a growing source of funding to supplement annual operational revenue via a professionally managed, balanced portfolio focused on income and long-term growth. Additionally, several bequests and deferred gifts totaling over $5 million for operations and permanent restriction, while not currently eligible for recording in financial records, are tracked and monitored to ensure their future maturity for the benefit of the College.

**Evidence of Compliance:** The College has provided evidence that it has a sound financial base and will maintain, and improve, its financial stability and reserves. The College is basing fiscal operations on annual plans and practices that include realistic enrollments, achievable gift revenues, and strategic resource allocations to support essential mission functions along with effective cost containment and control measures.

**Sources**

- **Audits**
  - KWC 2014 Audited Financial Report
  - KWC 2016 Audited Financial Report

- **Corrective Action Plans**
  - Corrective Action Plan FY 2014
  - Corrective Action Plan FY 2015
  - Corrective Action Plan FY 2016

- **Management Letters**
  - Audit Management Letter FY 2014
  - Audit Management Letter FY 2015
  - Audit Management Letter FY 2016

- **Supplementary Information**
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  - Supplementary Information FY 2015
  - Supplementary Information FY 2016
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<td>Unrestricted Net Assets FY2014-FY2016</td>
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2.11.2

Physical Resources
The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Kentucky Wesleyan College has adequate physical resources to support the mission of the institution and the scope of its programs and services.

The Campus

The college campus facility schedule includes 19 buildings and 7 outdoor facilities on 66 acres in the center of Owensboro, Kentucky. The campus was established in 1953 when the College moved from Winchester, KY and built 4 initial facilities. Current campus buildings include 361,192 square feet utilized for college educational and co-curricular programs and a 34,848 square foot endowment investment of 40 individual apartments, named Wesleyan Village Apartments. While some students are tenants in the apartment facility adjacent to the main campus, it is operated as a separate financial business investment of the endowment fund generating a financial return for the endowment. It is included in the asset valuation of campus property, plant and equipment assets on the annual audit report as required by the college’s audit firm. All buildings are functional with appropriate HVAC, lighting, flooring, equipment and safety and security systems to support the functions and programs utilizing the areas. Outdoor facilities include appropriate playing fields, bleachers, press boxes, etc. to support the intramural and student athletic programs conducted in each facility.

The annual audit reports reflect continued investment in buildings and equipment to meet campus needs. The FY 2016 property, plant and equipment value (net of depreciation) was $20,020,118, $19,609,014 in FY 2015 and $17,154,108 in FY 2014. The most recent depreciation summary schedule details the individual plant asset and depreciation along with the net value.

Linking Institutional Effectiveness to Improvements in Physical Facilities

The building investment, net of depreciation, increased $3,497,389 from FY 2014 – FY 2016 due to minor renovation projects and the comprehensive renovation of an existing residential facility, Kendall Hall. Student surveys conducted by student life, as well as exit surveys completed by students leaving the College, noted that the poor physical condition of housing facilities discouraged students from residing on campus. The necessity to upgrade housing, since poor facilities negatively impacts marketability, recruitment and net auxiliary fiscal results, had been an issue discussed by the administration and Board of Trustees since 2011. In 2012, the Board authorized a college residential housing study by Browning & Day, an architectural firm with extensive experience in student housing, which was followed by an in-depth financial and specific housing facility utilization study in 2013 by Partners Development, a professional campus housing development firm. A strategic decision was made to close the
a professional campus housing development firm. A strategic decision was made to close the freshman residence hall (Kendall - 146 beds) during academic year 2013-2014, and begin minor demolition in anticipation that a complete dorm renovation would take place. In November 2014, the Board of Trustees approved a $3,750,000 renovation project, budget and debt instrument for the 1967 Kendall residence hall. The opportunity for additional long-term debt at a 4.5% interest rate to upgrade this campus housing facility, a key to increasing the net auxiliary revenue annually, was provided by the college’s primary financial banking institution, Independence Bank. The renovation was started in fall of 2014 and completed on August 10, 2015 as scheduled and within the budgeted and secured renovation funds.

The newly renovated Kendall Hall generated significant interest and increased occupancy in campus housing in FY 2016 while generating additional net auxiliary revenue through increased residential fees and dining plans. The college historically houses approximately 50% of the full-time student population, but that increased to 55% in Fall 2016 due to the additional renovated space.

Massie Hall, an original 1954 housing facility, on campus was also totally renovated into suite style student housing in 2006 via an economical operating lease arrangement. This facility offers appropriate housing for upper-level students seeking something other than the traditional residence hall accommodations. Decreasing auxiliary deficits and the increase in residential students are results of implementing the strategic housing plan that has improved the overall condition of housing facilities and enhanced campus residential life experiences. Revised campus residential policies and new leadership in student life are focused on promoting campus living, co-curricular benefits, and continuing the growth in the number and percentage of residential students. With these appropriate facilities, strengthening residential programming that benefits students, and marketing the advantages of residential housing to students and parents will improve retention, student experiences, student satisfaction, net auxiliary revenues and fiscal stability.

The College has built and renovated appropriately to meet the expanding and changing academic and co-curricular needs of students. The annual additional financial investment in campus plant schedule outlines the College’s financial investment in building renovations, maintenance and equipment each year. The significant physical plant projects completed each year were pursued based on ideas and suggestions from students, faculty, staff, and campus guests. Funding for the projects were internal or from partnerships with contract vendors or other local organizations. Annually the college administration considers several proposals and ideas for capital repair and enhancement projects that are then finalized to create a schedule of summer projects. Facilities projects undertaken each year primarily support the mission of the institution as well as provide contributions to improve fiscal stability. Allocating physical plant funding to enhance critical and various functional areas of campus such as academics, student life, athletics, etc. has been effective as evidenced in the physical plant project schedule.

**Operations and Maintenance**

Strategic, economic collaboration to provide adequate physical resources has been accomplished in several agreements for the sharing of facilities. Steele Stadium football stadium on the college campus grounds is a joint use venture with the local catholic school system. They provided a major portion of the funding for the facility in exchange for a long term shared use and maintenance agreement. The local YMCA, located one block from the college, by agreement is used as an additional campus recreation facility for Wesleyan students. The most recent collaborative facility agreement is with Owensboro Public Schools for use of their new Track and Field facility adjacent to campus. The college started a Cross...
Country/Track and Field program in FY 2014 and has been using current campus fields and space for the program. With access to this new facility scheduled for completion in spring of 2017, the college will have adequate facilities for the new program practices and hosting meets.

Declining enrollment in recent years allowed the current square footage of facilities to be adequate for campus programs with the minor renovations and relocations that were completed. As enrollment has now begun to trend upward with related additional fiscal opportunities, the Facilities Master Plan will become a priority for further review.

During a detailed planning process in 2007, representatives from all college constituencies collaborated with a professional facilities development firm, Partners, Inc., to update Kentucky Wesleyan College’s Facilities Master Plan. The Board of Trustees approved the plan in February 2007. While the plan includes all types of facility enhancements, improving campus housing and renovating classrooms and other educational programming spaces are among the top priorities. The College has used the plan to help guide facility improvements during the last 10 years, updating and adjusting some priorities internally. An Academic Facilities Enhancement Task Force was formed in fall 2010 to review all academic spaces in terms of current functionality and to recommend a course of action that would resolve current issues as well as support and enhance future growth and expansion of instructional activities. The task force's report, presented to the President Craig Turner in September 2011, included recommendations with respect to classroom utilization, renovation, and technology enhancement. Declining enrollment at the time, however, delayed any action on the recommendations.

In 2015, a Facilities Master Plan Task Force comprised of faculty, staff and administrators was convened to update the existing Facilities Master Plan with respect to facility utilization issues, renovations, and the need for new spaces. Educational programming and study space had been identified as a priority in the 2007 Plan and was determined to still be a priority by the Task Force.

The Facilities Condition Assessment Plan, updated in early 2017, outlines $16,668,012 of priorities for investing in current campus facilities over the next 10-year period. The plan will assist with funding priorities for addressing deferred maintenance along with renovating current facilities to achieve maximum utilization effectiveness and efficiency. This report is reviewed by the Board of Trustees and used as a guideline for fiscal planning and allocations. Some smaller projects will be included in the annual summer project schedule and significant funding for deferred maintenance projects will be vetted and approved through detailed fiscal plans approved at the Board level.

Funding for physical plant projects has not been included in recent Advancement solicitations or campaigns. The priority on fundraising has been for operating funds to help build fiscal stability and resources for the institution. Smaller restricted gifts for special facilities projects or outdoor facility projects have been received and deployed per the donor directions. Future physical plant projects can be planned with external gifts through Advancement efforts as the focus on fiscal operating gifts is less critical.

**Facilities Condition Assessment**

The Average Age of Plant financial ratio indicates a value of 21.6 which is higher than the target of 15.0 years. The ratio is trending down over recent years due to the increasing annual campus plant investments and improvements. During the recent period of weak financial operations, the College chose to avoid significant costs of new capital expenditures, and to
focus on efficient fiscal operations by maintaining current facilities in excellent functional condition with minor projects and updates.

Kentucky Wesleyan utilizes a contracted facilities maintenance firm, GCA, to provide custodial, grounds and general facility maintenance services. This firm utilizes periodic surveys of faculty and staff to insure the campus facilities are providing the necessary support for campus programs and services. An inventory of major physical plant equipment is maintained.

Distance Education

The College provides physical resources to support distance education in several ways. The Center for Engaged Teaching and Learning, housed in the Howard Greenwell Library and Learning Center, supports faculty in their pedagogical development for teaching in an online delivery mode. D2L Brightspace, the learning management system (LMS), is a web-based course development and course management tool used by College faculty to support distance (online) education courses and to supplement traditional face-to-face courses. The LMS offers synchronous and asynchronous tools that enhance communication between students and faculty. The LMS also facilitates the organization and presentation of course materials and provides online assessment tools. The features within BrightSpace encourage faculty-to-student interaction and collaboration through electronic assignment submission, discussion forum, files download, online grading, instant messages, online calendar online news and announcements, online quizzing, etc. The Center for Engaged Teaching and Learning provides LMS training. To support the distribution of media rich content, the College network consists of a fiber optic backbone that delivers high-speed Ethernet network connectivity via a 400 Mb connection. Please refer to CS 3.4.12 Technology Use for additional information

Evidence of Compliance: The College has provided evidence that it creates and maintains adequate physical resources to support its programs and services. Included are data related to capital improvement and expenditures in the last decade, relatedness of physical expenditures to planning and budgeting, and evidence that the College monitors and assesses priorities related to conservation of its physical resources.

Sources

- Academic Facilities Task Force 2011
- Annual Additional Financial Investment in Campus Plant
- Average Age of Plant
- Depreciation Summary Schedule
- Facilities Master Plan
- Facilities Master Plan Task Force 2015
- Financial Investment
- GCA Contract 2016
- Housing Development Plan Partners
- Housing Study Browning & Day
- Housing Task Force Minutes 10-8-15 Renovation Project
2.12

**Quality Enhancement Plan**

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission. (Note: This requirement is not addressed by the institution in its Compliance Certification.)

**Judgment**

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

**Narrative**
COMPREHENSIVE STANDARDS

3.1.1

Mission
The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative
Kentucky Wesleyan College's mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Current and Comprehensive: The mission of Kentucky Wesleyan College is as follows:

Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes and prepares students intellectually, spiritually, and physically to achieve success in life.

Adopted by the Board of Trustees in June 2014 and reaffirmed in February 2016

Guides Operations: Institutional effectiveness is assessed in terms of the unit’s relationship to the institutional mission. Each unit of the College, e.g., Finance, Library, and the Art Program, has developed its assessment goals based on how the specific unit’s work fits in with the mission of the college. In 2010, after the college finalized its 2010-2012 Strategic Agenda, Stevens Strategy was contracted to conduct and facilitate a financial analysis of all revenue centers within the college. A specially appointed committee of faculty, staff, and the Student Government Association (SGA) President led the analysis of the prioritization of academic and non-academic revenue centers which was based on mission centrality, financial viability, marketability, and program quality/competitiveness. Following this study, the recommendations led to the elimination of several non-performing academic programs and the creation of a specially appointed task force of faculty, staff, and alumni to examine the recommendations concerning the athletics program in light of the guiding principles of the Strategic Agenda, which focused on how the college would consider new opportunities, evaluate its performance, and make decisions regarding the college’s future. The first principle was that “we must be student focused,” that is actions and decisions must relate to and support student success, the ultimate goal of the mission statement. This guiding principle has been incorporated into existing academic programs and academic and student support services, e.g., Advising, Campus Ministries, Career Development, Intramurals, Athletics, etc., that develop (nourish) students intellectually, spiritually, and/or physically (see section below).

This principle also has resulted in the development of new programming and support services to promote student success, For example, the Sophomore Year Experience program developed in 2014 with grant funds from the James Graham Brown Foundation focuses on supporting students to combat the “sophomore slump” that leads to students leaving college. Second year student retention rates have gone from 46% in 2012 to 76% in 2016. A new Center for
Engaged Teaching and Learning (CETL) has been established to help faculty and staff learn how to create and facilitate active learning experiences throughout curricular and co-curricular activities and encourages students to apply for fellowships, e.g., Fulbright, Goldwater, Truman, etc. to support their continuing educational/intellectual development. Likewise, a decision to expand academic support services for students resulted in the hiring of a new Dean of Student Success to lead the newly expanded Student Success Center and develop and implement a new freshmen year experience which began fall 2016.

Reviewed and Updated: The mission statement has undergone review and revisions over the past two decades. Prior to the 2007 decennial review, a new mission statement was developed through the process of strategic planning in 2004-2005. Students, faculty, alumni, trustees and staff members helped shape this mission statement. The Board of Trustees approved a new mission on October 11, 2005. In 2009, the College began planning for the next Strategic Agenda. During that process faculty, staff and trustees participated in many focus group and workgroup meetings led by an external facilitator. The mission was examined within the context of questions such as “who are we?” and “how are we unique, etc.?” When the Strategic Action Agenda 2010-2012 was adopted, the mission statement was not changed. Prior to the SACSCOC Fifth Year Interim Report, the mission statement was reviewed and modified slightly by the Board of Trustees on June 6, 2014. The statement contained reference to preparation of future leaders. Through the process of institutional assessment, the College determined it could no longer effectively document that it “stimulates, and prepares future leaders,” as the co-curricular leadership program and courses devoted to leadership were no longer being offered. The reference was removed. In February 2016, the current mission statement was again reviewed by the Board of Trustees and reaffirmed.

The current mission statement is focused on teaching and learning and reflects the college’s commitment to: the liberal arts; the spiritual development of students; and ensuring student success as a result of their preparation at the College.

As noted in CR 2.4 Institutional Mission, the liberal arts emphasis permeates Kentucky Wesleyan’s approach to teaching and learning in many ways. For example, the strong and broad General Education Program is the cornerstone of all academic programs at Kentucky Wesleyan College. The liberal arts emphasis impacts how faculty are hired and teach their majors whether associated with a traditional liberal arts discipline, e.g., Music, History, or a professionally–oriented program, e.g., Fitness and Sports Management. Likewise, the liberal arts emphasis influences the support and funding of faculty development (see CS 3.7.3 Faculty Development). The Center for Engaged Teaching and Learning (CETL) supports faculty through workshops, mini-grants, and one-on-one assistance that helps prepare faculty to be more effective teachers. CETL encourages students to participate in enhanced learning experiences such as service learning, study trips, and study abroad, internships, and undergraduate research.

The mission also focuses on nourishing students by preparing them for future success in life. “The Wesleyan Way” has four tenants that define interactions within the Kentucky Wesleyan community:

1. We do everything with HONOR
2. We always SUPPORT EACH OTHER
3. We will COMPETE WITH INTEGRITY
4. We LOVE EACH OTHER in Christ

Preparing students intellectually embraces the entire curriculum, while spiritual preparation
includes a required Religion course within the General Education Program, other Religion courses within the curriculum, the Christian Ministries minor, and the co-curricular Campus Ministries program.

Preparing students physically by promoting health and wellness is achieved through many avenues. Among them are:

- a required course within the General Education curriculum, EXSC 101 Lifetime Physical Fitness and Wellness (3 hr.)
- health and wellness initiatives throughout the year sponsored/conducted by Sodexo, the campus food provider
- health and wellness workshops and services provided by the campus nurse
- the campus intramurals program
- the intercollegiate sports program which fields 17 men’s and women’s teams and sponsors cheerleading and dance programs
- memberships to the YMCA provided for all students
- access to an on-campus gym, tennis courts, fitness-trail, and Frisbee golf
- counseling services provided to all students through an off-campus provider

Kentucky Wesleyan’s partnership with the United Methodist Church is based on the Education Covenant of Partnership which outlines how the institution creates an environment for learning that will lead to a quality education and prepare students for lives of committed service. To that end, we accomplish this through our increased focus on service learning, participation in community service programming, and campus ministry programming. In 2016, The Center for Engaged Teaching and Learning became the clearinghouse and repository for collecting data for these events. Prior to that the office of the Vice President of Academic Affairs gathered data on participation in service learning and community service. In 2015-2016, students completed 20,315.5 hours of service learning and community service. Additionally the Covenant addresses the commitment to “prepare students regardless of social standing, ethnic identity or gender for lives of intellectual vigor...“. To this end, Kentucky Wesleyan has developed opportunities for students who cannot attend traditional face-to-face classes due to family or work obligations to obtain undergraduate degrees through our distance (online) education programs in Business Administration, Criminal Justice and Criminology, and General Studies. The first fully online program began in 2010; however, faculty and Board of Trustees discussions, planning, and approval began in 2007.

The mission of Kentucky Wesleyan College does not include research; however, scholarly works and creative activities are required of all faculty to help maintain currency in their disciplines. Those activities that involve undergraduates in the process are viewed as an extension of our teaching mission. The Wesleyan Fellows program and the Scholars Day component of our Celebration of Student Achievements focus on these student activities.

Communicated to Constituents: The mission statement is made available to various constituencies through a variety of sources, including the Academic Bulletin, Student Handbook, Online Education Handbook, Employee Handbook, Trustee Manual and on the College’s website. It is initially communicated to the college community through orientation sessions. Our purple wrist bands, which say “The Wesleyan Way,” is a constant reminder of our mission and defines our daily interactions within our community.

Evidence of Compliance: The College has provided evidence that it has a current mission statement that is used to guide operations, is periodically reviewed, is approved by the governing board, and is communicated to the College community.
Sources

- Academic Bulletin 2016-17 (Page 11)
- Academic Bulletin 2016-17 (Page 133)
- Academic Bulletin 2016-17 (Page 7)
- Academic Support Services
- Advising
  - Assessment Report Art 2015-16
  - Assessment Report Finance 2014-15
  - Assessment Report Fitness & Sports Management 2015-16
  - Assessment Report History 2015-16
  - Assessment Report Library 2014-15
  - Assessment Report Music Revised 2016
- Athletics
  - Athletics Task Force Final Report Feb 2011
  - Biology Faculty Ad Fall 2016
  - Board of Trustees Minutes Feb 2005
  - Board of Trustees Minutes June 2014
  - Board of Trustees Minutes Sept 2008 June 2010 Online Programs
- Board of Trustees Schedule Feb 2016
- Campus Ministries
- Career Development
  - Celebration of Student Achievement 2016
- Center for Engaged Teaching & Learning
  - CETL Fall Workshops 2016
  - CETL Mini-Grant Proposal Logsdon
- Employee Handbook 2016 (Page 5)
- Faculty Handbook 2016 (Page 26)
- First Year Experience Fall 2016
- Intramurals
  - IPROC Final Report Jan 2011
  - IPROC Rationale and Process
- Kentucky Wesleyan College Website
- Online Education Handbook 2016 (Page 2)
- Service Hours 2015-16
- Sophomore Year Experience
- Strategic Agenda 2010-2012
Student Handbook 2016-17 (Page 7)
Student Success Center
The Wesleyan Way
Trustee Manual 2016 (Page 2)
UMC Education Covenant of Partnership
Wesleyan Fellows 2016-17
3.2.1

Governance and Administration: CEO Evaluation/Selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

According to Article V, number 3, of the Restated Articles of Incorporation of Kentucky Wesleyan College, the Board shall elect a president and give him or her the authority to perform his or her duties. The Amended and Restated By-Laws of the College, Article V, section 5.2 describes the term, authority and responsibilities of the President.

The President shall be the College's Chief Executive Officer and the chief advisor to and executive agent of the Board of Trustees. His or her authority is vested through the Board of Trustees and includes responsibility for all College educational and managerial affairs. The President is responsible for leading the College, implementing all Board policies, keeping the Board informed on appropriate matters, consulting with the Board in a timely manner on matters appropriate to policy-making and fiduciary functions, and serving as the College’s key spokesperson....

Additional responsibilities are described in Article V, sections 5.3-5.8 of the College By-Laws and in the President’s job description.

Article V, section 5.9 of the College By-Laws describes the process used to evaluate the President, which involves an appointed Presidential Review Committee (PRC) of the Board of Trustees. The evaluation may include a self-assessment provided by the president prior to the evaluation plan, an annual face to face meeting between the PRC and President to discuss progress, a summary report shared with the board, and a copy of the report filed in the personnel file in Human Resources. The evaluation is based on the job description and the key performance measures of the strategic action plan or similar document adopted by the Board.

In addition, the President's specific duties and responsibilities shall be set forth in a Job Description approved by the Board in consultation with the President. The Board of Trustees shall appoint a Presidential Review Committee (“PRC”) to engage in an Annual Performance Evaluation of the President. The PRC shall consist of the executive officers of the Board of Trustees and a Chairperson of the PRC nominated by the Committee on Nominations and elected by the Board of Trustees. The Annual Performance Evaluation shall be based on the Job Description and the key performance measures of any strategic action plan or similar document adopted by the Board from time to time. The President shall be encouraged to present to the PRC a self-assessment related to the Job Description and such strategic action plan prior to the Evaluation. The PRC may hold such meetings of its members (via telephone conference or otherwise) as its Chairperson determines appropriate to prepare for such Evaluation. The Evaluation shall also consist of an annual face-to-face meeting between the President and the PRC to review the Job Description and to discuss progress made on any strategic action plan. A
summary report of such meeting shall be shared in the Board’s executive session and a copy of the summary report kept in the President’s personnel file in the Human Resources office of the college. The PRC shall also be responsible for making recommendations with respect to the President’s contract, salary and benefits.

President Darrell began his presidency, September 2014. He received his annual evaluations in fall 2015 and fall 2016. The Presidential Review Committee met with him on October 8, 2015 and December 1, 2016 (see Board Chair's certification letter).

**Evidence of Compliance:** The College has provided evidence that the Board of Trustees was responsible for selecting the President (Chief Executive Officer) of the College by providing excerpts from the By-Laws of the College mandating that authority. The Board does evaluate the President as evidenced by the College By-Laws mandating this responsibility, minutes of the Board referring to these evaluations, and the Board Chair’s certification letter of this process occurring and stating where the evaluations are deposited.

**Sources**

- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 5)
- Board Chair President Certification Letter
- Board of Trustees Minutes Oct 2015
- Board of Trustees Schedule Oct 2015
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 5)
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 6)
- Organizational Chart
- President Job Description
3.2.2

Governance and Administration: Governing Board Control
The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: 3.2.2.1 institution's mission; 3.2.2.2 the fiscal stability of the institution; 3.2.2.3 institutional policy

Judgment
☑ Compliance    ☐ Partial Compliance    ☐ Non-Compliance    ☐ Not Applicable

Narrative
See the following:
CS 3.2.2.1 Mission
CS 3.2.2.2 Fiscal Stability
CS 3.2.2.3 Institutional Policy
Governance and Administration: Governing Board Control: Mission

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: 3.2.2.1 institution's mission.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The legal authority and operating control of Kentucky Wesleyan College are defined in the Restated Articles of Incorporation, Amended College By-Laws, and the Trustees Manual.

Articles I and II of the Restated Articles of Incorporation state that the corporation is to be devoted solely to Christian education...and to promote education in literature, arts, and sciences. Article IV, section 1 of the Restated Articles of Incorporation and Articles I and II of the Amended College By-Laws assign control of the college to the Board of Trustees: "The administration and management of the affairs and business of the corporation shall be vested in a Board of Trustees of not less than sixteen nor more than forty members, excluding the ex-officio members...."

The Board of Trustees has the authority to determine and periodically review the mission of the College as outlined in the Trustee Manual. The Trustee Manual informs Trustees of their responsibilities related to shaping and overseeing that the college operates within its mission. The following three items illustrate these responsibilities:

The Board shapes the mission and purpose of the institution.
Foremost among the Board’s accountability is maintaining the institution’s mission and purpose. This plays out in making plans that are in keeping with the institution’s purpose. It is the Board’s responsibility to evaluate strategic plans and programs against that overriding purpose. The second Principle set forth by the Association of Governing Boards of Universities and Colleges is that “the Governing board should retain ultimate responsibility and full authority to determine the mission of the institution in consultation with and on the advice of the chief executive.

The Board determines if programs and services are consistent with the college’s purpose.
All elements of the work of the Board of Trustees center in and grow out of the Kentucky Wesleyan College Mission Statement.

The Board matches mission with resources.
One of the Board’s most important policy decisions is the development and approval of the institution’s annual budget. These decisions impact programs, personnel, and the central priorities of the college.

Since its founding, the mission of the college has had a constant focus on educating undergraduates within the context of the liberal arts and Christian beliefs; however, the mission statement has undergone review and revisions. For example, prior to the last
decennial review the mission statement was *revised in 2005* after an extensive strategic planning process involving faculty, staff, students, Trustees and alumni. It was reviewed again in 2009 during the preparation of the 2010-2012 Strategic Agenda, but not changed. Prior to the SACSCOC Interim Report, the mission statement was *modified in 2014* and most recently reaffirmed in *February 2016* in a strategic planning session. The current mission statement is published in appropriate documents that are available to the public, e.g. the College web site, *Academic Bulletin*, various handbooks/manuals (see *CR 2.2 Governing Board, CR 2.4 Institutional Mission*, and *CS 3.1.1 Mission* for additional information and explanation).

**Evidence of Compliance:** Kentucky Wesleyan College confirms that it has an institutional mission that is in writing, has been approved through institutional processes, has been published in institutional documents to be accessible to those affected and has been implemented. It has provided information from the Restated Articles of Incorporation, the Amended College By-Laws, and the Trustee Manual that specifies the role of the governing body, the Board of Trustees, in approving/reviewing the institutional mission as well as the minutes of the meetings when the mission was changed and/or reviewed.

**Sources**

- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 1)
- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 3)
- Board of Trustees Minutes Feb 2005
- Board of Trustees Minutes June 2014
- Board of Trustees Schedule Feb 2016
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 1)
- Trustee Manual 2016 (Page 4)
3.2.2.2

Governance and Administration: Governing Board Control: Fiscal Stability

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: 3.2.2.2 fiscal stability of the institution.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The Board of Trustees has ultimate authority for the fiscal stability of the institution, as defined in the Articles of Incorporation. Article IV, section 1 states, "The administration and management of the affairs and business of the corporation shall be vested in a Board of Trustees ...". Article III, sections 1-7 indicate the corporation shall have the following full powers to make contracts and sue, acquire property, construct buildings, issue bonds, borrow money, and fix and change rates of tuition. The Amended College By-Laws, Article I, section 1 states, "The Board of Trustees shall have and exercise those corporate powers prescribed by the Articles of Incorporation ...". The Board of Trustees has delegated its oversight and development of fiscal policies to the Finance and Administration Committee which includes the Audit and Investment Subcommittees as defined in Article VII, section 7 of the Amended College By-Laws.

The Trustee Manual articulates the responsibilities of Trustees in terms of fiscal oversight of the College. The following four items are related to the fiduciary role the Board plays maintaining fiscal stability.

*The Board oversees how the college manages its resources.* Among the most critical responsibilities of board membership is that of fiscal accountability, ensuring that the institutional resources are managed prudently and well.

*The Board matches mission with resources.* One of the Board’s most important policy decisions is the development and approval of the institution’s annual budget. These decisions impact programs, personnel, and the central priorities of the college.

*The Board helps institutional leaders translate purpose into action.* While planning strategically is more art than science, Board involvement is necessary to ensure that such planning is based on reasonable assumptions, realistic budgets, and top priorities.

*The Board helps fulfill the institution’s mission.* Becoming involved in the mission of the institution can be one of the most fulfilling aspects of trusteeship. As an advocate for the institution, you can demonstrate your support by a variety of actions as well as by your financial support.

The Board of Trustees monitors the fiscal stability of Kentucky Wesleyan through its Finance and Administration Committee (FAC). This Committee “supervises the handling of all funds of
the College (building funds, investments, real estate, mortgages, etc.), selection of depositories...”. The Chief Financial Officer works closely with the Committee, which reports and makes recommendations to the board at large. The Board of Trustees takes seriously its responsibility for the financial position and sustainability of the college. The board annually sets tuition, fees and room and board charges and adopts the College’s operating budget, both upon the recommendation of the Finance and Administration Committee, which receives a recommendation from the President of the College. The board receives a recommendation from the Audit Sub-Committee of the FAC and formally accepts the report of the auditors each year. The board also approves capital expenditures, incurring of debt, and fundraising campaigns. For example in 2014, the board approved the renovation of one of the oldest residence halls on campus; thus, incurring debt. The Investment Sub-Committee of the board meets quarterly to review performance of the endowment.

**Evidence of Compliance:** Kentucky Wesleyan College confirms that its Board of Trustees has ultimate legal responsibility for ensuring the fiscal stability of the institution. This institutional policy (Restated Articles of Incorporation) is in writing, has been approved through institutional processes, has been published in institutional documents to be accessible to those affected and has been implemented. The College has provided information from the Restated Articles of Incorporation, the Amended By-Laws of the College, and the Trustee Manual that specifies the role of the governing body, the Board of Trustees, in ensuring the fiscal stability of the institution and minutes of meetings where such oversight has occurred have been documented.

**Sources**

- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 2)
- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 3)
- Board of Trustees Minutes Feb 2016
- Board of Trustees Minutes June 2014
- Board of Trustees Minutes June 2016
- Board of Trustees Minutes Oct 2015
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 1)
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 7)
- Investment Committee Minutes June 2011
3.2.2.3

Governance and Administration: Governing Board Control:

Institutional Policy
The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: 3.2.2.3 institutional policy

Judgment
☑️ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative
The Board of Trustees sets institutional policy, as indicated in the Amended College By-Laws, Article I, which gives the board ultimate institutional authority as long as they operate within the parameters outlined by the Southern Association of Colleges and Schools.

The Trustee Manual includes a statement on Trusteeship that articulates the collective power and authority of the Board to set policies in accordance with organizational documents and applicable laws.

Trustees are accountable to the institution for their management of the institution and to the Kentucky Conference of the United Methodist Church for the actions they take to uphold the purposes of the institution. Your service as a trustee is a paradox of sorts: while individually your powers as a board member are limited, the entire board has full power and authority to set the general and governing policies of the institution in accordance with its organizational documents and applicable laws...

The College By-Laws articulate the current committee and task force structure of the board which reflects oversight of the administrative units of the College (Finance and Administration, Student Life and Academic Affairs, Admissions and Retention Task Force). Some examples of the board setting policies for the College include the review and approval of the required SACSCOC policies (e.g., Credit Hour and Semester Length Policy, Individual Conflict of Interest Policy, Personnel Appointment Policy, Substantive Change Policy), a change in the contribution to the Retirement Plan, and policy for student housing.

Article X of the Amended College By-Laws states that “the Faculty, in close collaboration with the President of the College and the Academic Dean, shall exercise control over curriculum and other basic academic issues, subject to review and approval of the Board.” Recent examples include the reaffirmation of academic policies, e.g., acceptance of requirements for degrees, class attendance, course load, transfer credits, etc. published in the Academic Bulletin. These policies are developed and approved by the faculty and then the board. CS 3.4.5 Academic Policies contains additional background and information on the institutional processes used for approval.

Evidence of Compliance: Kentucky Wesleyan College confirms that its Board of Trustees has ultimate legal responsibility for setting institutional policies. This institutional policy (Amended By-Laws) is in writing, has been approved through institutional processes, has been published in institutional documents to be accessible to those affected and has been implemented as
evidenced by minutes of the board and faculty.

Sources

- Board of Trustees Minutes Feb 2016
- Board of Trustees Minutes June 2016
- Board of Trustees Minutes Oct 2015
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 1)
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 10)
- Faculty Meeting Minutes 12-2-15
3.2.3

Governance and Administration: Board Conflict of Interest

The governing board has a policy addressing conflict of interest for its members.

Judgment

☑️ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Kentucky Wesleyan College is a Kentucky non-profit organization subject to the Kentucky Non-Profit Corporation Act and provisions of KRS 273.219, prohibiting conflicts of interests between directors and officers of the corporations they serve. Kentucky Wesleyan has a written Conflict of Interest Policy (COI) that has been approved through appropriate institutional processes, is published in the College By-Laws, the Trustee Manual and on the Policies and Procedures web page, and is implemented and enforced by the College.

Kentucky Wesleyan’s COI policy applies to all members of the college community, e.g. Trustees, faculty, and staff. Article IX of the College By-Laws defines and outlines the process for disclosure for trustees with regard to conflicts of interest. The KWC Trustee Manual includes a more detailed statement that pertains to conflicts of interest.

Annually, all board members must sign a statement pledging that they or their family members have no conflict of interest issues, e.g. contractual, employment, or personal or familial financial interest, with Kentucky Wesleyan College, or disclose potential conflicts.

Section 9.1 of the College By-Laws states:

A Trustee shall be considered to have a conflict of interest if he or she: (1) has existing or potential financial, contractual, employment, or personal interests that impair or appear to impair his or her independent, unbiased judgment in the discharge of his or her responsibilities to the College; or (2) is aware that a member of his or her family has financial, contractual, employment, or personal interests that would impair or appear to impair the Trustee’s independent judgment in the discharge of his or her responsibilities to the College. For the purposes of this provision, a family member is defined as a spouse, parent, sibling, child, or any other relative residing in the same household as the Trustee.

Continuing Trustees file COI disclosure statements annually prior to or at the first board meeting of the year. Any new Trustees file COI disclosures at their appointment. COI forms are filed in the Office of the President. The Secretary of the Board reviews annual COI forms and reports any potential COI to the Board Chair. Conflicts are noted in the materials that are sent out to the Board members for the first meeting of each year, with a notation that any matters that might be considered by the Trustees during the year that would be affected by such conflicts should be handled in the manner provided in Section 9.2 of the By-Laws.

Section 9.2 of the College By-Laws states:

All Trustees shall disclose to the Board any possible conflict of interest at the earliest
practical time. Further, the Trustee shall absent himself or herself from discussions of, and abstain from voting on, such matters under consideration by the Board of Trustees or its committees. The minutes of such meeting shall reflect that a disclosure was made and that the Trustee with a conflict or possible conflict abstained from voting. Any Trustee who is uncertain as to whether a conflict of interest may exist in any matter may request that the Board or committee resolve the question in his or her absence by majority vote. Each Trustee shall complete and sign a disclosure form provided annually by the Secretary of the Board of Trustees.

There have been no unresolved conflict of interest issues with members of the Board in recent history. For example, one Trustee owns Canteen Services that holds the contract for vending machines on campus. He Discloses this potential COI but is not involved in any contract renewals for these services.

Evidence of Compliance: The College has provided documentation that the Board of Trustees does have an active conflict of interest policy that is written, has been approved through institutional processes, is published in institutional documents accessible to those affected, and is implemented and addressed annually with the members of the Board.

Sources

- Board of Trustees Minutes Feb 2016
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 10)
- Individual Conflict of Interest 2016
- KRS 273.219
- Trustee Conflict of Interest Redacted 1
- Trustee Manual 2016 (Page 9)
3.2.4

Governance and Administration: External Influence

The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The Kentucky Wesleyan College Board of Trustees is free from undue influence from political, religious, or other external bodies, and protects the College from such influence. Kentucky Wesleyan College was founded by the United Methodist Church as an independent, non-profit corporation to provide education in literature, the arts and science and to advance Christian religion. The Articles of Incorporation give Kentucky Wesleyan the power to operate as an independent entity. The ultimate authority to operate independently is vested in the Board of Trustees. The Kentucky Annual Conference of the United Methodist Church places the following limits on the College with regard to board composition, college property, and indebtedness:

1. At least 12 members of the Board must be approved by the United Methodist Church, and at least four of these must be clergy.
2. The Board cannot sell or mortgage college property without permission of the Kentucky Annual Conference.
3. The Board cannot incur an indebtedness exceeding the limitations set by the Kentucky Annual Conference without their permission.

However, none of these limitations has resulted in undue influence, as the College has the ability to recommend up to 24 additional at-large members “...who may be chosen without regard for Conference or Church membership or place of residence...” The current board consists of 30 members, of which four are members of the Kentucky Conference of the United Methodist Church, e.g., active or retired clergy.

Trustees are periodically trained to better understand their role, their relationship to the President, and their duty to protect the College from undue influence. Several Board meetings in 2015 and 2016 have been devoted to re-acquainting Board members with their roles and responsibilities as relates to Commission requirements and standards. These sessions led to reexamination of the mission, the creation of a Trustee Manual to formalize processes, reexamination, clarification, and filing of Restated and Amended Articles of Incorporation, and an updating of the College By-Laws all of which were finalized and formally approved in October 2016.

The College belongs to the Association of Governing Boards of Universities and College (AGBUC). The AGBUC “Statement on Institutional Governance” summarizes the responsibilities of trusteeship and has been incorporated into the Trustee Manual. The Association provides a bi-monthly magazine and other useful material that is sent to the leadership of the Board. Some of this material is used in training Trustees about their responsibilities. For example, in June 2015 the Student Life and Academic Affairs Committee discussed the responsibilities of Trustees in relation to assessment of academic programs. The
materials used were also shared with the entire Board. The Board of Trustees has an SharePoint site providing links to AGBUC, SACSCOC and other organizations that educate trustees about undue influence and other matters.

The Board has not presented any opinion or perspective that is contrary to the institution’s values of freedom of expression and diversity of ideas. The Board’s broad support of College programming is one indication that it is not influenced by pressure from political, religious or other external bodies. The examples below illustrate the variety of ideas and perspectives presented in College-sponsored programming:

- **Euthanasia** – September 17, 2015: Theater students’ re-enactment of Dr. Kevorkian’s role in assisted suicide as part of Constitution Day programming
- **Legalizing Marijuana** – March 17, 2015: Stanley Reed Society debate on whether Kentucky should legalize marijuana
- **Constitutionality of Banning Muslims** – September 12, 2016: Public lecture on the legality of banning Muslims under the U.S. Constitution as part of Constitution Day programming
- **Gay Marriage Debate** – September 17, 2013: Constitution Day programming debate on the legalization of gay marriage

**Evidence of Compliance:** The College has provided evidence that its board members are free of undue influence. The board is empowered to control institutional direction and prevent development of undue influence. The Trustees are selected to bring a wide variety of expertise to the board. The Board has shown no evidence that it is influenced by political, religious, or other external bodies, as it has supported a broad diversity of College programming that might be unpopular with some social, political, or religious groups.

**Sources**

- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 1)
- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 2)
- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 3)
- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 4)
- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 5)
- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 6)
- Banning Muslims 2016
- Board of Trustees Minutes Oct 2016
- Board of Trustees Training June 2015
- Euthanasia 2015
- Gay Marriage Debate 2013
- Legalizing Marijuana Debate 2015
- Trustee Affiliation, Year, and Committee
- Trustee Manual 2016 page 3
- Trustee SharePoint Site
3.2.5

Governance and Administration: Board Dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Members of the Board of Trustees of Kentucky Wesleyan College can only be dismissed for cause with advanced notice and due process as described in published college documents available to Trustees and other members of the college community.

Article IV, number 6 of the Restated Articles of Incorporation states the following:

The Kentucky Annual Conference or its respective successor and the Board of Trustees of the corporation shall have power to remove any Trustee elected by either of them for cause in accordance with the procedures set forth in the By-Laws; and the Board of Trustees shall have power to remove any student, faculty or alumni Trustee with or without cause, all such actions to be conducted by due process and procedures set forth in the By-Laws. It is further provided that membership of any elected Trustee shall be forfeited by absence from any four consecutive, regular meetings unless the Board by majority action excuses one or more of these absences.

The Amended College By-Laws, Article II, section 2.12 defines cause and describes the process that is used to remove a Trustee. Cause is defined as:

- absence from any four (4) consecutive regular Board meetings, unless the Board by majority action excuses one or more of the absences;
- behavior deemed detrimental to the College;
- discontinued financial support for a prolonged period; or
- malfeasance, neglect of duty, abuse of alcohol or a controlled substance, incompetence, permanent inability to perform official duties, violation of the College's Conflict of Interest Policy or indictment for a criminal offense that is considered to be injurious to the reputation of the College.

The request for removal for cause must be recommended by no fewer than five Trustees, a majority recommendation of the Committee on Nomination of Trustees, the Chairperson of the Board, or the Kentucky Annual Conference.

The Trustee is given written notice and the opportunity to respond in writing and/or to respond in person at the next regular, special or annual meeting of the Board of Trustees. The Board must have a majority vote for removal. The Trustee may appeal the decision for removal to the Kentucky Commission on Higher Education and Campus Ministry of the Kentucky Annual Conference. If the appeal is successful, the member will be reinstated immediately.

Evidence of Compliance: The College has provided documentation of the policy that states
the reasons that would allow for dismissal of a member of the Board of Trustees and has judged it as fair. The policy is in writing, has been approved through institutional processes, and is published in documents accessible to those affected. The College has had no cause to dismiss a governing board member in recent history.

Sources

- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 4)
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 3)
3.2.6

**Governance and Administration: Board/Administration Distinction**

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

**Judgment**

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

**Narrative**

There is a clear and appropriate distinction, in writing and in practice, between the policy-making functions of the Board of Trustees and responsibility of the administration and faculty to implement policy. The Board sets policies while the President, as Chief Executive Officer of the College, is responsible for the day-to-day operations of the college. The College By-Laws define and explain the separate roles of the Board and the administration/faculty in several ways:

1. In Article I, section 1 of the By-Laws, the following statement appears: "The Board will operate within the parameters outlined by the Southern Association of Colleges and Schools."

2. Article V of the College By-Laws defines the term, authority and responsibilities of the President who is responsible for all College educational and managerial affairs. “The President is responsible for:
   - leading the College,
   - implementing all Board policies, keeping the Board informed on appropriate matters,
   - consulting with the Board in a timely manner on matters appropriate to its policy-making and fiduciary functions, and
   - serving as the College's key spokesperson.”

Additional sections of this Article, e.g. 5.3, 5.5, 5.6, 5.9, clearly indicate that the Board has oversight of some presidential responsibilities/duties, namely those that involve appointment of a cabinet, employ agents or personnel for the proper conduct of the college, change legal college documents, and establish the specific duties of the President.

3. Article VII, section 7.7 of the By-Laws defines the responsibilities of the Student Life and Academic Affairs Committee of the Board of Trustees. The Committee makes recommendations concerning student life and academic programs, policies, and goals, which are then presented to the Board of Trustees for approval. In addition, this Committee assures the College maintains compliance with the standards of SACSCOC.

4. Article X of the College By-Laws clearly delineates the role of the faculty, in collaboration with the President and the Academic Dean, to exercise control over the curriculum and other academic issues, subject to review and approval of the Board.

5. The Trustee Manual informs trustees of the functions, goals, and objectives of the institution as well as the culture, values, and expectations of trusteeship. For example, on page one, the following statement reflects the role of the board as a policy-making
“The board of trustees is a legislative, not an executive body, whose primary responsibility is the determination of policy.” - Ben Fisher, Orientation Manual for Trustees of Church Related Colleges

The section of the Trustee Manual entitled "What Boards Do" clearly identifies the major purpose of and roles for Board members. For example, the Board:

- shapes the mission and purpose of the institution
- helps set priorities for the institution
- selects or elects the institution’s chief leadership
- determines if programs and/or services are consistent with the college’s purpose
- asks hard questions
- oversees how the college manages its resources
- matches mission with resources
- helps institutional leaders translate purpose into action
- ensures legal and ethical accountability

Collectively, these documents clearly define the Board’s role with broad policies.

In practice, these distinctions are followed. The following examples of College decision making demonstrate that the Board sets general policy while the administration and the faculty implement policy:

- The Board changes investment firms.
- The Board votes to renovate one of the campus dormitories.
- The Board approves an increase to the College's retirement plan.
- The faculty votes to discontinue the Computer Information Systems degree program, the Vice President of Academic Affairs and Dean (VPAA) of the College makes a recommendation to the Student Life and Academic Affairs Committee (formerly Educational Policy Committee) of the Trustees, the Committee makes a recommendation to the Board, and the Board endorses the faculty decision to discontinue the degree program.
- The Faculty Status Committee recommends peers for promotion and tenure, the VPAA and Dean of the College makes a recommendation to the President, the President makes a recommendation to the Student Life and Academic Affairs Committee (formerly Educational Policy Committee) of the Trustees, the Committee makes a recommendation to the Board, and the Board approves promotion and tenure.
- The faculty votes to add a course to a degree program.

Evidence of Compliance: The College has referenced the Amended By-Laws of the College and the Trustee Manual that specify the role of the Board in creating policy and describing its broad oversight over the affairs of the institution. The Board relies on officers of the institution to implement and administer policies. The duties of the administrative officers to administer and implement policy are listed in their job descriptions. The faculty takes responsibility for administering and implementing academic policies. Minutes of faculty meetings provide specific examples of the faculty exercising its role in this regard.

Sources
3.2.7

Governance and Administration: Organizational Structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College has a clearly defined and published organizational structure that delineates responsibility for the administration of College policies. The Organizational Chart for the College presents a visual representation of the relationships between the President of the College, the cabinet, the faculty, and the staff. The Organizational Chart is published on the College’s intranet.

The Amended College By-Laws, Article V, section 5.3 provides the President of the College with the authority to appoint a cabinet to administer the College:

Subject to the approval of the Board of Trustees, the President shall have authority to appoint a Cabinet composed of Vice-Presidents, members of the Faculty, or such other persons as the President may consider appropriate, to consult with the President on problems of coordination and administration and to advise the President on the formulation and interpretation of policy.

The specific responsibilities and duties of each position are detailed in its job description. These are updated as necessary (see Job Description: President, Vice President for Academic Affairs and Dean of the College, Vice President of Executive Initiatives and Retention, Vice President of Finance, Vice President of Admissions and Financial Aid, Vice President of Advancement, and Director of Athletics). The organizational structure of Kentucky Wesleyan works well in that decisions can be made in a timely manner and clearly communicated to the appropriate constituencies. The College Organizational Chart clearly specifies the reporting structure, ensuring accountability and responsibility for implementation of College policies and programs. The chart is available on the College intranet Site. The structure is reviewed and updated as needed. For example, in summer 2016 Student Life was reorganized and became a unit reporting to the Vice President for Academic Affairs. The position of Vice President of Student Life was eliminated and the position of Associate Dean of Student Services created, along with the new positions of Dean of Student Success and Vice President of Executive Initiatives and Retention. This reorganization was designed to improve student success and retention and to expand student services, including co-curricular activities. Please refer to CR 2.5 Institutional Effectiveness for more detailed information concerning this reorganization.

Evidence of Compliance: The College has clearly defined administrative responsibilities and has created an organizational chart that outlines its organizational structure and administrative responsibilities. The chart is published on the College intranet.
Sources

- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 5)
- Director of Athletics
- Organizational Chart
- President of the College
- VP Academic Affairs and Dean of the College
- VP Admissions and Financial Aid
- VP Advancement
- VP Executive Initiatives and Retention
- VP Finance
Governance and Administration: Qualified

Administrative/Academic Officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. The narrative that follows defines administrative and academic officers, gives job descriptions and basic qualifications for appointment to positions in each category, and summarizes the qualifications and experience of each individual appointed as an administrative or academic officer of Kentucky Wesleyan College.

Definition and Appointment of Administrative and Academic Officers: Kentucky Wesleyan defines administrative and academic officers as those whose positions require them to assume a key role in leading the institution. The following are the officer positions at Kentucky Wesleyan College: President, Vice President for Academic Affairs and Dean of the College, Vice President of Finance, Vice President of Executive Initiatives and Retention, Vice President of Admissions and Financial Aid, and Vice President of Advancement. Other decision-making positions not at the officer level include Associate Dean of the College and Director of Adult and Online Education, Senior Director of Information Services and Resources, and Athletic Director. The Organizational Chart shows the reporting structure for the positions described. The individuals listed below hold the positions. A curriculum vitae or resume is linked to each named individual.

Barton D. Darrell, President

- Juris Doctor, University of Louisville
- Vice President for External Services 2013–2014, Kentucky Wesleyan College
- General Counsel 2011–2013, Attorney to the Board 2001-2011, Warren County Public Schools, KY
- Vice Chair, Council Member and Board member 2001-2004, Kentucky Council on Postsecondary Education, Vice Chair, Council Member and Board member 2001-2004
- Member of the Board of Trustees, Kentucky Wesleyan College 1998-2002, 2004-2013
- Adjunct faculty (Business Law), Kentucky Wesleyan College and Western Kentucky University

Paula F. Dehn, Vice President of Academic Affairs and Dean of the College

- Ph.D. in Biology from the University of South Florida
- Nine years as Vice President of Academic Affairs and Dean of the College, Kentucky Wesleyan College
- Nineteen years as Chair of Biology, Canisius College, NY
- Thirty-one years as Program Director and/or Principal Investigator for multiple
programmatic and/or research grants

- Thirty-two years of experience as an external reviewer for academic programs, institutional and multi-institutional federal grants, and accreditation reviews
- Two years as Visiting Scientist, Natural Sciences and Engineering Research Council, Canada
- Tenured professor at Canisius College, NY
- Kenneth L. Koessler Distinguished Faculty at Canisius College, NY
- Research Fellow, Council on Undergraduate Research

Jeremy Pittman, Vice President Admissions and Financial Aid

- B.S. in General Studies, Indiana University (M.B.A anticipated 2017, Indiana University)
- One year as Vice President of Admissions and Financial Aid, Kentucky Wesleyan College
- Two years as Vice President of Financial Aid and Enrollment Management, St. Catharine College, KY
- Two years as Corporate Director of Financial Aid, Valley College-Eastern Panhandle Area
- Two years as Director of Finance & Operations, Radians Nursing College, Washington, DC
- Three years as Assistant Director of Financial Aid/Senior Financial Aid Analysts, Harrison College, IN

Tom Keith, Vice President of Advancement

- M.Ed. in Sport Administration from the University of Louisville
- Two years as Vice President of Advancement, Kentucky Wesleyan College
- Three years as Development Director, Jennings Jones College of Business, Middle Tennessee State University
- Three years as Associate Athletics Director-Development, St. Louis University
- Three years as Director of Development, University of Louisville Athletics Association, Inc.
- One year as Assistant Director, Business Development, University of Louisville College of Business
- Four years as Associate Director, Hilltopper Athletic Foundation & External Affairs, Western Kentucky University

Scott Kramer, Vice President of Executive Initiatives and Retention

- M.A. in Student Personnel Services from Western Kentucky University
- Seven years as Vice President of Student Services and Dean of Students, Kentucky Wesleyan College
- Eleven years as Dean of Student Life, Kentucky Wesleyan College
- Eight years as Registrar, Kentucky Wesleyan College
- One year as Associate Director of Admissions, one year as Assistant Director of Admissions, and two years as Admissions Counselor, Kentucky Wesleyan College

Cindra K. Stiff, Vice President of Finance

- M.B.A. from Murray State University
- Thirty years as Vice President of Finance, Kentucky Wesleyan College
- Two years as Assistant Business Manager and Treasurer, Kentucky Wesleyan College
- Two years as Controller, Kentucky Wesleyan College
- Six years as Accounting Clerk, Kentucky Wesleyan College
- Adjunct faculty (Business), Kentucky Wesleyan College

Rebecca Francis, Associate Dean of the College and Director of Adult and Online Education

- Ed.D. in Higher Education Administration from North Carolina State University
- One year experience as Associate Dean of the College, Kentucky Wesleyan College
- Four years as Director Career/Disability/Student Success Services, University of Mount Olive, NC
- One year as Director, Mathnasium Learning Center, NC
- Two years teaching experience (Middle School Math & Science), Johnston County Schools, NC
- Seven years as Instructor Coordinator, Wake Technical Community College, NC

Bryan Blount, Sr. (Interim) Director Information Services and Resources
- M.A. in Mathematics from Western Kentucky University
- Nine months as Senior Director of Information Services and Resources, Kentucky Wesleyan College
- One year as Software Information Coordinator, Kentucky Wesleyan College
- Nine years teaching experience (K-12 Math, Pre-Engineering) and district data analysis, Owensboro Public Schools, KY
- Adjunct faculty (Math), Kentucky Wesleyan College
- Ten years in the industrial/engineering sector

Robert Mallory, Athletic Director
- M.S. in Sports Administration from Xavier University, OH
- Two years as Athletic Director, Kentucky Wesleyan College
- Five years as Associate Director of Athletics, Quincy University, IL
- Three years as Director of Marketing and Ticket Sales, University of Evansville

Evidence of Compliance: An analysis of the position descriptions and resumes of the administrative and academic officers whose positions require them to assume a key role in leading the Institution demonstrates that these individuals have the experience, competence, and capacity to lead the institution.

Sources
Organizational Chart
3.2.9

Governance and Administration: Personnel Appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan College has published and implemented policies regarding the appointment, employment, and evaluation of faculty and staff. All policies are approved through the procedures for the relevant college constituency. Officers of the College approve the general policies and those pertaining to staff. Policies specific to the faculty are approved through the faculty governance structure. The Board of Trustees is the final approval body for many policies. Policies are published in the Faculty Handbook, the Employee Handbook, and the Policies and Procedures section of the College intranet. The handbooks are referenced in initial appointment letters for new employees, which acknowledge new employees understood the handbooks. The handbooks are reviewed periodically and updated as needed. For example, the Faculty Handbook was rewritten and approved by the Faculty in January 2016 and the Trustees in February 2016, and updated in Summer 2016 to reflect current administrative job titles. Likewise, the Employee Handbook is revised annually to update policies, improve readability, and make minor edits. The 2016 Employee Handbook was posted October 3, 2016.

Appointment and Employment

A Kentucky Wesleyan College Position Request Form must be completed in order to secure approval to create or fill any position. This form is signed by the supervisor, the budget supervisor, the Officer over the position, the Chief Financial Officer, as well as the President of the College. All open position announcements include information regarding how to apply for employment with Kentucky Wesleyan College. The announcements indicate the manner in which an application is to be made and to whom it is to be directed. Announcements are posted on the College’s website, through the campus email system, and with other advertising outlets as deemed appropriate for the position in question. For example, full-time faculty positions are advertised online with higheredjobs.com, while technical positions have been advertised on monster.com.

Faculty Selection: For the selection of full-time faculty members, Section 1.1.6.14.1 of the Faculty By-Laws describes the composition of search committees. Search committees consist of a minimum of three qualified faculty members and are chaired by the Program Coordinator of the discipline or the Division Chair if the Program Coordinator's position is the one being sought. The committee normally brings in three candidates and makes its final recommendation to the Vice President for Academic Affairs (VPAA). Adjunct (part-time) faculty are interviewed, have their credentials vetted, and are then recommended to the VPAA as qualified to teach specific courses by the Program Coordinator of the discipline in which the adjunct will be teaching.
Faculty Credentials: The Personnel Employment Policy, approved by the Board of Trustees, outlines the credential standards required for teaching undergraduate courses. These are also outlined in Section 1.2.2 of the Faculty By-Laws. All faculty teaching Kentucky Wesleyan courses, regardless of the mode of delivery or whether they are full-time or part-time, must meet these criteria. For example: Section 3.4 of the Personnel Employment Policy states:

“Faculty employment is governed by accreditation standards established by the Southern Association of Colleges & Schools Commission on Colleges (SACSCOC). Therefore, in order to comply with these standards, faculty and staff teaching undergraduate-level courses as the instructor of record, either full-time or part-time and regardless of the mode of delivery, must:

- hold a terminal degree (e.g., Ph.D., D.Min., J.D., M.F.A.) with a concentration in the teaching discipline OR
- hold a masters’ degree and have completed at least 18 graduate credit hours in the discipline OR
- have completed 18 graduate hours in the discipline OR
- in limited circumstances, individuals may have special skills or experiences that qualify them to teach in a discipline without meeting the above standards. For example, an individual who has performed professionally for an extended period may be justified to teach applied music courses or acting, even though they do not hold a graduate degree or do not meet the 18 graduate hours in the discipline requirement and may be eligible for appointment. These “professional qualifications” must be determined and documented before any appointment can be made.”

An examination of the faculty credential roster (CS 3.7.1 Faculty Competence) provides evidence that this policy is followed.

Faculty Appointment: For the appointment of faculty members, Section 1.2.1 of the Faculty By-Laws describes the process for hiring a full-time faculty member. For example, all appointments are made in writing and are non-tenure track, tenure track, or tenured. Special appointments, e.g., Visiting Professor, are limited to no more than two years. Other material needed or requirements that must be met before any full-time or part-time faculty appointment can be finalized include: official transcripts, a CV or resume, and a completed background check. Appointment letters for full-time and adjunct faculty teaching in the residential and online programs are generated by the Vice President for Academic Affairs and Dean of the College’s Office and are signed by the selected candidate and the Academic Dean. This letter contains information about the position’s general duties, supervisor, and length of appointment, if applicable.

Staff Selection and Qualifications: Several sections of the Employee Handbook (Section 1, pp.9-10; Section II, pp. 30-31) delineate the process under which staff positions are filled by the College. Positions typically are posted, although the College does reserve the right to not post a position. Hiring is based on qualifications needed for the position, and all staff positions are at-will unless stated in writing that they are not. The Personnel Employment Policy, approved by the Board of Trustees, Section 3.3 states:

“Hiring and other employment decisions are made on the basis of qualifications, including but not limited to training, experience, skills, aptitude, and past performance records. Qualifications are defined as any factor that may affect the person’s ability to do the job. The College reserves the right to utilize job-related tests, focusing on job related tasks, to determine an applicant’s skills and/or knowledge. Results will be reviewed only by
those directly involved in the employment process.”

Staff Appointment: Appointment letters for all staff positions are generated by Human Resources and are signed by the selected candidate and the supervisor. This letter contains information about the position’s general duties, supervisor, and length of appointment, if applicable. Other requirements that must be met before any staff appointment can be finalized include a completed background check.

Evaluation

Faculty: Section 1.6 of the Faculty By-Laws provides an overview of the faculty evaluation process. All full-time faculty members complete an annual report that outlines their teaching, service, and scholarly work [1]. Student teaching evaluations as well as peer class room observations are components of the annual evaluation process. For full-time faculty teaching in the traditional residential program, observations take place in the classroom. For full-time faculty teaching in the online program, the Associate Dean and Director of Online Education reviews course design, course materials, and interactions, e.g. following required chat or threaded discussions. Feedback is provided to the faculty member following each observation in both modes of delivery. Program Coordinators, Division Chairs, and the Faculty Status Committee are directly involved in the evaluation of both pre-tenure and post-tenure faculty. Evaluation guidelines are clearly described in the Faculty By-Laws, Section 1.3 and Section 1.5 for full-time faculty undergoing annual and/or post-tenure reviews. Once the faculty member has completed their annual or post-tenure review report, the Program Coordinator and/or the Division Chair completes their evaluation. These documents are sent to the Faculty Status Committee which reviews the documents and, at the faculty members option, meets with the person being reviewed. Following this review the status committee sends a letter to the Vice President for Academic Affairs, and, when appropriate will make recommendations about appointment practices. The VPAA then meets with the faculty member to review the letter, and have a general discussion about the faculty member’s goals, etc. If needed, a performance improvement plan is put in place following this meeting.

Adjunct faculty members are observed at least once each academic year. For adjunct faculty teaching in the traditional residential program, observations take place in the classroom. For adjunct faculty teaching in the online program, the Associate Dean and Director of Online Education reviews course design, course materials, and interactions, e.g. following required chat or threaded discussions. Feedback is provided to the faculty member following each observation in both modes of delivery. Student evaluations of adjunct faculty are reviewed by the Vice President for Academic Affairs each semester. If an issue arises, further review will take place as outlined in the Faculty By-Laws, Section 1.6. Since the last decennial review, no additional review of adjunct faculty has been required.

Staff: Staff members are evaluated annually. Job performance is reviewed each year in terms of an employee’s actual performance as measured against the performance standards for an employee’s assigned tasks. The performance review is designed to serve as an opportunity to offer advice and counsel regarding an employee’s strengths and weaknesses on the job. It is also an opportunity for an employee to express his or her feelings regarding performance, working environment, and the College in general. Unit supervisors discuss performance at the time of each review and at any other time such a discussion is necessary. If any employee has questions about performance or how to improve performance, he or she may ask the unit supervisor. The examples included represent annual reviews for hourly and salaried employees.
The evaluation process for all employees is a continuous cycle that connects individual performance to strategic and unit goals and objectives. Completed staff performance review forms are sent to the Director of Human Resources where they are placed in the employee’s file, while faculty evaluations are retained in the faculty files maintained by the Vice President for Academic Affairs. Supervisors and employees may retain personal copies.

**Evidence of Compliance:** The College has provided evidence that policies regarding appointment, employment, and evaluation of faculty and staff have been approved through appropriate institutional processes. These policies are in writing, published in appropriate institutional documents that are accessible to those affected and have been implemented.

[1] Prior to the adoption of the current Faculty Handbook (Feb 2016), tenured faculty were encouraged, but not required to complete annual reviews. Post-tenure reviews were conducted every six years. To keep current with Commission Policy, in 2015 tenured faculty were required to undergo post-tenure review every three years.

**Sources**

- Adjunct Appointment Residential Redacted
- Adjunct Classroom Observation Redacted
- Adjunct Classroom Observation2 Redacted
- Appointment Letter Full-Time Faculty
- Employee Handbook 2016
- Employee Handbook 2016 (Page 30)
- Employee Handbook 2016 (Page 9)
- Employment Opportunities at Kentucky Wesleyan
- Faculty Handbook 2016
- Faculty Handbook 2016 (Page 14)
- Faculty Handbook 2016 (Page 15)
- Faculty Handbook 2016 (Page 17)
- Faculty Handbook 2016 (Page 18)
- Faculty Handbook 2016 (Page 24)
- Faculty Handbook 2016 (Page 30)
- Faculty Handbook 2016 (Page 31)
- Full-Time Faculty Classroom Observation Redacted
- Job Posting Dean of Admissions & Financial Aid
- Letter from Faculty Status Committee Redacted
- Online Adjunct Classroom Observation Redacted
- Online Adjunct Teaching Contract
- Online Adjunct Teaching Contract
- Performance Improvement Plan Redacted
3.2.10

Governance and Administration: Administrative Staff Evaluations

The institution periodically evaluates the effectiveness of its administrators.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The policy of Kentucky Wesleyan College is clear that administrators, including the president, are evaluated on a periodic basis. The board’s role of annually evaluating the president is articulated in CS 3.2.1 CEO Evaluation and Selection. All staff, including administrators, are evaluated annually. Therefore, the President evaluates the cabinet, and the Officers evaluate mid-level administrators (e.g. Registrar, Dean of Student Success, Controller) that report to them. Kentucky Wesleyan uses the Staff Development and Performance Review form to evaluate all administrators, except the President. This form must be completed once a year. The process facilitates improved performance. Note that the form calls for a review of last year’s goals and then requires goal setting for the coming year. This process results in reflection and discussion that usually encourages improvement or can produce documentation for the replacement of an administrator or staff member who does not improve.

The performance of all staff (including non-executive administrators) is informally evaluated throughout the year, and performance is formally evaluated at least once a year. By July 31st of each year, supervisors undertake a formal process to review and revise if necessary the employee’s current job description, to evaluate staff success factors, to review progress made on the previous year’s goals, and to establish new goals and objectives. The process is a continuous cycle that connects individual performance to strategic and unit goals and objectives. Completed performance review forms are sent to the Director of Human Resources where they are placed in the employee’s file. Supervisors and employee may retain personal copies. The tool is posted on the College intranet and instructions for completing it are found on the first page. Examples (redacted) of completed review forms are provided for an hourly, salaried, and a senior administrative employee. Please refer to CS 3.2.9 Personnel Appointment for additional information.

Evidence of Compliance: The College has provided evidence that administrators have periodic formal evaluations that include a review of current job descriptions, success factors, and evaluation of the previous year’s goals. This is also a time when new goals and objectives are established.

Sources

- Performance Review Hourly Redacted
- Performance Review Salaried Redacted
- Performance Review Senior Administrator Redacted
- Staff Development Performance Review Form
3.2.11

Governance and Administration: Control of Intercollegiate Athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The President has ultimate responsibility for the fiscal and administrative oversight of the college’s intercollegiate athletics program. Article V, Section 5.7 of the Amended College By-Laws states:

The President shall supervise, control, and be responsible for the administration of all aspects of the intercollegiate athletics programs of the College including, but not limited to, approval of the budget and audit of all expenditures, revenues, and gifts, and further shall be responsible for compliance with the rules and regulations of the National Collegiate Athletics Association and any other athletic association or conference of which the College may be a member.

Also, the President's job description indicates his/her control and responsibility for intercollegiate athletics.

Kentucky Wesleyan College is an NCAA Division II member of the Great Midwest Athletic Conference (GMAC) and fields 17 teams in men's and women's sports. The President is an active member of the GMAC President's Council. The GMAC Constitution, Article IV, section 1.1 mandates that the president of a member institution “is responsible for the administration of all aspects of the athletics program....”

The Athletic Director reports directly to the President and is a member of the cabinet. The NCAA Compliance Officer reports to the Athletic Director. The President's cabinet meets weekly and discusses issues related to Athletics. In addition, the President meets periodically with just the Athletic Director.

The President selects the Faculty Athletic Representative (FAR) who serves as the faculty voice on the Compliance Committee.

The President is ultimately responsible for the staffing in the athletics program. The President approves positions to be filled and makes appointments, including those of coaches, sports information directors, etc., upon the recommendation of the Athletic Director.

The Institutional Budgetary Advisory Committee serves in an advisory role to the President in helping set the annual operating budget. It is comprised of the Officers of the College, the Associate Dean and Director of Online and Adult Education, the Senior Director of Information
Services and Resources, the Athletic Director, the Controller, the Chair of the Faculty Council, and the Faculty Trustee. The Board of Trustees ultimately approves the budget. All financial transactions are monitored by the Athletic Director who reports directly to the President. Kentucky Wesleyan has no boosters’ club or athletic-related foundation. College policy prohibits any accounts from being maintained independently by the Athletics Department or staff. Institutional policy requires that all athletically related fundraising activity be processed by the Advancement Office which works under the Vice President of Advancement who reports directly to the President. All coaches and Athletics staff members are made aware of these policies. All expenses and revenues associated with the operation of the Athletics program are audited annually by an independent audit firm as part of the institutional audit.

Kentucky Wesleyan adheres to all NCAA regulations pertaining to Division II members. The President assumes full responsibility for the College’s participation in the NCAA and compliance with NCAA regulations.

**Evidence of Compliance:** The College has provided evidence that the President has ultimate responsibility for, and exercises appropriate administrative and fiscal control over intercollegiate athletic program. The Athletic Director reports to the President. Job descriptions of the Athletic Director and the President reflect this reporting relationship as does the Organizational Chart.

**Sources**

- Audit and Financial Statements FY2015 FY2016
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 6)
- Cabinet Meeting 10-4-16
- Director of Athletics
- Director of Sports Communication
- Faculty Handbook 2016 (Page 14)
- GMAC Constitution
- Organizational Chart
- President Job Description
3.2.12

Governance and Administration: Fundraising Activities

The institution demonstrates that its chief executive officer controls the institution's fundraising activities.

Judgment

☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The President has responsibilities for all College educational and managerial affairs as noted in the Article V, section 5.2 of the College By-Laws. Also, the President's job description states that he or she "assumes ultimate responsibility for the fund-raising activities" of the College. The Kentucky Wesleyan College Advancement Policies and Procedures Manual also reiterates the presidential role in, responsibility for, and control of the College's philanthropic activities, "The President of Kentucky Wesleyan College has ultimate responsibility and control of the college's philanthropic activities." The President supervises the Vice President of Advancement in fund-raising efforts and often participates in securing major gifts.

The Vice President of Advancement reports to the President and leads the Advancement division of the college, which consists of the Offices of Development, Alumni Relations, and Public Relations. One of the central purposes of the Advancement area is to facilitate, receive, and record philanthropic giving to the College.

Annual Advancement initiatives and goals are established by the staff at the beginning of each fiscal year, then reported to the President and presented to the Board of Trustees for their input and approval. For example, at the October 2016 Board of Trustees meeting, the Finance Committee recommended to the Board that the FY 2017 operating budget be approved. This budget included the annual unrestricted gift amount for the year as well as the special gift amount that was to be raised to support the annual operating budget. An ad-hoc committee of the Board of Trustees, the Trustee Giving Committee, works closely with the President and Vice President of Advancement to engage Trustees in philanthropic initiatives of the College.

Monthly fundraising prospect meetings are held to review active major gift prospects and individual portfolios. These meetings are led by the Vice President of Advancement and also include the Director of Development and Donor Relations, Director of Alumni Relations, Senior Development Associate, and Associate Athletics Director for External Operations. The Vice President of Advancement consults with the President on a weekly basis to ensure his portfolio is accurate and up-to-date. In addition, the Advancement staff meets weekly to coordinate its ongoing activities. The work product of these meetings is regularly coordinated with the President through weekly cabinet meetings, one-on-one meetings between the President and Vice President of Advancement, and other discussions as needed.

Fundraising goals and objectives are included in the College's Strategic Action Plan 2016-2019. As noted above, the annual fundraising goal is approved by the Board of Trustees each year at their fall meeting. Weekly fundraising reports are prepared for the Advancement staff, and progress reports are presented by the Vice President of Advancement at cabinet meetings and Board of Trustees meetings. An annual fundraising report is provided to all constituents in the
Honor Roll and Annual Report.

**Evidence of Compliance:** The College has provided evidence through By-Laws, job descriptions, the Advancement Manual, and the Organizational Chart that the President controls its fundraising activities through his direct supervision of the Vice President of Advancement and his participation in fundraising efforts.

**Sources**

- Advancement Policies and Procedures 2016
- Board of Trustees Minutes June 2016
- Board of Trustees Minutes Oct 2016
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 5)
- Cabinet Meeting 8-23-16
- Honor Roll and Annual Report KW Magazine 2016
- Organizational Chart
- President Job Description
- Strategic Action Plan 2016
3.2.13

Governance and Administration: Institution-Related Entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative

Kentucky Wesleyan College does not work with any institution-related entity not controlled by the institution.
3.2.14

Governance and Administration: Intellectual Property Rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan College is committed to providing an environment that supports the intellectual growth and creativity of its faculty, staff and students. The College has an intellectual property rights policy that clearly addresses issues of ownership, copyright, compensation and revenue for faculty, staff and students. The policy has been approved by the Board of Trustees. The policy specifies when the creator retains ownership of works and inventions and when the College obtains ownership. The policy also includes a process for the resolution of any disputes which may arise.

The Intellectual Property Policy is made available to faculty and staff on the Policies and Procedures page of the College's intranet, in the Employee Handbook which all employees acknowledge familiarity with when they sign appointment letters (see CS 3.2.9 Personnel Appointment) and in the Student Handbook.

While faculty have published scholarly articles and/or creative works, there have been no instances of the creation of other types of intellectual property by faculty, staff, or students since the creation of this policy in 2006; therefore, Kentucky Wesleyan has never had to exercise the policy beyond "traditional works of scholarship" for which the creator retains all rights.

Evidence of Compliance: The College has provided evidence through its publications that it has a clear written policy regarding intellectual property. The policy has been approved through appropriate processes and published in appropriate institutional documents. The policy has been implemented and applies to students, faculty, and staff alike.

Sources

- Board of Trustees Minutes June 2016
- Employee Handbook 2016 (Page 15)
- Intellectual Property Policy 2016
- Policies and Procedures
- Student Handbook 2016-17 (Page 64)
3.3.1

**Institutional Effectiveness**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: 3.3.1.1 educational programs, to include student learning outcomes 3.3.1.2 administrative support services 3.3.1.3 academic and student support services 3.3.1.4 research within its mission, if appropriate 3.3.1.5 community/public service within its mission, if appropriate

**Judgment**

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

**Narrative**

See the following:

- CS 3.3.1.1 Institutional Effectiveness: Educational Programs
- CS 3.3.1.2 Institutional Effectiveness: Administrative Support Services
- CS 3.3.1.3 Institutional Effectiveness: Academic and Student Support Services
- CS 3.3.1.4 Research (not applicable)
- CS 3.3.1.5 Community/Public Service (not applicable)
3.3.1.1

Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: 3.3.1.1 educational programs, to include student learning outcomes.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan College identifies expected outcomes, including student learning outcomes, for its residential and distance education programs. The College assesses whether it achieves these expected outcomes, makes improvements to its educational programs based on the analysis of assessment results, and gathers and provides evidence of improvements based on analysis of results. Assessment occurs on several levels and through multiple means. Ultimately, all assessments are tied to the College’s mission to provide a “liberal arts education that nourishes, stimulates and prepares students intellectually, spiritually and physically to achieve success in life.”

Institutional Effectiveness (IE) Overview

Each academic program must have:

- A mission statement that aligns with Kentucky Wesleyan’s mission statement
- Identified outcomes/goals that align with the program’s mission
- Measureable student learning outcomes

Processes for Academic Program Assessment and Review

The assessment, analysis, improvement, and curricular review processes for academic programs are overseen by the Vice President for Academic Affairs (VPAA) and Dean of the College, the Associate Dean of the College and Director of Adult and Online Education, the Director of Institutional Effectiveness and Research, and the Educational Program Review Committee (EPR). Prior to the 2012-2013 academic year, the VPAA and the Associate Dean reviewed annual assessment reports. Beginning with the 2012-2013 academic year, an ad hoc faculty committee was formed to review academic assessments. With the approval of the revised Faculty Handbook in February 2016, the Academic Assessment Committee became a subcommittee of the EPR. The Director of Institutional Effectiveness and Research position was created in 2015 and now has oversight responsibilities for all aspects of IE. The Academic Assessment Committee works with the Director to coordinate, facilitate, and maintain academic assessment practices in all academic programs in order to assure sound, evidence-based decision making, improve student learning, and strengthen programs. The committee provides assessment guidance and evaluates and assures compliance with yearly assessment reports. A rubric is used to review annual academic program assessments of student learning outcomes and provide feedback to the program. Beginning with the 2016 assessment cycle, the Academic Assessment Committee is chaired by the Director of Institutional Effectiveness and Research and consists of the VPAA, Associate Dean of the College and Director of Online Learning, and four faculty members elected to the EPR, one from each division of the College.
Program curricular review, conducted on a five-year cycle [1], provides academic programs with an opportunity to assess the curricular design of their programs, to evaluate the enrollment and graduation statistics of the programs, and to assess and analyze any aspects of the program that may affect the attainment of student learning outcomes (e.g., pedagogical approaches, faculty, facilities, and equipment). Every other five-year cycle involves a qualified external reviewer who brings expertise to the program and provides a more detailed analysis of the above and requires the program to compare itself with other institutions’ programs in terms of course offerings, size of the major, etc. Each of these processes will be explained in the sections below.

**Annual Academic Program Assessments of Student Learning Outcomes**

Kentucky Wesleyan College assesses academic program student learning outcomes on a regular basis. Kentucky Wesleyan’s Manual for Institutional Effectiveness is available to all faculty and staff and is published on the College’s intranet. The assessment cycle for academic programs follows an academic year schedule (see chart below). At the beginning of the academic year, the faculty gather for the fall Academic Assessment Day which is a workshop designed to present results from the previous year and to provide time to work as groups on planning for the upcoming year's assessment needs. A second mid-year workshop takes place in January before the beginning of the spring semester. At this workshop, faculty can begin the process of analyzing fall data and discuss any mid-year changes. In May, program coordinators complete the assessment reports for academic programs and for the General Education courses taught in their programs. Please refer to CS 3.5.1 General Education Competencies for information concerning learning outcomes, assessment results, improvements, etc.

**Assessment Cycle**
<table>
<thead>
<tr>
<th>Time</th>
<th>Action/Occurrence</th>
<th>Who Is Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1-5</td>
<td>Non-Academic Unit Assessment Day – Report back previous year’s assessment findings and unit planning for the upcoming cycle</td>
<td>Director of Institutional Effectiveness and Research and all Staff</td>
</tr>
<tr>
<td>August 15-20</td>
<td>Academic Assessment Day – Report back previous year's assessment findings and program planning for the upcoming cycle</td>
<td>Director of Institutional Effectiveness and Research and all Faculty</td>
</tr>
<tr>
<td>September</td>
<td>Assessment Committee reviews goals and outcomes for the upcoming year and provides feedback for revisions (if needed) by September 30</td>
<td>Institutional Assessment Committee</td>
</tr>
<tr>
<td>September-May</td>
<td>Collect assessment data</td>
<td>Faculty and Staff</td>
</tr>
<tr>
<td>January 3-10</td>
<td>Assessment/Operational Plans are revisited and assessed formally by all functional units in a mid-year planning meeting</td>
<td>Director of Institutional Effectiveness and Research, Faculty, Program Directors, Non-Academic Unit Staff, Unit Heads</td>
</tr>
<tr>
<td>May 1-29</td>
<td>Analysis of assessment data and completion of the Annual Assessment Report</td>
<td>Faculty, Program Directors, Unit Heads</td>
</tr>
<tr>
<td>May 30</td>
<td>All Assessment Reports due to the appropriate office</td>
<td>Program Directors &amp; Unit Heads</td>
</tr>
<tr>
<td>June-July</td>
<td>Assessment Subcommittees review of reports</td>
<td>Academic Assessment Committee; Non-Academic Unit Assessment Committee</td>
</tr>
<tr>
<td>July 31</td>
<td>All Assessment Reports and Reviews completed and stored on SACS drive</td>
<td>Director of Institutional Effectiveness and Research</td>
</tr>
<tr>
<td>August 1-5</td>
<td>Reports sent back to person responsible</td>
<td>Director of Institutional Effectiveness and Research</td>
</tr>
<tr>
<td>August 15</td>
<td>Publication (online) of Annual Institutional Assessment document detailing prior year’s goals, outcomes, use of results, and current action plans</td>
<td>Director Institutional Effectiveness</td>
</tr>
</tbody>
</table>

Since the last decennial review all academic programs not regulated by discipline-specific program accreditations, have revised and developed new program assessment plans based on course embedded assessments. Each program plan was developed using a template that guided faculty through the process. A curriculum map was constructed to assist faculty in visualizing where program learning outcomes were being assessed. Once plans were finalized, each plan was evaluated using a rubric to ensure that program learning outcomes were tied to mission, set relevant benchmarks, and were based on appropriate methods of measurement. Table 3.3.1.1-1 includes a representative plan and sample feedback for programs that met standards, approached standards, or needed improvement, illustrating the process used to ensure these course embedded assessment plans would enable programs to adequately monitor student learning outcomes and improve program performance. If a program's plan
approached the standard or needed improvement, the program was required to modify the plan, resubmit it, and then go through another round of evaluation to ensure it would be effective. Some programs with multiple outcomes planned to assess program learning outcomes on a three- or four-year cycle; thus, each program’s student learning outcomes would undergo a full assessment cycle during the course of an average student’s tenure at the College.

Table 3.3.1.1-1: A Representative Example of Course Embedded Assessment Plans Developed During AY 2010-2011
(shows the process used to ensure plans meet the standard of successfully monitoring achievement of learning outcomes)

<table>
<thead>
<tr>
<th>Meets Standard</th>
<th>Approaches Standard</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Biology</td>
<td>Theatre</td>
</tr>
<tr>
<td>Plan Feedback</td>
<td>Biology Plan Evaluation</td>
<td>Theatre Plan Evaluation</td>
</tr>
<tr>
<td>Revised Plan</td>
<td>N/A</td>
<td>Revised Theatre Plan</td>
</tr>
<tr>
<td>Revised Plan Feedback</td>
<td>N/A</td>
<td>Revised Theatre Plan Evaluation</td>
</tr>
</tbody>
</table>

At the program level, direct assessment methods used include national (standardized) examinations, such as the Major Field Achievement Test, PRAXIS I and II, project completion, service learning, capstone courses/performances (e.g., recitals, senior art shows), performance on assignments, exam questions designed to measure performance of specific learning outcomes (e.g. demonstration of skills, utilization of knowledge, etc.), case studies, papers, oral presentations, among others. Additionally, indirect assessment methods used include internship evaluation, use of external evaluators (student teaching), publications and presentations at professional meetings, and graduate school acceptance and job placements.

The assessment results are reported on a standardized form that provides information on the outcomes to be measured during this cycle. Distance (online) education program learning outcomes are included in the data of the traditional face-to-face program as the learning outcomes for both modes of delivery are the same. External direct (major field test, Praxis, etc.) and/or indirect (graduate or professional school and work placements) outcome results also are reported on this form. This form has been revised several times over the past six years to assist faculty in meeting expected reporting requirements. At present a six column assessment table is used to report the intended learning outcomes (LOs) measured during a cycle, where the LO occurs in the curriculum, the method(s) of assessment used to measure learning and targets, the assessment results, the impact of previous changes on student learning, and the new action plan for improvement based on the assessment results, the latter of which are used to enhance learning outcomes or improve the academic program. The College is changing this form once again for 2016-2017 reporting to include the action plans from the previous year and impacts of those changes at the beginning of the form to make sure “the loop gets closed” each year.

Based on assessment results, faculty have made numerous modifications to their courses to improve student learning. They also have modified the methods used to assess student
learning as well as developed new LOs. Below are a few examples of some of the changes made and their impacts on student learning outcomes:

- **Art and Graphic Design:** 1) required projects in 2D and 3D Design courses that focused on elements of art and principles of design allowing students to engage in hands-on creative projects that linked to the LOs which are the foundations of the course; 2) implemented visual, written, and oral critiques that helped students improve their artwork; 3) incorporated gallery visits that increased students’ aesthetic awareness of artistic techniques/styles as evidenced through oral reflection critiques.

- **Communication Arts:** 1) assigned critical thinking exercises leading to an increased ability to analyze media issues and make connections between the media and its impact on society; 2) added additional quiz questions that helped students learn material as evidenced on improved summative evaluations; 3) developed a new LO; 4) added a group project that engaged students in the learning process.

- **English:** 1) added a new LO (Students will possess the ability to think creatively and express that creativity in writing) to address creative writing skills as the faculty realized this LO had not been evaluated in the Creative Writing Emphasis; 2) students were required to apply genre analysis when experimenting with their writing to better understand literary genres; this change had mixed impacts; it improved understanding in some courses but not others, possibly due in part to the standard for performance being increased.

- **Music:** 1) added notational software that improved students' ability to recognize, create, read, and demonstrate skills using proper musical notation; 2) incorporated a graded rough draft to a composition assignment that improved student technique; 3) added an informal performance hour that improved students' techniques as they performed in front of an audience who critiqued their performance.

- **Biology:** added a pre-test and post-test to the assessment plan in 2012. Students took the pre-test which covered the material in the first three required courses. Results from the first three cycles showed significant post-test improvements 37% to 51%, 37% to 52%, and 42% to 56% for the entering classes of 2012, 2013 and 2014 respectively. Biology is on a 3-yr assessment cycle. During that time, more than 50% of the Biology faculty turned over. Some of the action plans suggested that the methods of assessment needed to be changed and they were. As a result of the method change in some classes, targets were met in other classes that were not met during either assessment cycle review that used two different methods.

- **Mathematics:** added additional problems for students to complete which resulted in an increased number of students meeting LOs in Math 1402, but not in Math 2306 (although targets were met). Due to all of the math faculty having turned over between 2015 and 2016, a new plan for assessment is being developed, which will improve student learning through a much greater pedagogical focus on student engagement in the class.

- **General Studies (online program)** is an interdisciplinary major. Learning outcomes had initially been associated with individual course learning outcomes. The capstone course required a paper or other product to demonstrate students’ ability to synthesize and integrate their knowledge from the three major core areas. Initially each instructor evaluated the student’s ability to achieve this outcome. Faculty realized the need for a common rubric to measure program effectiveness and developed a standard rubric that is now used.

Table 3.3.1.1-2 provides links to annual assessment reports for all current majors that the Academic Assessment Committee evaluates [2]. They are grouped according to the committee’s findings. Standards of review for the annual reports have increased each reporting year as faculty have become more familiar with the process and requirements. The
current rubric used evaluates the method of assessment; assessment results related to specific measures of LOs; results related to previous changes; and use of results for continued improvement. Each committee member evaluates each program independently using the rubric. The committee comes together to discuss each program and agrees on a summary evaluation, which is assigned to one of the three categories: Needs Attention, Approaches Standard, or Meets Standard. The summary reports are forwarded to program coordinators to help them improve their annual reports.

Table 3.3.1.1-2: Annual Academic Program Assessment Reports
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Meets Standard</th>
<th>Approaches Standard</th>
<th>Needs Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2015-2016 Assessment Report</strong></td>
<td>Art Biology Communication Arts Graphic Design</td>
<td>Chemistry Criminal Justice &amp; Criminology Exercise Science</td>
<td>English Legal Studies Physics Psychology</td>
</tr>
</tbody>
</table>
The Accounting and Business Administration programs are accredited through the International Assembly for Collegiate Business Education (IACBE). All accredited programs must submit an annual report to the IACBE. This report includes information on program-level intended student learning outcomes, as well as responses to areas identified in the previous year’s report as needing corrective action. For example, in the 2011 annual report, the IACBE noted two items that needed correction: each program accredited by IACBE must have its own program level-intended outcomes and performance targets/criteria were needed. In the 2012 annual IACBE report, the institution had to articulate how these issues had been corrected. As of 2015, the capstone course, BA 406 Business Strategy and Value Creation, has become the basis for program assessment. A simulation is used each semester to collect data evaluating student learning. Results have indicated the need to change how the Principles of Financial Management course is taught and when case analyses are introduced to all Business students. In response, the Center for Business faculty have:

- incorporated case analyses earlier in the Business curriculum (now in BA 100 Business, Entrepreneurship & Consultancy, an introductory course, as well as in BA 261 Principles of Marketing);
- changed BA 345 Business and Professional Writing to incorporate advanced Excel techniques; and
- introduced a simulation into BA 341 Principles of Financial Management.

With the exception of the introduction of the simulation, which is occurring for the first time this spring 2017, the changes introduced are beginning to indicate better preparation and performance in decision making, writing, and analytical thinking. The IACBE report for 2016 indicated that 80% of the BA 406 classes scored “Accomplished” in providing a well-focused diagnosis of strategic issues and key problems that demonstrated a grasp of the simulated company’s present situation and strategic challenges. In addition, while students were unable to meet performance targets for the strategy simulation, progress was made. Fifty percent of the traditional face-to-face students taking the simulation scored 70% or higher in Collaboration and Strategic Analysis & Planning; 25% of students scored 70% or higher in Financial Management, Marketing Management and Human Resource Management.

The Art Education, Elementary Education, Middle Grades Education, Music Education, Physical Education P-12, and Spanish P-12 programs were reviewed by the Kentucky Educational Professional Standards Board (KY EPSB) during 2012. Assessment of student learning outcomes was included in the Teacher Education Self-Study, Standards 1 and 2 and approved by KY EPSB Board of Examiners in its final report to the Board of Education in spring 2013.

**Academic Program Curricular Review**

Each fall, based on the ongoing review cycle, assigned programs complete either an internal or external self-study. The self-studies include demographic data, information on the program’s student learning outcomes (LOs), assessment, and an analysis of how the program is meeting its stated purpose and objectives. The self-studies are sent to the reviewer(s) and once the review is completed, either internally by the EPR or by an external reviewer who reports back to the EPR, programs use the results to make necessary changes to improve
program performance and accountability. During the 2014-2015 and 2015-2016 academic years, the following programs were reviewed externally: Art and Graphic Design, Criminal Justice and Criminology, Exercise Science, History, and Music. Minutes from the EPR meeting with the program director following the submission of the reviewer’s final report highlight the discussions, which center on using the reviewer’s expertise to direct program improvements.

Both the institution and the programs are utilizing these reviews to “close-the-loop” in improving student performance and strengthening the program via curricular changes, pedagogical approaches utilized, adding experiential learning opportunities, etc. For example, in 2008-2009 the Biology and Zoology programs were reviewed externally. One of the reviewer’s recommendations (2c) was to increase the number of full-time faculty to accommodate the increasing enrollment. Kentucky Wesleyan added an additional full-time faculty member in Biology in fall 2009 as a result of this review. In 2011, the Business Administration programs were reviewed externally to prepare them for the upcoming IACBE reaccreditation review. One of the recommendations made was to consolidate courses. In 2012, the faculty approved a program change for Business which eliminated all emphases within the major thus consolidating courses and strengthening degree requirements for the major. In spring of 2016, EPR recommended that a third faculty member be hired in Exercise Science and that the program work to acquire a Human Performance Lab. Kentucky Wesleyan added a third member in a visiting position for fall 2016 and plans to continue the position going forward. Likewise, the College had a new stress treadmill provided by a donor and purchased Monark bike ergometers and other items to begin developing a Human Performance Lab.

**General Education Program**

Kentucky Wesleyan College requires all students, regardless of the mode of delivery, to complete a strong, relevant broad-based general education program which is a substantial component of each degree and the core of a collegiate liberal arts education, and is based on a coherent rationale. The General Education curriculum is a fundamental component of the institution’s mission, which is to “…foster a liberal arts education that….prepares students intellectually, spiritually and physically to achieve success in life.”

The General Education Program is designed to develop in students the ability to communicate effectively, utilize quantitative data, demonstrate critical thinking skills, enhance understanding and appreciation of the humanities, and expand knowledge of the social and natural worlds. Students in Kentucky Wesleyan’s traditional residential program must earn a minimum of 42 credit hours in the General Education curriculum, while students in the online programs must earn 40 credit hours. Online students are not required to complete a one-credit science laboratory or a one-credit computer skills course (CL 101 Computer Literacy). Please refer to **CR 2.7.3 General Education** for additional details concerning General Education course distributions, learning outcomes, and rationale for the program.

The EPR evaluates the General Education Program, as it does other academic programs. The iterative nature of assessment and program modifications makes the General Education Program a dynamic force at the heart of the College’s academic program. Based on assessment results, faculty have revised the General Education curriculum to improve student learning, including modifying pedagogical approaches, methods used for assessment, and student learning outcomes. Below are a few examples of some of the changes made:

- Analysis of the assessment of student learning outcomes led to a revision of the core curriculum (General Education) learning outcomes in 2012. Program mapping of General
Education courses to the learning outcomes (LOs) of the previous General Education curriculum indicated that several LOs were not being addressed in all components of the General Education curriculum. Conceivably a student could move through the curriculum without being exposed to all of the LOs faculty recognized as critical components of a liberal arts education; therefore, institutional objectives were not being met. An ad hoc faculty committee examined the data, developed the current rationale for the General Education curriculum, proposed changes to the LOs, and shepherded the changes through the faculty approval process, resulting in revision of the General Education Program learning outcomes. For example, it was determined that four of the LOs in the 2011 program (think critically, think logically, think creatively, and use math) could best be reorganized into two (exhibit critical and logical thinking and demonstrate problem solving ability). As a result of this reorganization (decreasing LOs from ten to eight) and remapping courses in the General Education Program to the new LOs, a student moving through the General Education curriculum will be exposed to all outcomes expected of an undergraduate with breadth of knowledge and skills grounded in the liberal arts. The new LO’s became effective in the 2012-2013 academic year.

- During the 2012-2013 review of the General Education Program assessment of learning outcomes, it became apparent that the target levels set to determine satisfactory competency were not uniform within all courses assessing a particular LO. For example, the target levels for achievement in the courses that assessed critical thinking ranged from 65-90%, thus making it difficult to analyze the effectiveness of the entire program. As a result target levels for achievement for all of the General Education learning outcomes were set at 70%, meaning 70% of the students would be considered competent in the LO measured within the General Education course. These standardized targets went into effect for the 2013-2014 AY.

- In the Art Survey course, student demonstration of an aesthetic awareness was improved (100% as opposed to 89% met the standard) by replacing a research paper with a reflection paper. The instructor noted that “It increased the students’ ability to communicate in writing their personal reflections about an artist/artwork/movement/style from the previous assessed year. This freedom allows for more exploration of aesthetic awareness of the imaginative and natural world of the artist over parroted research.”

The table below provides a summary analysis of the results of student achievement of the eight General Education competencies.

**Table 3.3.1.1-3: Summary Analysis of Student Achievement for the General Education Learning Outcomes 2013-2016 AY**

Target Achievement level is 70% of students will be competent at task assessed within courses measuring the LO
These data indicate that all General Education learning outcomes were met each year, except in 2012-2013, when both LO#2 (Demonstrate problem-solving abilities) and LO#7 (Comprehend the natural world) did not reach the 70% target achievement level. Please refer to CS 3.5.1 General Education Competencies for additional information on student outcomes and evaluation of the General Education program. While the overall target for each LO was achieved, not all courses that assessed the LO have met target levels. For example, data from AY 2015-2016 indicated that four of the 21 courses failed to achieve target levels. This was an improvement over AY 2014-2015 results in which eight of the 20 courses measuring LO#2 failed to meet targets, again demonstrating that changes made in courses have resulted in positive improvement in student learning.

**Continuous Improvement - Faculty Development**

The Assessment Committee has been working with faculty during annual assessment days (two each academic year) to help them fine-tune methodologies for assessing student learning outcomes, including developing rubrics to assess performance. Faculty are also being encouraged to move away from using both formative and summative assessment of competency to identify which of those methods best measures achievement of the goal. Additionally, the Center for Engaged Teaching and Learning has been involved in helping faculty identify a variety of pedagogical techniques that might be beneficial in helping increase student learning outcomes. For example, cooperative learning exercises will be incorporated into Physics 141 Introductory General Physics as an action plan for AY 2016-2017 to improve student problem-solving abilities. Please refer to CS 3.7.3 Faculty Development for additional information.

**Evidence of Compliance:** The College has demonstrated that it has an active and sustained institutional effectiveness program focusing on assessment of student learning outcomes. Examples demonstrate that recommendations for improvement are made at the individual course, academic program, and institutional levels and that these recommendations are acted upon. The cyclic design of the review process ensures that changes made are reassessed in order to test actual improvement.

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[1] The cycle has been disrupted due to faculty and staff turnover, but since the last decennial review, each program has been or is in the process of being reviewed internally and/or externally. Discipline-specific externally accredited programs are only reviewed when they undergo reaccreditation unless the program asks for a preparatory review as Business did in 2011. The General Studies (online only) major has not yet been reviewed as a separate program. It is scheduled for review in AY 2017-2018; by then there will have been five
graduates.

[2] Review of programs externally accredited by IACBE or KY-EPSB is overseen by these external agencies.

[3] There is no Physics report for AY 2012-2013 due to the sudden and unexpected departure of the faculty member just days before the beginning of the term. Adjunct faculty filled teaching vacancy for the three courses taught during the academic year.

Sources

Assessment Reports 2012-13
- Art 2012-13
- Biology 2012-13
- CART 2012-13
- Chemistry 2012-13
- Criminal Justice 2012-13
- English 2012-13
- Exercise Science 2012-13
- Fitness Sports Management 2012-13
- Health Sciences 2012-13
- History 2012-13
- Mathematics 2012-13
- Music 2012-13
- Physics 2012-13
- Political Science 2012-13
- Psychology 2012-13
- Religion 2012-13
- Theatre Arts 2012-13
- Zoology 2012-13

Assessment Reports 2013-14
- Art 2013-14
- Biology 2013-14
- CART 2013-14
- Chemistry 2013-14
- CJC 2013-14
- English 2013-14
- Exercise Science 2013-14
- Fitness and Sports Management 2013-14
- Graphic Design 2013-14
<table>
<thead>
<tr>
<th>Table 3.3.1.1-1</th>
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<tbody>
<tr>
<td>Biology Assessment Plan 2011</td>
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<tr>
<td>Biology Assessment Plan Evaluation 2012</td>
</tr>
<tr>
<td>Political Science Assessment Plan 2012</td>
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<tr>
<td>Political Science Assessment Plan Evaluation 2012</td>
</tr>
<tr>
<td>Political Science Assessment Plan Revised 2013</td>
</tr>
<tr>
<td>Political Science Assessment Plan Revised Evaluation 2013</td>
</tr>
<tr>
<td>Theatre Assessment Plan 2012</td>
</tr>
<tr>
<td>Theatre Assessment Plan Evaluation 2012</td>
</tr>
<tr>
<td>Theatre Assessment Plan Revised 2013</td>
</tr>
<tr>
<td>Theatre Assessment Plan Revised Evaluation 2013</td>
</tr>
<tr>
<td>2015-2016 Academic Program Assessment Report Template</td>
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<tr>
<td>2016-2017 Academic Program Assessment Report Template</td>
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<tr>
<td>Biology External Review 2009</td>
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<tr>
<td>Business External Review 2011</td>
</tr>
<tr>
<td>Course Embedded Assessment Plan Template</td>
</tr>
<tr>
<td>EPR Minutes 11-9-16</td>
</tr>
<tr>
<td>EPR Program Review Cycle</td>
</tr>
<tr>
<td>Faculty Handbook 2016 (Page 12)</td>
</tr>
<tr>
<td>IACBE Annual Report Form 2012</td>
</tr>
<tr>
<td>IACBE Report of Outcomes Assessment Results 2015-2016</td>
</tr>
<tr>
<td>Internal Review Theatre Arts 2015-2016</td>
</tr>
<tr>
<td>KY ESPB Board of Examiners Report 2012</td>
</tr>
<tr>
<td>Manual for Institutional Effectiveness 2016 (Page 12)</td>
</tr>
<tr>
<td>Rubric for Evaluating Academic Assessment Reports 2014</td>
</tr>
<tr>
<td>Teacher Education Institutional Report 2012</td>
</tr>
</tbody>
</table>
3.3.1.2

Institutional Effectiveness: Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: 3.3.1.2 administrative support service.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Kentucky Wesleyan College identifies expected outcomes, assesses whether these expected outcomes are achieved, and makes improvements to its administrative support services based on the analysis of assessment results. Assessment occurs on several levels and through multiple means. Ultimately, all assessments are tied to the College’s mission to provide a “liberal arts education that nourishes, stimulates and prepares students intellectually, spiritually and physically to achieve success in life.”

Institutional Effectiveness (IE) Overview

Each administrative support services unit must have:

- A mission statement that aligns with Kentucky Wesleyan’s mission statement
- Identified outcomes/goals that align with the program’s mission
- Measureable outcomes

Definition of Administrative Support Units Included in this Report: Kentucky Wesleyan College’s administrative support service units are composed of offices reporting to the Vice Presidents of Academic Affairs, Advancement, Executive Initiatives and Retention, and Finance. All administrative support units are committed to student success and continuous improvement, which is evidenced by their assessment activities. These units include:

- Alumni Affairs
- Business Office and Cashier
- Development (Advancement)
- Facilities
- Human Resources
- Information Services and Resources
- Information Technology
- Institutional Effectiveness and Research
- Mailroom
- Public Relations
- Summer Camps
- Finance

Processes for Administrative Support Services Program Assessment and Review: The assessment, analysis, improvement, and program review processes for administrative support services is overseen by the Vice President for Academic Affairs (VPAA) and Dean of the College, the Associate Dean of the College and Director of Adult and Online Education, and the
Director of Institutional Effectiveness and Research. The Director of Institutional Effectiveness and Research position was created in 2015 and now has oversight responsibilities for all aspects of institutional effectiveness. In the 2016-2017 academic year, the Administrative and Student Support Services Assessment Committee was created for future assessment reviews, which the Director of Institutional Effectiveness and Research will chair.

**Administrative Support Services Plans:** Kentucky Wesleyan has instituted an Institutional Effectiveness/Assessment Plan that includes the process of evaluating administrative support services units in terms of their effectiveness in contributing to the achievement of the College mission and the Strategic Action Plan. Each administrative support services unit has developed, implemented, and modified its Assessment Plan. The plan includes unit-level participation in comprehensive assessment based upon the Institutional Effectiveness and Assessment Manual.

Below is a table from the Institutional Effectiveness and Assessment Manual that depicts the components of the assessment of the administrative support services.

**Table 3.3.1.2-1: Components Required in Non-Academic Unit Plans for Assessment**

<table>
<thead>
<tr>
<th>ACADEMIC ASSESSMENT COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION: the plan provides a clear, concise, descriptive statement of purpose for the program and is aligned with the College mission.</td>
</tr>
<tr>
<td>PROGRAM EDUCATIONAL OBJECTIVES OR GOALS: The plan identifies at least three achievements or accomplishments that graduates generally attain.</td>
</tr>
<tr>
<td>OUTCOMES: The plan identifies at least three meaningful student learning outcomes that are measurable, describe what students should be able to do or demonstrate as a result of their studies, and align with and support the programs goals.</td>
</tr>
<tr>
<td>METHODS (ASSESSMENTS): Each outcome lists methods to measure the achievement of the outcome. There is at least one direct measure for each outcome that will be able to determine if the target (minimum performance) level has been met.</td>
</tr>
<tr>
<td>RESULTS AND ANALYSIS: Each method provides results and analysis, including: qualitative or quantitative data in a narrative summary or table a well-reasoned description of conclusions, significance, and impact.</td>
</tr>
<tr>
<td>IMPACT: Assessment results from the current year are discussed in terms of the previous cycles action plans to improve outcomes.</td>
</tr>
<tr>
<td>ACTION TAKEN: Each method describes relationship among results, decisions, and next steps and explains how results are used to inform curricular changes.</td>
</tr>
</tbody>
</table>

Since the last decennial review all units have developed new assessment plans. Each unit plan was developed using a template that guided staff through the process. Once plans were finalized, each plan was evaluated using a rubric to ensure that unit outcomes were tied to mission, set relevant benchmarks, and were based on appropriate methods of measurement. Table 3.3.1.2-2 includes three examples of representative plans and sample feedback for
units, illustrating the process used to ensure that assessment plans enable units to adequately monitor outcomes and improve unit performance. If a plan approached the standard or needed improvement, units were required to modify the plan, resubmit it, and then go through another round of evaluation to ensure it would be effective.

Table 3.3.1.2-2: Representative Administrative Support Unit Assessment Plans Developed During AY 2013-2014 Showing the Process Used to Ensure Plans Meet Standards of Successfully Monitoring Achievement of Unit Outcomes

<table>
<thead>
<tr>
<th>Unit</th>
<th>Plan</th>
<th>Plan Feedback</th>
<th>Revised Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Office and Cashier</td>
<td>Business Office Assessment Plan</td>
<td>Business Office Plan Evaluation</td>
<td></td>
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<tr>
<td>Human Resources</td>
<td>HR Assessment Plan</td>
<td>HR Plan Evaluation</td>
<td>HR Revised Assessment Plan</td>
</tr>
<tr>
<td>Information Services and Resources</td>
<td>ISR Assessment Plan</td>
<td>ISR Plan Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

The evidence units gather is credible, applicable to decision making, and relevant. The majority of the assessment methods employ direct measurement. The following is a list of methods used to assess the expected outcomes of non-academic units; however, they are not the only methods of assessment that may be used.

- Satisfaction surveys
- Graduation rates
- Retention rates
- Benchmarks set by national, state, or peer institutions/organizations
- Establishing timelines and budgets
- Tracking the use of a service (e.g. hits on a website, use of computer technology)
- Recruiting results
- Tracking program participation
- Tracking complaints and how they are resolved
- National Survey of Student Engagement (NSSE)
- External measures of performance or quality
- Usage of a program or service
- Focus groups
- Participation data

Administrative Unit Assessment and Utilization of Results to Improve Services:
Assessment occurs on an annual cycle. The annual cycle outlines the process and timelines to be followed. While academic program assessment has followed this timeline, that has not been the case for administrative support units. Assessment reports are submitted at the end of the fiscal year, but an assessment day for non-academic units has not occurred. Summer schedules for these units are unpredictable due to the annual audit, staff vacations, summer camps, summer programming, etc. Therefore, the College plans to re-examine the process to determine how best to share results within and between non-academic units. A session at the December 2016 Annual SACSCOC Meeting presented by Georgia Southern University addressed these same issues at their institution and discussed revisions they were making in their processes.

The assessment results are reported on a standardized form that provides information on the outcomes to be measured during the current cycle. This form has been revised several times over the past six years to assist staff in meeting expected reporting requirements. At present a six column assessment table is used to report on the intended outcomes measured during a cycle, the method(s) of assessment used and targets, the assessment results, the impact of
previous changes on unit outcomes, and the new action plan for improvement based on the assessment results, the latter of which are used to improve the unit. The College is changing this form once again for 2016-2017 reporting to move the action plans from the previous year and impacts of those changes to the beginning of the form to make sure “the loop is closed” each year.

Based on assessment results, staff members have made modifications to services and programs offered. They also have modified the methods used to assess the unit and developed new outcomes. Below are examples of some of the changes made and the impact on outcomes:

- The Office of Development and Donor Relations used results from a survey to change the frequency of communication with alumni and the marketing to them that resulted in a 1.9% increase in alumni giving towards the goal of 25% by 2020.
- After issuing five incorrect checks in 2014-2015 to students, Human Resources implemented a new policy to ensure student payroll checks were issued correctly. In 2015-2016 all student checks were written successfully.
- Information Services and Resources wanted to improve academic and administrative support unit outcomes through technology by using SharePoint sites, Adobe, and WuFoo forms. Ten additional sites and 25 additional forms were created and implemented in AY 2015-2016.
- Public Relations has as a goal to increase alumni giving through the Wesleyan magazine that is distributed to alumni. A giving envelope was inserted in the magazine. During the next year, $5,000 in donations was received.
- Due to a number of audit findings, the Vice President of Finance recommended the College hire an internal auditor. The search took two years, but the position was filled in fall 2016.
- Summer Camps instituted a satisfaction survey to assess campers' satisfaction with services provided by audiovisual support, food services, and facilities. Based on results, the unit developed a web-based form for improving efficiencies of organizing and scheduling summer events.

Table 3.3.1.2-3 provides links to the annual assessment reports for all administrative support services units for the past two years. The current report evaluation rubric evaluates the method of assessment, e.g., measures used and targets; the assessment results, e.g., appropriate data analysis, related to specific measures of unit outcomes, yield meaningful data for improvement and can lead to an action plan; the results related to previous changes, e.g. compares new findings to past trends, provides evidence that changes led to improvement; and Action Plan/use of results for continued improvement, e.g., plan is developed directly from and aligned with results, actions intended to improve activities or unit functioning, actions modify outcomes, etc. Currently the Vice President for Academic Affairs and the Director of Institutional Effectiveness and Research evaluate each program independently using the rubric. They come together to discuss each program and agree on a summary evaluation, which is placed into one of the three categories of Needs Improvement, Approaches Standard, or Meets Standard. The summary reports are given to unit leaders to help them improve their annual reports. As the College moves to the assessment committee model, the same evaluation process will be used, but there will be more individuals involved in the review of results.

Table 3.3.1.2-3: Administrative Support Services Assessment Reports for AY 2014-2015 and 2015-2016
Impact of an Externally Funded Grant on Institutional Effectiveness: In 2014, the College received a DOE Title III Strengthening Institutions grant. The focus of the grant is to improve retention and hence graduation. One strategy of the grant to achieve these goals is implementation of an up-to-date Student Information System (CAMs) that integrates all campus data and administrative functions with online access to facilitate decision-making in all academic offices, improve student services, academic advising and student planning.

Implementation of the new system began in fall 2014, with a search for a new student information system or enterprise resource system for the campus. Jenzabar, the system in use since 1999, was highly inefficient and affected Kentucky Wesleyan’s ability to access accurate data in a timely and efficient manner:

- Jenzabar was not an integrated system. Data was stored in autonomous datasets. To find out what courses a student was taking, one had to access at least two datasets; to find financial aid status took a third, eligibility for financial aid a fourth, and so on.
- Data was not accessible from off campus, hampering Admissions staff.
- Generating routine reports was labor-intensive; to prepare, print, and send students bills for tuition and expenses each semester took a full day.
- Parents could not easily check on their children’s accounts, registration status, etc., resulting in many anxious phone calls to staff and administrators.

The College selected the new system (CAMs) in January 2015 and began working toward implementation. The system went live on February 26, 2016. Since Kentucky Wesleyan has a very small administrative and student services support staff, those individuals have been heavily involved in the implementation process. Many assessment activities associated with previous reports have been delayed, as staff were tied up in the process of implementing the new data management system. All modules should be operational by September 2017. While this implementation interfered with the assessment cycle, the new system will allow all units in the College to be more efficient and have better access to quality data. Below are some examples of benefits of CAMs for institutional effectiveness:

- Unit Outcome two for the Vice President of Finance is to “facilitate an annual institutional fiscal audit program that reflects improved fiscal stability via increase in net assets; identifies and implements operating efficiencies and demonstrates enhanced compliance with regulations via reduced audit findings.” This includes findings based on the College’s submissions to the National Student Clearinghouse (NSC). CAMs has built in reporting capabilities to make reporting to NSC easier and more automatic.
CAMS includes the ability to have reports generated from the system. This reduces the amount of data requests submitted to the Office of Institutional Effectiveness and Research, allowing that office more time to complete other tasks and research.

CAMS also will allow Human Resources to collect and report data, including personnel records, job applications and actions, and annual evaluations. It will also track salary and fringe benefit data, prepare payrolls, and charge back to departments or units.

CAMS has the ability to track documents. The Advancement Office has adopted this feature for tracking donor payments and it is on track for adoption by Admissions and the Registrar's Office in 2017.

CAMS has an electronic signature capability that will be implemented.

**Staff Performance and Structural Reorganization:** The performance of individual staff members is also a critical component of institutional effectiveness, especially since Kentucky Wesleyan is small institution. The process by which annual goals are established for each individual and then assessed and updated, is a key element of ensuring excellence and effectiveness in administrative support services. These processes are described in CS 3.2.10 Governance and Administration: Administrative Staff Evaluation.

Since the last decennial review personnel changes and structural reorganization have been instrumental in helping the institution achieve efficiencies and improve unit effectiveness. For example:

- The College has an entirely new Advancement (Development) team which has improved investments in the College, external relations, and alumni relations.
- Reorganizing the Library and Information Technology Services into a single unit, Information Services and Resources, reporting to Academic Affairs, allowed the College to pursue significant improvements in technology and its use by all units, e.g., the entire campus became wireless, new institutional software was selected and implemented, the campus moved toward using web-based forms, SharePoint sites, etc.
- Converting the position of Institutional Researcher and NCAA Compliance Officer into two positions, Director of Institutional Effectiveness and Research and Assistant Athletics Director for Compliance, resulted in improved efficiencies in both areas. The Director of Institutional Effectiveness and Research is able to concentrate on ensuring that assessment goals will be achieved and more accurate and timely data made available to drive institutional decisions. The Assistant Athletics Director for Compliance is better able to ensure that students will be served more efficiently and effectively.
- Facilities service contracts were rebid, as is best practice, and services changed to improve efficiencies and generate cost reductions.

**Evidence of Compliance:** The College has provided evidence demonstrating that it has an active and sustained institutional effectiveness program that focuses on assessment of administrative support services. Administrative support services staff members participate actively in assessing the degree to which their units are meeting unit outcomes and use the assessment results to make improvements. The regular cycle of assessment ensures that changes made on the basis of assessment are reevaluated to determine ongoing effectiveness.

[1] The Director of Institutional Effectiveness and Research position was vacant during fall 2015 and spring 2016, hence there is no assessment report for this year.
Sources

- Assessment Reports 2014-15
  - Alumni Relations 2014-15
  - Business Office 2014-15
  - Development 2014-15
  - Facilities 2014-15
  - HR 2014-15
  - IE&R 2014-15
  - ISR 2014-15
  - ITS 2014-15
  - Mailroom 2014-15
  - Public Relations 2014-15
  - Sodexo 2014-15
  - Summer Camps 2014-15
  - VP of Finance 2014-2015

- Assessment Reports 2015-16
  - Alumni 2015-16
  - Business Office 2015-16
  - Development 2015-16
  - Facilities 2015-16
  - HR 2015-16
  - ISR 2015-16
  - ITS 2015-16
  - Mailroom 2015-16
  - Public Relations 2015-16
  - Summer Camps 2015-16
  - VP of Finance 2015-16

- Evaluations 2014-15
  - Alumni 2015
  - Business Office 2015
  - Development 2015
  - Finance 2015
  - HR 2015
  - IEIR 2015
  - ISR 2015
  - ITS 2015
3.3.1.3

Institutional Effectiveness: Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: 3.3.1.3 academic and student support services.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan College identifies expected outcomes, assesses whether these expected outcomes are achieved, and makes improvements to its academic and student support services based on the analysis of assessment results. Assessment occurs on several levels and through multiple means. Ultimately, all assessments are tied to the College’s mission to provide a “liberal arts education that nourishes, stimulates and prepares students intellectually, spiritually and physically to achieve success in life.”

Institutional Effectiveness (IE) Overview

Each administrative support services unit must have:
- A mission statement that aligns with Kentucky Wesleyan’s mission statement
- Identified outcomes/goals that align with the program’s mission
- Measureable outcomes

Definition of Academic and Student Support Services Units Included in this Report:
Kentucky Wesleyan College’s academic and student support service units are composed of offices reporting to the Vice Presidents of Academic Affairs, Advancement, Executive Initiatives and Retention, and Admissions and Financial Aid. All academic and student support units are committed to student success and continuous improvement, which is evidenced by their assessment activities. These units include:
- Admissions
- Advising and Retention [1]
- Athletics
- Bookstore
- Campus Ministries
- Career Services
- Dining Services
- Disability Services
- Financial Aid
- Intramurals
- Library
- PLUS Center [2]
- Registrar
- Sophomore Year Experience
Processes for Academic and Student Support Services Program Assessment and Review: The assessment, analysis, improvement, and review processes for academic and student support services is overseen by the Vice President for Academic Affairs (VPAA) and Dean of the College, the Associate Dean of the College and Director of Adult and Online Education, and the Director of Institutional Effectiveness and Research. The Director of Institutional Effectiveness and Research position was created in 2015 and now has oversight responsibilities for all aspects of institutional effectiveness. In the 2016-2017 academic year, the Administrative and Student Support Services Assessment Committee was created for future assessment reviews, which the Director of Institutional Effectiveness and Research will chair.

Academic and Student Support Services Plans: Kentucky Wesleyan has instituted an Institutional Effectiveness/Assessment Plan that includes the process to evaluate academic and student support services, offices, and programs in terms of their effectiveness in contributing to the achievement of the College mission and the Strategic Action Plan. Each academic and student support services unit has developed, implemented, and modified its assessment plan. The plan includes unit-level participation in comprehensive assessment based upon the Institutional Effectiveness and Assessment Manual.

Below is a table from the Institutional Effectiveness and Assessment Manual that depicts the different components of the assessment of our student support services.

Table 3.3.1.3-1: Components required in Non-Academic Unit Plans for Assessment
Since the last decennial review, all units have developed new assessment plans. Each unit plan was developed using a template that guided staff through the process. Once plans were finalized, each plan was evaluated using a rubric to ensure that unit outcomes were tied to mission, set relevant benchmarks, and were based on appropriate methods of measurement. Table 3.3.1.2-2 includes three examples of representative plans and sample feedback for units, illustrating the process used to ensure that assessment plans enable units to adequately monitor outcomes and improve unit performance. If a plan approached the standard or needed improvement, units were required to modify the plan, resubmit it, and then go through another round of evaluation to ensure it would be effective.

Table 3.3.1.2-2: Representative Academic and Student Support Services Assessment Plans Developed During AY 2013-2014 Showing the Process Used to Ensure Plans Meet Standards of Successfully Monitoring Achievement of Unit Outcomes

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<th>Unit</th>
<th>Plan</th>
<th>Plan Feedback</th>
<th>Revised Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Year Experience</td>
<td>Sophomore Year Experience Plan</td>
<td>Sophomore Year Experience Plan Evaluation</td>
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<tr>
<td>Health Services</td>
<td>Health Services Plan</td>
<td>Health Services Plan Evaluation</td>
<td>Health Services Revised Plan</td>
</tr>
<tr>
<td>PLUS Center</td>
<td>PLUS Center Plan</td>
<td>PLUS Center Plan Evaluation</td>
<td>PLUS Center Revised Plan</td>
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</tbody>
</table>
The evidence units gather is credible, applicable to decision making, and relevant. The majority of the assessment methods employ direct measurement. The following is a list of methods used to assess the expected outcomes of non-academic units; however, they are not the only methods of assessment that may be/are used.

- Satisfaction surveys
- Graduation rates
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- Benchmarks set by national, state, or peer institutions/organizations
- Establishing timelines and budgets
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- Recruiting results
- Tracking program participation
- Tracking complaints and how they are resolved
- National Survey of Student Engagement (NSSE)
- External measures of performance or quality
- Usage of a program or service
- Focus groups
- Participation data

**Academic and Student Support Services Unit Assessment and Utilization of Results to Improve Services:** Assessment occurs on an annual cycle. The annual cycle outlines the process and timelines to be followed. While academic program assessment has followed this timeline, that has not been the case for academic and student support units. Assessment reports are submitted at the end of the fiscal year, but an assessment day for non-academic units has not occurred. Summer schedules for these units are unpredictable due to the annual audit, staff vacations, summer camps, summer programming, etc. Therefore, the College plans to re-examine the process to determine how best to share results within and between non-academic units. A session at the December 2016 Annual SACSCOC Meeting presented by Georgia Southern University addressed these same issues at their institution and discussed revisions they were making in their processes.

The assessment results are reported on a standardized form that provides information on the outcomes to be measured during the current cycle. This form has been revised several times over the past six years to assist staff in meeting expected reporting requirements. At present, a six column assessment table is used to report on the intended outcomes measured during a cycle, the method(s) of assessment used and targets, the assessment results, the impact of previous changes on unit outcomes, and the new action plan for improvement based on the assessment results, the latter of which are used to improve the unit. The College is changing this form once again for 2016-2017 reporting to move the action plans from the previous year and impacts of those changes to the beginning of the form to make sure “the loop is closed” each year.

Based on assessment results, staff members have made modifications to services and programs offered. They also have modified the methods used to assess the unit and developed new outcomes. Below are examples of some of the changes made and the impact on outcomes:

- When the Sophomore Year Experience Office surveyed students, it found many students planned to transfer from Kentucky Wesleyan. Because of this finding, the office increased the number of events offered for sophomores and added major events so students could feel more of a commitment to their program and the College. Second-year student (not cohort) retention has improved from 46% in 2012 to 76% in 2016.
- Disability Support Services (DSS) has a goal of assisting students to self-accommodate
DSS set a target for 2015-2016 of decreasing by 5% the number of exams taken through testing services by DSS students. Their interventions resulted in a 68% decrease in the number of exams students had to take outside of the classroom.

The online bookstore had a goal of providing low cost book options to students by working with faculty to ensure selection options that included an ebook, used books, or access codes with an ebook, as opposed to access codes with a print book. The average price of textbooks decreased from $50.67 to $46.30 in one year.

Admissions wanted to increase freshman student enrollment by developing new branding and marketing strategies, which resulted in a 12% freshman enrollment increase for fall 2016.

The PLUS Center offered additional study sessions for History lab, which helped students pass the course with a C or above.

The Registrar’s Office has a goal of increasing availability and use of electronic forms. Last year there was a 2% increase in electronic form use.

Dining Services wanted to maintain their high rating (top 25% dining services in the Southeast region) which is determined by student satisfaction. Adding more themed meals and implementing a healthy eating program increased student satisfaction by 1% in 2015-2016.

Table 3.3.1.3-3 provides links to the annual assessment reports for all academic and student support services units for the past two years. The current report evaluation rubric evaluates the method of assessment, e.g., measures used and targets; the assessment results, e.g., appropriate data analysis, related to specific measures of outcomes, yield meaningful data for improvement and can lead to an action plan; the results related to previous changes, e.g., compares new findings to past trends, provides evidence that changes led to improvement; and Action Plan/use of results for continued improvement, e.g., plan is developed directly from and aligned with results, actions intended to improve activities or unit functioning, actions modify outcomes, etc. Currently the Vice President for Academic Affairs and the Director of Institutional Effectiveness and Research evaluate each program independently using the rubric. They come together to discuss each program and agree on a summary evaluation, which is placed into one of the three categories of Needs Improvement, Approaches Standard, or Meets Standard. The summary reports are given to unit leaders to help them improve their annual reports. As the College moves to the assessment committee model, the same evaluation process will be used, but there will be more individuals involved in the review of results.

Table 3.3.1.3-3:  Academic and Student Support Services Assessment Reports for AY 2014-2015 and 2015-2016
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Meets Standard</th>
<th>Approaches Standard</th>
<th>Needs Improvement</th>
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**Impact of an Externally Funded Grant on Institutional Effectiveness:** In 2014, the College received a DOE Title III Strengthening Institutions grant. The focus of the grant is to improve retention and hence graduation by 1) purchasing and implementing an up-to-date Student Information System (CAMs) that integrates all campus data and administrative functions with online access to facilitate decision-making in all academic offices and improve student services, including academic advising and student planning; and 2) increasing engagement through high impact practices such as undergraduate research, service learning, internships, study abroad and other active learning experiences throughout curricular and co-curricular activities.

Implementation of the new system began in fall 2014, with a search for a new student information system or enterprise resource system for the campus. Jenzabar, the system in use since 1999, was highly inefficient and affected Kentucky Wesleyan's ability to access accurate data in a timely and efficient manner:

- Jenzabar was not an integrated system. Data was stored in autonomous datasets. To find out what courses a student was taking, one had to access at least two datasets; to find financial aid status took a third, eligibility for financial aid a fourth, and so on.
- Data was not accessible from off campus, hampering Admissions staff.
- Generating routine reports was labor-intensive; to prepare, print, and send students bills for tuition and expenses each semester took a full day.
- Parents could not easily check on their children’s accounts, registration status, etc., resulting in many anxious phone calls to staff and administrators.

The College selected the new system (CAMs) in January 2015 and began working toward implementation. The system went live on February 26, 2016. Since Kentucky Wesleyan has a very small academic and student services support staff, those individuals have been heavily involved in the implementation process. Many assessment activities associated with previous reports have been delayed, as staff were tied up in the process of implementing the new data management system. All modules should be operational by September 2017. While this implementation interfered with the assessment cycle, the new system will allow all units in the College to be more efficient and have better access to quality data. Below are some
examples of benefits of CAMS for institutional effectiveness that will positively impact academic and student support services units:

- CAMS will allow the collection and integration all student data - admissions, registrations, grades, co- and extra-curricular activities, awards and honorifics; thus helping to improve the Admissions process, the Registrar’s Office and the Office of Student Services.
- CAMS will help Admissions counselors recruit more effectively by allowing them to access data remotely.
- CAMS will allow academic advisers to access crucial student information (e.g., high school records and scores, Kentucky Wesleyan grades, attendance in class, deficiencies, participation in academic support programs) before or during advising sessions; to record notes about advising sessions for future reference; and to communicate with advisees' other instructors or support personnel.

Establishment of a New Center for Engaged Teaching and Learning (CETL): In 2015, the CETL was established with Title III funds. Grant outcomes for this unit are tied to faculty participation in pedagogical workshops, incorporation of new teaching pedagogies into courses, and increased student participation in high impact practices both in and out of the classroom. Targets were established based on the 2010-2012 Strategic Agenda. The Annual Progress Report for 2016 provides evidence that the College is meeting grant goals. CETL launched the Mini-Grant Program and awarded more than $13,000 to 11 projects. During the year, CETL conducted four workshops for students and 24 workshops for faculty, provided 84 consultations with faculty and 36 consultations with students on high impact practices, and hosted the first Annual Spring Teaching Conference. Faculty development efforts have reached 63 unique faculty members, representing more than half the College’s total full-time and part-time faculty. Every full-time faculty member has participated in at least one CETL active-learning workshop and one service-learning workshop. CETL has offered workshops in technology (CAMS and Brightspace), active-learning, student motivation, and undergraduate research. In addition, CETL has developed a sharing series called Faculty Idea Exchange and an advisors series called Advising Roundtable.

Unit level review: Dr. Charles Schroeder visited Kentucky Wesleyan September 6-8, 2016 as a consultant through the United Methodist General Board of Higher Education and Ministry. Dr. Schroeder has 45 years of experience as a senior cabinet level officer, professor, scholar and consultant. Over the past three years, he has provided services to 19 Methodist schools in 15 states. He specializes in the college student experience, particularly as this experience shapes institutional retention and graduation rates. He offers his services pro bono to as many as five institutional clients per year, often serving these institutions for multiple years. In his report he noted:

“I was delighted to see that the College is focusing tremendous time and energy on substantially improving the quality of student life and learning through a number of very exciting new initiatives. These include, among other things: First Year and Sophomore Experiences; CARE retention team; new Student Success Center initiative; extensive utilization of Supplemental Instruction (SI) in higher risk courses; aligning first-year advising with the required First-Year Seminar (FYS); and, expanding the influence of the relatively new Center for Engaged Teaching and Learning (CETL). Also noteworthy are the following two very important newly enacted policies and practices designed to improve success rates for “at-risk” students:

- Academic Performance Enhancement and Retention Policy, and
- Scholar-Athlete Academic Enhancement Program.”
His overarching recommendation was: “Focus attention on creating more coherence in the first year of college by linking, aligning and integrating new programs and policies in a more seamless fashion.” This has been the focus for our AY 2016-2017 work and results of this work will be reported in May 2017.

**Staff Performance and Structural Reorganization:** The performance of individual staff members is also a critical component of institutional effectiveness, especially since Kentucky Wesleyan is a small institution. The process of establishing, assessing, and updating annual goals for each individual is a key element of ensuring excellence and effectiveness in academic and student support services. These processes are described in *CS 3.2.10 Governance and Administration: Administrative Staff Evaluation*.

Since the last decennial review, personnel changes, structural reorganizations, and additional software purchases have been instrumental in helping the institution achieve efficiencies and improve unit effectiveness. For example:

- Admissions has been restructured several times since the last decennial review to respond to market changes and methods needed to recruit students. In 2016 a new Vice President of Admissions and Financial Aid position was created to better integrate these two important student services. A new marketing and social media position was added in 2015 to expand marketing efforts in media not previously used by the College. In 2013, the physical space for Admissions and Financial Aid was renovated to create a more welcoming atmosphere. Additional Admissions staff were added in 2014 to provide better services to potential students and their families and to expand into new recruitment areas needed to attract new students.

- In 2014, to combat issues of poor student retention, the CARES Team, a group of administrators, staff and faculty, was created to help students. The team meets weekly to review student issues that may lead to drop out, such as non-attendance, failure to submit work, poor performance on assignments/exams, etc. A major tool in this process is the Academic Alert system. Please refer to *CR 2.10 Student Support Services* for additional information. Retention was improved, and as a result, a new position Vice President of Executive Initiatives and Retention was created in 2016 to lead retention efforts.

- The PLUS Center provided tutors, supplemental instructors, and other services to support academic success. In 2016, the College restructured and created a new Student Success Center. A new Dean of Student Success position was created to oversee the development and implementation of a new Freshman Year Experience Program, expand the services previously offered by the PLUS Center, and oversee advising. A new space for the center was created in a central location within the Winchester (Student) Center and the Office of Career Development was relocated to the new Student Success Center. These changes were made to better serve students, improve retention, and spotlight academic success.

- In the summer of 2016, Student Life was restructured to meet new goals established in the 2016-2019 Strategic Action Plan. The Vice President of Student Life and Dean of the College position was eliminated. A new Associate Dean of Student Services position was created and the unit name changed to Student Services. The unit was realigned to report to the Vice President for Academic Affairs. New programming was planned and has been implemented for AY 2016-2017, including a new student leadership training program and the beginning implementation of a co-curricular transcript.

- In the summer of 2016, Campus Ministries was restructured to better meet mission objectives of providing opportunities for spiritual enrichment and student leadership and
improving church relations within the community and region. A new Director of Campus Ministries was appointed to develop and implement these new initiatives. The new position reports to the President.

• Prior to fall 2016, Learning House managed the College’s distance (online) education programs. In 2015, the College was notified that Learning House would no longer handle our program’s services. The timing coincided with the implementation of the new institutional software system (see CAMS above) which lacked an effective Learning Management System (LMS). The College searched for a system that would be able to host the online programs, as well as replace both the old Jenzabar LMS and the Moodle system that was currently in use. Brightspace D2L was implemented in fall 2016 and provides a one secure login for all students, regardless of the mode of delivery, as opposed to the two login systems previously used. This has made it easier for students to access course materials.

Evidence of Compliance: The College has provided evidence demonstrating it has an active and sustained institutional effectiveness program that focuses on assessment of academic and student support services. Academic and student support services staff members actively participate in assessing the degree to which they are meeting unit outcomes and that they are using the results of the assessment to make improvements. The regular cycle of assessment ensures that changes made on the basis of assessment are reevaluated to determine ongoing effectiveness.

[1] Advising and Retention has been reorganized into the Student Success Center effective fall 2016.
[2] The PLUS Center has been reorganized into the Student Success Center effective fall 2016.
[3] The Director of Intramurals left the College before the end of the year and no report was filed.

Sources

- Assessment Reports 2014-15
  - Admissions 2014-15
  - Athletics 2014-15
  - Bookstore 2014-15
  - Campus Ministries 2014-15
  - Career Development 2014-15
  - Dining Services 2014-15
  - Disability Services 2014-15
  - Financial Aid 2014-15
  - Freshman Advising and Retention 2014-15
  - Health Services 2014-15
  - Intramurals 2014-15
  - Library 2014-15
  - PLUS Center 2014-15
3.3.1.4

**Institutional Effectiveness: Research**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: 3.3.1.4 research within its mission, if appropriate.

**Judgment**

- [ ] Compliance  
- [ ] Partial Compliance  
- [ ] Non-Compliance  
- [x] Not Applicable

**Narrative**

Research is not within the mission of Kentucky Wesleyan College.
3.3.1.5

Institutional Effectiveness: Community/Public Service

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: 3.3.1.5 community/public service within its mission, if appropriate.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative

Community/Public service is not within the mission of Kentucky Wesleyan College.
3.3.2

Quality Enhancement Plan
The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Note: This requirement is not addressed by the institution in its Compliance Certification.)

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative
3.4.1

Educational Programs: All: Academic Program Approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Regardless of the mode of delivery, academic programs at Kentucky Wesleyan College are approved by the faculty and the administration, with the Board of Trustees involved in significant changes in academic programs.

The faculty of Kentucky Wesleyan College are primarily responsible for the curriculum as noted in the College and the Faculty By-Laws. The College By-Laws, Article X states, “Faculty in close collaboration with the President of the College and the Academic Dean, shall exercise control over curriculum and other basic issues, subject to review and approval of the Board.” The Faculty By-Laws, section 1.1.1 states that the “Faculty has primary responsibility for the content, quality, and effectiveness of the curriculum and instruction.”

Proposals for new academic majors/programs emerge from strategic planning, faculty backgrounds and interest, demonstrated need within the region, etc. The process begins with the submission of a proposal [1] to develop a new academic program (see below for two examples). The proposal requires information to be submitted detailing the rationale for the program, relationship to the College mission, fit within the existing strategic initiatives of the College, opportunities for employment for graduates, program courses, learning outcomes, rationale for course level, assessment plan, staffing and/or other resources needed, impacts on other existing programs, etc. In order to determine the academic quality of the proposed program, the author of the proposal must demonstrate coherence and sequencing of courses, increasing complexity in course content and skills as students move through the major, linkages between and among other program components, appropriate rigor, and for new majors align with similar majors in other institutions in terms of total number of hours in the major, sequencing, etc.

Typically, new programs are developed collaboratively between the faculty in the disciplinary area(s) of the new program, as well as with the chair of the division within which the new program will reside. Components of the approval process include the cost/effectiveness and mission compatibility, which are first assessed by the administration. If these two criteria are met, the proposal for the new program is sent to the Academic Policies (curriculum) Committee of the faculty.

The Academic Policies Committee thoroughly vets any course, program modification, and/or new academic program that is presented to it for consideration using the criteria stated above. This committee is composed of faculty from all divisions of the College, the Registrar, the Associate Dean of the College and Director of Online and Adult Education, and the Vice President for Academic Affairs and Dean of the College. When the proposal comes before the committee, the faculty member(s) who proposed the program is/are invited to attend the
meeting and present the case for the program to be added to the curriculum. This meeting provides an opportunity for Academic Policies Committee members to seek clarification and ask questions. Any new courses that are a component of the new program also must be approved during this process. When discussion is ended, the proposer leaves and the committee members discuss the proposal.

The Academic Policies Committee may accept, modify, or reject the proposal based on its relationship to the College mission, the ability of the College to fund the program, the likelihood that it will attract students (perceived need), its potential impact on existing programs, its fit within the strategic initiatives of the college, opportunities for employment for graduates etc. Once the program is approved by the Academic Policies Committee, the proposal comes before the full faculty as a recommendation for approval. Faculty may seek clarification and/or ask questions or of the program proposers and/or the Academic Policies Committee. The faculty may approve or deny approval. Since the last decennial review no program that has been recommended for approval by the Academic Policies Committee has been denied.

An example of the program approval process is an interdisciplinary major in Health Sciences proposed by faculty from the Sciences, Psychology and Physical Education/Exercise Science. This interdisciplinary major was derived from existing courses at the College and proposed following approval of the 2010-2013 Strategic Agenda. The purpose was to prepare students for entry into health related post-graduate programs, e.g., Physical Therapy, Occupational Therapy, Nursing, Pharmacy, Medical Physics, Health Physics, Health Psychology, Optometry, etc. Three new required externships (1 credit hour each) were the only new courses needed to offer this new major. The Health Sciences major was approved by the Academic Policies Committee on March 2, 2010 and by the entire faculty on March 11, 2010.

A second example involves reinstatement of the B.A. in Music. Following the approval of the 2010-2013 Strategic Agenda, the B.A. in Church Music and B.A. in Music Industry were discontinued due to a lack of student interest. The B.Mus. in Music Performance and the B.Mus.Ed. Degrees were retained. Following the additon of new Music faculty, the music performance program grew significantly. In 2014, the B.A. in Music was proposed after Music faculty determined that the B.Mus. in Music Performance excluded some students interested in Music but lacking the ability to meet the rigorous standards for professional performance. Additionally, many students were interested in careers in musical theater, church music, and arts administration. Therefore, this proposed major contained four emphases: Music Theater, Music Business, Sacred Music and Jazz Studies. The majority of courses for the new degree were derived from those already existing within the Music program and no new faculty or resources were needed. Four new courses were proposed for this program. Three of the new courses also met General Education requirements for hours needed within the Humanities: Aesthetics portion of the curriculum; thus adding interesting and relevant options for all students at Kentucky Wesleyan. The fourth course was a required practicum to provide pertinent pre-career experience. The Academic Policies Committee approved the new major on October 30, 2014 with faculty approval occurring on November 12, 2014.

Additional information about the process of curriculum development, modification, and approval may be found in CR 2.7.2 Program Content and FR 4.2 Program Curriculum.

Significant changes in the educational programs of the college are approved by the Board of Trustees upon the recommendation of the President of the College. Examples of this level of approval would include the addition of programs which would require significant additional funding to implement and the discontinuance of non-performing academic majors. For
example, the Board approved a four-yr graduation guarantee that would provide students with a fifth year of tuition if they did not graduate in four years. The Computer Information Systems (CIS) program was discontinued in 2014 due to lack of interest. No new students were added to the program that fall term. Any students already enrolled either completed the CIS major or moved to the Management Information Systems major as they were more interested in the software aspects of the field. The recommendation to discontinue the program came from the faculty to the Educational Policy Committee of the Board of Trustees and then to the full board for approval.

Evidence of Compliance: The College has provided an explanation of the processes followed for developing and approving academic programs. Policy statements in the College By-Laws and Faculty Handbook articulate the roles of faculty, administration and Board in developing and approving curricular changes. Minutes of meetings reflecting committee action, faculty action, and action by the Board of Trustees have been provided.

[1] The original template used for new program approval required information concerning relevance to the mission, staffing and facilities needs, overlap with other programs, etc. This template was used for the Health Sciences degree. In 2013, the template for the Proposal to Add A New Major was redesigned to include questions pertaining to learning outcomes, resources, assessment plans, benchmarking against other programs, etc. This new template was used for the Music proposal.

Sources

- Academic Policies Committee Minutes 10-30-14 BA Music
- Board of Trustees Minutes June 2013
- Board of Trustees Minutes June 2014 CIS
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 10)
- Faculty Handbook 2016 (Page 11)
- Faculty Handbook 2016 (Page 2)
- Faculty Meeting Minutes 11-12-14 BA Music
- Faculty Meeting Minutes 3-11-10 Health Sci
- Faculty Meeting Minutes 3-19-14 CIS
- Proposal Add Major Health Sci 2010
- Proposal Form Adding New Academic Program 2016
- Proposal New Academic Program BA Music 2014
3.4.2

Educational Programs: All: Continuing Education/Service Programs
The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative
Kentucky Wesleyan College does not offer continuing education, outreach, and service programs.
3.4.3

Educational Programs: All: Admission Policies

The institution publishes admissions policies consistent with its mission.

Judgment

☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College admissions policies are consistent with its mission to foster “a liberal arts education that prepares students intellectually, spiritually and physically to achieve success in life” and are established in accordance with postsecondary education standards at all levels as articulated in the National Association for College Admission Counseling’s Statement of Principles of Good Practice, a code of ethics within the admission-counseling profession.

Kentucky Wesleyan publishes and disseminates admissions policies that are consistent with its mission in a variety of ways: in print publications such as online degree and academic majors brochures, through online distribution on the Kentucky Wesleyan Admissions website, in the Academic Bulletin, and through direct contact with prospective students via college fairs, campus visits, telephone calls, social media, and email contacts.

The Office of Admissions is the primary point of contact for all official College admissions information. All content about undergraduate admissions is managed through the Vice President of Admissions and Financial Aid. Kentucky Wesleyan admits students “who have prepared themselves for success at a competitive college.” These standards are upheld by College-wide admissions criteria. These criteria are clearly stated in multiple locations, both in print and online, to make them accessible to those affected by the policies.

Statement of General Admissions Policies

Kentucky Wesleyan has a set of broad policies governing admission to the College for all programs, both in traditional face-to-face and distance (online) delivery formats, that follow widely accepted standards for undergraduate admissions. In addition to the College-wide requirements, Teacher Education programs have specific admission requirements mandated by Kentucky’s Educational Professional Standards Board (see below).

Commensurate with its mission to “foster a liberal arts education that prepares students intellectually, spiritually and physically to achieve success in life,” Kentucky Wesleyan considers applicants without regard to race, color, gender, religion, national or ethnic origin, age, or disability. Kentucky Wesleyan does reserve the right to refuse admission or readmission to any prospective student or re-enrollment to any returning student. Admission requirements to the College do not vary by delivery format or by specific programs, with the exception of the Teacher Education programs, which requires a minimum ACT of 21 and high school GPA of 3.0, as noted on the Teacher Education program website.

To be considered for admission all students must complete an application and submit high school and/or college transcripts, GED certificate or Certified Adult High Schools Diploma, and
ACT or SAT scores. International students who are non-native English speakers must submit a TOEFL score. Additional information may be required for students seeking readmission or for those who do not meet minimum admissions standards.

The Academic Bulletin also presents admissions policies and procedures for home-schooled students, transfer students, non-traditional students, international students, and non-degree seeking students. Information on the Kentucky Community and Technical College System articulation agreement, readmission policies and procedures, and Academic Bankruptcy policies and procedures also are included.

Kentucky Wesleyan College has a rolling admission application process in which the College reviews applications as they are completed and renders admission decisions to students throughout the admission cycle, thereby allowing a student to apply to other institutions without restriction. Offers of admission clearly state whether deposits voluntarily submitted by students prior to May 1 are refundable or non-refundable.

Oversight of Admissions Policies

Three College committees oversee admissions policies and procedures:

- **The Academic Policies Committee**, a faculty committee, oversees academic policies related to the academic curriculum and makes recommendations on the admissions policies of the College, policies relating to readmission of students excluded for academic reasons, and policies relating to probation. For example, the decision to accept ACE Military credits from students who matriculated into Kentucky Wesleyan College was recommended by this committee to the faculty for approval.

- **The Admissions Committee** is an institutional committee comprised of faculty, the Vice President for Academic Affairs and Dean of the College, the Associate Dean of the College and Director of Online and Adult Education, and the Vice President of Admissions. The Admissions Committee meets weekly throughout the admissions cycle to review applications of students who do not meet automatic admissions requirements. Members discuss applicants based on their high school performance (grades, patterns of performance, courses taken, etc.); scores on standardized exams; and other relevant factors mentioned within the application, e.g., first generation, potential student athlete, church and civic involvement in high school, etc. The committee reaches a recommendation to admit, deny admittance, request additional information, and/or recommend the student be interviewed. The central focus of this discussion concerns the likelihood that the applicant would be academically successful at Kentucky Wesleyan College.

- **The Faculty Scholarship Committee**, a faculty committee, oversees scholarship competitions. The Faculty Scholarship Committee recruits other faculty members to participate in an interview process that leads to the award of the prestigious institutional scholarships.

**Evidence of Compliance:** The College has clearly established admission criteria (policies) directly related to its mission to educate students of all ages. All admission policies have been approved through institutional processes and are accessible to all affected by them through publication on the College Admissions website and in the Academic Bulletin. These policies have been implemented by Kentucky Wesleyan College in a consistent manner.
Sources

- Academic Bulletin 2016-17 (Page 257)
- Academic Bulletin 2016-17 (Page 259)
- Academic Policies Minuties 10-21-2009 Transfer Policies
- Accounting & Business Majors Brouchures
- Admission Committee Exception Decision Examples Redacted
- Admission Letter Samples
- Faculty Handbook 2016 (Page 11)
- Faculty Handbook 2016 (Page 15)
- Faculty Handbook 2016 (Page 16)
- Kentucky Wesleyan College - Admissions Website
- Kentucky Wesleyan College - Teacher Education
- NACAC Statement of Good Practice 2015
- Online Degree Brochure
3.4.4

Educational Programs: All: Acceptance of Academic Credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution’s own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution’s transcript. (See the Commission policy "Collaborative Academic Arrangements: Policy and Procedures.") (Note: Although not listed as a reference in the Principles of Accreditation, see also the Commission policy “The Quality and Integrity of Undergraduate Degrees.”)

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan College has defined and published policies for accepting, evaluating and awarding academic credit by transfer from other regionally accredited institutions; by examination/advanced placement; through experiential learning, study abroad, and professional certifications that is consistent with the mission of the College. These policies apply to all students seeking to transfer credit into either the traditional face-to-face (residential) or the distance (online) education program. These policies ensure that course work and learning outcomes are at the collegiate level and are comparable to Kentucky Wesleyan’s curriculum and degree programs. These policies are detailed in the *Academic Bulletin*, on various pages of the College website and College intranet and hence accessible to those affected by them. Potential transfer students are informed of these policies by Admissions counselors and the Registrar. New freshmen and continuing students seeking experiential credit, study abroad or desiring to take courses at other institutions receive information regarding the policies from faculty advisors and other staff members. These policies have been approved through appropriate institutional channels. The Academic Policies Committee of the faculty has oversight in setting academic policies related to acceptance of credit. Kentucky Wesleyan assumes responsibility for the academic quality of any coursework or credit recorded on a student’s academic transcript.

Kentucky Wesleyan students who wish to take courses at other accredited schools after matriculation follow approval processes for transfer credit, Brescia exchange cross-registration, Theater program cross-registration with Owensboro Community and Technical College, or approved study abroad.

**Transfer Credit - Transfer Students**: To ensure the academic quality of transferred credit, Kentucky Wesleyan College requires that students wishing to transfer from a regionally accredited college must submit an official transcript from each college where college-level work has been attempted. Transfer students may transfer up to 90 semester hours from an accredited four-year college, while students from an accredited two-year college may transfer up to 60 semester hours. The maximum number of credit hours that can be transferred from two- and four-year institutions combined is 90 hours. Grades earned at other colleges are not computed in the students’ grade point average at Kentucky Wesleyan. For students
transferring from the Kentucky Community and Technical College system, a system-wide Memorandum of Understanding exists that accepts an AA or AS degree (60 hrs) from these institutions as equivalent to Kentucky Wesleyan’s General Education program. For transfers from other regionally accredited community colleges, an AA or AS degree may be equivalent to Kentucky Wesleyan’s General Education program, provided the degree meets the Southern Association of Colleges Commission on Colleges requirements for General Education (a minimum of 30 hours in general education courses with “at least one course from each of the following areas: humanities/fine arts; social and behavioral sciences; and natural sciences/mathematics”) and provided the majority of completed courses reflect the liberal arts tradition. The Vice President for Academic Affairs approves the General Education equivalencies of AA or AS degree transfers from other regionally accredited community colleges. Transfer policies are found on the Admissions pages of the College website and are published in the Admission to the College section of the Academic Bulletin.

The Registrar evaluates transfer credit in collaboration with qualified faculty (Program Coordinators) to ensure credit is linked with course requirements in each major or program. Classes must be comparable in content to courses in the Kentucky Wesleyan College curriculum to qualify as transferable credit. Kentucky Wesleyan also accepts transfer of liberal arts courses it does not teach, such as all languages and courses in other areas, e.g. Anthropology, Astronomy, Geology, etc., if they support the student’s liberal arts curriculum. Catalog descriptions and/or course syllabi are used in these evaluations. Please refer to CR 2.7.2 Program Content and CR 2.7.3 General Education for additional information).

Kentucky Wesleyan College grants credit for all appropriate course work in which a minimum grade of C or above has been earned. An exception to this rule occurs if a student has completed an AA, AS, or AAS [1] degree at a regionally accredited school with a 2.0 cumulative GPA; in that case, courses with D grades will be accepted up to the maximum number of transferrable hours.

International exchange students are responsible for obtaining the interpretation and evaluation of their international coursework. World Education Services (WES) is the service frequently utilized at Kentucky Wesleyan College to evaluate and interpret educational qualifications and credit from international colleges. Students contact the service directly to start the evaluation process with the final report sent to the Admissions office of Kentucky Wesleyan College.

Transfer Credit - Kentucky Wesleyan Students: Current Kentucky Wesleyan students wishing to take a course at another institution begin the process by completing the appropriate form found on the Registrar’s website, e.g., Visiting Student Verification Form, Brescia Exchange, OCTC Theater Arts Exchange. Minimally, these forms provide information on the course(s) to be taken at the host institution and the equivalent Kentucky Wesleyan course(s), and require approval from the advisor, Registrar and Academic Dean, indicating the course(s) will meet Kentucky Wesleyan transfer requirements. These forms must be completed and approved prior to the student undertaking the coursework.

Credit by Examination/Advanced Placement: Students desiring to receive credit for knowledge already obtained may use Advanced Placement, CLEP, STAMP, HSK and ACTFL OPI Language Examinations, and International Baccalaureate credit from nationally prepared tests. Original score reports and/or certificate results for credit by examination are used to evaluate student accomplishment. The Academic Bulletin lists guidelines and some scores for those students wanting to earn credit by these examinations. A detailed chart for the conversion of AP, CLEP, IB, STAMP, ACTFL OPI, HSK, and Excelsior College Exam scores to
specific Kentucky Wesleyan course credit is available on the Registrar's intranet site. The faculty evaluates and reviews placement scores needed for credit (see CS 3.4.5 Academic Policies for additional information).

Kentucky Wesleyan offers students the opportunity to earn credit through Challenge Examinations, if deemed appropriate by the Program Coordinator and the Vice President for Academic Affairs. Since the last decennial review only two students have requested to take a Challenge Exam. In both cases, the examination was requested for freshman writing workshop (composition). The English department agreed and required the students to write a paper, which was evaluated using the course rubric for writing assignments. The paper needed to score at least the equivalent of a 70% (C) to be acceptable for credit, although no grade is awarded. The course appears on the transcript as NC (non-credit to credit).

**Experiential Learning:** Internships, externships, and/or practica for credit are components of some academic programs and are noted in the published Academic Bulletin under each major. Approval before the work begins is required. Approval forms are found on the Registrar's tab on the intranet. The number of credit hours (1-3) awarded for each is dependent upon the hours associated with the experience. A one-credit experience requires a minimum of 40 hours of work. For example, recently approved internship applications include: IDS 310 Population Health Clinical Navigator Internship and BA 395 Business Internship. These both reflect three hours of academic credit.

Military experience credit is determined using the guidelines published by the American Council of Education (ACE) or Air University which are submitted on the transcript. When required [2], Program Coordinators evaluate these recommendations and approve the awarding of credit (see CS 3.4.8 Non-Credit to Credit for additional information).

Academic credit hours may be granted in some programs for work experience not granted through the military. The Program Coordinator for the program to which the credits will be applied must recommend the number of credit hours to be assigned. The recommendation of the Program Coordinator must receive approval of both the Registrar and the Vice President for Academic Affairs and Dean of the College. Awarding academic credit for work experience not granted through the military has taken place three times in the past 11 years. In 2006, 2015, and 2016, students were granted academic credit for relevant work experience. The request was approved by the faculty member in the student's program of study and the Vice President for Academic Affairs.

**Study Abroad:** All courses taken by a Kentucky Wesleyan student while studying abroad at an approved study abroad site are reviewed by the Program Coordinator of each program for which the student wishes to receive credit and must be pre-approved before the Study Abroad Approval Form is accepted. At the end of the study abroad term, a transcript is sent to Kentucky Wesleyan and the Registrar applies the approved credits and grades to the student's Kentucky Wesleyan transcript.

**Professional Certificates:** Kentucky Wesleyan does not award any professional certificates, but will accept professional certificates as credit toward a degree if the coursework is consistent with the College's mission, is at the college level, and is comparable to Kentucky Wesleyan’s degree programs. The only professional certifications the College has accepted for credit since the last decennial review are first aid certifications, which replace a required first aid course in the Exercise Science, Fitness and Sports Management, and Physical Education P-12 majors. These replacements have been approved by the Program Coordinators for these academic programs.
**Evidence of Compliance:** The College publishes policies related to the transfer of credit from other regionally accredited institutions; by examination/advanced placement; through experiential learning, study abroad, and professional certifications that are consistent with the mission of the College. The policies are accessible to those affected by them. The College has presented evidence that all policies are created, approved, and reviewed by the faculty and implemented by the faculty and staff with full consideration of comparability to Kentucky Wesleyan College courses and thus college level work.

[1] In fall 2016, faculty approved several AAS degrees to be appropriate for transfer to Kentucky Wesleyan from the Kentucky Community and Technical College System. Memorandum of Understanding are being prepared with Western Kentucky Community & Technical College. No students have transferred as of spring 2017 into these programs.

[2] For military transfers, all incoming students have physical activity and wellness courses. Their MOS (Military Occupational Specialty) code and whatever additional training courses and programs completed will determine if they have additional experience related to academic course work. If so, faculty involvement is required. For example, when service members have had assignments in units such as communications, intelligence, military police, music, etc. where experience is related to academic course content, faculty must provide information on whether or not these experiences are relevant to specific courses in their program of study.

**Sources**

- [Academic Bulletin 2016-17 (Page 242)](#)
- [Academic Bulletin 2016-17 (Page 246)](#)
- [Academic Bulletin 2016-17 (Page 257)](#)
- [Air University Transfer Checklist Elective Credits Redacted](#)
- [Air University Transfer Checklist Military Intelligence Redacted](#)
- [AS Transfer Checklist General Education Approved Redacted](#)
- [BA 395 Internship Redacted](#)
- [ENGL 101 Credit by Exam Rubric Redacted](#)
- [Faculty Handbook 2016 (Page 11)](#)
- [Faculty Meeting Minutes 8-19-16 Academic Policies](#)
- [IDS 310 Internship Redacted](#)
- [Independent Study Application Form](#)
- [Internship Externship Practica Approval Form](#)
- [KCTCS-KWC MOU General Education Requirements](#)
- [Kentucky Wesleyan College Intranet - Registrar](#)
- [Kentucky Wesleyan College Intranet - Registrar Forms](#)
- [Kentucky Wesleyan College Website - Admissions](#)
- [KWC-Brescia Exchange Form](#)
- [KWC-OCTC Theatre Exchange Form](#)
Educational Programs: All: Academic Policies

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Academic policies at Kentucky Wesleyan College adhere to principles of good educational practice and are accurately published to all constituencies. Faculty members play a prominent role in determining good educational practice in establishing these policies.

Dissemination of Academic Policies: The Academic Bulletin serves as the major source of published academic policy. This document is updated every year and posted on the College website and the campus intranet. Pages 214-227 list graduation requirements, the policy for repeating a course, the drop/add procedure, etc. The Registrar also posts academic policies on the College website and intranet.

In addition to the Academic Bulletin, the Student Handbook and the Online Education Handbook include many academic policies. Both handbooks are updated every year. Prior to AY 2016-2017, the Student Handbook was printed each year and disseminated to all returning students when they returned to campus in the fall. Starting in fall 2016, the Student Handbook was posted online. All new students are required to become familiar with both the Academic Bulletin and Student Handbook during Freshman Orientation and the Freshman Year Seminar. Programming through Student Services and Residential Life covers academic policies throughout the year. For students in the distance (online) program, the Online Education Handbook is published online. All online students are sent a letter at the beginning of each seven-week term outlining how academic resources may be accessed. The letter also includes reference to the Academic Policies section of the Academic Bulletin, as well as academic policies concerning academic grievance, student complaints, dropping a course or withdrawing. In addition, every online course shell has a resource page which provides links to electronic versions of the Academic Bulletin, Student Handbook, and Online Education Handbook.

Every student at Kentucky Wesleyan College is assigned a full-time academic advisor. These advisors disseminate academic policy information during the advising process. The online course platform used at Kentucky Wesleyan through December 2016 (Learning House) and the current platform (Brightspace) both contain links to the Academic Bulletin, Student Handbook, Online Education Handbook, and other online policy documents.

New faculty members become familiar with the Academic Bulletin during an orientation session, at which time the Vice President for Academic Affairs and Dean of the College provides an overview of the College. A discussion of academic/educational policy and how it relates to the College mission is a component of this overview along with dissemination of data regarding student profiles, student outcomes, etc.
The Faculty Handbook and the Adjunct Faculty Handbook also describe academic policies and procedures that pertain to faculty. For example, each faculty member is required to prepare, distribute, and follow a syllabus in every course. A file containing the syllabus for every course, every term, is maintained in the Vice President for Academic Affairs’ office. All faculty members make the course syllabus available to students in hard copy or by posting it to the course learning management system. Guidelines for syllabi are published on PantherNet (Syllabus Template, General Education Syllabus Template). Examples of course syllabi are provided for the following General Education courses: ART 1380, BA 3345, BIO 2404, and SOC 2300, illustrating compliance with this policy. Additional course syllabi may be examined in the Vice President for Academic Affairs’ office. Each faculty member, when signing his/her initial appointment letter, affirms he/she has read the Faculty and Employee Handbooks.

**Faculty Role in Determining Academic Policies:** At Kentucky Wesleyan, it is the role of the faculty to make sure academic policies follow good educational practice and remain current, regardless of format or mode of delivery. The College By-Laws, Article X clearly distinguishes between the role of the faculty in developing educational policies and the responsibility of the Board of Trustees in attending to broader issues including approval of such Policies. Furthermore, the Faculty Handbook reinforces the faculty role in the development of academic processes. The Handbook states that the Academic Policies Committee (an elected faculty committee) is most directly concerned with the formulation, implementation, and monitoring of "educational program policies." In all cases, any new policies or modifications to existing policies are brought to the full faculty for deliberation and approval.

Multiple avenues exist for requesting changes to policies or additions to policies. For example, students requested that foreign language competency be evaluated and awarded by language exams, e.g. HSK Chinese language and STAMP examinations. The Administration brought forward a request to institute a “Dead Week” prior to final exam week. In 2016, several faculty members brought forward the request to add pluses and minuses to the grading scale. All of these proposals went to the Academic Policies Committee for consideration. In making recommendations for policy change, the committee or the individual or group proposing changes researches policies at other colleges and universities to ensure conformity with good practices. For example, prior to submission of the grade scale changes proposal, student and faculty forums were held to discuss the issue. Data was provided about systems in use at other institutions. This information was added to the proposal.

If the Academic Policies Committee decides to add a new policy or change an existing one, the committee sends their decision to the general faculty as a proposal. The entire faculty must approve the change. Following this, the Administration brings to the Board any policies and/or changes needing Board approval. For the grade change proposal, Academic Policies approved the policy on March 30, 2016, it went to the full-faculty for approval on April 11, 2016, and the Board approved the change on June 10, 2016. This policy change will not be implemented until fall 2017.

**Evidence of Compliance:** The College has provided documentation that it publishes appropriate information regarding academic policies and disseminates the policies publicly. It has also provided evidence that the policies are appropriately created, implemented, monitored, and revised by the faculty.

**Sources**

Kentucky Wesleyan College
3.4.6

Educational Programs: All: Practices for Awarding Credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Kentucky Wesleyan College employs sound and acceptable practices for determining the amount and level of credit awarded for courses regardless of format or mode of delivery. Course credit is awarded only after the completion of an approved course. Kentucky Wesleyan’s course credit and semester length policy is consistent with Academic Calendar Federal Policy and the U.S. Department of Education guidelines as described in FR. 4.9 Credit Hour.

Amount of Credit

Traditional Synchronous Credit Hour: Kentucky Wesleyan College operates on a semester calendar. As indicated in the Credit Hour and Semester Length Policy, the length of the semester during the traditional academic year follows the Academic Calendar Federal Policy, and thus is 15 weeks long for traditional, synchronous classes during fall and spring semesters. The number of contact hours for traditional face-to-face courses meeting synchronously with an instructor is defined by the number of hours spent in the classroom: approximately one hour of instruction, a minimum of two hours out of class work per credit hour, and a two-hour final exam period, except as noted below. The fall schedule of classes indicates the times courses meet, while the academic year calendar indicates the weeks of class instruction and final examination. The final exam schedule indicates the block of time set aside for each examination period. Students are expected to work two hours outside of class for every one hour in class. During orientation and at other times, students are told that they should study a minimum of two hours outside of class for every hour they spend in class. This study time is used for out of class engagement activities such as reading, research, and various types of homework assignments, as well as for attendance at study sessions with supplemental instructors, peer tutors, etc.

During the summer sessions, which are five weeks long for traditional synchronous classes, students may take two courses (a maximum of seven credit hours) each session. These courses provide a full semester’s worth of instruction in a 25-day time period. Each course meets 2.5 hours per day, e.g., 8:30-11:00 a.m. Monday, Tuesday and Thursday. If the course is four credit hours, e.g., PHYS 1401, it meets 8:30-11:00 a.m. Monday–Thursday and 11:30 a.m.–2:00 p.m. Tuesday and Thursday, as this course includes a laboratory component.

There are several types of courses that do not follow the traditional lecture model. For example, most programs offer internships and/or practica experiences. These vary in credit from one to three hours. Most are for three credit hours with the student completing 120-150 hours of field work (40-50 contact hours per credit hour), meeting with the supervising faculty member on a regular basis, and keeping a journal and/or writing a paper about the
experience. Students wishing to receive academic credit for these courses complete an application which includes information from the off-site supervisor, describes the work to be done, and the number of credit hours. The application must be approved by the off-campus supervisor, the on-campus faculty member, the Vice President for Academic Affairs and the Registrar. As noted in the application form, the faculty member is:

1. responsible to Kentucky Wesleyan College for the attainment of educational goals;
2. responsible for planning the student's general orientation to the field experience, in consultation with the Organization Field Director;
3. responsible for the orientation of appropriate Organization personnel to the educational objectives and methods of the educational program;
4. responsible for providing instruction and educational direction of the student, to provide linkage between the field placement experience and the classroom/academic experience; and
5. responsible, in consultation with the Organization Field Director, for evaluating the student's performance and determining a final grade for the course.

Also, independent studies are offered for highly motivated juniors and seniors. For example, a senior music major might research and write a paper on the "Use of Music Therapy in Treating Aggressive Adolescent Males." The student is expected to average 9-10 hours a week researching, meeting with the supervising instructor, and writing the paper. The faculty member who agrees to work with the student must sign the request for an Independent Study Application, the academic Program Director must recommend the student, and the Vice President for Academic Affairs must provide the final approval.

Science laboratories meet 75 minutes to three hours per week for every one hour of credit. For one credit hour of applied music, the student receives 30 minutes of face-to-face instruction and is expected to practice three hours per week.

**Distance Asynchronous Credit Hour:** Kentucky Wesleyan offers three distance education degrees – Business Administration, Criminal Justice and Criminology, and General Studies. Distance education (online) courses also are available for students in the residential program. Residential students who have completed 30 hours and who have at least a 2.0 GPA are allowed to take one online course per academic year semester and up to 12 hours (four courses) during the summer terms.

The distance education program is also organized around the Academic Calendar Federal Policy, and thus each semester is 15 weeks long. However, each semester consists of two seven-week terms. A full-time online degree student would take a total of four courses for the semester with a maximum of two courses per seven-week term.

Contact hours for asynchronous distance education learning environments are more difficult to quantify; therefore, the definition of contact hours in asynchronous distance education learning environments at Kentucky Wesleyan College is derived from commonly accepted higher education distance education practices and the 34 CFR 600.2 definition. This definition includes maintaining identical student learning outcomes and comparable assessments for distance and face-to-face courses, assuring comparable time-on-task/contact hours for both formats, and awarding participation credit for completion of assignments only in the distance format. These practices are described in more detail below.

Course syllabi for asynchronous distance education courses at Kentucky Wesleyan contain the same learning outcomes as synchronous, traditional face-to-face based courses. Disciplinary
academic leadership, in collaboration with the designated subject matter experts (faculty) who create courses for the distance education environment, ensure that the course outcomes for the asynchronous distance learning course are the same as the synchronous course. Although assessment strategies may vary from one delivery format to another, assessments are comparable in difficulty and cover the same material. The Associate Dean of the College and Director of Online Education monitors the comparability of course content and measured assessments before classes go active. Additionally, the Academic Policies Committee oversees the approval of all courses and alterations to existing courses, while the Educational Program Review Committee oversees assessment outcomes. Please refer to CR 2.7.2 Program Content for additional information on the process used in determining the level and amount of credit.

During the planning and development of a distance education course, the subject matter expert estimates the time a typical student will spend interacting with the course content (e.g., reading instructional materials, viewing lectures, or completing other activities such as group work or discussion forums that would normally be completed face-to-face during class time). At the end of this process, the total time on task for the distance course should be equivalent to the number of contact hours per credit hour expected in a synchronous traditional face-to-face course.

Participation in distance courses is determined according to the submission of completed assignments rather than by the number of logins to the course management system. Just as a traditional face-to-face student must be present throughout the duration of class and active in discussions, lectures, and other face-to-face activities to receive credit for having completed a course, so too must a distance student be present as a participating member of the class for credit.

**Comparability Between Delivery Formats:** Two examples of courses delivered in both formats will illustrate these definitions:

- CJC 3370 Corrections has identical learning outcomes and assignments are comparable in both the 15-week traditional face-to-face format and the seven-week distance format. This course requires a service learning component in both formats.
- REL 102 Survey of Christian Traditions has identical learning outcomes and assignments are comparable in both the 15-week traditional face-to-face format and the seven-week distance format. [1]

**Criteria for Determining Level of Credit**

Kentucky Wesleyan College courses are sequenced with learning outcomes appropriate to each level. The level of credit for a particular course is monitored by the faculty. The Academic Bulletin states "...courses are divided into groups corresponding approximately to the freshman, sophomore, junior and senior years. The following numbers are used:

- 100-199 - Introductory, primarily for freshmen
- 200-299 - Primarily for sophomores
- 300-399 - Primarily for juniors
- 400-499 - Primarily for seniors"

Proposals for new courses are submitted to the curriculum committee (Academic Policies Committee) and if approved, to the general faculty. The course proposal form asks for a suggested course level. The discipline proposing the new course must defend the proposed level (e.g. junior level), which typically is determined by the content, skills required, level of expertise needed to complete required assignments, etc. The proposal also requires a sample
sylabus which must articulate the course learning outcomes. Required courses within a program provide the scaffolding needed for students to successfully master their program learning objectives; therefore, faculty in these programs are best qualified to make decisions regarding course level. The Academic Policies Committee then provides oversight to ensure the integrity of this process. Please refer to CR 2.7.2 Program Content for additional information on the process used in determining the level and amount of credit.

Kentucky Wesleyan College belongs to the American Association of Registrars and Admissions Officers (AACRAO). The Registrar consults AACRAO guidelines and provides input to the deliberations of the Academic Policies Committee and/or the faculty (if requested) when new courses are added. For transfer credits, awarding of credit by examinations, work experience or professional certifications, please refer to CS 3.4.4 Acceptance of Academic Credit and CS 3.4.8 Noncredit to Credit for further explanation concerning awarding of credit under these circumstances.

Evidence of Compliance: The College has provided documentation that it employs sound and acceptable practices for determining the amount and level of credit awarded for courses regardless of format or mode of delivery.

[1] Course numbers were changed in fall 2016 to a three number sequence.

Sources

- Academic Bulletin 2016-17 (Page 16)
- CJC 3370OL Summer 2016
- CJC 370 Fall 2016
- Code of Federal Regulations 34 CFR 600.2
- Credit Hour Semester Length Policy
- Faculty Handbook 2016 (Page 11)
- Faculty Handbook 2016 (Page 12)
- Final Exam Schedule Fall 2016
- Independent Study Application Form
- Internship Externship Practica Approval Form
- Kentucky Wesleyan College Website - Academic Calendar
- Proposal Form Adding Course to the Curriculum
- REL 102 Fall 2016
- REL 102OL Fall 2016
- Schedule of Classes Fall 2016
- Schedule of Classes Summer 2016
3.4.7

Educational Programs: All: Consortial Relationships/Contractual Agreements

The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See the Commission policy “Collaborative Academic Arrangements.”)

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
As noted in CR 2.7.4 Coursework for Degrees, Kentucky Wesleyan College controls all aspects of its educational program. Kentucky Wesleyan also ensures the quality of its educational programs and courses offered through consortial relationships or contractual agreements.

Consortial Relationships or Contractual Agreements/Partnerships

Kentucky Wesleyan College does not have any consortial relationships; however it does have two contractual relationships/partnerships established through memorandum of agreements with Brescia University and Owensboro Technical and Community College (OCTC), both of which are SACSCOC accredited. The partnerships are in disciplines that relate to and support the mission of Kentucky Wesleyan College. Likewise, the missions of Brescia University and OCTC complement Kentucky Wesleyan’s mission to prepare students to achieve success in life.

The Brescia Exchange program is a partnership between Brescia University and Kentucky Wesleyan and has been in existence for over 35 years. It allows students at each institution to take courses at the neighboring school. This helps students make satisfactory progress toward their degrees when scheduling conflicts arise and provides opportunities for students to diversify their course options. For instance, Brescia has art instructors who teach courses in calligraphy and stained glass, which Kentucky Wesleyan does not offer. Likewise, Kentucky Wesleyan teaches sculpture and Brescia does not. Quality control is maintained in two ways. To participate in this exchange, students must obtain the approval of his/her faculty advisor, the home institution's program coordinator/division chair, and the Vice President for Academic Affairs (Academic Dean). For Kentucky Wesleyan students utilizing the Brescia exchange, their transcripts reflect that the course was completed at Kentucky Wesleyan. Each institution can obtain syllabi and assessment data on courses being taken by their students at the other institution. While students have this opportunity, these exchanges involve fewer than 10 students annually. Students at each home institution have priority for registration, and some academic programs are exempt from the exchange (e.g. online programs, travel courses, winter courses, summer courses, etc.). Additionally, the partnership limits the total number of credit hours (36) that each institution can exchange without the other institution being billed, which provides an additional level of oversight.

The Theatre Arts major is a collaborative partnership between Owensboro Community and
Technical College (OCTC), Brescia University, Kentucky Wesleyan College and the professional RiverPark Theater in Owensboro. Both Kentucky Wesleyan and Brescia offer the bachelor’s degrees in Theatre. Students take four or five lower level theatre courses from OCTC and the remainder from Kentucky Wesleyan and/or Brescia. Each institution has one faculty member in Theatre Arts, thus “sharing faculty expertise” allows students to experience a more diverse program. Students register at their home institutions and attend classes at the partner school. To date, three students have graduated from Kentucky Wesleyan College with a Theatre Arts degree. The transcript reflects courses taken from OCTC. To date, none of the Theatre Arts majors have taken a course for their major at Brescia. These courses are counted as part of the student’s GPA. Faculty from all three schools work together to set course schedules and course content.

Quality of Educational Programs

Kentucky Wesleyan is satisfied that its partnering institutions provide proper quality and ongoing evaluation of their academic programs and coursework. Each is accredited by the SACSCOC and is therefore required to meet the same high standards of compliance with the Principles of Accreditation. Additionally, for the Theatre partnership, there is close collaboration among faculty members from all three schools as they communicate regularly to set course schedules and content.

Evidence of Compliance: The College has provided evidence that it has entered into partnerships (contractual agreements) carefully and judiciously by ensuring clarity of understanding between the institutions, of mutual responsibility, and through an analysis of shared mission to educate students to be successful.

Sources

- Brescia University - Mission
- KWC-Brescia Exchange Agreement 2016
- KWC-Brescia Exchange Form Redacted
- KWC-OCTC Theatre Arts Exchange Agreement 2010
- OCTC KWC Brescia Theatre Discussions 2014-2016
- Owensboro Community and Technical College - Mission
- Transcript Theatre Major
3.4.8

**Educational Programs: All: Noncredit to Credit**

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

**Judgment**

☑️ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

**Narrative**

Kentucky Wesleyan College awards academic credit for course work taken on a noncredit basis only when there is sufficient documentation that the noncredit course work is equivalent to a designated credit experience. Professional organizations, such as the American Council on Education (ACE), the American Association of Collegiate Registrars and Admissions Officers, and other discipline-specific organizations provide guidance in the determination of whether noncredit coursework is appropriate and acceptable for credit. For example, Kentucky Wesleyan College evaluates and accepts military experience for academic credit when appropriate. ACE Military and U.S. Air Force University credits are accepted when documented on appropriate transcripts from these organizations. Credits approved must match or be substitutable courses offered in our existing degree programs. Faculty members, the Registrar, and the Vice President of Academic Affairs and Dean for the College (VPAA) are involved in the evaluation and approval of these noncredit to credit experiences. For instance, a student transferred in 42 hours of U.S. Air Force University credits. Her MOS (Military Occupational Specialty) was intelligence analyst and she had completed several advanced courses. She transferred 42 credit hours and received credit for Geography, Information Systems, Computer Applications, Physical Activities, Health and Wellness, Natural Science without a lab, etc.

Likewise, the College accepts professional certifications as credit toward the degree if the coursework is consistent with the mission, is at the college level, and is comparable to Kentucky Wesleyan’s degree programs. The only professional certifications that the college has accepted for credit since the last decennial review are first aid certifications, which replace a required first aid course in the Exercise Science, Fitness and Sports Management, and Physical Education P-12 majors. These replacements have been approved by the Program Coordinators for these academic programs. The course appears on the transcript as PC (Professional Certification) and has no grade.

Additionally, work-related experiences may be accepted for credit if approved by the coordinator of the program to which the credits are being applied and by the Vice President for Academic Affairs and Dean of the College. The following documentation is required for work-related credit to be awarded:

- a written request from the student,
- a supporting letter from the employer verifying that the student has appropriate proficiency in the subject matter being considered and for the level of credit to be awarded,
- written documentation from the Program Coordinator (faculty member) verifying that the experience is equivalent to the designated credit experience,
• and a final approval by the VPAA.

Three students have requested academic credit for work experience, one in 2006, one in 2015, and one in 2016. In the two most recent cases, work experience was substituted for practica credits, while the 2006 request was used to grant two credits for a topics courses in programming, a skill the student had mastered in his 20 years of employment.

Kentucky Wesleyan offers students the opportunity to earn credit through challenge examinations, if deemed appropriate by the Program Coordinator and the VPAA. Since the last decennial review only two students have requested to take a challenge exam. In both cases, the examination was requested for freshman Writing Workshop (composition). The English department agreed and required the students to write a paper, which was evaluated using the course rubric for writing assignments. The paper needed to score at least the equivalent of a 70% (C) to be acceptable for credit, although no grade is awarded. The course appears on the transcript as NC (non-credit to credit).

The Academic Policies Committee reviews all policies that are related to the academic enterprise. The Faculty By-Laws, section 1.1.6.5, indicates this committee will be:

...concerned with the formulation and implementation of the educational program policies of the College. It shall review and make recommendations to the Faculty on matters affecting curriculum, revision of program offerings, introduction or elimination of courses, course requirements and credit hours, evaluation of independent and honors programs, development and curtailment of programs, and offerings in areas of general education and majors.

The Academic Policies Committee presents recommendations to the faculty to reaffirm existing policies, e.g. acceptance of CLEP, AP test scores, ACE Military and U.S. Air Force University credits, professional licensure, etc. On August 17, 2016 the committee reaffirmed existing academic policies (which included the acceptance of noncredit coursework for credit) and recommended the inclusion of Compass test scores to be considered for placement in Math courses and STAMP test scores to be used for credit in foreign languages. On August 19, 2016 the faculty approved the recommendations.

Evidence of Compliance: The College has provided evidence that when academic credit is granted for noncredit experience, equivalency to the designated credit experience is established and documented. Faculty are involved in the evaluation of noncredit experiences, as well as the establishment and review of policies pertaining to the award of academic credit for noncredit experiences. In doing so, faculty utilize established guidelines from professional organizations, such as the American Council on Education (ACE), the American Association of Collegiate Registrars and Admissions Officers, and other discipline-specific organizations.

Sources

- Academic Policies Committee Minutes 8-17-16
- Air University Transfer Checklist Military Intelligence Redacted
- ENGL 101 Credit by Exam Rubric Redacted
- Faculty Handbook 2016 (Page 11)


3.4.9

Educational Programs: All: Academic Support Services

The institution provides appropriate academic support services.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College provides academic support programs, services, and activities that promote student learning and enhance the development of its traditional face-to-face and distance students. Administrative responsibilities for these academic services lie primarily within the Academic Affairs Division and the Office of President, as the Vice President of Executive Initiatives and Retention reports directly to the President. The Vice President for Academic Affairs and Dean of the College is directly assisted by the Associate Dean of the College and Director of Adult and Online Education, the Dean of Student Success, the Associate Dean of Student Services, the Director for the Center of Engaged Teaching and Learning (CETL), the Director of Career Development, and the Senior Director of Information Services and Resources (oversees IT and the Library). Kentucky Wesleyan’s administrative areas use a collaborative approach in providing academic support services. The Student Success Workgroup composed of each of these individuals listed above, in addition to the Athletic Director, a faculty representative, the Associate Director of the CETL and all of the Student Services staff meets weekly to integrate curricular and co-curricular activities, plan new initiatives, and discuss any issues related to all student support services.

The traditional face-to-face/residential program enrolls the majority of students who attend Kentucky Wesleyan College. Historically, approximately 47% are student athletes, 50% commute, 45% are from low socioeconomic backgrounds based on PELL eligibility, 32% are first generation, 52% are male, 16% are from under-represented minorities, and 50% come from the six counties surrounding the College. While typically college age, many students already have children and are balancing school, work, and childcare responsibilities. Student enrollment in the distance (online) program is small and to date has not exceeded 30 full-time students, the majority of whom are degree completers over the age of 25 (the average age of Kentucky Wesleyan's online students is 29).

The institution’s mission is to educate students to be successful in life. The College’s partnership with the United Methodist Church is based on the Education Covenant of Partnership that outlines how the institution will create an environment for learning that leads to a quality education and a life of service. Refer to CR 2.4 Institutional Mission for a more detailed explanation. The College’s mission statement is as follows:

    Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes and prepares students intellectually, spiritually, and physically to achieve success in life.

    Adopted by the Board of Trustees in June 2014 and reaffirmed in February 2016

Below are brief descriptions of programs, services, and activities that further this mission by encouraging academic development that contributes to the achievement of teaching and
learning outcomes. Kentucky Wesleyan College publishes information about academic support programs, services, and activities in its catalogs and on its website under the Campus Life tab. These services are available to all students, both residential and distance students; however, distance education students will not be involved with and/or use some of the services as their program is entirely online. These services are listed in alphabetical order. Additional information may be found in CR 2.10 Student Support Services.

**Academic Advising:** Kentucky Wesleyan has a program of individualized academic advising for all students, regardless of the mode of delivery. “Recognizing that effective academic advising is at the core of student success” (National Academic Advising Association mission statement), Kentucky Wesleyan College invests resources in a faculty-driven academic advising program. Academic advisors work with students to insure they make “progress toward degree” as required by federal financial aid rules, and help students secure relevant academic internships, practica, or research experiences as dictated by their discipline.

Updates about academic advising requirements, expectations, or changes in College policy or procedures are conveyed to faculty at the beginning of each semester at the Opening Faculty Meeting and via email during the academic year. Information about academic advising is also presented at some monthly faculty meetings.

**Advising for Freshmen Students:** Upon adoption of the new First Year Experience program that began in fall 2016, freshman academic advising was purposefully linked to the revised freshman seminar (KW 101) class. KW 101 instructors were trained to be freshman advisors in a spring training, plus five supervised advising sessions during Panther Pathways Days throughout the spring and summer, and a one-day training in August 2016 that included advising among other topics related to the course (see Freshman Seminar below). Using a relational advising model, the freshmen advisors work with each student to assist them in finding the major that is right for them, as well as helping them make the adjustment to college. Toward the end of their first year, students will be formally transferred to an academic advisor who is a full-time faculty member in their chosen discipline, which follows the College’s traditional advising model.

Kentucky Wesleyan solicits feedback from students regarding their academic advising experience through the National Survey of Student Engagement (NSSE) and student satisfaction surveys. Additionally, students select an Academic Advisor of the Year, an honor awarded to a faculty member each year. Students in KW 101 also give written feedback about their KW 101 instructor/Academic Advisor at the conclusion of their first semester at the College.

**CARES TEAM and Student Retention:** The Vice President for Executive Initiatives and Retention leads the retention efforts at Kentucky Wesleyan. The CARES Team, composed of administrators, faculty and staff, meets weekly to review student issues that may lead to drop out, such as non-attendance, failure to submit work, poor performance on assignments/exams, etc. A major tool in this process is the Academic Alert system, which is an electronic early warning system related to academic issues. Once an alert is submitted, it is routed to the student, CARES Team, the student’s academic advisor, coach, and Director of Disability Services if the student’s situation merits the attention of these faculty and/or staff. The purpose of this program is to detect academic problems early in the semester as well as enlist the intervention of appropriate faculty and/or staff to help remedy the situation before it is too late. The redacted academic alert spreadsheet shows examples of how these alerts are handled. For those students in the distance education program, both the academic advisor and the Director of Adult and Online Education receive the alert. In addition to academic issues,
the team also assists with issues related to attendance, financial aid, not registering in a timely fashion, financial holds, and any other issue that might disrupt a student’s success in the classroom or in the online format. CARES Team members contact students each week to try to help them resolve issues, develop an action plan to facilitate improvement of their academic performance, etc.

**Center for Engaged Teaching and Learning (CETL):** Established in 2014 through a Department of Education Title III Strengthening Institutions Grant, CETL focuses on providing faculty with resources and services needed to improve teaching (see CS 3.7.3 Faculty Development) In addition, CETL works with students to find internships [1], service learning experiences [2], study away or study abroad opportunities, and encourages students to apply for prestigious scholarships and fellowships, e.g. Truman, Fulbright, Goldwater, and Rhodes.

Service learning was formally adopted as a teaching pedagogy in the spring of 2012. At that time, the Office of Career Development and Service Learning was working to establish and facilitate relationships with the community in order to foster experiential education, specifically service learning. Faculty interested in adopting this pedagogical approach that integrates meaningful community service with instruction and reflection to enhance the academic curriculum of the students, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities for the common good, worked with the office to find relevant and interested partners. In the fall of 2016, CETL assumed responsibility for serving as a clearinghouse for service learning. During the past 12 months, 461 students provided 20,315 hours of community service and service learning that have impacted 24,000+ members of the local community through their work in churches, health fairs, senior residences, nursing homes, homeless shelters, youth organizations, local schools, and social services and health agencies.

Distance education students participate in service learning in some of their required courses, (e.g. CJC 3370 Corrections). Distance education faculty and students have access to CETL to assist them in planning for and completing distance education service learning projects.

**Freshman Seminar:** In building the new freshman seminar course (KW 101), the following specific learning outcomes were developed by the Dean of Student Success, based on research of national first year experience programs and best practices.

As a result of completing this class, the student will:

1. Demonstrate foundational academic skills and higher level thinking skills.
2. Integrate into the college community through utilization of campus services and resources and interaction with key members of the campus community.
3. Appreciate the college experience in general and the Kentucky Wesleyan experience specifically.

Faculty and staff interested in teaching the new seminar course completed an application that addressed learning outcomes set for the course, and the Dean of Student Success and the Director for the Center for Engaged Teaching and Learning interviewed candidates.

Ten faculty and staff were selected to teach the course. The course text, *Thriving in College and Beyond: Research-Based Strategies for Academic Success & Personal Development*, by Cuseo, et. al., was sent to each KW 101 instructor during the summer. Training for the course instructors was conducted by the Dean of Student Success and included exploration of course topics, advisor training, team building activities and classroom management techniques. Additionally, the Learning and Study Skills Inventory (LASSI) was covered to enable
instructors to help students identify strengths and weaknesses, and to make suggestions for courses of action and/or referrals such as attending specific weekly Student Success Series sessions or meeting one-on-one with the Dean of Student Success for additional help.

**Howard Greenwell Library:** The Howard Greenwell Library provides information and library services to meet the educational needs of Kentucky Wesleyan's community and to prepare students for the process of life-long learning. In addition to maintaining an on-site collection of materials in a variety of formats, Greenwell Library provides electronic access to thousands of resources worldwide, thus making library materials and resources accessible to both traditional and distance education students. Library services include skilled reference assistance on site as well as via email and a web-based form. Through its information literacy program, Greenwell Library provides individualized and group instruction in locating, evaluating, and using information. Online guides and tutorials assist all students, distance and face-to-face, in using library resources. More detailed information concerning library services may be found in *CR 2.9 Learning Resources and Services.*

**Information Technology Services (ITS):** Technology services provided to students include ubiquitous, campus-wide wireless Internet access and email access via a single 400 Mb connection and both desktop and web-based email access via Microsoft Outlook and Office 365. In computer labs across campus, students have access to software applications and online resources needed to accomplish their course work. A total of 102 computers are housed in seven laboratories. These high-performance Windows and Macintosh computers provide access to antivirus software, basic productivity software (Microsoft Office Suite and Adobe Reader) and more specialized programs such as Final Draft, PSPP, ChemSketch, GRASS GIS, AutoCAD, IBM SPSS statistical software, and Adobe Creative Suite 6, all supporting specific instructional needs. Kentucky Wesleyan’s general use computer laboratory houses 12 computers and is located in Greenwell Library.

Information Technology Services provides computer and technology-related assistance to all students through a help desk. For distance education students, 24/7 technology support is available through the Help Desk at D2L, the provider that hosts Kentucky Wesleyan’s online programs.

**Instructional Technology Support:** The Center for Engaged Teaching and Learning (CETL) and Greenwell Library promote and support the effective use of technology in teaching and learning. The CETL and library staffs provide students and faculty assistance with software applications, scanning technology, graphics editing, CD/DVD recording, and web development. CETL works with faculty to develop effective pedagogical approaches using technology. ITS supports the use of classroom multimedia and administers and supports Wesleyan’s new learning management system, D2L. In addition, CETL offers workshops and other training opportunities to help students and faculty become aware of and master new instructional technologies.

**New Student Orientation:** A new First Year Experience program was created for academic year 2016-2017 as a result of the success of the Sophomore Year Program having a profound impact on student retention. The New Student Orientation program was reworked during spring 2016 and changes were implemented in August 2016. Major changes included a new staffing model, a shorter schedule, and a more academic focus than had been used in the past.

In the previous orientation model, a faculty or staff member had been paired with one to two student leaders. Previously, the Student Life staff had planned the orientation, and orientation...
leaders had received a three-hour training about how to implement various discussions with their groups. In the new model, thirteen student leaders were selected through an application and interview process to help design and lead the entire orientation program. These candidates were interviewed by teams consisting of the Dean of Students [3], a faculty member, the Director of the Sophomore Year Program, and the Assistant Dean of Students.

Two students were selected as Lead Student Orientation Staff (SOS) and eleven were selected as Student Orientation Staff. Newly hired student leaders attended a reception in April and had ongoing communications with the Dean of Student Success throughout the late spring and summer concerning content for the orientation program. All student orientation leaders participated in the new Student Leaders Training program created by the Student Services team. SOS leaders were commissioned as student leaders and also participated in three evenings of orientation-specific training before welcoming new, incoming students. In addition to accompanying their orientation group through the three-day orientation experience, SOS leaders followed up with students regularly during their first semester.

The focus of New Student Orientation was changed to become more academic, as discussions with faculty during the planning stages indicated students were not academically prepared to start college, e.g., time management and other study skills were lacking. New sessions were built into the orientation program that focused on faculty concerns, including students completing the Learning and Study Skills Inventory (LASSI) to help them identify their challenge areas, College 101 taught by a SOS leader, and Wellness taught by the Dean of Student Success.

A truncated orientation program was offered for transfer students who were not living in residence halls. This program was led by the Associate Dean of the College. This program was led by the Associate Dean of the College.

Office of Career Development: The Office of Career Development focuses on helping students prepare for life after Kentucky Wesleyan and promotes and encourages civic responsibility and lifelong civic engagement. The office provides career information and helps students develop skills necessary to become more marketable and find satisfying employment in the global job market. Also, it helps students make the transition from the classroom to job search and/or graduate school. The office works with students to find placements in non-credit internship experiences, which provide real-world experience for students before entry into the workforce. While these internships do not have a specific academic focus, they do enhance the overall educational experience for students.

Additionally, the office provides a variety of workshops, e.g., Resume Writing, The Cover Letter, Online Image, and The Career Planning Process, which are conducted within a class at the request of faculty, who work with the director to choose the appropriate topic for their students. For example, a freshman level class may be introduced to the Career Planning Process, a sophomore level class may focus on Internships, a junior level class may work on Resume Writing, and a senior level class may participate in the “I Have the Interview: Now What?” interactive workshop. This office also sponsors several on-campus events designed primarily for upper level students entering the job market, e.g., a Business Etiquette Dinner, the Speed Mock Interviews and Networking Event, and the Career Fair.

Table 2.10.1 provides information on the major events and workshops offered during the most recent year. In addition, 348 office visits from 322 students and 26 alumni seeking assistance related to careers and/or job placements were handled. Distance education students typically do not participate in the on-campus events; however, they do have access to career
Office of Disability Services: Kentucky Wesleyan is committed to equal opportunity for all academically qualified students and does not discriminate based on disability. The mission of the Office of Disability Services (ODS) is to coordinate services that provide equal access to individuals with disabilities, enabling them to take full advantage of Kentucky Wesleyan’s educational, social, and cultural opportunities. Services are individualized to meet students’ needs based on their specific disabilities and are available to all students who need them, including distance education students. The services provided by the ODS include, but are not limited to, testing accommodations, note-takers, readers, interpreters, access to assistive technology, books on tape, and other services determined on an individual basis.

In fall 2016, the Office of Disability Services teamed with the Teacher Education program to coordinate services such as test taking and note taking. These services are now provided by Teacher Education students and federal work study students who are Teacher Education majors.

In Fall 2016, the Office of Disability Services provided the following services to students:
- Note-Taking Services - 236.75 hours
- Administration of Tests - 151 tests

Sophomore Experience Program: Established in 2014 with a grant from the James Graham Brown Foundation, the Sophomore Experience Program focuses on overcoming the “sophomore slump” that leads to drop out. The program is aligned around the tag line “Learn More, Lead More, Be More, Sophomore.” Programming develops leadership, helps students align academic and career goals, provides social and civic engagement opportunities, and culminates with an opportunity to earn a “Find Yourself Grant” that is applied to third-year tuition, allowing students to complete an internship, study abroad, participate in undergraduate research, etc. instead of working to pay tuition.

Student Counseling Services: Kentucky Wesleyan provides mental health counseling services to both full- and part-time students through a private counseling agency located off-campus in Owensboro. Counselors provide both on- and off-campus counseling for students in need.

Student Success Center: The new Student Success Center [4] houses Kentucky Wesleyan’s student academic support services. Located in the Winchester Center, the Center enjoys a centrally located space in a high-traffic area. Professional and peer staff assist students academically by offering academic support resources and programs. Student Success Center
services include one-on-one peer tutoring, faculty tutoring, arrangement of group study sessions, and writing and study skills assistance. The Center also arranges for and trains Supplemental Instructors for courses with below target completion rates. Throughout the school year, the Student Success Center offers free workshops to all Wesleyan students, including workshops for students signing the Four Year Graduation Guarantee.

Student Success Center programming includes a Student Success Lunch and Learn series providing weekly instruction about a specific study skill. These sessions are held during the noon hour when no classes are scheduled. Students leave the workshop with new reference material that is also available any time for pick-up. One-on-one appointments are also available for students who cannot make these workshops due to time conflicts with outside employment, child care, etc.

The schedule for the fall 2016 series included:

- August 30 - Time Management
- September 6 - Cornell Method of Note taking
- September 13 - Effective use of textbooks
- September 20 - Organizational skills
- September 27 - Test preparation
- October 4 - Reading Comprehension
- October 18 - Managing test anxiety
- October 25 - Improve your memory!
- November 1 - Amazing online resources
- November 8 - Getting the most out of classroom lectures/Professor Clues
- November 15 - Best ways to use your notes
- November 29 - Essays 101

Currently, distance education students contact the Dean of Student Success who works with them to connect with appropriate campus resources, including writing support and tutoring services. Distance students work with tutors via online methods, e.g., email, phone, SKYPE. Prior to fall 2016, Kentucky Wesleyan contracted with Learning House to provide the platform for delivery of distance education courses. The course shell contained links to various resources, among them access to tutoring services operated through the College’s PLUS Center [5]. In October 2016, the College moved its online courses to a new learning management system, Brightspace D2L. All resource links were not replicated in the move, hence the need for direct contact with the Dean of Student Success. The new course shells will have active links to a variety of College resources, including Student Success Center services. A Brightspace shell with guides, tutorials and other self-help materials on study skills, time management, etc. is being planned.

The Dean of Student Success meets with each student placed on academic probation once the probationary period begins to design an individual intervention strategy. For distance education students, meetings are conducted using interactive online tools, such as GoToMeeting and SKYPE. Records of these meetings are reported on an interview sheet that focuses on various study strategies and/or areas needing improvement. Probationary students continue to meet periodically with the Dean for the remainder of the term to ensure they are making satisfactory academic progress. Monitoring GPA, academic standing, and retention are the basis of assessment for this group.

**Evidence of Compliance:** The College has demonstrated the academic services it provides are consistent with the institution’s mission, enhance the educational experience, and contribute to the achievement of teaching and learning outcomes.
[1] Internship placements and Service Learning were transferred from the Office of Career Development to the CETL in 2016.

[2] The Center for Engaged Teaching and Learning (CETL) assumed responsibility for Service Learning as of 2016. CETL will continue to collaborate with the Office of Career Development to develop community connections for this program.

[3] The Dean of Students position was eliminated in the restructuring of summer 2016. The former Vice President of Student Life and Dean of Students is now the Vice President of Institutional Initiatives and Retention. Student Life was renamed Student Services and moved from a separate unit reporting to the President to a unit now reporting to the Vice President for Academic Affairs and is headed by the Associate Dean of Student Services.

[4] The new Student Success Center opened in fall 2016 and replaced the PLUS Center that previously addressed student academic needs.

[5] The PLUS Center was expanded and re-organized into the Student Success Center effective fall 2016.

Sources

- Academic Alert OL Student Notification Redacted
- Academic Alerts Sample Data
- Advisor of the Year
- CAMS Brightspace Training
- CJ 370OL Service Learning
- College101
- First Year Experience 2016
- Four Year Graduation Guarantee
- Howard Greenwell Library
- Kentucky Wesleyan College - Sophomore Experience
- Kentucky Wesleyan College Intranet - Academic Alerts
- Kentucky Wesleyan College Website - Career Development
- Kentucky Wesleyan College Website - Disability Services
- KW101 Academic Advising
- KW101 Instructor Application 2016
- KW101 Instructor Training 2016
- KW101 Student Orientation Leader Training August 2016
- KW101 Syllabus Fall 2016
- Learning House Course Shell
- Online Tutoring Documentation Redacted
- Probation Action Plan Fall 2016
- Service Hours 2015-16
- Student Leader Commissioning 2016
3.4.10

**Educational Programs: All: Responsibility for Curriculum**

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

**Judgment**

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

**Narrative**

The faculty of Kentucky Wesleyan College is primarily responsible for the curriculum, regardless of the mode of delivery, as noted in the *College* and the *Faculty By-Laws*. The faculty approves all academic programs that confer credit. The administration and Board of Trustees have a role in the approval process (see below). All approved programs are published in the *Academic Bulletin*.

**Process for Curriculum Approval**

Proposals for new academic majors/programs emerge from strategic planning, faculty backgrounds and interest, demonstrated need within the region, etc. A component of the approval process is determining cost/effectiveness and mission compatibility, which is first assessed by the administration. If these two criteria are met, the proposal for the new program is sent to the *Academic Policies Committee* of the faculty, which serves as the curriculum committee. For program modifications which involve significant changes, such as adding and/or eliminating courses, creating/eliminating emphases within the major etc., the process begins with faculty submitting materials to the Academic Policies Committee. The committee examines each proposal thoroughly to ensure the program is consistent with the College’s mission, appropriate for higher education, and academically sound. In determining the academic quality of the program, the author of the proposal must demonstrate coherence and sequencing, increasing complexity, linkages between and among other program components, appropriate rigor, and other factors. For new majors or programs undergoing major modifications, proposers must indicate how these new majors or modifications align with similar majors at other institutions in terms of total number of hours in the major, sequencing, etc. Clear student learning outcomes and a means of assessing student learning must be included in proposals involving new majors or programs undergoing major modifications. The individual(s) proposing the curricular changes is/are invited to attend a meeting to discuss the proposal. This provides an opportunity for the committee to ask questions. Discussion among committee members follows the visitor’s exit from the meeting.

If the committee approves the program and/or curricular changes, the proposal is sent to the entire faculty for approval. For example, following the approval of the Strategic Agenda 2010-2013, a new interdisciplinary major in *Health Sciences* was proposed and approved, and subsequently underwent modification in spring 2016 to eliminate emphases within the major. Note that the proposal for developing the new program demonstrates course coherence and sequence. The course descriptions also demonstrate the linkage between courses in the major and supporting courses from other programs. These proposals were thoroughly discussed by the Academic Policies Committee and approved on 3-2-2010 and 2-23-2016, respectively. On 3-11-2010 and 3-14-2016 respectively, the entire faculty approved these programs. Additional
information concerning curriculum development may be found in CR 2.7.2 Program Content, CS 3.4.1 Academic Program Approval, CS 3.5.1 General Education Competencies, and FR 4.2 Program Curriculum.

Program Effectiveness

The assessment, analysis, improvement, and curricular review processes for academic programs are overseen by faculty. The Educational Program Review Committee (EPRC) is composed of eight faculty members, the Vice President for Academic Affairs and Dean of the College, and the Associate Dean of the College and Director of Online and Adult Education. Program curricular review is conducted on a five-year cycle \[1\] and provides academic programs an opportunity to assess the curricular design of their programs, evaluate enrollment and graduation statistics of the programs, and assess and analyze any aspects of the program that may affect attainment of student learning outcomes (e.g., pedagogical approaches, faculty, facilities and equipment). Every other five-year cycle involves a qualified external reviewer who brings expertise to the program and requires the program to compare (benchmark) itself with other institutions’ programs in terms of course offerings, size of the major, etc. The internal review is conducted by the EPRC and looks for changes made as a result of the external reviewer's recommendations.

Each of these reviews begins with a program self-study. Questions in the self-study for the internal and external reviews are similar, with the exception that the external review requires the program to benchmark itself against similar programs. The program may recommend potential external reviewers to the Vice President for Academic Affairs. External reviewers are provided with the self-study and guidelines for the review. The reviewer comes to campus and meets with faculty, staff, and students and submits a written review, which is sent to the faculty in the program and the EPRC. The EPRC meets following receipt of the review and sends its recommendations based on the external reviewer's report to the program. For programs completing an internal review, the EPRC meets with the faculty from the program following the submission of the self-study, providing an opportunity for the committee to ask questions and, if needed, seek clarification. Following this meeting, the EPRC discusses the internal review self-study and sends its recommendations to the program. The oversight process ensures that curricula are appropriate in each program and that program requirements are appropriate for the degrees granted.

Additionally, discipline-specific external accreditations of the professional programs in Business Administration and Teacher Education require curricula based on national criteria, providing further evidence that Kentucky Wesleyan 's curricula adheres to generally accepted standards. Discipline-specific accrediting bodies accredit seven of Kentucky Wesleyan's active degree programs, with one additional program in teach-out mode.

The Assessment Committee is a subcommittee of the EPRC. It evaluates the annual assessment reports of program learning outcomes. Evaluation criteria include:

- Measures correspond to and validly assess learning outcomes
- Target performance level for the program is stated
- There is at least one direct measure for each learning outcome
- Results are related to the specific measures of learning outcomes
- Data are analyzed appropriately and provide evidence of target achievement level
- Results yield meaningful information for improvement(s)
- Results are shared and can lead to an action plan for improvement
- Action plan is developed directly from, and is aligned with, the results
• Actions are intended to improve program, teaching methods, or curriculum
• Actions may also modify learning outcomes or assessment strategies as necessary
• Actions are shared with others
• Actions are reviewed/evaluated and terminated as necessary

Each program receives a summary report from this committee that articulates the outcomes of this review and suggestions for improvements (if needed). Every fall before the beginning of the academic year, an academic assessment meeting occurs. The Vice President for Academic Affairs presents the results of the assessment committee findings. Following this presentation, discussion about the previous year’s results occurs within and across all academic programs. The Assessment Committee members, as well as the Director of Institutional Effectiveness and Research, are available to work with academic programs that have questions and/or need additional assistance. Additional information concerning academic program assessment and examples of additional program summaries and reviews may be found in CS 3.3.1.1 Institutional Effectiveness: Educational Programs.

Evidence of Compliance: The College has provided evidence that it offers degrees directly related to the institution’s mission and that the faculty has primary responsibility for the content, quality, and effectiveness of the curriculum. Curriculum approval processes are controlled by faculty, begin at the program level, and are followed by appropriate administrative and Trustee approvals. Each course of study is designed by qualified faculty who provide the rationale for offering the program of study and who regularly evaluate its effectiveness through annual program assessment of student learning outcomes. A five-year cycle of internal review is followed by an external review that benchmarks Kentucky Wesleyan’s programs against similar programs at other institutions to ensure relevancy and appropriateness of the curriculum.

[1] The cycle has been disrupted due to faculty and staff turnover, but each program has been or is in the process of being reviewed internally and/or externally since the last decennial review. Discipline-specific externally accredited programs are only reviewed when they undergo reaccreditation unless the program asks for a preparatory review as Business did in 2011. The General Studies (online only) major has not yet been reviewed as there no students have yet completed the program. One is scheduled to graduate in 2017. Therefore this program will be reviewed in AY 2017-2018.

Sources

- Academic Bulletin 2016-17 (Page 11)
- Academic Policies Committee Minutes 2-23-16 Health Sci
- Biology 2015-16
- Biology Review Comments 2016
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 10)
- EPR Committee Minutes 11-2-15 Theatre Arts
- EPR Committee Minutes 4-18-16 Exercise Science
- EPR External Reviewer Guidelines 2016
- EPR Program Review Cycle
External Review Exercise Science 2016
Faculty Handbook 2016 (Page 1)
Faculty Handbook 2016 (Page 11)
Faculty Handbook 2016 (Page 12)
Faculty Meeting Minutes 3-11-10 Health Sci
Faculty Meeting Minutes 3-14-16 Health Sci
IACBE Reaccreditation Letter 2015
Internal Review Self-Study Theatre Arts 2014
KY EPSB Letter 2013
Major Modification Health Sciences 2016
Program Assessment Evaluation Rubric Biology 2016
Proposal Add Major Health Sci 2010
Proposal Major Modification Health Sci
3.4.11

Educational Programs: All: Academic Program Coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan College has assigned a program coordinator to oversee each of the academic programs offered by the College. Every major or minor has a program coordinator who is academically qualified in his or her field.

Responsibility for Program Coordination

Academic program coordinators are faculty members qualified to exercise a direct role in coordinating programs, developing and overseeing curriculum, and conducting periodic program reviews. The duties of the program coordinator are specifically described in the Responsibilities of Program Directors job description. In general, these responsibilities include: oversight of the academic program, planning and assessment of the academic program (see CS 3.3.1.1 Institutional Effectiveness: Educational Programs), preparation of schedules, and recruitment of qualified faculty to teach courses. The program coordinators for the Business and Criminal Justice programs oversee both the traditional face-to-face and online programs. The Associate Dean of the College and Director of Adult and Online Education serves as program coordinator for the General Studies major, which is available only in the online format. Additionally, the Vice President for Academic Affairs and Dean of the College and the Associate Dean and Director of Online and Adult Education oversee both the traditional face-to-face and distance delivery of programs, further assuring coherence of the curriculum and comparability between courses and programs in the various delivery formats.

The development of new program curriculum is the responsibility of the faculty working in coordination with the administration to ensure alignment with College mission and goals. All new academic programming is reviewed and recommended for approval by the Academic Policies Committee, the entire faculty, the President and finally the Board of Trustees. Please refer to CS 3.4.1 Academic Program Approval for a more detailed explanation of this process. At each level of review and approval, College personnel carefully review program and curriculum proposals to ensure that new initiatives remain consistent with the mission of the College.

The majority of Kentucky Wesleyan College’s majors and minors cover a single discipline or field of study, e.g., Biology, English, and Music. However, there are several programs (majors) that cover more than one discipline. These cross-disciplinary or interdisciplinary majors, e.g., Fitness & Sports Management, Health Sciences, General Studies, Legal Studies, and several Education programs, may be housed within a division, discipline, or stand alone and have multiple program coordinators to ensure proper oversight of the curriculum. The list of
program coordinators outlines these individuals' credentials and justification of qualification, if applicable. For the two multidisciplinary majors, Health Sciences and General Studies, the program coordinator listed in the table serves as chair of the oversight committee whose members consist of the program coordinators for the disciplines represented in the major. For example, the Health Sciences major includes the disciplines of Biology, Chemistry, Exercise Science, Physics, and Psychology. The General Studies major includes the disciplines of Art, Business, Criminal Justice, Education, English, History, Psychology, and Religion.

**Evidence of Compliance**: The College has provided evidence that academic program coordinators are faculty members qualified to direct their academic programs.

**Sources**

- Faculty Handbook 2016 (Page 11)
- Responsibilities of Program Directors
- Table 3.4.11-1 Program Coordinators and Credentials
3.4.12

Educational Programs: All: Technology Use

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan College uses instructional technologies to enhance student learning and to ensure that these technologies are both available and appropriate for meeting the objectives of its programs. Technology use is infused throughout the curriculum and the college as appropriate. The College ensures that students have sufficient access to and training in the use of technology.

The Technology Plan 2014–2019 guides College decisions regarding resources needed and allocated to technology. Providing information technology access, infrastructure, services, and support to enhance the learning experience is a cooperative effort of several units on campus. The staff of the Information Services and Resources unit, comprised of Information Technology Services (ITS) and Howard Greenwell Library, works with the Center for Engaged Teaching and Learning and Associate Director of Adult and Online Education to implement the technology plan, provide training, and assist faculty in incorporating technology to enhance student learning.

Infrastructure, Access, and Training

Access to technology is pervasive at Kentucky Wesleyan. Students find technology integrated into all levels of their campus experience. For example, the Campus Card system allows them to use their student ID card for electronic door access, laundry privileges, and food service admission. PantherNet, Kentucky Wesleyan's campus intranet, provides access to 1) the College's business and academic policies and procedures manuals, 2) links to pages for College departments and divisions, 3) and access to support functions available throughout the College. From the College’s public website, www.kwc.edu, anyone can access the College’s Portal system, which, with valid authorization, interfaces with both student and faculty academic services, e.g., appeal forms, online drop/add forms, financial aid forms, policies, online bill payments, ability to register for class, unofficial transcripts, degree audits, etc. The website also links the College community to Brightspace, the College’s learning management system.

Campus Network: Kentucky Wesleyan College provides state-of-the-art systems to facilitate access to and use of information technology resources. A fiber optic backbone delivers high-speed Ethernet network connectivity to all campus facilities, including all classrooms, offices and residence halls. Within the residence halls, each student is provided an individual network connection. Wireless network access is also available throughout campus. Access to the Internet is provided via a single 400Mb connection used for general college and academic traffic as well as student residential traffic. Information Technology Services (ITS) maintains 23 servers that provide administrative system services, e-mail, Web services, print services,
file storage, campus card/keyless entry services, and course management. The Information Technology Services Help Desk provides technical support to Kentucky Wesleyan students, faculty and staff. For distance (online) education students, 24/7 help desk support is available through D2L Brightspace, provider of Kentucky Wesleyan’s distance education platform.

**Computer Laboratories:** The substantial number of computer laboratories located across the Kentucky Wesleyan campus ensures that students have adequate access to information technology resources. A total of 102 computers are housed in seven laboratories. These high-performance Windows and Macintosh computers provide access to antivirus software, basic productivity software (Microsoft Office Suite and Adobe Reader) and more specialized programs such as Final Draft, PSPP, ChemSketch, GRASS GIS, AutoCAD, IBM SPSS statistical software, and Adobe Creative Suite 6, all supporting specific instructional needs. Kentucky Wesleyan’s general use computer laboratory is located in the Howard Greenwell Library and is open when the library is open (7:30 a.m. – 12:00 a.m. Monday-Thursday, 7:30 a.m. – 4:30 p.m. Friday, 1:00 p.m. - 5:00 p.m. Saturday, and 2:00 p.m. - 12:00 a.m. Sunday).

ITS not only maintains all computer equipment on campus, but the staff is also available to help students set up their personal computers for wireless access. The ITS staff also troubleshoots basic hardware and network problems for students, faculty, and staff.

**Multimedia Classrooms:** Kentucky Wesleyan has made a significant effort to equip its classrooms with multimedia presentation capability. Twenty-seven of Kentucky Wesleyan's 36 classrooms are equipped, at minimum, with a ceiling-mounted LCD projector, sound system, DVD player, computer input and auxiliary video input. This represents a 47% increase in multimedia classrooms for the College since the last decennial review. Six mobile multimedia carts are available in buildings where all classrooms are not yet fully equipped.

**Training:** Kentucky Wesleyan considers computer literacy, or the ability to use computers to perform a variety of tasks, fundamental to the learning process and essential for career success. Basic competency in the use of computers and information technology resources is a requirement of the College’s General Education Program (see CR 2.7.3 General Education). Students in the traditional, residential program fulfill this requirement through the successful completion of CL 101 Computer Literacy, a 1-hour course offered by the Howard Greenwell Library (see below for a course description). By the nature of the program, distance (online) students are assumed to be competent in basic computer skills and the ability to access materials via the Internet. In addition to this course, the Howard Greenwell Library and the Center for Engaged Teaching and Learning (CETL) provide workshops, individualized instruction and other services designed to help students and faculty master and use technology effectively. Please refer to CS 3.8.2 Instruction of Library Use for more detail concerning instructional opportunities available to students.

**Enhancing Student Learning**

The effective use of technology in student learning is dependent on the technology expertise of the faculty. To support faculty use of technology in their teaching, all faculty members have quality, networked, desktop or laptop computers with access to either laser or laser-jet networked printers. Also, as noted above nearly all classrooms are equipped with projectors, screens, and podiums wired for ease of laptop connection to the projectors. Faculty may use either laptops or a hardwired computer in the classroom to present classroom materials.

The Information Technology Services office and the Center for Engaged Teaching and Learning are available to faculty from 8:00 a.m. to 5:00 p.m., Monday through Friday. Staff from these
groups can answer questions about software or hardware. As noted above CETL staff also is available to work one-on-one with faculty to develop pedagogical approaches that utilize technology.

**Clickers/iPhones and Other Student Responder Devices:** Clickers have received much attention from the education community and studies have shown this to be an effective way to enhance student learning and achieve learning goals. Currently, several classes regularly use clickers/iPhones in the classroom. Use of this interactive technique helps faculty and students enhance the learning environment, as students remain engaged and faculty members receive instantaneous information on student comprehension.

**Learning Management System:** During the 2016 spring semester, Kentucky Wesleyan launched the D2L Brightspace Learning Management System (LMS) [1] as a component of its technology-based learning and information system. This web-based course development and course management tool is used by College faculty to support distance (online) education courses and to supplement traditional face-to-face courses. The LMS offers synchronous and asynchronous tools that enhance communication between students and faculty. The LMS also facilitates the organization and presentation of course materials and provides online assessment tools. The Center for Engaged Teaching and Learning provides LMS training and ITS provides user support for campus based-students. D2L provides user support for distance education students.

**Library Resources:** The Howard Greenwell Library utilizes a wide range of technologies to enhance student learning. In addition to providing access to electronic information resources, the Howard Greenwell Library supports 20 computers for student use and a variety of peripherals including scanners, laser printers and CD/DVD burners. Through its website, the library delivers services to Kentucky Wesleyan students, faculty and staff regardless of time and place. Please refer to CR 2.9 Learning Resources and Services, CS 3.8.1 Learning/Information Resources, and CS 3.8.2 Instruction of Library Use for additional information about library facilities and services.

**Meeting Program Objectives**

Technology is an integral component of the General Education and academic major programs offered by Kentucky Wesleyan College. Use of technology in the classroom is widespread on Kentucky Wesleyan’s campus. The following examples illustrate the breadth and depth of technology use by various departments and programs:

- **CL 101 Computer Literacy:** Students develop and demonstrate basic proficiency in the use of computers and information technology resources by progressing through a series of computer-based training and assessment modules. Students will master Word, Excel, PowerPoint, Outlook and general computer concepts.

- **ENGL 100/101/102:** Writing Workshop I/II: The Kentucky Wesleyan Writing Workshop program relies heavily on the use of technology. Students write essays in MS Word, research topics on the Internet, send, receive, and edit essays using electronic tools, and create and present PowerPoint presentations. Utilization of these technologies is a key factor in students achieving the following goals: 1) to think critically, 2) to communicate effectively, 3) to analyze and select sources appropriate for research projects, and 4) to acquire competence in the skills of writing.

- **ART 120 Graphic Design I:** This course, taught in a state-of-the-art Mac computer lab, provides an overview of graphic design fundamentals. Using industry standard software
such as Adobe Photoshop and Illustrator, students gain an understanding of the processes necessary to arrive at a successful design and explore different methods of design implementation. A hands-on approach enables students to develop the skills necessary to apply various techniques and technologies in the production and presentation of art/design work.

- **BIO 223-224 Human Anatomy & Physiology I & II**: Students use BIOPAC (http://www.biopac.com/) instructional-quality equipment to perform computer software driven human physiological testing. During the first semester students learn muscle electromyography (EMG), motor recruitment and fatigue (using dynamometry), and reaction time. During the second semester, students use BIOPAC activities to study cardiovascular physiology (ECGs) and respiratory physiology (spirometry). All of these activities are safe, non-invasive procedures designed to illustrate textbook concepts, personalize testing (students can record data from their own bodies), and provide determinations that significantly enhance student interest and understanding.

- **PHYS 141-142 Introductory General Physics I & II and PHYS 2404-2405 General Physics I & II**: In keeping with national trends in PC-based physics laboratories, computers in Kentucky Wesleyan’s General Physics laboratories are equipped with experimental interfaces that allow students to perform real time data acquisition experiments in classical and modern physics. Laboratory software, such as DataStudio, allows students to collect experimental data, perform numerical and statistical data analysis, and test physical models (hypotheses). These experiments are vital in achieving the objectives of helping students 1) better understand the natural world; 2) demonstrate complex analytical, critical thinking and problem solving skills; and 3) demonstrate experimental skills in basic or applied research.

- **ED 202 Educational Technology**: Teacher Education candidates in this course learn to identify, use, and evaluate educational technology and application software. Handling switches, communication boards, and adaptive software prepares teacher education candidates to request and use appropriate technology once they are in the classroom. Using digital equipment, scanners, graphics software, video-editing software, and presentation software helps Teacher Education candidates to develop the skills they will need to become life-long learners and leaders in an increasingly technological world.

- **CJ 202 / PSY 202 / SOC 202 Statistics in the Behavioral Sciences**: Using SPSS software, students perform and evaluate the validity of statistical studies, analyze collected statistical data using a variety of statistical techniques, develop summaries, make decisions, and suggest further action based on the results. Learning SPSS software helps students solve problems in probability and statistics and prepares them for graduate school.

- **Teacher Education program**: All Teacher Education candidates use Taskstream.com (http://www.taskstream.com). This online program provides students with drop down menus of standards and objectives, as well as assessment builders used in their courses. All Teacher Education candidates are required to submit various assessment assignments in their classes to Taskstream for review and scoring. All Teacher Education candidates are required to submit their student teacher portfolios for review in Taskstream.

- **BA 111 Business Software Applications**: These applications introduce students to the use of information technology for spreadsheet analysis and financial decision-making in a business environment. This course is offered in an online format and is available to both traditional and distance education students.

- **MIS 302 Programming Logic and Design**: This course offers a study in the development of business applications software. The course emphasizes graphical user
interface development using object-oriented, event-driven programming methods and
techniques with a high-level development tool such as Visual Basic or Java.

- **MATH 111 Elementary Math Models:** This General Education Math course uses a
  software program, WeBWork (http://webwork.maa.org/), that allows the Math faculty to
  construct their own electronic homework application to meet the needs of the students
  in their classes. Online tutorials are available to assist students use the software
  effectively in completing homework assignments.

**Assessing Adequacy:** The Technology Plan guides College decisions concerning resources
needed and allocated to technology. For example, in 2014, implementation began on a new
enterprise resource system (ERP) to manage all administrative needs, CAMS was
implemented in March 2016 and the new 2DL Brightspace LMS was implemented in spring
2016 to support course delivery. The plan is flexible and responsive to changing needs. For
example, in response to student requests for additional Internet access, bandwidth was
increased from 100 to 200 Mb in fall 2014 and then to 400 Mb in fall 2015. As noted in the
plan, ITS is moving toward a Bring Your Own Device (BYOD) environment as more and more
students are bringing their own computing devices to campus.

**Evidence of Compliance:** The College has provided evidence that its use of technology
enhances student learning and is appropriate for meeting the objectives of its programs. Not
only in the courses listed above, but throughout Kentucky Wesleyan’s curriculum, technology
is an integral part of learning. Sometimes the specific use of technology is listed as a course
goal, but more often technology is used as a tool to meet other goals, as in the case of the
clickers/responder technologies, the LMS, and various software programs that enhance
student learning. Students have access to and training in the use of technology through the
availability of computer labs, wireless networks, and the accessibility of support staff in the
CETL, library, and ITS.

[1] Moodle and Jenzabar QX9 LMS had been used previously

**Sources**

- BIOPAC
- CAMS Brightspace Training
- Clicker Quiz
- IT Services Functions
- Kentucky Wesleyan College Website
- Taskstream
- Technology Plan 2014-2019
- WeBWork
3.5.1

Educational Programs: Undergraduate: General Education Competencies

The institution identifies college-level general education competencies and the extent to which students have attained them.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College requires all students, regardless of the mode of delivery, to complete a collegiate level general education program which is the core of its liberal arts education and is described in the Academic Program section of the Academic Bulletin. The College has identified college-level general education competencies and regularly evaluates the extent to which students attain them. Kentucky Wesleyan uses direct assessments to determine the degree to which students have attained competency in its eight general education learning outcomes (LOs). Direct measures include course embedded assessments, (e.g., project completion, service learning, performance on assignments, exam questions designed to measure specific learning outcomes), case studies, papers, and oral presentations, among others. Data includes results from the distance education and traditional face-to-face programs, as the learning outcomes for both modes of delivery are the same.

Broad-based Curriculum Containing College-level Competencies: The General Education curriculum is designed to provide a common broad-based educational experience that will develop in students the abilities to communicate effectively, utilize quantitative data, demonstrate critical thinking skills, enhance understanding and appreciation of the humanities, and expand knowledge of the social sciences and natural worlds. The competencies (learning outcomes – LOs) for the general education curriculum represent the knowledge, attitudes, values and skills associated with a college level education. The learning outcomes associated with the General Education Program include:
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment criteria</th>
</tr>
</thead>
</table>
| LO 1 Exhibit critical and logical thinking | • Can read or listen to an argument and a) distinguish between verifiable facts and unsubstantiated opinion, b) determine the reliability of a claim or source, c) determine the strengths and weaknesses of an argument.  
• Can detect logical inconsistencies in a line of reasoning and identify unstated and stated and reasonable and unreasonable assumptions. |
| LO 2 Demonstrate problem solving ability | • Can a) develop a unique, original approach to solving a problem and/or b) apply mathematics, e.g. use tools such as graphs, statistics, logarithms, etc., to analyze relevant data and/or test hypotheses. |
| LO 3 Identify and analyze ethical issues | • Can use ethical principles and theories to subject ethical issues to moral analysis demonstrating fair-mindedness. |
| LO 4 Communicate effectively | • Can demonstrate clear writing appropriate to the discipline and audience.  
• Can give verbal presentation and/or engage in discussion appropriate to the discipline and audience. |
| LO 5 Demonstrate an aesthetic awareness | • Can analyze the elements of fine art, music, poetry, drama or literature. |
| LO 6 Explore the human experience | • Can explain human, universal experiences (e.g. love, war, poverty, etc.) from multiple perspectives. |
| LO 7 Comprehend the natural world | • Can analyze the natural world and human efforts to achieve progress through involvement with it. |
| LO 8 Utilize knowledge critically to sustain physical well being | • Can analyze one’s wellness and develop a plan to improve and maintain wellness. |

Students in the residential program must complete a minimum of:

- nine hours in Humanities with 3 hours each required in History and Religion;
- six hours in Aesthetics with 3 hours each in Literature and Fine Arts;
- six hours in Social Sciences;
- ten hours in Math (3 hours) and Science (7 hours);
- seven hours in Communication Skills (6 or 7 hours – the extra hour is based on whether students need extra assistance with writing skills) and Computer Literacy (1 hour);
- three hours in Health and Physical Well-Being;
- three hours multicultural course requirement, which may come from a list of approved courses from the above areas. To receive a multicultural designation, course content
must be classified as international (regions geographically distinct from the U.S.), multicultural (history and/or culture of various ethnic groups) or cross-cultural (comparative study of different cultures - see Coherent Rationale below for more specific information).

Students in the online program complete six hours of science as the completion of a separate one credit science laboratory is not required because an understanding of the processes by which scientific judgments are made can be demonstrated without the necessity of the direct participation in laboratory experiments. Likewise, the online students complete six hours of communication skills as the one-credit course in computer literacy is not required because an online program assumes the ability to use a computer and Internet resources.

**Coherent Rationale:** Kentucky Wesleyan offers a collegiate-level general education program that is based on a coherent rationale, which clearly: 1) requires that courses approved for the General Education Program do not narrowly focus on skills, techniques and procedures specific to a particular occupation or profession and 2) articulates and defines the General Education learning outcomes that must be assessed in any course approved to meet the General Education requirement in a designated area. For example, according to the rationale, a course approved to meet the General Education requirement in Humanities/History must cover a broad historical period. Therefore, HIST 111 Survey of American History (Colonial Period through Reconstruction) meets a General Education requirement but HIST 333 The American Civil War and Reconstruction does not. In the natural sciences, according to the rationale, a course approved to meet the General Education requirement “should be introductory courses and should carry no prerequisites except in the case of the second semester of a two semester sequence.” Therefore, BIOL 101 Concepts of Biology is a General Education course, but BIOL 312 Parasitology, which requires pre-requisite biology courses, is not. Please refer to **CR 2.7.3 General Education** for a more detailed explanation of the underlying rationale associated with the General Education curriculum.

Several measures are taken to ensure that the General Education Program meets its purpose and maintains its coherent rationale. First, programs that wish to include courses in the General Education curriculum must present a course proposal to the Academic Policies (curriculum) Committee. The committee will accept, modify or reject the proposal based on its ability to meet the rationale and the assessments required for the program. Question #8 of the Proposal for an Addition to the Curriculum asks, “Do you intend this course to meet a general education requirement? If so, what general education competencies would be met by this course?” Once approved by this committee, approval by the full-faculty is required. Please refer to **CS 3.4.1 Academic Program Approval** for a more detailed description of the processes used for course and program modification and approval.

**Evidence of College-Level Competencies**

The Educational Program Review Committee (EPRC) evaluates the General Education Program, as it does other academic programs, using a five-year cycle **[1]** of internal and external review. Additionally, this committee is responsible for the annual analysis of academic program assessment of student learning outcomes. Kentucky Wesleyan considers the General Education Program to be an academic program. The iterative nature of assessment and program modifications makes the General Education Program a dynamic force at the heart of the College’s academic program. Based on assessment results, faculty have made numerous modifications to their courses to improve student learning. They have also modified the methods used to assess student learning. Below are a few examples of some of the changes made:
• Analysis of the assessment of student learning outcomes led to a revision of the core curriculum (General Education) learning outcomes in 2012. Program mapping of General Education courses to the learning outcomes (LOs) of the previous General Education curriculum indicated that several LOs were not being addressed in all components of the General Education curriculum. Conceivably a student could move through the curriculum without being exposed to all of the LOs faculty recognized as critical components of a liberal arts education; therefore, institutional objectives were not being met. An ad hoc faculty committee examined the data, developed the current rationale for the General Education curriculum, proposed changes to the LOs, and shepherded the changes through the faculty approval process, resulting in revision of the General Education Program learning outcomes. For example, it was determined that four of the LOs in the 2011 program (think critically, think logically, think creatively, and use math) could best be reorganized into two (exhibit critical and logical thinking and demonstrate problem solving ability). As a result of this reorganization (decreasing LOs from ten to eight) and remapping courses in the General Education Program to the new LOs, ensured a student moving through the General Education curriculum would be exposed to all outcomes expected of an undergraduate with breadth of knowledge and skills grounded in the liberal arts. The new LO’s became effective in the 2012-2013 academic year.

• During the 2012-2013 review of the General Education Program assessment of learning outcomes, it became apparent that the target levels set to determine satisfactory competency were not uniform within all courses assessing a particular LO. For example, the target levels for achievement in the courses that assessed critical thinking ranged from 65-90%, thus making it difficult to analyze the effectiveness of the entire program. As a result target levels for achievement for all of the General Education learning outcomes were set at 70%, meaning 70% of the students would be considered competent in the LO measured within the General Education course. These standardized targets went into effect for the 2013-2014 AY.

• In the Art Survey course, student demonstration of an aesthetic awareness was improved (100% as opposed to 89% met the standard) by replacing a research paper with a reflection paper. The instructor noted that “It increased the students’ ability to communicate in writing their personal reflections about an artist/artwork/movement/style from the previous assessed year. This freedom allows for more exploration of aesthetic awareness of the imaginative and natural world of the artist over parroted research.”

• In the Concepts of Chemistry course, faculty increased the number of homework problems to help students understand and be able to demonstrate problem-solving ability related to density mass and volume. This change led to an improvement in student learning from 46% to 60% in one year.

• In the introduction to Criminal Justice and Criminology course, students are given hypothetical questions on each of the four unit exams where they had to demonstrate their problem-solving abilities. Over the past four years student achievement has marginally increased from 72% to 75% by increasing more classroom exercises on current topics to help students develop these skills.

The table below provides a summary analysis of the results of student achievement of the eight General Education competencies.

Table 3.5.1-1: Summary Analysis of Student Achievement for the General Education Learning Outcomes

<table>
<thead>
<tr>
<th>2013-2016 AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Achievement level is 70% of students will be competent at task assessed within courses measuring the LO</td>
</tr>
</tbody>
</table>
These data indicate that all General Education learning outcomes were met each year, except in 2012-2013, when both LO 2 (demonstrate problem-solving abilities) and LO 7 (comprehend the natural world) did not reach the 70% target achievement level. This was due in part to the methodology of reporting results, as some faculty reported both formative and summative assessment results, thus lowering the overall percentage of students who achieved the measured competency since the committee includes all data items reported on the assessment report in the analysis. Data for Physics 1301 Introduction to Engineering illustrates this effect. If only summative data had been used students would have demonstrated their abilities to solve problems, but since all reported data were used, the overall average level of achievement was 43%.

PHYS 1301 (n= 14 students for each assessment) - summative assessment 93.0%  
- formative assessments - 14.0%  
- average for all three assessments  
= 43%

Additionally, while the overall target for each LO was achieved, not all courses that assessed the LO have met target levels. For example, data from AY 2015-2016 indicated four of the 21 courses failed to achieve target levels. This was an improvement over AY 2014-2015 results in which eight of the 20 courses measuring LO 2 failed to meet targets, again demonstrating that changes made in courses have had a positive improvement in student learning outcomes.

The Assessment Committee has been working with faculty during annual assessment days (two each academic year) to help them fine-tune methodologies for assessing student learning outcomes, including developing rubrics to assess performance. Faculty are also being encouraged to move away from using both formative and summative assessment of competency to identify which of those methods best measures achievement of the goal. Additionally, the Center for Engaged Teaching and Learning has been involved in helping faculty identify a variety of pedagogical techniques that might be beneficial in helping increase student learning outcomes. For example, cooperative learning exercises will be incorporated into Physics 141 Introductory General Physics as an action plan for AY 2016-2017 to improve student problem-solving abilities. Please refer to CS 3.7.3 Faculty Development and CS 3.3.1.1 Institutional Effectiveness: Educational Programs for more detailed information.

**Evidence of Compliance:** The College has provided an analysis of its educational goals demonstrating they are based on college-level competencies. It also has documented an ongoing commitment to reviewing its General Education curriculum; has identified and
described methods used to measure student-learning outcomes; and provided evidence of student attainment.

[1] The cycle has been disrupted due to faculty and staff turnover, but since the last decennial review, each program has been or is in the process of being reviewed internally and/or externally. Discipline-specific externally accredited programs are only reviewed when they undergo reaccreditation, unless the program asks for a preparatory review as Business did in 2011. The General Studies (online only) major has not yet been reviewed as a separate program. It is scheduled for review in AY 2017-2018; by then there will have been five graduates.

Sources

- Academic Bulletin 2016-17 (Page 10)
- Faculty Handbook 2016 (Page 11)
- Faculty Handbook 2016 (Page 12)
- General Education Assessment by LO 2014-15
- General Education Assessment by LO 2015-16
- General Education Curriculum Map 2011
- General Education Curriculum Map 2012
- LO1 Combined Course Assessments 2012-13
- LO1 Inconsistent Target Levels 2012-13
- LO2 Outcomes 2015-16
- Manual for Institutional Effectiveness 2016 (Page 12)
- Proposal Form Adding Course to the Curriculum
- Rationale General Education Curriculum 2012
3.5.2

Educational Programs: Undergraduate: Institutional Credits for a Degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See the Commission policy “Collaborative Academic Arrangements.”)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Kentucky Wesleyan College requires that at least 25% of the credit hours must be taken at Kentucky Wesleyan to have a degree awarded, regardless of the format or mode of delivery. Several policies ensure that this occurs. The Academic Bulletin is the major source of published policies that cover transfer credits and graduation requirements. Transfer policies allow students transferring from two-year schools to transfer in a maximum of 60 hours, while students transferring from four-year schools may transfer in a maximum of 90 hours. Since most Kentucky Wesleyan degrees are 120 hours, two-year transfers would complete at least 50% of their course work at Kentucky Wesleyan, while a four-year transfer would complete at least 25%. Students who matriculate at Kentucky Wesleyan are allowed to transfer in only 12 hours toward their degrees from other regionally accredited institutions. The last 30 hours rule requires students to take the last 30 hours at Kentucky Wesleyan unless approved by the Vice President for Academic Affairs. When approval is granted, it is only for exceptional reasons and after it has been determined that at least 30 hours have been completed at Kentucky Wesleyan. All credits earned at other institutions are reflected on the transcript.

The Registrar monitors compliance with these policies. Students who matriculate at Kentucky Wesleyan must request approval to take a course at another institution before doing so to ensure that credits will transfer. All transfer credit is evaluated and recorded by the Registrar, providing oversight of the number of hours that can be taken at another institution. These forms are received by the Registrar and placed within the students’ file. A computer-generated degree audit ensures that each degree candidate meets degree requirements, e.g., course distributions in the major, general education courses, total hours to degree, and upper level hours. The Registrar completes an official degree audit at the completion of 90 hours, which is sent to the student and faculty advisor and explains any missing requirements. This audit is updated at the end of each semester following this 90 hour review to assist the student in making satisfactory progress toward degree completion. The Registrar also confirms the residency requirement that at least 25% of the hours required for the degree are completed at Kentucky Wesleyan College. For example, a recent graduate began her studies at Kentucky Wesleyan, transferred to the Owensboro Community and Technical College, then to Portland State University and returned to Kentucky Wesleyan to complete her degree. Her transcript indicates all institutions attended and confirms she successfully completed 25% of the credit hours needed for her degree at Kentucky Wesleyan. An example of the transcript evaluation and degree audit of a transfer from a four-year institution illustrates the process by which the Registrar monitors compliance.
Evidence of Compliance: The College has documented that it requires at least 25% of the credit hours needed for a degree to be taken at Kentucky Wesleyan. Transfer credit is listed as such on the student transcript. Through degree audits, the Registrar monitors these policies.

Sources

- Academic Bulletin 2016-17 (Page 242)
- Academic Bulletin 2016-17 (Page 244)
- Academic Bulletin 2016-17 (Page 257)
- Degree Audit & Transfer Checklist Redacted
- Degree Audit Redacted
- Transfer Transcript
- Transfer Transcript KWC OCTC Portland KWC
- Visiting Student Form Redacted
3.5.3

Educational Programs: Undergraduate: Undergraduate Program Requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See the Commission policy “The Quality and Integrity of Undergraduate Degrees.”)

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College defines and publishes all requirements for its degree programs, including the General Education program, in the Academic Bulletin, which is updated yearly and posted on the College website to be available to students and faculty.

To receive a bachelor's degree, a student must complete a minimum of 120 semester hours; fulfill the General Education program, as well as the major requirements; meet the residency requirement; complete a minimum of 42 semester credit hours in courses numbered 300 or above; and achieve an overall and major grade point average of 2.0. The Academic Bulletin outlines all of these requirements, as well as providing detailed listings of major and minor requirements and specific course descriptions.

Students in both modes of delivery are first informed of degree requirements during orientation and/or advising meetings/sessions with faculty. The Academic Bulletin has sample Four-Year and Three-Year Plans associated with each major which serve as advising tools. Likewise, the degree audit shows progress toward degree. Students and advisors have access to these degree audits through their web-based portals. An official degree audit, completed by the Registrar at the completion of 90 hours, serves as an additional checkpoint to ensure students are making satisfactory progress toward degrees. Please refer to CR 2.7.3 General Education for more detailed information concerning student pathways.

Degree Requirements are in Conformity With Commonly Accepted Standards and Practices

To ensure conformity with commonly accepted standards and practices, Kentucky Wesleyan benchmarks its academic programs against other institutions. Kentucky Wesleyan faculty and administrators stay abreast of the best practices in higher education through membership and participation in educational organizations such as AAC&U (American Association of Colleges and Universities), CIC (Council on Independent Colleges), SACSCOC (Southern Association of Colleges and Schools Commission on Colleges), and disciplinary-based professional organizations.

Kentucky Wesleyan has identified a list of peer and aspirant schools it uses to benchmark a variety of institutional components such as faculty salaries, credit hours to degree, general education hours, etc. Some of these same institutions are within Kentucky Wesleyan’s
comparison groups for NSSE and CIC FIT and KIT data. Table 3.5.3.1 includes comparison of total credit hours to degree and credit hours in the general education curriculum for Kentucky Wesleyan’s peer group.

**Table 3.5.3.1: Comparisons of General Education and Total Credit Hours to Degree between Kentucky Wesleyan and its Peer Institutions**

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>General Education Curriculum (Hours)</th>
<th>Total Minimum Hours to Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asbury University</td>
<td>46</td>
<td>124</td>
</tr>
<tr>
<td>Birmingham Southern College</td>
<td>13 units = 52</td>
<td>32 units = 128</td>
</tr>
<tr>
<td>Georgetown College</td>
<td>48-57</td>
<td>120</td>
</tr>
<tr>
<td>Hanover College</td>
<td>16 units = 64</td>
<td>36 units = 108-144</td>
</tr>
<tr>
<td>Kentucky Wesleyan College</td>
<td>42</td>
<td>120</td>
</tr>
<tr>
<td>Lindsey Wilson College</td>
<td>45</td>
<td>120</td>
</tr>
<tr>
<td>Paine College</td>
<td>56</td>
<td>124</td>
</tr>
<tr>
<td>Tougaloo College</td>
<td>45-47</td>
<td>124</td>
</tr>
<tr>
<td>Virginia Wesleyan College</td>
<td>52</td>
<td>128</td>
</tr>
<tr>
<td>Warren Wilson College</td>
<td>59</td>
<td>128</td>
</tr>
<tr>
<td>West Virginia College</td>
<td>46-49</td>
<td>120</td>
</tr>
</tbody>
</table>

The faculty takes full responsibility for determining what coursework is included in the General Education (core curriculum) program as well as each program of study. Please refer to **CS 3.4.1 Academic Program Approval**, **CS 3.4.5 Academic Policies**, and **CS 3.4.11 Responsibility for the Curriculum** for detailed information concerning the process for approval of changes in curricula or courses.

Academic programs at Kentucky Wesleyan benchmark their curricula against a variety of different institutions, as faculty members determine the most appropriate colleges and universities for comparison. Often this is based on school size or availability of the program. Discipline-specific accrediting requirements are used as benchmarking tools in several of Kentucky Wesleyan’s programs. For example, Music benchmarks its major requirements against National Association of Schools of Music requirements, as well as other institutions with similar programs. Additionally, the professional programs in Business Administration and Teacher Education have curricula based on the discipline-specific criteria of their external accrediting bodies, providing further evidence of adherence to generally accepted standards. Discipline-specific accrediting bodies accredit seven of Kentucky Wesleyan’s active degree programs, with one additional program in teach-out mode and scheduled to end May 2017 when the one remaining student graduates.

The College went through an extensive analysis of its revenue centers in 2010. Stevens
Strategy, Inc. facilitated this analysis. A campus committee conducted an extensive analysis and review. Based on its recommendations, academic programs were ranked into three tiers, based upon mission centrality, performance (quality), marketability, and resource generation. Following this process, the top two tiers of programs were required to undergo a review:

“Each program review must outline a specific plan (with goals and benchmarks) to improve their relevance in the current market, to improve enrollment over three to five years,...and to improve the overall educational quality of the program.”

“The program reports should include a plan to improve the current method of documenting learning outcomes.”

“Each program should also do a comparison study with leading colleges in their discipline.”

This was one of first formal comparisons of Kentucky Wesleyan’s academic programs with programs from other institutions. Faculty members identified the programs that were most relevant to their discipline for comparative purposes. Fourteen of Kentucky Wesleyan’s current majors underwent these reviews. Table 3.5.3.2 indicates the comparison groups programs used in this review. The links to the reviews will provide additional information indicating that Kentucky Wesleyan’s programs contained similar types of courses and numbers of course hours required for the majors listed.

**Table 3.5.3.2: Academic Programs Benchmarked Against Similar Programs during the 2010 Program Review**
<table>
<thead>
<tr>
<th>Program</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art/Graphic Design</td>
<td>Becker</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Transylvania, Georgetown, Illinos Wesleyan, Wabash</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>Denison, DePauw</td>
</tr>
<tr>
<td>History</td>
<td>Centre, Denison, DePauw, Illinois Wesleyan, Ohio Wesleyan, Transylvania, Asbury, Hanover, Georgetown, Lindsey Wilson, Virginia Wesleyan</td>
</tr>
<tr>
<td>Physics</td>
<td>Bates, Gettysburg, Luther, US Air Force Academy, Middlebury, Taylor, Murray State</td>
</tr>
<tr>
<td>Political Science</td>
<td>DePauw, Centre, Ohio Wesleyan, Transylvania, Wabash</td>
</tr>
<tr>
<td>Psychology</td>
<td>Centre, Denison, DePauw, Illinois Wesleyan, Ohio Wesleyan, Transylvania, Asbury, Hanover, Georgetown, Lindsey Wilson, Virginia Wesleyan, Paine, Tougaloo, West Virginia Wesleyan, Warren Wilson</td>
</tr>
</tbody>
</table>

Benchmarking now occurs through the program review process and when new academic programs are added. The forms used for program review and adding a new academic program were revised in 2012 to require faculty to provide comparison with similar programs, ensuring degree requirements conform with commonly accepted standards and practices. Below are examples of benchmarking of academic programs that has occurred either during a new program approval or the program review process.

- **Art & Graphic Design** selected three specialty schools and three other colleges and Universities for its benchmark analysis, among them Rhode Island School of Design and
• **Criminal Justice and Criminology** has selected the top 15 CJC programs in the US based on the *US News and World Report* for comparison. The program has submitted a program modification to better align itself with these programs.

• **Exercise Science** designed its program around the American College of Sports Medicine (ACSM) standards and outcomes. Kentucky Wesleyan’s program requires more practica/service learning and fewer science courses, as the majority of students are interested in the Fitness and Sports Leadership track. Other undergraduate programs that were examined included Bellarmine, Northern Kentucky, Cumberland, Western Kentucky, Shippensburg, North Carolina at Charlotte, Northern Colorado, and Skidmore.

• **Health Science** selected the University of Kentucky, Western Kentucky University, and the University of Missouri for its benchmarking analysis, as each of these programs had comparable divisions of general education, core, and electives toward a total of 120 credit hours for the B.S. degree. These institutions have more course elective flexibility due to size and therefore offer a broader range of supporting courses in epidemiology, public health administration, and environmental health; however, the basic core requirements were similar.

• **History** selected the College’s aspirant schools for comparison, among them Denison, DePauw, Illinois Wesleyan and Transylvania, all of which have significantly larger faculties within the History program, e.g., an average of nine versus Kentucky Wesleyan’s 1.5 full-time. Even so, the offerings in the areas of American history were comparable. There were fewer history options in Asian, Latin American, Middle East, etc.

• **Music** selected the College’s peer and aspirant schools as a comparison group.

**Evidence of Compliance:** The College has provided evidence that it publishes its degree requirements and that they conform to expected collegiate standards as evidenced by benchmarking analyses.

**Sources**

- Programs and Resource Optimization (PRO)
  - Art PRO
  - Biology PRO
  - Business and Economics PRO
  - CART PRO
  - Chemistry PRO
  - Criminal Justice PRO
  - English PRO
  - Exercise Science PRO
  - History PRO
  - Physics and Engineering PRO
  - Political Science PRO
  - Psychology PRO
3.5.4

Educational Programs: Undergraduate: Terminal Degrees of Faculty

At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College ensures that at least 25% of the course credit hours in each major, regardless of the mode of delivery, are taught by faculty members holding an appropriate terminal degree, e.g., Ph.D., Ed.D., D.Min., J.D., or M.F.A. Consistent with Kentucky Wesleyan’s mission to prepare students intellectually for success, the majority of the faculty teaching at Kentucky Wesleyan College during AY 2015-2016 held terminal degrees, e.g., 73% percent of Kentucky Wesleyan’s full-time teaching faculty are terminally degreed. These faculty teach in both the residential and distance (online) education programs. Twenty-six percent of the part-time faculty teaching in either the residential or distance programs held terminal degrees. During AY 2015-2016, the percentage of credit hours taught in the residential programs by faculty holding a terminal degree ranged from 29% in Music to 100% in many other majors, including English, Mathematics, Psychology, and Theatre Arts. The percentage of credit hours taught in the distance programs by faculty holding a terminal degree ranged from 44% to 58% during AY 2015-2016.

Evidence of Compliance: The College has provided evidence that at least 25% of student credit hours are taught by faculty with the terminal degree, regardless of the mode of delivery.

Sources

- Credit Hours Taught by Faculty with Terminal Degrees
- Online Credit Hours Taught by Faculty with Terminal Degrees
3.6.1

Educational Programs: Graduate/Post-Baccalaureate: Post-Baccalaureate Program Rigor

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative

Kentucky Wesleyan College does not offer graduate degree programs.
3.6.2

**Educational Programs: Graduate/Post-Baccalaureate: Graduate Curriculum**

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

**Judgment**

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

**Narrative**

Kentucky Wesleyan College does not offer graduate degree programs.
3.6.3

Educational Programs: Graduate/Post-Baccalaureate: Institutional

Credits for a Graduate Degree
At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements").

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative
Kentucky Wesleyan College does not offer graduate degree programs.
3.6.4

**Educational Programs: Graduate/Post-Baccalaureate: Post-Baccalaureate Program Requirements**

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

**Judgment**

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

**Narrative**

Kentucky Wesleyan College does not offer graduate degree programs.
3.7.1

Faculty: Faculty Competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See the Commission guidelines "Faculty Credentials.")

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Kentucky Wesleyan College seeks to hire faculty who are excellent teachers, show potential for scholarly research and professional activity, and support the values of the College. As noted in the Faculty Handbook, "Kentucky Wesleyan College values and subscribes to the concept of tenure as that concept has evolved and is maintained within the academic profession;” however, non-tenure-track appointments do occur. Most (86%) full-time teaching faculty at Kentucky Wesleyan are tenured or tenure-track as of fall 2016.

Credentials: All faculty members, regardless of full- or part-time status, are evaluated for qualifications and credentials on an ongoing basis, with primary consideration given to the highest earned degree. This is done first at the time of hire, then, whenever job duties, curricular content, or program needs shift. In addition, the master faculty roster is updated each semester, resulting in a continual process of evaluation of faculty credentials (see below). The Vice President for Academic Affairs and Dean of the College and the Associate Dean of the College and Director of Online Learning assume responsibility for ensuring that faculty members have the appropriate qualifications to teach the courses they are assigned. The Personnel Appointment Policy describes the process and qualifications needed for hiring faculty. As noted in this policy:

“Faculty employment is governed by accreditation standards established by the Southern Association of Colleges & Schools Commission on Colleges (SACSCOC). Therefore, in order to comply with these standards, faculty and staff teaching undergraduate-level courses as the instructor of record, either full-time or part-time and regardless of the mode of delivery, must hold a:

- terminal degree (e.g., a Ph.D., D.Min., J.D., MFA) with a concentration in the teaching discipline OR
- hold a masters’ degree and have completed at least 18 graduate credit hours in the discipline OR
- have completed 18 graduate hours in the discipline OR
- in limited circumstances, individuals may have special skills or experiences that
qualify them to teach in a discipline without meeting the above standards. For example, an individual who has performed professionally for an extended period may be justified to teach applied music courses or acting, even though they do not hold a graduate degree or do not meet the 18 graduate hours in the discipline requirement and may be eligible for appointment. These 'professional qualifications' must be determined and documented before any appointment can be made.”

For 2016, 86% of Kentucky Wesleyan's faculty have the terminal degree. The Faculty Rosters (2013, 2014) and the Credentials file data for 2015 and 2016 (see Credentials below) provides additional information concerning the credentials faculty have to teach the courses they are assigned. The credentials file includes Faculty Curriculum Vitae or Resumes in the documents section (please note Kentucky Wesleyan just moved to Campus Labs Credentialing in 2016).

Kentucky Wesleyan College places high value on real-world experience. For example, most programs strongly encourage juniors and seniors to participate in an internship or practicum. Most programs ensure that graduates learn from faculty who have significant professional experience in the area. Often this is accomplished by hiring adjunct faculty. Some of these instructors hold a terminal degree, some hold appropriate master's degrees, and some hold terminal masters, or baccalaureate degrees and have extensive job experience. In these latter cases, the roster provides an explanation. For example, in 2015 an Applied Music Brass-Trumpet adjunct has a bachelor's degree in music, but has 15 years professional experience as a performing artist in multiple venues and with multiple ensembles, including performances in Carnegie Hall and with the Louisville and Owensboro Symphony Orchestras. He has taught Applied Music lessons in trumpet. If the case is obvious, the roster will simply list the job experience. In cases that are more complicated, a justification is also provided.

The Office of Academic Affairs maintains and routinely updates files on each faculty member, documenting each faculty member's qualifications. The typical file includes: a curriculum vita or resume, graduate transcripts, justification forms (if required), appointment letter, other correspondence and materials relating to promotion and tenure reviews. These files are located in the Office of the Vice President for Academic Affairs. As qualifications change, they are updated on the master Faculty Roster.

Similar files are kept for adjunct instructors who are reviewed on a semester-by-semester basis. In addition to the course evaluations submitted by students for all courses, Program Coordinators who employ part-time instructors visit their classrooms and complete a Classroom Observation of Teaching form, which is placed in the instructor's file. The Associate Dean of the College and Director of Online Learning completes an evaluation of an Online Classroom Observation form, which is placed in the instructor's file. Please refer to CS 3.2.9 Personnel Appointment and CS 3.7.2 Faculty Evaluation for more additional information concerning how faculty competence is determined through the evaluation process.

Although not an official part of the General Education Program, KW 101, an orientation course, is required of all freshmen. Faculty and staff are invited to apply to teach the course and work with students throughout their first term. There is no relevant discipline associated with this course; however, at least a master's degree (in any area) is required, as is a substantial familiarity with liberal arts education, knowledge of student support systems, and a commitment to holistic student development. Instructors also commit to attend course preparation training, as well as to be present during the summer advising sessions.

Evidence of Compliance: The College has provided evidence that it employs competent
faculty members by providing documents related to requirements for faculty employment, credentials file, and justifications for exceptions to terminal degrees as appropriate.
## Credentials

<table>
<thead>
<tr>
<th>Roster by Department</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Art/Graphic Design</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Biology &amp; Zoology</td>
</tr>
<tr>
<td>Business Administration</td>
</tr>
<tr>
<td>Chemistry</td>
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<tr>
<td>Chemistry and Physical Science</td>
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<td>Christian Ministries</td>
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<tr>
<td>Communications</td>
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<tr>
<td>Computer Literacy</td>
</tr>
<tr>
<td>Criminal Justice &amp; Criminology</td>
</tr>
<tr>
<td>Development</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Freshman Introduction</td>
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<td>German</td>
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<tr>
<td>History</td>
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<tr>
<td>History/Political Science</td>
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<tr>
<td>Kinesiology &amp; Health Promotions and Philosophy</td>
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<tr>
<td>Kinesiology &amp; Health Promotions</td>
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<td>Management Information Systems</td>
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<td>Mathematics</td>
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<tr>
<td>Modern Language</td>
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<tr>
<td>Music</td>
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<td>Physics &amp; Engineering</td>
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<td>Psychology</td>
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<tr>
<td>Religion &amp; Philosophy</td>
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<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Theatre</td>
</tr>
</tbody>
</table>
Sources

- Adjunct Classroom Observation Redacted
- Faculty Handbook 2016 (Page 21)
- Faculty Roster 2013
- Faculty Roster 2014
- Faculty Status AY 2016-17
- KW101 Instructor Application Redacted
- KW101 Instructor Training 2016
- KW101 Syllabus Fall 2016
- Online Adjunct Classroom Observation Redacted
- Personnel Appointment Policy 2016
3.7.2

**Faculty: Faculty Evaluation**

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

**Judgment**

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

**Narrative**

Kentucky Wesleyan College regularly evaluates the effectiveness of faculty members in accordance with published criteria, regardless of contractual or tenured status, or mode of delivery. Faculty evaluation procedures and guidelines described in the Faculty Handbook are designed to help direct faculty members in their scholarly activities and professional development, and ensure excellence in teaching and service to the institution and profession. In May 2011, the faculty approved new guidelines for faculty evaluation that were generated from discussions between the Vice President for Academic Affairs and Dean of the College and the members of the Faculty Status and Faculty Professional Interest Committees. These detailed guidelines provided specific information on how teaching, scholarly work, and service would be evaluated during the annual review, tenure, and post-tenure review processes. The realization that the composition of the faculty would be changing from predominantly tenured to many new non-tenured faculty drove the need for these conversations and subsequent changes. Although the guidelines were approved by the faculty in 2011, and adopted in practice for non-tenured faculty beginning in fall 2011, they did not become integrated into the Faculty By-Laws until 2016 when the Faculty Handbook revision was completed and approved by the Board of Trustees. The Faculty Tenure Plan was not implemented until fall 2016.

**Review Policies for Full-Time Faculty**

Tenure-track faculty must develop a faculty tenure plan [1] during the first year of the pre-tenure period. This plan is designed to help direct them to a successful tenure bid. As noted in the Faculty By-Laws, section 1.2.7.2:

“...The Faculty Tenure Plan should include the areas of faculty development identified in the Faculty Evaluation Guidelines: Instructional Activities; Scholarly Activities and Professional Development; Service to the Program, the College, and the Profession; and Community Service. This plan will be used by Program Coordinators [2] or Division Chairs to assist untenured faculty in meeting tenure goals. In collaboration with the Program Coordinator or Division Chair, a faculty member may revise his or her Development Plan over the course of the probationary period. Materials supporting the achievement of goals should be kept in a tenure portfolio.”

All full-time faculty, regardless of their tenure status (e.g., tenure-track, non-tenure track, tenured), complete annual faculty evaluations which provide information on the faculty member’s growth as a teacher, scholar and community member (see sections below for the process and evaluation guidelines). A tenure review, conducted in the sixth year of the faculty member’s employment, requires that the candidate demonstrate maturity as a teacher, scholar and community member. A successful review brings tenure and promotion to associate
professor, effective in the academic year following the review. After a full-time faculty member is granted tenure, he or she undergoes a post-tenure review every three years. Periodic review of tenured faculty provides an opportunity for continued faculty development and revitalization.

Promotion to full professor may occur after four years at the rank of associate professor. A promotion review may be conducted as early as the fall of the candidate's fourth year at the rank of associate professor. The candidate submits evidence of teaching, scholarship and service, and works of scholarship for evaluation by both internal and external reviewers. A successful review brings promotion to full professor, effective in the academic year following the review. An unsuccessful review carries no penalty, and the faculty member may reapply for review as early as the next year. These policies and procedures are described in more detail below.

The Review Process for Full-Time Faculty

The heart of the review process at Kentucky Wesleyan is peer review. In each formal review, the candidate's work is evaluated by representatives of the program and/or division, the Faculty Status Committee, and the Vice President for Academic Affairs and Dean of the College. In the tenure and promotion review and promotion to full professor review, the candidate's scholarship may also be evaluated by peers from outside the College. At all stages, peer review is designed to promote growth as well as to assess achievement.

The review process begins with appointment to the faculty and involves the faculty member, the program, and the Vice President for Academic Affairs and Dean of the College. During this process, the program has responsibility for articulating standards and expectations for teaching, scholarship and service within the program/discipline and the division. It is the responsibility of the Vice President for Academic Affairs to oversee the process by monitoring annual reports and written reviews of faculty members, and by communicating with individual faculty members, Program Coordinators and Division Chairs.

Each year, full-time faculty members submit an annual review of their accomplishments which is evaluated by the Program Coordinator for the discipline and/or Division Chair and the Faculty Status Committee. Classroom observations and student evaluations of teaching (see section below on Student Evaluations of Teaching) are included in the evaluation. Classroom observations of faculty teaching in the residential program are conducted by the Program Coordinator and/or Division Chair, members of the Faculty Status Committee, and the Vice President for Academic Affairs and Dean of the College and/or the Associated Dean of the College and Director of Adult and Online Education. For faculty teaching in the online program, the Associate Dean of the College and Director of Adult and Online Education reviews course design, course materials, and interactions, e.g., following required chat or threaded discussions. Feedback is provided to the faculty member following each observation in both modes of delivery.

The Faculty Status Committee reviews the faculty member's annual review, the Program Coordinators and/or Division Chairs evaluations, and other materials submitted for the annual review. At his or her option, the committee also meets with the person being reviewed. The Faculty Status Committee writes a letter to the Vice President for Academic Affairs and Dean of the College (VPAA) commenting on the faculty member's growth as a teacher, scholar, and community member, and if needed, suggesting areas of improvement and recommending continuation or termination. The VPAA then meets with each faculty member to discuss his or her accomplishments, professional interests, and future plans in the context of the
Faculty Status Committee's letter. The VPAA also inquires as to the needs and/or concerns of the faculty member and provides suggestions for further professional development. If problems are identified during the review, the insights gained from this process may help bring about positive resolution. If needed, a performance improvement plan is put in place following this meeting. At the end of the peer review process for faculty undergoing tenure and/or promotion review, the President considers the recommendations of the Faculty Status Committee and the VPAA before sending recommendations to the Board of Trustees for a final decision. See CS 3.2.9 Personnel Appointment for additional information concerning faculty evaluation.

Post-tenure reviews of faculty members occur at three-year intervals [3] after the granting of tenure, if no promotion review has occurred within the three-year period. A promotion review within the three-year period automatically postpones the post-tenure for three years from the date of the promotion review. Reviews of tenured faculty are not scheduled during sabbatical leave or within a year of declared retirement.

Standards of Evaluation

In keeping with liberal arts tradition, teaching is the first concern in any faculty review. Scholarship and service are also essential to the mission of the College and to the evaluation of faculty performance, both for their intrinsic worth and for their roles in providing contexts for transformative teaching.

At each review, the faculty member must demonstrate levels of accomplishment and growth appropriate to the review. For new faculty, reviews evaluate the candidate's early growth as a teacher, scholar, and community member. As the candidate approaches the tenure decision, accomplishments within each of the three categories are added. By the time of the tenure and promotion review, the review requires that the candidate demonstrate maturity as a teacher, scholar and community member. The full professor promotion review requires that the candidate demonstrate sustained performance and substantial new achievement in all three areas. The College's requirement for periodic, post-tenure review is intended to affirm the directions and needs of faculty professional development and to improve the faculty and the educational program.

As noted in the Faculty By-Laws, section 1.3, Teaching Excellence is characterized by:

“...well planned, carefully organized courses; effective delivery of material; clear student outcome expectations; innovation in subject matter and pedagogy; courses that meet program and College objectives; sufficient opportunity for out-of-class contact between instructor and students; demonstrated effort to keep course content current; use of appropriate methods of feedback and student assessment.”

Excellence in Scholarly and Professional Development Activities is characterized by:

“...developing new or expanded areas of expertise; demonstrating efforts to stay current in one's field; developing and conducting artistic performances; designing and conducting well-planned research projects; presenting ideas on and off campus; publishing one's work; receiving recognition from one's peers in the profession. Untenured faculty must document annually progress towards, involvement in, or engagement with Scholarly and Professional Development Activities...”

Excellence in service requires faculty members to:
"...contribute significantly to the Program, to the College, and to the Profession in which he/she engages. As faculty at church-affiliated, liberal arts institution, faculty members should demonstrate the contributions of a liberal arts education within the context of a larger world through Community Service... Characteristics of excellent service include: dependability; thoughtfulness; active participation and preparedness; collegiality; willingness to accept responsibility; willingness to accept leadership roles; effective leadership; helping the College and Program meet goals; helping professional organizations meet goals; helping student organizations meet goals; providing opportunities for students to interact with communities beyond the College; effectively advising and counseling students."

Review and Evaluation of Adjunct Faculty

Adjunct (part-time) faculty are hired and reviewed on a semester-by-semester basis, and their teaching is evaluated using both student course evaluations and by a process of peer review. Peer review involves minimally an annual documented classroom observation by the Program Coordinator and/or Division Chair, or in the case of online adjuncts, by the Associate Dean of the College. If needed, additional levels of peer review may occur. The re-hiring of adjunct faculty is dependent on the outcome of both peer and student evaluation of their teaching. It should be noted that no additional level of review has been required for any adjunct faculty member.

Student Evaluation of Teaching

All faculty members are required to administer student course evaluations close to the end of each semester. The administrative assistant in the Office of Academic Affairs oversees and manages the College’s student course evaluation process. After grades have been submitted at the end of the semester, course evaluations are released to faculty members for inclusion in the annual report. The Vice President for Academic Affairs and Dean of the College (VPAA) reviews all student course evaluations. Any significant issues or repeated patterns seen over more than one semester are brought to the attention of the faculty member during their annual review discussions with the VPAA. Also, the Program Coordinator/Division Chair is informed of any issues or patterns that suggest problems.

Evidence of Compliance: The College has provided evidence that it regularly evaluates the effectiveness of each faculty member, regardless of contractual or tenured status, or mode of instruction delivery according to the criteria that are published in the Faculty Handbook.

[1] In February 2016, a new Faculty Handbook was approved that includes new detailed sections on faculty evaluation. The Faculty Tenure Plan is a new requirement and faculty are currently in the process of developing these plans. We have asked all first- and second-year tenure-track faculty to work with their Program Coordinator to develop a plan.

[2] In 2013, Academic Affairs was reorganized into four Divisions to improve efficiency and promote interdisciplinary connections. This reorganization eliminated departments. Program Coordinators assume the role of what were once Department Chairs.

[3] In the 2016 Handbook revision, this was changed from six to three years to be in compliance with SACSCOC recommendations.
Sources

- Adjunct Classroom Observation Redacted
- Faculty First Year Review Packet Redacted
- Faculty Handbook 2016 (Page 14)
- Faculty Handbook 2016 (Page 19)
- Faculty Handbook 2016 (Page 22)
- Faculty Handbook 2016 (Page 24)
- Faculty Handbook 2016 (Page 30)
- Faculty Handbook 2016 (Page 31)
- Faculty Professional Development (Tenure) Plan Template
- Full-time Classroom Observation Redacted
- Online Adjunct Classroom Observation Redacted
- Online Full-time Classroom Observation Redacted
- Performance Improvement Plan Redacted
- Post-Tenure Review Packet Redacted
- Pre-Tenure Review Packet Redacted
- Promotion Full Professor Review Packet Redacted
- Tenure Promotion Review Packet Redacted
3.7.3

Faculty: Faculty Development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

☐ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative

Kentucky Wesleyan College is committed to faculty development. The appointment letter for each full-time faculty member states, "The College expects and encourages you to continue your professional development throughout the period of your appointment." Furthermore, the Faculty By-Laws state that it is an "obligation" of a Kentucky Wesleyan faculty member "...to render comprehensive attention to teaching, faculty development, service to the College and service to the community." Full-time faculty are informed of these opportunities through the new-hire faculty orientation, discussions during the yearly meeting with the Vice President for Academic Affairs and Dean of the College to discuss their annual performance review, and announcements at faculty meetings. Announcements and calls for proposals are also sent to faculty via email and/or posted on PantherNet, the College's intranet. Part-time faculty are informed of opportunities via email and/or announcements posted on PantherNet. Remotely located part-time faculty teaching online receive additional information concerning training and professional development opportunities related to online teaching from the Associate Dean of the College and Director of Online and Adult Education via phone and email conversations.

The institution supports faculty development in various ways:

1. The Vice President for Academic Affairs and Dean of the College (VPAA) supports professional development for faculty in the following ways:
   a. Faculty have access to travel funds to attend professional conferences, workshops, etc. Faculty apply for these travel funds annually. Additional conference travel funds are available via restricted program accounts, a professional development fund controlled by the Faculty Professional Interests Committee, and the Center for Engaged Teaching and Learning (see below). Over the past five academic years, an average of 13.4 (28%) of the full-time faculty have applied for and been granted VPAA travel funds. It should be noted that some of these full-time faculty also teach online.
   b. Faculty have access to in-house faculty development workshops. For example, a two day workshop conducted by the Public Conversations Project involved 18 full-time faculty members who discussed and demonstrated a variety of pedagogical approaches being used in Wesleyan's classrooms (see CETL below for additional information).
   c. Beginning with Academic Year 2011-2012, the Trustees established a faculty development operating budget line to support a new VPAA Mini-Grant Program. Faculty prepare a proposal that must be approved by the program coordinator/division chair and then submitted to the VPAA who, in consultation with
the Associate Dean of the College and/or Division Chair, determines whether the project has the potential to meet the objectives of the Mini-Grant Program, is related to General Education and/or disciplinary program student learning outcomes, and has an assessment plan that includes measurable outcomes. Since its inception, four to five awards have been made per academic year. These grants have focused on developing online courses, incorporation of high impact practices, use of open educational resources (OER), and/or implementing experiential learning opportunities. Faculty share their results/experiences during the fall or winter faculty development workshop or at the recently established teaching conference (see below). Part-time and remotely located part-time faculty teaching online also have received these funds for developing new online courses, the most recent of which was the development of an English course in Linguistics which was taught fall 2016.

d. The sabbatical leave program provides full-time faculty with the opportunity to recharge themselves. Faculty must apply for a sabbatical. The Program Coordinator and/or Division Chair recommends the application. Since the last decennial review only three faculty have applied for sabbaticals, all were approved; however, only two faculty members used their leave. One leave was used to pursue additional training and licensure which would inform his teaching in areas of psychology, while the second was devoted to creative work that resulted in a major juried sculpture show, contributing to his scholarly work.

e. An educational leave program exists for graduate study and to provide financial assistance for those pursuing their doctoral degrees. Since the last decennial review there have been no requests to utilize this program.

f. The Wesleyan Fellows Program was initiated in AY 2009-2010 and provides faculty and off-campus supervisors with paid student fellows to work on scholarly and/or creative projects. The student applies for this program by preparing a project proposal and securing the supervisor’s recommendation. An ad hoc faculty committee evaluates the applications and recommends the students for funding. Since its inception, 49 students have been funded to work with 27 different faculty members at Kentucky Wesleyan College. Several have given presentations at regional and national disciplinary or undergraduate research conferences. Data from some of these projects have been incorporated into faculty publications.

2. The Center for Engaged Teaching and Learning (CETL) was opened in 2014 and supports faculty development. Last year, CETL conducted 24 workshops for faculty and had 84 consultations with faculty. In addition, CETL hosted the inaugural spring conference. CETL’s faculty development efforts reached 63 unique faculty members, representing more than half of the total full-time and part-time faculty. Every full-time faculty member has participated in at least one CETL active-learning workshop and one service-learning workshop. CETL offers a variety of faculty development activities annually, among them:

   a. CETL Mini-Grants support faculty efforts to increase engagement within or outside of the classroom. Funded activities range from supporting travel to pedagogical workshops to learn new approaches and/or techniques for incorporating technology, to curricular or co-curricular projects to increase engagement, e.g., support for undergraduate research, classroom simulations, or student international travel to art museums. Both full-time and part-time faculty have received these professional development funds from CETL.

   b. CETL promotes and supports the effective use of technology in teaching and
**learning** by offering workshops, training sessions, how-to videos, and individual consulting services to assist faculty to implement and effectively use the new Student Information System, CAMS, and the new Learning Management System, Brightspace D2L.

c. **CETL Faculty Development Workshops** are offered throughout the year on a variety of topics aimed at improving engagement in the classroom and addressing instructional issues of faculty concern. Attendance at many of these workshops is voluntary; however, two workshops a year, offered before the beginning of the fall and spring semesters, are required to ensure all faculty engage yearly in some form of professional development. For instance, the spring 2016 workshop focused on Service Learning. It was led by Dr. Wendy Williams of Berea College and included a community organization panel. The fall 2016 workshop centered on developing a Learner-Centered Culture. A yearly campus-wide teaching conference was initiated in 2016. Twenty-one Kentucky Wesleyan faculty attended the first conference. Dr. David Goguen, Associate Professor of Journalism at Lindsey Wilson College, was the plenary speaker and also conducted a workshop on writing using Collaborative Google Apps. All faculty who received CETL mini-grants reported on their activities at this conference. In addition, CETL has developed a sharing series called Faculty Idea Exchange and an advisors series called Advising Roundtable.

3. In 2001, an anonymous donor presented Kentucky Wesleyan with $200,000 to establish an endowed fund for faculty development. The yearly interest is distributed by the Faculty Professional Interest Committee. These funds are used to supplement the VPAA’s resources or to provide additional opportunities for faculty development. The emails from the Faculty Professions Interest Committee demonstrate how these funds were used for AY 2016.

4. The **Faculty “Brown Bag” Program** is a faculty-initiated and run program that provides opportunities for the faculty to get together for collegial interactions and professional development. As the name indicates, all are encouraged to bring their lunch for a “lunch and learn” type program. All faculty are encouraged to present. The program provides a venue to try out a presentation that may be given at conferences. For new faculty, it is a way introduce themselves to their colleagues in other disciplines, while more seasoned veterans have given talks that are more personal and reflective in nature.

5. Disciplinary program restricted funds are also used to support faculty professional development, e.g. conference travel, supplies and equipment to support faculty scholarly work, student travel, etc.

6. The Associate Dean of the College and Director of Online and Adult Education oversees the training for faculty teaching online.
   a. The training program begins with the hiring process where faculty are informed of their responsibilities in the teaching contract they sign. They agree to fulfill institutional expectations for communicating with students, submitting attendance and grades, submitting Academic Alerts, etc. related to retention and ensuring student are maintaining progress toward successfully completing the course. Part-time faculty receive an electronic copy of the *Adjunct Faculty Handbook* which provides information on policies, College services available for students, and a variety of information/procedures related to teaching. Adjunct faculty members teaching online are given instructions on using their College email and are provided instructions on where to locate information and forms on the College website,
intranet, and faculty portal of the student information system.

b. Learning House LMS training - Prior to fall 2016, Learning House (LH), was our online education provider. LH provided a training course which all new instructors were required to complete prior to teaching a course through LH's learning management system (LMS). Instructors provided content and LH instructional designers developed the course shells according to best practices in online education. Learning House provided support to instructors through a faculty support specialist prior to and after courses were in session.

c. Brightspace D2L training – The Brightspace D2L LMS replaced the LH platform in fall 2016 for all online courses, as well as the residential programs using Moodle and the Jenzabar LMS. Two days of training by D2L trainers were provided to 12 early initiator faculty members in July 2016. Eight of the 12 teach online courses and two were adjunct faculty members. Following the initial training by D2L trainers, the Center for Engaged Teaching and Learning (CETL) offered numerous opportunities for training for all full-time and adjunct faculty, beginning with a full day of hands-on training on August 4, 2016. Workshops were scheduled for various times during the day before and after the first day of classes, to accommodate faculty schedules. For remote adjunct faculty, arrangements were made for webinars. Additionally, a number of full-time and adjunct faculty members took advantage of working individually with the Director of CETL or the Director of Online Education for assistance with course conversions and new course development. A rubric for online course design was provided to guide course development. Workshops and webinars on various topics related to the Brightspace were scheduled throughout the fall 2016 semester. YouTube orientation videos, produced by Brightspace, have been helpful for instructors and students making the conversion to the new LMS. Additionally, Brightspace has a template for a training module that is being used to develop a Kentucky Wesleyan self-paced training module for new faculty, faculty using the Brightspace LMS for the first time, and faculty who are developing and/or teaching online courses. This training module will be available in 2017.

d. Student Information system (CAMS) Training - All faculty participated in training to enable them to use the new student information system. Some training was conducted on-site, while other sessions involved online tutorials developed by the CETL and sent to all faculty via emails. These tutorials covered topics including submitting attendance, final grades, and textbook orders.

Evidence of Compliance: The College has documented that it provides ongoing professional development opportunities to full-time, part-time, and remote faculty teaching online courses, enabling them to continue to hone their skills as teachers, scholars, and practitioners.

Sources

- Adjunct Faculty Handbook 2016-17
- Appointment Letter Full-time Faculty
- Brightspace Email Workshop Schedule
- Brightspace Overview
- Call for Proposals Experiential Learning Spring 2016
- CAMS-Brightspace Training
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<td>CETL Research Proposal</td>
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<td>Employee Handbook 2016 (Page 43)</td>
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### 3.7.4

**Faculty: Academic Freedom**

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

**Judgment**

- [x] Compliance  
- [ ] Partial Compliance  
- [ ] Non-Compliance  
- [ ] Not Applicable

**Narrative**

Kentucky Wesleyan College is committed to protecting academic freedom. The Faculty By-Laws define academic freedom with a fair degree of specificity. Furthermore, section 1.7.1 of the Faculty By-Laws elaborates by stating, "Kentucky Wesleyan College is committed to the protection of tenure and academic freedom, as described in the 2006 position paper, "Academic Freedom and Educational Responsibility," published by the American Association of College and Universities. This six-page document defines academic freedom in great detail, relating it to modern liberal education. As stated in the Faculty By-Laws, section 1.7.1:

> “Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performances of their other academic duties;...

> Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching conversational matter which has no relation to their subject.

> College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline...

Academic freedom is safeguarded in several ways. For example, the Faculty By-Laws, section 1.9.4.2 states that “a faculty member’s exercise of academic freedom cannot serve as grounds for dismissal.” Also, a faculty member has the right to grieve any situation, including an alleged violation of academic freedom, as noted in sections 1.7.2 and 1.10.1 of the Faculty By-Laws. Likewise, a faculty member has the right to appeal any decision, including one that involves an alleged violation of academic freedom, to the Board of Trustees as described in Article XI of the Amended College By-Laws.

All full-time faculty members receive an electronic copy of the Faculty Handbook, the Employee Handbook, and the College By-Laws. The most recent versions of these documents are posted on the campus intranet. Part-time faculty also have access to these documents via the campus intranet.

Since Kentucky Wesleyan’s last decennial review, no issues involving Academic Freedom have arisen.

**Evidence of Compliance:** The College confirms a statement supporting academic freedom which includes an explanation of the policies and procedures in place to protect it. These policies are in writing, approved through institutional processes, and published in documents...
policies are in writing, approved through institutional processes, and published in documents accessible to those affected. Kentucky Wesleyan has had no cause to apply this policy since its last reaffirmation.

Sources

- AACU Academic Freedom Paper 2006
- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 10)
- Faculty Handbook 2016 (Page 1)
- Faculty Handbook 2016 (Page 32)
- Faculty Handbook 2016 (Page 33)
- Faculty Handbook 2016 (Page 42)
3.7.5

**Faculty: Faculty Role in Governance**

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

**Judgment**

☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

**Narrative**

The College publishes policies on the responsibility and authority of faculty in academic and governance matters. As stated in *CS 3.4.10 Responsibility for the Curriculum*, the faculty has primary responsibility for the content, quality, and effectiveness of the curriculum. This responsibility includes several governance issues which are driven by the faculty: developing new curriculum and academic programs, evaluating existing curriculum and academic programs, and suggesting and implementing improvements in existing curriculum and academic programs. In these areas, the faculty has primary responsibility and control.

There are other areas of shared governance where faculty take part in the decision-making process, but may not have final authority. For instance, the Faculty Status Committee makes tenure and promotion recommendations to the Vice President for Academic Affairs and Dean of the College, who discusses all promotion and tenure recommendations with the President, who will then seek final approval from the Board of Trustees.

Kentucky Wesleyan College uses an extensive faculty committee system to help manage the College. The Faculty By-Laws describe the committee system in detail. As an introduction, the *Faculty By-Laws* state, "The committee system is one of the best means known by which a college faculty can effectively discharge its collective responsibilities. Certain responsibilities have to do with policy, the remainder with implementation." The Faculty By-Laws describe the following committees. A short statement will be given about their role in faculty governance:

1. **Faculty Council.** Responsible for faculty business meetings and manages the faculty committees and faculty representatives to institutional committees.

2. **Academic Policies Committee.** A standing committee that serves as the curriculum committee and formulates and implements educational program policies relating to total credit hours needed for degrees, development and curtailment of programs, etc. Some actions of this committee require Board approval, e.g., curtailment of an academic program, changing the total number of hours for a degree, beginning a new academic program that requires significant budgetary additions.

3. **Educational Program Review Committee.** A standing committee that oversees the internal and external program reviews conducted to evaluate and improve academic programs.

4. **Faculty Assessment Committee.** A standing committee that oversees academic assessment of student learning for academic programs, as well as the General Education program.

5. **Faculty Professional Interest Committee** (FPIC). A standing committee that makes recommendations regarding salary, benefits, and other working conditions. Tenured
members serve as the Grievance Committee when needed.

6. **Faculty Status Committee.** A standing, peer-review committee that makes recommendations about contract renewal, promotion, tenure, and sabbaticals.

7. **Faculty Grievance Committee.** A subcommittee of the FPIC that hears faculty grievances.

8. **Teacher Education Committee.** A standing committees that makes recommendations regarding Teacher Education, e.g., student requests to admission to the program, reviews academic policies related to Teacher Education.

9. **Faculty Scholarship Committee.** A standing committee that serves in an advisory role to Admissions and Financial Aid regarding prestigious student academic scholarships.

10. **Faculty Search Committee.** An ad hoc committee that interviews candidates and makes recommendations to the Vice President of Academic Affairs and Dean of the College for full-time faculty appointments.

11. **Tenure, Promotion and Appeals Committee.** An ad hoc committee that reviews decisions of tenure and promotion denials.

In addition to the faculty committee system, there are other opportunities for faculty to participate in shared governance.

1. **Institutional Budget Advisory Committee.** Works to set the annual institutional budget which then is approved by the Board of Trustees.

2. **Admissions Committee.** Serves as an advisory committee to the Vice President of Admissions and Financial Aid and reviews admissions policies and makes recommendations for acceptance of individual students who do not meet the standard admissions criteria.

3. **Athletic Committee.** Advisory to Athletic Director.

4. **Online Education Committee.** A standing committee that facilitates high quality online learning. It oversees curriculum development, ensures academic rigor, and contributes to faculty governance for distance education.

5. **The Faculty Trustee,** elected by the faculty, is a voting member of the Board of Trustees and an ex-officio member of two Board Committees, the Finance and Student Life and Academic Affairs Committees.

All full-time faculty are informed of their right and obligation to participate in shared governance. Each full-time faculty member receives an electronic copy of the Faculty Handbook which defines policies, faculty rights and responsibilities, and addresses procedures. In each letter of appointment faculty are informed that committee work is part of their responsibility.

**Faculty meetings** are conducted once a month. All full-time faculty are required to attend the meetings. Part-time faculty are invited to attend, but do not have a vote. During the meeting, the President and other administrators may give short reports of activities in their areas. Faculty committees also report. The faculty are part of a community that practices shared governance.

**Evidence of Compliance:** The College has provided documentation of publication of the policies that explain and represent the role and responsibility of the faculty in academic and governance matters. These policies have been approved through institutional processes, and made accessible to those affected by them. Additionally, it has provided evidence by way of
committee minutes and reports that the faculty actively participates in academic and
governance matters.

Sources

- Academic Affairs Calendar 2015-2016
- Appointment Letter Faculty
- Faculty Handbook 2016 (Page 10)
- Faculty Handbook 2016 (Page 11)
- Faculty Handbook 2016 (Page 12)
- Faculty Handbook 2016 (Page 13)
- Faculty Handbook 2016 (Page 14)
- Faculty Handbook 2016 (Page 15)
- Faculty Handbook 2016 (Page 16)
- Faculty Handbook 2016 (Page 17)
- Faculty Handbook 2016 (Page 2)
- Faculty Handbook 2016 (Page 4)
- Faculty Handbook 2016 (Page 5)
- Faculty Handbook 2016 (Page 8)
- Faculty Meeting Agenda and Minutes 3-14-16
3.8.1

Library and Other Learning Resources: Learning/Information Resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Kentucky Wesleyan College adequately supports its mission and educational programs through the facilities, services and resources of Howard Greenwell Library, the Center for Engaged Teaching and Learning, and the Student Success Center.

Howard Greenwell Library

Facilities: Howard Greenwell Library is located in the center of the Kentucky Wesleyan College campus and adjacent to the Winchester Center. Approximately one-third of the Library occupies the first floor of a building constructed in 1953 and renovated for use as library space in 1974. An addition to the building that same year increased the facility to its current size of 22,000 square feet. The Library provides seating for over 150 users at study tables, carrels, and in lounge chairs. In addition to a collection of over 100,000 volumes, Greenwell Library houses a computer laboratory, four group study rooms, a seminar room and the College archives. The Center for Engaged Teaching and Learning and Information Technology Services are also located within the Library.

The building is wired extensively for network connectivity with a total of 22 computers for student use. Wireless connectivity is available throughout the Library. Scanners and laser printers (two black and white and one color) are also available. The computer lab is equipped with 16 workstations and also has projection capability for instructional presentations.

The Information Desk serves as the centralized hub for reference, circulation, interlibrary loan and other types of assistance. The desk is prominently located and easily accessible from all areas of the library. A supervisor is present and ready to help at all hours the Library is open. Students and faculty alike report satisfaction with the help they receive from library staff. In the Spring 2016 Greenwell Library Student Survey, 80% of respondents agreed or strongly agreed that library staff are helpful. All respondents in the Spring 2016 Greenwell Library Faculty Survey reported a high level of satisfaction with the library staff.

Greenwell Library’s central location, proximity to the Winchester Center, pervasive technology and helpful staff make it a popular study destination for students. To accommodate the need for group study spaces, the Library provides four glass-walled study rooms for small groups and a seminar room that seats 12. Ten study carrels are located throughout the library in lower traffic areas for students who prefer a quiet solitary study environment. As evidenced when surveyed, a majority of students report that they consider Greenwell Library a pleasant place to study.
Services: The purpose of Howard Greenwell Library is to provide information resources and services that support the College’s mission of nourishing and preparing students intellectually, spiritually and physically to achieve success in life. The Library strives to provide quality information services that fulfill the needs of the Kentucky Wesleyan community, are sufficiently flexible to meet the challenges of educational and technological change, and prepare students for the process of life-long learning. Policies pertaining to library services are published in the Greenwell Library Policy Manual and on the College's intranet. The Library’s collections are discussed in more detail in CR 2.9 Learning Resources and Services.

Greenwell Library is open 89 hours a week during the fall and spring semesters and 43 hours a week during the summer. Hours are extended to 2:00 a.m. during fall and spring final exams. Reference assistance is available at the Information Desk during all hours the Library is open. The Library’s electronic resources are accessible to students and faculty in all programs, both traditional and distance (online), around the clock through the Library website. Online reference assistance is provided via “Ask a Librarian,” also available on the website. In addition to assisting users with library resources, the staff at the Information Desk provides user support for the computers located throughout the Library. The Library accommodates users with special needs through assistive equipment and technology.

The Library regularly assesses the appropriateness and adequacy of services by reviewing circulation data and feedback from students and faculty. The Library’s assessment procedures and use of assessment results are outlined in an annual assessment report.

Center for Engaged Teaching and Learning: The Center for Engaged Teaching and Learning (CETL) is located within Howard Greenwell Library and consists of a reception area, three offices, and a multipurpose space used for a variety of group activities (meetings, workshops, instruction sessions, etc.). CETL was established in 2014, through a DOE Title III Strengthening Institutions Grant and focuses on providing faculty with resources and services needed to improve teaching. In addition, CETL works with students to find internships, service learning experiences, study away or study abroad opportunities, and encourages students to apply for scholarships and fellowships. Please refer to CS 3.4.9 Academic Support Services for more information.

Student Success Center

The new Student Success Center houses Kentucky Wesleyan’s student academic support services. Located in the Winchester Center, the Center enjoys a centrally located space in a high-traffic area. The Center consists of an open area equipped with tables and chairs, a reception desk, three offices, and two conference rooms. Student Success Center services include one-on-one peer tutoring, faculty tutoring, arrangement of group study sessions, writing assistance and study skills assistance. The Center also arranges for and trains Supplemental Instructors for courses with below target completion rates. Throughout the school year, the Student Success Center offers free workshops to all Kentucky Wesleyan students, including a Student Success Lunch and Learn series that provides weekly instruction about a specific study skill. Please refer to CS 3.4.9 Academic Support Services for more information.

Evidence of Compliance: Kentucky Wesleyan College has provided evidence that it provides adequate facilities, services, and learning/information resources that are appropriate to support its mission and educational programs.
# Sources

- Faculty Survey 2016
- Greenwell Library Policy Manual
- Greenwell Library Policy Manual (Page 2)
- Greenwell Library Policy Manual (Page 23)
- Howard Greenwell Library Website
- Library Assessment Report 2015-16
- Library Floorplan
- Library Location
- Library Photos
- Student Survey 2016
3.8.2

Library and Other Learning Resources: Instruction of Library Use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College ensures that users have access to regular and timely instruction in the use of library and other learning/information resources.

Howard Greenwell Library

Information literacy instruction is a priority for the Howard Greenwell Library. One of the Library’s expected outcomes is to "develop a community of users who can identify, locate, evaluate and effectively use information resources." To accomplish this goal, the Library offers a varied and comprehensive program of library orientation and instruction that incorporates the American Library Association’s “Information Literacy Competency Standards for Higher Education.” [1]

During their first few weeks on campus, all freshmen are introduced to the Greenwell Library through KW 101 Freshman Seminar. The Information Services Librarian meets with the sections of this course to provide an overview of library resources and services, including an introduction to the Library website. Several weeks later, she meets with the sections again to discuss identifying reliable sources. The Library collaborates with Kentucky Wesleyan’s ENGL 102 Writing Workshop instructors to help second-semester freshmen develop basic research and information gathering skills. Librarians meet with each Writing Workshop class on two occasions to provide instruction in search strategy, use of online databases, and evaluation of print and electronic resources. A follow-up assignment requires students to locate and use resources discussed in class. In addition to providing information literacy instruction to freshmen, librarians also provide course-related class instruction at faculty request. Instruction sessions are accompanied by handouts, worksheets and/or online research guides. The Library conducted a total of 31 information literacy instruction sessions in 2015-16.

Feedback from students and faculty helps Greenwell Library staff assess the adequacy of the instruction program. In the Spring 2016 Faculty and Student Surveys, the majority of survey respondents agreed or strongly agreed that the Library provides adequate instruction in the use of library resources. While positive, these results were not as high as the Library staff anticipated and reflected unfamiliarity with the new integrated library system adopted the same year. In response, Greenwell Library redesigned its website and revised its approach to instruction sessions. The changes have been well-received. In addition to survey results, the Information Services Librarian is in communication with course instructors at the conclusion of the KW 101 and Writing Workshop programs to evaluate instruction sessions and discuss methods of improving the programs. The use of assessment results is incorporated into the Library’s annual assessment report.
Opportunities for individualized instruction occur frequently at the Greenwell Library Information Desk. For this reason, a librarian or trained desk supervisor is present during all hours the library is open. In addition, users may submit questions and requests for assistance through the “Ask a Librarian” link on the Library’s website.

**Information Literacy Instruction for Online Students:** The Greenwell Library website is the online gateway to resources and services for all students, regardless of instruction format. To support the specific needs of distance learning students, however, the Library has developed an Online Student Resource Center, accessible from a tab on the Library’s homepage. Here, students enrolled in Kentucky Wesleyan’s distance education courses will find instructional information and tutorials regarding remote online access and use of library resources.

**Instructional Technology Workshops:** Prior to the opening of the Center for Engaged Teaching and Learning (CETL) in 2016, Greenwell Library provided instruction in the effective use of technology to enhance teaching and learning. This included workshops for faculty in the use of the Moodle and Jenzabar learning management systems. During 2015-16, the Information Services Librarian offered 13 such workshops. Instruction in the use of the current system (Brightspace D2L) is now the responsibility of CETL. The Information Services Librarian continues to assist CETL staff with workshops, training opportunities and user support as needed. For more information about CETL services, please see [CS 3.4.9 Educational Programs: Academic Support Services](#).

**Student Success Center**

The new Student Success Center houses Kentucky Wesleyan's student academic services. In addition to support services such as one-on-one peer tutoring, faculty tutoring, writing assistance, and study skills assistance, the center offers free workshops to all Kentucky Wesleyan students. For example, the Student Success Center offers a Student Success Lunch and Learn series providing weekly instruction about a specific study skill. These sessions are offered during the noon hour when no classes are scheduled. Students leave the workshop with new reference material that is also available anytime for pick-up. One-on-one appointments are also available for students who cannot make these workshops due to time conflicts with outside employment, child care, etc. For more information about Student Success Center services, please see [CS 3.4.9 Educational Programs: Academic Support Services](#).

**Evidence of Compliance:** The College has demonstrated that users have access to regular and timely instruction in the use of library and other learning/information resources through services provided by Howard Greenwell Library, the Center for Engaged Teaching and Learning and the Student Success Center.

[1] The "Information Literacy Competency Standards for Higher Education" (originally approved in 2000) were replaced in 2016 by the "Framework for Information Literacy for Higher Education." This summer, Greenwell Library will begin the process of transitioning its instructional program to incorporate the core concepts of the Framework.

**Sources**

[Available in Greenwell Library Freshman KW101 Handout](#)
3.8.3

Library and Other Learning Resources: Qualified Staff

The institution provides a sufficient number of qualified staff - with appropriate education or experiences in library and/or other learning/information resources - to accomplish the mission of the institution.

Judgment

☑️ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative

Kentucky Wesleyan College employs a sufficient number of well-qualified staff in the Howard Greenwell Library and Student Success Center to support the mission of the institution.

Howard Greenwell Library

Howard Greenwell Library employs a sufficient number of qualified staff to carry out the mission of the College by effectively delivering services information to students, faculty and staff. The Library’s professional staff is composed of two full-time librarians and one part-time librarian. The positions are Director of Library and Academic Information Services, Information Services Librarian and Access Services Librarian. The linked job descriptions provide the qualifications and skills required, as well as specific responsibilities. A list of the individuals in these positions, with a resume linked to the name, follows. Each holds an American Library Association (ALA)-accredited master's degree.

Pat McFarling, Director of Library and Academic Information Services and Associate Professor of Library Science

- M.S.L.S., College of Library and Information Science, University of Kentucky
- B.A. in Library Science with School Media Certification K-12, Kentucky Wesleyan College
- 24 years as Director of Library and Academic Information Services at Kentucky Wesleyan College
- One year as Reference Librarian, Owensboro Community College
- Eight years’ professional library experience at Kentucky Wesleyan College, first as Technical Services Librarian, then with additional responsibility as Assistant Library Director

Deborah Russell, Information Services Librarian and Assistant Professor of Library Science

- M.I.S., School of Library and Information Science, Indiana University
- B.A. in Elementary Education, DePauw University
- 11 years as Information Services Librarian, Kentucky Wesleyan College
- Three years as Young Adult Librarian/Programming Director at Boonville-Warrick County Public Library, Boonville, IN
- Two years in positions in special libraries
- Four years’ experience as a small business owner

Naomi Golovin, Access Services Librarian
All three librarians share responsibility for reference/research assistance. In addition to providing quality information services, they serve on College committees and task forces, participate actively in professional organizations, and teach for the College as adjuncts. In addition to the professional staff, Greenwell Library employs three full-time equivalent support staff (Administrative Assistant, Archivist/Bibliographer, Technical Services Assistant and two Evening Supervisors). Job descriptions for support positions list responsibilities, qualifications and skills.

All Library staff members participate in the College's system of employee evaluation. As faculty members, the Director of Library and Academic Information Services and the Information Services Librarian, participate in the faculty review process. Participation in professional development activities is encouraged for both professional and support staff. Student and faculty surveys provide evidence of user satisfaction with library staff and services. In the Spring 2016 Greenwell Library Student Survey, 80% of respondents agreed or strongly agreed that library staff are helpful. All respondents in the Spring 2016 Greenwell Library Faculty Survey reported a high level of satisfaction with the library staff.

Student Success Center

The staff of Kentucky Wesleyan College’s new Student Success Center is well-qualified to provide academic support resources and programs. Student Success Center services include coordination of one-on-one peer tutoring, faculty tutoring, writing assistance, study skills assistance, and arrangement of group study sessions. The Dean for Student Success administers the Center and reports to the Vice President for Academic Affairs and Dean of the College. A brief summary of that individual’s experience follows, with a more detailed resume linked to her name.

Shane Armstrong, Dean for Student Success

- Ed.D., Higher Education Leadership, California Lutheran University
- M.A. in English Literature, University of Louisville
- B.A. in English, University of Louisville
- First year as Dean for Student Success, Kentucky Wesleyan College
- One year as a member of the teaching faculty, Kentucky Wesleyan College
- 16 years’ experience in student affairs administration, Marymount College and Marymount California University
- Three years’ experience in facilities management, Illinois Institute of Technology

The Student Success Center staff also includes one full-time support position.

Evidence of Compliance: An analysis of the position descriptions and resumes of staff members whose positions require them to assume leadership roles in providing library and/or other learning/information resources demonstrates that these individuals are qualified to accomplish the mission of the College.
### Sources

- Access Services Librarian
- Armstrong Resume
- Dean for Student Success
- Director of Library and Academic Information Services
- Faculty Survey 2016
- Golovin Resume
- Information Services Librarian
- McFarling Resume
- Russell Resume
- Student Survey 2016
- Support Staff Job Descriptions


3.9.1

Student Affairs and Services: Student Rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College publishes clear and appropriate statements of student rights and responsibilities. The Students' Rights and Responsibilities Policy is based on the “Joint Statement on Rights and Freedoms of Students” developed by the Association of American Colleges and the American Association of University Professors. The abbreviated policy has been approved by the Board of Trustees and is posted on the campus intranet on the Policies and Procedures page for faculty and staff and in the Student Handbook on the Current Students page. The entire joint statement is published in the Student Handbook.

The Student Handbook is a comprehensive handbook providing important information regarding academic and residential regulations and policies related to students, as well as the mission and history of the College. It also provides detailed information regarding programs, campus resources, and co-curricular activities. The handbook is updated every summer for the next academic year. New students are introduced to the handbook in orientation sessions as well as in Residence Life meetings throughout the year. The handbook is referenced in student housing contracts. Students in our traditional face-to-face program sign a "Student Pledge" at the opening of each semester in which they pledge to follow the “Student Code of Conduct” and “Standards of a Christian College.” Students in the distance (online) program receive a letter at the beginning of each term apprising them of their rights and referring them to various locations within published resources, all of which are available online.

Other policies regarding student rights, also published in the Student Handbook, include: Alcohol and Drug Use/Abuse, Missing Student Notification Policy and Procedures, Title IX Sexual Assault and Harassment, Student Code of Conduct, Information Technology Appropriate Use Policy, Residence Hall Policies and Procedures, and Room Entry and Search/Seizure Policy, among others.

Student Services, Residence Life, Freshmen Orientation, and the Freshmen Seminar programming cover various topics associated with student rights and responsibilities. For example, during freshmen orientation, students attend a session on Title IX (sexual assault) in small group sessions.

Students who feel they have been treated unfairly have the right to submit their concerns or complaints through the student complaint and appeals process. Please refer to FR 4.5 Student Complaints for more information on this policy and process.

Evidence of Compliance: Kentucky Wesleyan College confirms that its Students' Rights and Responsibilities Policy is in writing, has been approved through appropriate institutional procedures, has been published in appropriate institutional documents that are accessible to
those affected, and is implemented by the College.

Sources

- Board of Trustees Minutes Feb 2016
- Housing-Commuter Form
- KWC Housing Contract
- Online Student Letter
- Orientation Schedule 2016
- Student Complaint Policy
- Student Handbook 2016-17 (Page 35)
- Student Handbook 2016-17 (Page 41)
- Student Handbook 2016-17 (Page 54)
- Student Handbook 2016-17 (Page 56)
- Student Handbook 2016-17 (Page 65)
- Student Handbook 2016-17 (Page 67)
- Student Handbook 2016-17 (Page 72)
- Student Handbook 2016-17 (Page 75)
- Student Pledge
- Students' Rights Responsibilities 2016
3.9.2

Student Affairs and Services: Student Records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and its amendments, Kentucky Wesleyan’s policy establishes protections and limits on the release of educational records and personally identifiable data. FERPA was designed to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data. In compliance with FERPA law, the College annually notifies students of their rights under the act by publishing its policy in the Academic Bulletin and on the College’s intranet. FERPA is reviewed with incoming students and their parents and signed forms are collected. Online students are informed of FERPA in a letter they receive at the beginning of every term and through information contained in the Online Education Handbook.

Student records with confidential information are found in various offices on the campus, e.g., Registrar, Financial Aid, Admissions, Business Office, etc. (see below), although the Registrar’s office is the primary repository of student records. Offices maintain confidentiality and protect student records in accordance with applicable federal mandates and established office procedures to ensure the records’ safeguarding. Physical security of paper student records is enhanced by storing them in locked vaults or locked cabinets within secure offices. Passwords are required for electronic access of data, which time-out after five minutes of inactivity. Procedures for employee termination or relocation includes recovery of keys and disabling or changing passwords. Kentucky Wesleyan’s Records Retention Policy describes the types of records, responsibilities of staff in maintaining/destroying records, security measures, and methods of disposal. The retention schedule lists the various types of records the College maintains, retention periods, staff responsibilities, and methods of document destruction. Document shredding of confidential information is performed in-house using cross tab shredders.

Academic Records: The College adheres to American Association of Collegiate Registrars and Admissions Officers (AACRAO) Retention of Records guidelines for record storage and disposal. All transcript records are protected from fire or flood regardless of their format, physical or electronic. Those available in paper form only, are progressively being converted to an electronic format. CAMS, the College’s enterprise resource system (ERP) contains all academic records from 1999 to present and provides appropriate electronic security. Academic records prior to 1999 are in paper form and stored in the Registrar’s office in the College’s fireproof vault. Transcript paper and diplomas are stored in the vault when not in use.

Non-transcript records such as active and inactive student files, are stored in locked cabinets in the Registrar’s office. While this type of information is not irreplaceable or absolutely
necessary for ongoing operation, its loss would be inconvenient and would require that it be recreated from existing information sources. Student files are maintained for seven years. After that time, the files are shredded.

When in use by the course instructor, unofficial course attendance, electronically submitted student coursework, and unofficial student grades may be stored in the online learning management system (LMS). Access to the LMS is limited to students, staff, and faculty with assigned usernames and passwords that follow network protocols set forth by the Information Services and Resources (ISR) unit. Access to electronic submissions, attendance records, and student grades is strictly limited to the instructor(s) assigned to the course, the applicable student, and system administrators. The server for this system is maintained by ISR and protected by the same security protocols, backup, and disaster recovery scenarios.

Information Services and Resources (ISR) maintains the server systems for students, faculty, and staff. In an effort to reduce potential access to College records through hacking or other unauthorized access, the College uses a firewall to prevent unauthorized access.

**Academic Advising Information:** Academic Advising files reside in the offices of student academic advisors. These paper files include a variety of student information including high school and college transcripts, copies of ACT/SAT test scores, notes from personal conversations, etc. Files are stored in locked file cabinets along with examinations, and other confidential information. Advisors also have electronic access to their students' advisee data, e.g. degree audits, personal contact information, and transcripts. This electronic access is password protected. The College is transitioning to electronic access by 2018 of all student information materials through its new ERP system.

**Other Student Records:** All student records are maintained in a secure manner. A list of such records and their security protections are listed below:

- **Disciplinary Records** – Disciplinary records are located in a locked cabinet in the Office of the Associate Dean of Student Services. Employees with access to the records are limited to the Vice President for Executive Initiatives and Retention, the Associate Dean of Student Services, the Dean of Student Success, and the Assistant to the Associate Dean of Student Services. Student disciplinary records more than seven academic years old are shredded in-house.

- **Student Account Records** – Student financial information is stored electronically in CAMS, the institutional ERP system, and is only available to those with prescribed access and who have been issued a password.

- **Disability Records** – Student information related to disability documentation, accommodations and counseling are kept in a secure locked cabinet in the office of the Director of Disability Support Services.

- **Student Health Records** – Non-electronic student health records are stored in a locked cabinet in the Nurse's office. Access to any student health records is protected in accordance with federal HIPPA and FERPA guidelines and must be formally requested.

- **Career Service Records** – Career counseling records are stored electronically and protected by passwords.

- **Housing Records** – Records related to residents and resident hall information are
stored electronically and/or in a locked cabinet in the office of the Director of Resident Life [1].

Alumni Records – The Advancement Office has demographic student data, including contact information and scholarship information on current students, all of which is housed in the CAMS ERP system. All computerized records are restricted to authorized access only. Access is granted through a password-driven security system. The database is backed up regularly by ISR as noted above.

Student Payroll - Human Resources/Payroll is responsible for processing student payroll using Microsoft Dynamics GP for all students who work on campus. In the course of that function, employees in the office have access to student records that contain confidential information. Student data is treated with the same care and security that is exercised with employee records. This means only authorized users can access the data either via a password-protected database or secure locked paper files maintained by the Director of Human Resources.

Controller and Cashier’s Office – Both the Controller and Cashier are responsible for maintaining student account billing records for all students attending Kentucky Wesleyan. Student account billing records include charges for tuition, fees, and room and board charges, if applicable; financial aid credits; payments on account; and other miscellaneous charges and credits. Records are restricted to authorized access only. Access is granted through a password-driven security system and the Controller must approve access to student payment information.

Admissions and Financial Aid – The Admissions Office maintains confidential electronic records on prospective students, applicants, and accepted applicants. Paper files are maintained in locked cabinets in the secure Admissions suite until they are transferred to the Registrar after census date. Financial Aid is responsible for maintaining records for all financial aid applicants to the college. Student records are in hard copy and electronic format. All records for students receiving financial aid are kept in the Financial Aid offices in the Admissions suite. All computerized records are restricted to authorized access only. Access is granted through a password-driven security system.

Athletics – Current student-athlete records such as sports medicine and NCAA compliance paperwork are kept in a locked file cabinet in the Athletic Training office or the office of the NCAA Compliance Officer, respectively. Former student athlete records are stored in locked cabinets. Plans are underway to digitize all student athlete records which will then be available to appropriate personnel via secure password access.

Confidentiality and Integrity

Access to student records is limited to personnel whose job function requires such access. Faculty and staff are apprised of FERPA regulations and other matters of confidentiality. The Employee Handbook has sections regarding confidentiality of information and makes reference to the FERPA policy. All employees sign statements that they have read and are familiar with all policies. The College continues to take the confidentiality of its information seriously.

Data integrity is maintained through limited “write” access, the ability to enter various types of data, of various functions within the electronic database. For example, faculty may enter grades, but once submitted they cannot change a grade as only the Registrar’s office has write access to do so.
Protect and Back-Up

Digital records are backed up daily on the disc units in the server room, a second remote site on campus, and on Monday and Thursday, on an external hard drive stored in the College’s vault. Off-site storage through Private Cloud Architects in Louisville, KY provides the College’s disaster recovery services for all digital records and minimally stores daily backups.

Security Breach

If a network/data security breach is suspected or detected, the College enters a state of incident response. The process has two main goals: to determine the incident’s viability and to respond appropriately. When Information Services and Resources staff members are alerted to the possibility of a breach, they initiate the following actions:

- Conduct an initial investigation of the incident to determine the scope of damage
- Identify available evidence
- Evaluate system logs and attempt to identify how and from where the breach occurred
- Prepare for law enforcement to enter and conduct structured forensic studies for examining evidence if deemed necessary
- Determine if other systems in the organization are vulnerable to the same method of attack
- Formulate recommendations for security upgrades or changes
- Devise new security procedures if necessary

Evidence of Compliance: The College has provided explanations and documents demonstrating that it protects the security, confidentiality, and integrity of its student records.

[1] Formerly Assistant Dean of Student Life

Sources

- Academic Bulletin 2016-17 (Page 250)
- Employee Handbook 2016 (Page 12)
- Kentucky Wesleyan College Intranet - FERPA
- Online Education Handbook 2016 (Page 8)
- Online Student Letter
- Record Retention Schedule
- Records Retention Policy
- Student Information Policy
3.9.3

Student Affairs and Services: Qualified Staff

The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan College has qualified staff in student life roles throughout the institution. These staff members have the experience and competence to offer programs and provide services supporting the mission of the College and the development of students. The narrative that follows defines the administrative staff positions that provide essential student services, giving job descriptions and basic qualifications for appointment to the positions, and summarizing the qualifications and experience of the individuals appointed to the positions.

Definition and Appointment of Student Life Staff

Kentucky Wesleyan defines student life staff as those whose positions require them to assume a key leadership role in developing student programs that will nourish students, promote student development and learning, and provide services that help students remain in good health. Job descriptions are linked to the following positions: Associate Dean of Student Services, Director of Residence Life, Director of Student Involvement, Resident Director, Director of Student Health Services, Director of Career Development, Associate Director of the Center for Engaged Teaching and Learning, Director of Campus Ministries, Director of Campus Recreation. Not all of these positions report to the Student Services unit. For example, the Director of Campus Ministries reports directly to the President, the Director of Campus Recreation reports to the Vice President of Executive Initiatives and Retention, the Director of Career Development reports to the Vice President for Academic Affairs and Dean of the College, and the Associate Director of the Center for Engaged Teaching and Learning reports to the CETL Director. The organizational chart shows the reporting structure for each position described below. A resume is linked to each named individual.

Rebecca F. McQueen, Associate Dean of Student Services and Resident Director
- M.A. in College Student Development from Appalachian State University
- B.A. in Psychology from the University of North Carolina at Chapel Hill
- One year as Associate Dean of Students at Kentucky Wesleyan College
- Two years as Director of Sophomore Experience at Kentucky Wesleyan College
- Eleven years prior experience in Residence Life and Student Affairs
- Attends National Conference on Students in Transition annually, member of ACPA and SEAHO

Morgan R. Oakley, Director of Student Involvement and Resident Director
- M.A.E. in Student Affairs in Higher Education from Western Kentucky University
- B.A. in Criminal Justice from Kentucky Wesleyan College
- Eight months as Director of Student Involvement
One year as a graduate assistant in student activities at Kentucky Wesleyan College
Member of SACSA and NACA

Tonya Marksberry, Director of Student Health Services
- A.S. in Nursing from Kentucky Wesleyan College
- Licensed R.N. since 1979
- Three years as the Director of Student Health Services at Kentucky Wesleyan College
- Over fifteen years of instructor experience in health sciences, CPR, and first aid
- Over nineteen years as a Registered Nurse in hospital settings
- Fourteen Continuing Education Units each year to maintain active RN license
- Attends AHA recertification instructor classes, participates in CDC nationwide

Jan Goldman, Administrative Assistant for Student Services
- B.A. in English/Language Arts and Political Science from Virginia Tech
- One year as Administrative Assistant at Kentucky Wesleyan College
- Eight years prior experience in administrative roles with non-profit organizations
- Sixteen years prior experience with students as a certified teacher

Margaret Cambron, Director of Career Services
- B.S. in Biology, K-12 Teaching certification, Kentucky Wesleyan College
- Seven years as Director of Career Development at Kentucky Wesleyan College
- Two years as Director of Career Services/Community Relations at Daymar College
- Twelve years in business management
- Ten years as teacher, Daviess County Public Schools
- Board Member Habitat for Humanity, extensive involvement in community organizations
- Attends SOACE conference, KACE, and is a member of NACE

Shawn Tomes, Director of Campus Ministries
- M.A.E. School Counseling at Western Kentucky University
- B.A. Art Education P-12 Kentucky Wesleyan College
- Six months Director of Campus Ministries, Kentucky Wesleyan College
- Three years as Area Director Fellowship of Christian Athletes
- Certified Lay Speaker (13 years)
- Nine years in local church youth ministries and youth spiritual development programs
- Six years as guidance counselor, Apollo High School, Owensboro, KY
- Ten years coaching experience, McLean County and Apollo High Schools
- Two years as an Art Teacher, Apollo High School
- Active in professional development with Kentucky Campus Ministries and the Kentucky Conference of the United Methodist Church

Matt Ruark, Associate Director of Admission and Resident Director
- M.A. Indiana University in Non-profit Management and Philanthropic Studies (anticipated May 2017)
- B.A. Political Science, Kentucky Wesleyan College
- Two years as Associate Director of Admissions, Kentucky Wesleyan College
- Four years a Director of Alumni Relations, Kentucky Wesleyan College
- Two years as Assistant Director of Development, Kentucky Wesleyan College
- Six years as Resident Director, Kentucky Wesleyan College
- Regularly attends conferences, e.g. CASE, Noel Levitz, KAICAC
- Involved in community service FBLA, homeless shelter, music ministry, etc.

Jay Helmer, Associate Director of the Center for Engaged Teaching and Learning
• M.Ed. in College Student Personnel from Ohio University
• B.A. in History from Kenyon College
• First year as Associate Director of the Center for Engaged Teaching and Learning at Kentucky Wesleyan College
• Four and a half years as a full-time civic engagement professional
• Three years as a National AmeriCorps*VISTA Leader with Campus Compact, including one year as the National AmeriCorps*VISTA Coordinator
• Regularly attends state, regional, and National Campus Compact conferences

Evidence of Compliance: An analysis of the job descriptions and resumes of staff members whose positions require them to assume leadership roles in providing essential student, demonstrates that these individuals have the experience, competence, and capacity to serve Kentucky Wesleyan students.

Sources

Job Descriptions
- Administrative Assistant Student Life
- Associate Dean of Student Services
- Associate Director of the CETL
- Director of Campus Ministries
- Director of Campus Recreation
- Director of Career Development
- Director of Residence Life
- Director of Student Health Services
- Director of Student Involvement
- Resident Director

Resumes
- Cambron Resume
- Goldman Resume
- Helmer Resume
- Marksberry Resume
- McQueen Resume
- Oakley Resume
- Ruark Resume
- Tomes Resume

Organizational Chart
3.10.1

Financial Resources: Financial Stability

The institution's recent financial history demonstrates financial stability.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan’s recent financial history demonstrates financial stability.

The Board of Trustees secured President Barton Darrell to assume the leadership of Kentucky Wesleyan College in September 2015. The Board and new President identified strategies and implemented initiatives to improve the functions generating fiscal resources for the College, primarily Admissions and Advancement. Experienced Vice Presidents in these two areas were then secured along with the appropriate staff, program funds, and plans to update operating strategies, formulate unit goals, and implement measures of accountability. These changes empowered the entire campus community to work together to achieve operating goals, including the recent enrollment increases. Student success initiatives including the creation of a new academic support unit, the Student Success Center headed by an experienced Dean of Student Success. A new Athletic Director, the reorganization of the Student Life unit, elimination of the Vice President of Student Life position, and addition of a Vice President of Executive Initiatives and Retention have improved student academic success, co-curricular experiences, and retention. Please refer to CR 2.5 Institutional Effectiveness for additional information. Faculty vacancies are carefully analyzed and filled with people qualified in their academic field as well as their commitment to overall student success. The appointment of a new Campus Minister and revised student centered programming has allowed the College to reconnect in a much stronger way with students and the United Methodist Church. The church relationship is critical to the mission focus and provides fiscal benefits via student recruiting, programming, and fund raising opportunities. Enrollment and retention results have improved and future growth and increasing fiscal stability is an on-going priority for the new leadership team. Please refer to CS 2.11.1 Financial Resources for additional information.

Fiscal Operations

Audited fiscal operations derived from increasing enrollment, appropriate tuition discounting, enhanced fundraising, and expenditure controls are key components demonstrating fiscal stability. Efforts to carefully allocate expenditure funds to the most critical functions of the college operation are also essential. Financial stability is also promoted through creative initiatives and partnerships like shared track use and the YMCA partnership which moderate operating expenditures, and stringent internal controls of department funds also promote fiscal stability. The Fall 2016 enrollment of 651 full-time students with a reasonable tuition discount that supports a balanced operating budget (December 2016 unrestricted statement) exemplifies the current ability to forecast and achieve a balanced operating budget.

Net Tuition & Fee Revenue

The FY 2016 audit confirms that the Net Tuition and Fee Revenue has increased 3.5% to
$261,850 over the prior year and by 24.3% to $1,736,549 (Figure 1) during the FY 2014 – FY 2017 time period. This indication of fiscal stability is attributable to moderate tuition and fee increases; increasing enrollment, and implementation of new fees to fund specific activities, e.g., sports medicine fee, on-line fees, etc., and controlled financial aid packaging policies.

Figure 1: Unrestricted Net Tuition and Fee Revenue FY 2014 – FY 2017

The College strategically utilizes unrestricted, restricted, and endowed scholarship dollars to minimize the cost of institutionally funded awards and to enhance the overall financial impact of modest enrollment gains. Additionally, responsible financial aid packaging practices maintained the unrestricted fund discount level in the 44-48% range, which is lower than the national average for similar institutions, as reported by National Association of College and University Business Officers (NACUBO). Endowment additions and other donor and grant gifts focusing on funding student financial aid continue to assist the College in maximizing operational net tuition and fee revenue, the key revenue source for fiscal stability.

Annual Gifts and Grants

A shortfall in unrestricted private gifts and grants (Figure 2) contributed significantly to the unrestricted fund deficits in prior years. There were significant periods of no leadership in that function during the FY 2012-2014 time frame (14 months or 39% of the time period) as well as the first eight months of FY 2015. Persistent turnover in the Advancement leadership and staff had resulted in poor execution of efforts to secure unrestricted annual fund and capital campaign gifts.

This critical revenue generating function is now viable and provides appropriate support to fiscal operations and stability. An experienced Vice President of Advancement was hired in January 2015 and implemented the necessary infrastructure, e.g., staffing additions and programmatic changes, to establish a professional, comprehensive Advancement program.
Short-term goals have been established to increase engagement of alumni and friends, which lead to more participation through philanthropy. The primary focus has been unrestricted annual gifts, which have an immediate impact on the operational budget. FY 2016 unrestricted gifts and grants again contributed appropriately to the College’s annual fiscal operation at 14.6% of the total unrestricted revenues (Figure 2). The College’s Advancement function has successfully focused on unrestricted gifts as new leadership implemented operational strategies for increasing other financial sources of stability from enrollment and net auxiliary operations.

Restricted gifts released each year also indicate a growing source of revenue to support operations. Solicitation of restricted grants and donor gifts are focused on gifts that support and enhance operations within the strategic priorities of the College and help support fiscal stability.

The following Advancement initiatives were accomplished in FY 2015 and FY 2016 fiscal operations:

- A 30% increase in the number of donors to the College (from 1,339 to 1,742)
- A 42% increase in the average gift to the College since FY2014
- A 33% (238 vs 179 donors) increase of President’s Circle members in FY 2016 as compared to FY 2015, when this group was launched. This group recognizes and stewards those who give $1,000 or more annually
- Key staff positions have been created and filled, e.g., Director of Development & Donor Relations, Director of Advancement Operations, Director of Major Gifts (since transitioned to Associate Athletic Director for External Operations), Senior Director of Alumni Relations, and a Special Assistant for College Relations
- The Rogers Foundation (Las Vegas, NV) committed to providing $10 million of scholarship assistance to students from Nevada over the next ten years, with a commitment of the first million in FY15
- An unrestricted gift of $1M in FY16
- Three unrestricted gifts of $100,000+ over the last 18 months
- Eight unrestricted gifts of $25,000+ in FY16
- A Fall 2015 Phonathon effort that generated $57,000
- The inaugural “Day of Giving”, December 1, 2015, generated 275 gifts totaling $113,054. This year’s effort took place on November 29, 2016
- For the first time ever, 100% giving by both the Board of Trustees and Alumni Association Board of Directors in FY15 and FY16

An unrestricted estate bequest of at least $2.5 million for FY 2017 is a substantial gift that will provide improved cash reserves, financial ratios and enhanced fiscal stability. Board leadership discussions on this bequest have committed to retaining the gift proceeds within the College’s operations and not pursuing expenditures from this one time revenue source that further improves fiscal stability. The first distribution of $500,000 was received on December 28, 2016.

Professional Advancement function activities and accomplishments noted below indicate a stronger, more reliable function that will generate additional resources going forward:
• Record attendance of 800 at Homecoming in Fall 2015 – three times the number of attendees from 2014
• Alumni giving participation grew from 13% to 15.9% in FY16 – nearly double the national average
• Conducted first-ever comprehensive Alumni Attitude Study in FY16, with nearly 400 alumni respondents
• For the first time in school history, Advancement publications won six awards from the Council for Advancement and Support of Education (CASE) during FY16 – six at the state level and one at the district level
• Conducted wealth screening of all alumni & friends to lay foundation for major gift fundraising efforts. Five hundred thirteen individuals coded with giving capacity of $100,000 & above.
• Finalized style and usage guides for institutional marks and logos to ensure consistency in branding

A revised gift policy that assesses a fee on restricted gifts to provide unrestricted revenue to offset the costs of administering restricted gifts was approved by the Board of Trustees and became effective on June 1, 2016. It is anticipated this new gift allocation process will generate approximately $50,000 - $100,000 for unrestricted operating budget support.

**Net Auxiliary Financial Operations**

Along with improvement in net tuition revenue, net auxiliary fiscal operations continue to show improvement and enhanced stability as the campus enrollment has increased (Figure 3). An increase of $136,041 in the FY 2016 net margin was achieved (Figure 3). A 13% increase in the average number of residential students in Fall 2016 as compared to Fall 2014, will increase the net fiscal contribution from auxiliary operations in FY 2017.

![Figure 3: Net Auxiliary Operations FY 2014 – FY 2016](image)

The College historically houses approximately 50% of the full-time student population, but that increased to 55% in Fall 2016. Decreasing auxiliary deficits and the increase in residential students are results of a strategic plan that has improved the overall condition of housing facilities and enhanced campus residential life experiences.

Student surveys conducted by student life as well as exit surveys completed by students leaving the College had stated the poor physical condition of current housing facilities discouraged students from residing on campus. The necessity to upgrade housing, since poor facilities negatively impacts marketability and hence recruitment, has been an issue discussed
by the administration and Board of Trustees since 2011. In 2012, the Board authorized a college residential housing study by Browning & Day, an architectural firm with extensive experience in student housing, which was followed by an in-depth financial and specific housing facility utilization study in 2013 by Partners Development, a professional campus housing development firm. A strategic decision was made to close a freshman residence hall (Kendall - 140 beds) during academic year 2013-2014, and begin minor demolition in anticipation that a complete dorm renovation would take place during the next year.

In November 2014, the Board of Trustees approved a $3,750,000 renovation project for the 1967 Kendall residence hall. The opportunity for additional long-term debt at a 4.5% interest rate to upgrade this campus housing facility, a key to increasing the net auxiliary revenue annually, was provided by the college’s primary financial banking institution, Independence Bank. The renovation was started in Fall of 2014 and completed on August 10, 2015 as scheduled and within the budgeted and secured renovation funds.

The newly renovated Kendall Hall generated significant interest and increased occupancy in campus housing in FY 2016 while generating additional net auxiliary revenue through increased residential fees and dining plans.

Revised campus residential policies and new housing staff leadership are focused on promoting campus living, co-curricular benefits, and continuing the growth in the number and percentage of residential students. Strengthening residential programming that benefits students, and marketing the advantages of residential housing to students and parents will improve retention, student satisfaction, net auxiliary revenues and fiscal stability.

**Unrestricted Expenditures**

Unrestricted expenditures totaled $16,319,465 in FY 2016 (Figure 4), an increase of $1,172,980 over the prior year. Release of restricted grants and gifts generated $649,012 or 54% of that total increase. Scholarships, Title III funds supporting the Center for Engaged Teaching and Learning (CETL) and the integrated campus information system project comprised the majority of the restricted fund expenditures that were released. The remaining amount of the total unrestricted expenditure increase, $523,968, was expended to service academic support programs along with initiatives to improve enrollment, retention, and advancement functions that are critical to the on-going plan to enhance fiscal stability. This additional amount expended for unrestricted activities in FY 2016, equates to a 3.5% increase over the prior year. The College continues to carefully control expenditures and strategically re-allocate funds to the most effective programs and initiatives.
Operating expenses have been moderated in recent years as a result of various cost reduction measures implemented to control and reduce expenditures, including:

- Strategically restructuring faculty positions as faculty retired to enable targeted support in growing and/or new academic programs in which students were interested,
- Restructuring staff positions to increase efficiency in management functions and support student services and Admissions efforts,
- Right-sizing and then reallocating academic and co-curricular program funds based on enrollment and/or participation,
- Renegotiating employee health care programs which resulted in moderating overall program costs and implementing revised cost sharing provisions that appropriately shifted some discretionary health care costs to the employees,
- Implementing technology to increase efficiency and accuracy which provides operational cost savings (i.e., Admissions tracking system, Cloud based data).

The majority of unrestricted operating budget funds include fixed and non-discretionary expenses such as faculty compensation and benefits, facility maintenance, depreciation, utilities, insurance, additional staff to meet regulatory requirements (i.e. Title IX, NCAA Compliance, etc.) and professional services (audit, legal, etc.). These expenditures do not vary directly with annual fluctuations in enrollment levels and fiscal resources, so effective re-allocation strategies have been utilized. Limited discretionary program and personnel adjustments have been approved recently, with careful criteria to enhance academic integrity, academic support functions and key co-curricular services within the critical revenue generating functions.

**Change in Total Institutional Net Assets**

The College increased total net assets by $1,343,452 in FY 2014, $5,076,897 in FY 2015 and incurred a decline of $2,761,962 in FY 2016. The loss of net assets in FY 2016 was primarily due to three non-operating financial occurrences:

- $2,082,242 unrealized loss in the market value of endowment funds
- $286,413 loss in value of beneficial interests in endowment trusts and
- $380,724 utilization of restricted funds in excess of new restricted funds received

Excluding these non-operating items from the total annual change in net assets for FY 2016, the annual net decrease is only $12,583. Again, excluding the non-operating items, the three year period of time had a total net asset increase exceeding $6,400,000.

**Change in Unrestricted Net Assets**

The total annual change in unrestricted net assets for FY 2014 through FY 2016 is reflected in Figure 5.
Figure 5: Total Change in Unrestricted Net Assets for FY 2014 – FY 2016

This change in unrestricted funds benchmark is used to assess overall fiscal health of the institution, but items that are not a direct result of operational activities, such as investment gains and losses in endowment funds, swap agreement (FY 2014), and funds released for capital improvements are included.

Analyzing the FY 2016 Unrestricted Net assets change excluding the unrealized endowment value loss reflects a positive net annual unrestricted assets increase of $520,578 (Figure 5). The year-end unrestricted fund balance by excluding this non-operating item equals $4,266,755 (Figure 6).

Excluding the non-operating item of unrealized loss in endowment fund $2,082,242 from the
unrestricted fund activity increases the total FY 2016 annual change in unrestricted net assets from a $1,561,664 decrease to a positive annual net increase of $520,578 (23.8%). NACUBO reported a 1.9% endowment market value loss by all colleges and institutions in FY 2016, so the College was following trends of the investment market. A $774,005 (37%) increase in the unrealized endowment fund value has been recovered in the period of June 1, 2016 to December 31, 2016.

While the endowment market value loss is a fiscal activity to monitor, the unrealized endowment market value is not a true operating loss of unrestricted funds. New accounting regulations scheduled for implementation in FY 2018 and beyond will not record unrealized endowment market value losses of permanently restricted endowment funds against unrestricted funds as this does not truly reflect unrestricted operating results as managed and conducted within the College.

A better assessment of operations can be ascertained by analyzing the annual change in Unrestricted Net Assets, excluding non-operating items noted in Other Changes in Net Assets, (Figure 7). These annual results indicate a slight operating decrease of $12,800 in FY 2016, increase of $395,182 in FY 2015 and decrease of $1,573,967 in FY 2014. This positive growth trend in this unrestricted net asset value is more reflective of true operating results and stability under direct control of the college administration. Strategic plans and goals along with the operating influence of a change in presidential leadership, strategy, and management are providing recent stability.

![Figure 7: Total Change in Unrestricted Net Assets Change Excluding Non-Operating Activities FY 2014 – FY 2016](image)

**Long Term Debt**

The College’s short term and long term debt indicates fiscal stability in relation to net assets and fiscal stability. The College’s total facility debt compared with the conservative appraised property value of $30,000,000 as provided by CBRE on September 9, 2014 demonstrates that the College has a low amount of debt while maintaining attractive, functional campus academic, student life and residential facilities to support growth and the mission of the College. The overall debt burden financial debt ratio of 4.36% is substantially lower than the 7.0% targeted for private colleges.

The institutional debt level increased by $2,171,322 in FY 2015 and $1,590,983 in FY 2016 as the Kendall Hall $3,750,000 residential renovation project was underway. This capital debt investment totally renovated the 35,786 square foot, 140 bed student residential facility. The
economical investment in an aging facility in the center of campus provides fiscal stability by increasing the residential student population, improved retention and creates a positive financial return on an existing 1967 building that had been dormant for two years and experienced very low occupancy rates prior to renovation. Financing for this housing facility renovation on campus also provided an opportunity for the College to combine prior facility debt into one plant debt instrument at a lower interest rate and with more favorable loan terms. This capital renovation investment has optimized residential facilities to generate additional auxiliary revenue (housing and dining) by increasing the inventory of updated, attractive campus residential living options. This investment also increases net student dining revenues through a more efficient fiscal operation from an increased number of students participating in the dining program.

The Bank Debt Coverage Ratio is a negative 0.39, but that calculation includes the $2,082,242 unrealized loss in the endowment fund portfolio activity as of May 31, 2016. Eliminating that non-operating item from the calculation provides a 2.64% ratio, which exceeds the 1.25% target. The Operating Debt Coverage Ratio is 3.06 which is twice the fiscal stability target of >1.25.

Permanently Restricted Gifts

Along with the increase in unrestricted gifts, gifts to permanently restricted funds have increased under the new leadership to provide additional fiscal stability. The majority of Permanently Restricted fund gifts received in FY 2015 were derived from a bequest, of which $2,474,000 was received to further endow and enhance the Alumni/Advancement functions and $2,100,154 to fund additional teacher education scholarships. Additional endowment fund gifts such as these support critical operating activities and provide operating budget relief. The FY 2016 Permanently Restricted Fund total decreased slightly in comparison to FY 2015 (2%), due to changes in the market value of trusts $286,413, bequests, and fund releases $504,781 to re-direct resources to other operating priorities and initiatives (Figure 8). Advancement efforts have focused in recent years on generating all types of gifts, unrestricted, restricted, and permanently restricted gifts for continuing programs that support the mission and for building operating fiscal stability and reserves.

Figure 8: Permanently Restricted Funds (Endowment) FY 2014 - FY 2016

Comparing the endowment value per full-time equivalent (FTE) student, as calculated by the Association of Independent Kentucky Colleges and Universities (AIKCU), Kentucky Wesleyan College’s $52,461 per FTE student was well above the median of $19,407 per FTE student for AIKCU schools, and was ranked 5th highest of all 19 AIKCU schools based on FY 2014 (most
Kentucky Wesleyan’s endowment fund will continue to provide a growing source of stable funding to supplement annual revenue and operations. The institutional endowment fund management services contract was competitively bid in 2011 with the selection of Hirtle Callaghan to provide a professionally managed, balanced portfolio focused on income and long-term growth. Additionally, several bequests and deferred gifts totaling over $5 million for operations and permanent restriction, while not currently eligible for recording in financial records, are tracked and monitored to ensure their future maturity for the benefit of the College.

The College has an endowment fund investment portfolio and function with oversight by the Investment Committee and Finance Committee along with the Board of Trustees. The assets are managed within guidelines of the College’s Investment Policy that is approved and monitored by the Board of Trustees. Finance Committee members of the Board of Trustees receive quarterly statements from Hirtle Callaghan and consult with the institutions account representative in person, via phone or GoToMeeting electronic format at the board committee meetings. Additional meetings for extended discussions are scheduled as needed. Items of committee discussions include the fund manager’s performance, market trends, and strategy as it relates to the College’s Investment Policy. Decisions about the investments are made by the committee, documented through committee meeting minutes and shared and/or approved by the Board per the investment policy. Fiscal operations of the Wesleyan Village real estate holding owned by the endowment are also reviewed annually. A summary statement of total endowment fund fiscal activity is included in the annual Comparative Financial Statements provided to board members.

The Finance Committee and Board of Trustees annually approve the endowment income-spending rate that utilizes earned income and capital gains. The endowment income-spending rate of 6% was increased in FY 2017 to include a 1% administrative management fee to underwrite internal administrative expenses of processing and accounting for endowment income.

**Evidence of Compliance:** The College has provided evidence that it has a sound financial base and will maintain, and improve, its financial stability. The College demonstrates an ability to control costs and live within its means. The College’s financial stability is evidenced by its ability to:

- Refinance debt agreements and meet debt obligations annually
- Avoid relying on the operating line of credit
- Successfully fund raise to support both unrestricted and restricted budgets
- Anticipate, understand and respond to economic adversity with sound business practices
- Produce annual balanced operating budgets with appropriate margins based on long-term plans of sustainability and growth
- Rely on the expertise of its governing body to provide constructive feedback and guidance

The investment performance is following every other institution’s investment performance for the past several years. However, as stated above, the College continues to be proactive in successfully addressing those items that are within its control, thus safeguarding the integrity and future of the institution.
Sources

AIKCU Endowment Data 2014
Balanced Operating Budget
Budget vs Actual
CBRE Appraisal
Comparative Financial Statements
Debt Instrument
Department Report
Endowment Additions & Other Donor Gifts
Endowment Income Spending Rate
Enrollment Increases
Fall 2016 Enrollment Comparison
Financial Ratio Calculations FY 2012-2016 Revised
FY 2016 Permanently Restricted Fund
Gillespie Distribution Dec 2016
Gillespie Unrestricted Estate Gift and Inventory
Housing Development Plan Partners
Increased Net Assets
Investment Policies Endowment Fund
Investment Subcommittee Minutes 6-9-16
NACUBO Report
Owensboro Public Schools Track Lease Agreement
Quarterly Statements Hirtle Callaghan
Restricted Gifts Released Each Year
Rogers Foundation Scholarship Program
Short Term and Long Term Debt
Tuition Discount Chart
Unrealized Endowment Fund Value
Wesleyan Village Apartments FY 2017 - Nov 2016
YMCA-KWC Student Membership Agreement
3.10.2

Financial Resources: Financial Aid Audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Kentucky Wesleyan engages independent auditors to audit financial aid programs as required by federal and state regulation. Audits are conducted annually by Ebelhar Whitehead, PLLC and include financial audits and supplementary information required for federal and state financial aid funds for the college. Management letters include the required reporting of deficiencies and other suggestions for financial and financial aid activities are also issued with each annual audit. Table 3.10.2-1 provides links to these documents for FY 2014 - FY2016.

Table 3.10.2-1: Financial Audits, Management Letters, Supplementary Information, and Corrective Action Plans for FY 2014 - FY 2016

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<th>Financial Audits</th>
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Audit procedures include tests to confirm the amount of federal and state financial aid funds in each program managed by the institution and compliance with applicable federal and state laws and regulations for the programs. Recent audit findings and corrective action plans (Table 3.10.2-1 above) for items related to the general financial audit and student federal and state aid funds were significantly reduced in FY 2016 due to changes in key staff positions and a priority of compliance within the institution. Corrective action plans addressing each audit finding are compiled and shared with the Finance Committee and Board of Trustees annually along with the complete audit report. The audit reports, findings, and corrective action plans stemming from external audits are reviewed with Financial Aid Staff, Business Office Staff, College Administration, Finance Committee, and Board of Trustees.

Internal Audit

In the Fall 2016, the College created and filled a new position, Director of Budget and Internal Audit, with an internal candidate who worked for 10 years as the College’s Financial Aid Director. An institutional policy for the new internal audit function was compiled and approved by the Board of Trustees in early February 2016. The internal control program plan will prioritize addressing issues in federal fund compliance and general audit findings while pro-actively addressing other areas of business risk and efficiencies in college activities.

Department of Education
The College annually calculates the Financial Responsibility Score that the Department of Education confirms after submission of the required federal funds audit report. The College annually submits the required letter of credit to the Department of Education. The audit data for FY 2016 has been electronically submitted, but a letter of acceptance and review from the DOE has not been received as of this writing.

The weak financial operations with small operating margins or deficits and the relatively small operating reserves caused the College to fall into the Fail and Zone status in recent years and be required to post a letter of credit as outlined in the schedule. FY 2015 reflected an improved score of 1.3 (Zone) as the fiscal operations under the new president had become priority for improvement. The FY 2016 DOE financial responsibility score estimate has been calculated by internal staff to be approximately 0.6. The FY 2016 unrealized loss of $2,082,242 in endowment value that is reflected in the unrestricted other changes in operating activities significantly impacted the decline in the score. Over $774,005 of the unrealized loss had been restored as of 12/31/16.

The College has initiated discussion with and received preliminary approval from Independence Bank, the college’s primary bank and issuer of the current Letter of Credit, about the anticipated request for a revised FY 2016 letter of credit once the official DOE notification is received by the college. The College and bank anticipate a much stronger FY 2017 financial statement and DOE financial responsibility score due to the balanced operating budget and $2.5 unrestricted estate gift. The FY 2017 financial projections indicate a significant increase in unrestricted operating reserves as the special gift will be utilized internally for restoring the fund balance and cash reserves and commit to funding any special project and expenditure.

Kentucky Council on Post-Secondary Education (CPE)

The Kentucky Council on Post-Secondary Education (CPE) Office has certain requirements to license and qualify the college to offer degrees and administer state student aid funds. The College annual audit includes review of the state programs and the College is in compliance with those requirements by following all operating criteria and posting the required surety bond.

Evidence of Compliance: The College has provided the financial aid audits required by the federal and state regulations. The College continues to be approved to administer federal and state financial aid.

Sources

- Audits
  - KWC 2014 Audited Financial Report
  - KWC 2016 Audited Financial Report
- Corrective Action Plans
  - Corrective Action Plan FY 2014
Corrective Action Plan FY 2015
Corrective Action Plan FY 2016
Management Letters
Audit Management Letter FY 2014
Audit Management Letter FY 2015
Audit Management Letter FY 2016
Supplementary Information
Supplementary Information FY 2014
Supplementary Information FY 2015
Supplementary Information FY 2016
Account Reconciliation Hirtle Callaghan 12-31-2016
Audit Findings
Board of Trustees Minutes Oct 2015 Audit Discussion
CPE License Renewal
Department of Education Annual Letters
Director of Budget and Internal Audit Job Description
DOE Letter of Credit Schedule
DOE Letters of Credit
Financial Responsibility Score Estimate
Internal Audit Policy
Internal Audit Program Plan
Surety Bond
3.10.3

Financial Resources: Control of Finances
The institution exercises appropriate control over all its financial resources.

Judgment
☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Kentucky Wesleyan College exercises appropriate control over all its financial resources. Article VII, section 7.6 of the College By-Laws provides standing committees for Finance, Investment, and Audit oversight. Finance Committee members then serve on one of the two sub-committees of Finance. The Vice President of Finance, Vice President of Development, and other appropriate staff meet with these Board committees at each Board meeting to provide institutional financial information and trend data from similar higher education institutions and organizations.

The Vice President of Finance has administrative responsibility for the College’s financial and physical plant records and activities. The Controller and Internal Auditor are other key positions in the unit. These individuals have the qualifications and experience to manage and provide oversight for the College’s financial resources.

External audits verify financial activities and related data for the institution.

Table 3.10.3-1: Financial Audits, Management Letters, Supplementary Information, and Corrective Action Plans for FY 2014 - FY 2016

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The College always receives unqualified audit reports to demonstrate that the College’s financial accounting practices and reports fairly represent the College’s financial position with appropriate fiscal controls. Management letters issued to the Board of Trustees provide observations and recommendations to enhance fiscal operations. Corrective Action Plans to address the findings and suggestions are prepared annually by the financial staff. The external auditors discuss the audit, management letter and action plans in detail with Finance Committee members and staff, and then the external auditors meet privately with the Board committee members.

The Board of Trustees also reviews audit data, management letter and corrective action plans. This is another measure to ensure that Board members have a complete understanding of the audit data, fiscal concerns, and plans to correct any findings noted. Board members have been satisfied and supportive of the plans and actions taken to correct the findings and endorse.
continuing efforts to eliminate audit findings.

Approved audit reports are submitted to required external agencies such as the Kentucky Council on Post-secondary Education and Department of Education to ensure regulatory compliance and control.

Audit Findings

It should be noted the College has never incurred a financial loss or liability from inappropriate staff activity or reporting in any fiscal activity of the College. Table 3.10.3-2 details the financial and federal audit findings from FY 2014 – FY 2016 and the corrective action plans may be found in Table 3.10.3-1 above. The number of findings decreased from eight to four in FY 2016. No Material Weaknesses are reported in FY 2016 as the segregation of duties concerns were a priority and were satisfactorily resolved.

The College has maintained minimal support and administrative staffing in the Finance, Financial Aid, and Advancement/Development administrative areas to save operating costs in recent years. Extensive cross training is required with the small number of staff to accommodate all customer service and administrative tasks to be completed in a timely manner. The College has experienced significant turnover in the key administrative positions of Controller, Staff Accountant, and Registrar in recent years. The lack of higher education experience and staff continuity, along with the extensive time commitment of planning, implementing and de-bugging the new integrated campus information system beginning in October 2015 and still on-going, led to the occurrence of the noted findings in FY 2016. Each finding has been reviewed with appropriate staff to clarify responsibilities, including the importance of accuracy and timely completion of these crucial tasks, and additional professional training was completed as needed.

The new software system implemented in March 2016 requires individual access security so task assignments can be outlined and segmented with appropriate internal controls. Revisions in task re-assignment, a new Internal Audit function (see below) and the new software will allow the College to implement an improved internal control system that meets audit standards and to utilize a more effective check and balance program to insure timely control, compliance, and reporting.

College Policies and Procedures for Fiscal Control

During the Human Resources orientation process, the new hire checklist details items a new employee must complete/provide, e.g., acknowledge that they have read and understood college policies which are in the Employee Handbook. The Employee Handbook references the Business Policies and Procedures and both documents are available on the campus intranet. The Business Policies are sent via email to all faculty and staff annually. The policies include detailed procedures for purchasing, travel, gifts to the College, fiscal documentation, budgeting, handling cash and physical assets, securing campus property, use and care of college vehicles, use of campus technology, and other appropriate policies for controlling financial resources of the college.

No single staff member has complete control over all aspects of any financial transaction through the segregation of duties review. Purchases less than $1,000 are initiated by the department budget manager after assuring funds are available in their budget. Purchase orders for items or services exceeding $1,000 are submitted for review and approval in advance by the department budget Manager, Administrative Office, and VP of Finance. All
requests for Accounts Payable checks must include a detailed invoice and appropriate account number that is be approved by the Department Budget Manager, Administrative Office, and VP of Finance. The Accounts Payable check rosters prepared for cash distribution are reviewed and approved by the Controller before checks are issued. Checks over $10,000 require at least one manual signature. Bank cash reconciliations are prepared by the Staff Accountant and verified by the Controller.

Accounts Payable and Payroll cash distribution processes are controlled by individual electronic access to the functions. Persons with approval responsibility are not allowed access to the electronic process of initiating payment checks.

All personnel appointments that fiscally obligate the College require at least four approving signatures to insure the position has been approved and appropriately budgeted. The tasks of payroll data input and processing of payroll are verified independently by the Director of Human Resources or Assistant Payroll Clerk and the Controller for each payroll issued. All payroll checks for employees are electronically deposited directly to the employee’s bank account.

The Advancement Office’s gift processing procedures have incoming mail opened and a list prepared by the Administrative Assistant in the President’s Office. Cash and checks are then forwarded to the Development Office and electronically entered in the financial records. The Senior Development Associate reconciles the initial list prepared in the President’s Office and recorded gifts by Development. The Cashier confirms the Development gift report matches the cash and checks submitted and the Controller performs an independent reconciliation of the reports.

Procedures and policies for handling, reporting, and depositing college cash and check funds are documented. The College Controller randomly conducts cash verifications and documents the petty cash funds ($400 or less) located in three specific offices on campus. The College’s cash drawer is balanced and reviewed daily by the Cashier and the Controller audits the cash drawer records and funds periodically. All incoming mail and receipts in the Business Office are opened by the Business Office Administrative Assistant and forwarded to the Cashier for posting to the integrated data system.

Fiscal control of College resources is also accomplished through detailed budgeting, procurement and reporting procedures at the department and officer levels. An institutional budget committee of faculty, staff, and administrators compiles operating budgets annually. The Finance Committee and Board of Trustees approve operating budgets prior to the beginning of the fiscal year. Annual operating budgets are updated in the fall after enrolment, residency, and institutional financial aid funds are finalized.

Detailed department reports of all fiscal transactions are distributed monthly to department managers and Administrative officers. Qualified staff close to the campus activity generating the funds tracks revenues. In addition to the monthly department reports, a year-to-date detailed statement of the operating budget vs. actual is produced for and reviewed by the President and officers monthly. The Controller prepares the reports and the Vice President of Finance verifies with fiscal reports independently generated from the integrated software system. A report of budget, actual fiscal operating activities and variances is provided to the Finance Committee and Board of Trustees at each board meeting. The new Internal Auditor function (see below) includes independent budget monitoring and reporting. This detailed reporting regiment provides appropriate control and monitoring of fiscal activities.
Email communications are routinely utilized to disseminate fiscal policy updates, clarifications and reminders for key actions, such as year-end procedures, budget requests, etc.

Fiscal control over financial resources is demonstrated by comparing results of the actual operating fund fiscal activity to the Board of Trustees approved operating budget in FY 2014 - FY 2016. As the chart reflects, financial operations in the last two fiscal years have generated positive operating margins as compared to the poor results in FY 2014. The FY 2014 unrestricted gift budget of $1,250,000 with actual results of $431,998 is evidence of the lack of sufficient and appropriate staff and results for fundraising in that year. The annual deficit in FY 2014 was due to a shortfall in gift and other revenue sources not due to irresponsible projections or lack of control for expenditures. The actual FY 2015 and FY 2016 net tuition revenues exceeded budget. These actual results compared to the annual operating budget are another indication of strengthening of the institution’s financial planning, execution, operations, and fiscal control. Under new leadership at the Presidential level, the College has compiled more realistic revenue budgets and effective strategies and controls to meet those targets.

The Financial Operations Planning Summary reflects realistic financial planning to meet organizational and financial goals through the budgeting process that ensures long-term fiscal control and stability with allocations and appropriate operating margins.

Endowment Fund Management

Policies to insure appropriate allocation and investment of the College’s endowment funds are utilized by the Administration and Investment Committee of the Board of Trustees Finance and Investment Committees. Reports from endowment fund managers are reconciled monthly to the college fiscal records by the Controller and audited quarterly by the VP of Finance. The College’s external fund managers also sends a copy of the detailed quarterly report directly to members of the Finance Committee. Endowment fund activity reports and balances are compiled and reported periodically to the full board.

Internal Audit Function

Another step to enhance fiscal control and operations was the implementation of an Internal Audit function in Fall 2016. The College administration approved the funding for and appointed a Director of Internal Audit and Budget position. An experienced higher education internal candidate from the college’s Financial Aid function was appointed to the position. The new position description outlines tasks to supplement internal control systems across campus by updating detailed procedure and task instructions, providing random tests of business procedures in various areas and providing support for the College’s budget function.

Evidence of Compliance: The College has demonstrated that it has a qualified staff who works from written policies and procedures in order to safeguard cash, to manage and distribute endowment funds and to manage financial risk. There are multiple levels of internal control in place.

Sources

- Audits
- KWC 2014 Audited Financial Report
3.10.4

Financial Resources: Control of Sponsored Research/External Funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan maintains financial control over externally funded or sponsored research and programs. The College pursues externally funded gifts and grants to supplement other fiscal resources and support the mission of the institution. Externally funded gifts are primarily solicited by the offices of the Vice President of Advancement and Vice President for Academic Affairs and Dean of the College (VPAA), while grants are submitted through the VPAA’s Office.

The majority of the College’s external gift funds are in the form of unrestricted gifts, which do not require a designated director or staff to manage or control. Gifts from individuals, federal programs, and corporations with specific criteria for funds utilization are designated as restricted gifts upon receipt and accounted for in separate revenue, expenditure, and fund balance accounts in the College’s fiscal accounting system. A College faculty or staff member is assigned responsibility for managing and implementing program activities of each external gift according to the gift criteria and within College operating business policies. They also are responsible for tracking all fiscal activities within the College’s restricted fund accounting system. Those persons are identified as budget managers for the restricted program activities.

Grant writing and submission is the primary focus of the Principal Investigator (PI) or Program Director (PD). The PI/PD is responsible for the actual grant activities, e.g., research/program development, etc.; therefore, much of the grant’s compliance rests with him/her. The fiscal management of the grant, however, is undertaken by a qualified financial professional working in collaboration with the PI/PD, who is also identified as the restricted fund manager for the program. Each grant is established as a restricted account and assigned its own set of account numbers ensuring transparency and accountability. Policies governing expenditures of grant funds, accounting processes, and the management and control of grant funds are managed through the College’s existing accounting and control processes. The PI is also responsible for submitting appropriate internal and external reports as outlined by the program criteria and granting organization.

The restricted fund budget managers receive restricted fund monthly reports of each program’s fiscal activities generated by the College’s integrated accounting system. The appropriate administrative officer supervising the restricted fund budget manager also has access to and oversight of the restricted fund activity to assure it is being conducted in compliance with the program requirements and resources.

A restricted fund balance sheet report of all restricted fund balances is generated monthly in
the Business Office and the Controller and Vice President of Finance verify the accuracy of fiscal fund balances, with special attention to assuring expenditures are within the restricted fund resources. The annual fiscal audit conducted by external auditors also includes a detailed analysis of restricted funds with selected testing and confirmation of restricted fund activities to affirm the restricted fund balances.

Federal funds received by the College are annually audited by an external audit firm for program compliance and accuracy of fiscal accounting. The audit report of federal funds is included in a separate section, Supplementary Information, of the College’s annual audit reports, of which FY 2014, FY 2015, and FY 2016 are included.

The College does not routinely claim indirect costs on private or federal grants and no indirect costs have been claimed in over 15 years.

Evidence of Compliance: The College has provided documents and policies representing appropriate control, management, and reporting for externally funded or sponsored research and programs.

Sources

- Detailed Analysis of Restricted Funds FY 2016
- Operating Business Policies
- Restricted Fund Balance Sheet Report
- Restricted Fund Monthly Report
- Restricted Gift Receipt
- Supplementary Information FY 2014
- Supplementary Information FY 2015
- Supplementary Information FY 2016
- Title III Annual Performance Report 2016
3.11.1

Physical Resources: Control of Physical Resources
The institution exercises appropriate control over all its physical resources.

Judgment
☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Kentucky Wesleyan College exercises appropriate control over all its physical resources including buildings and equipment. A $20,020,118 net book value of College property, plant and equipment (35% of the total assets) is recorded in the FY 2016 audit. The College By-Laws provide standing committee oversight of physical plant assets by the Finance Committee of the Board of Trustees. The Vice President of Finance job description includes responsibility for controlling physical resources and securing appropriate insurance for the campus. The current Vice President has extensive experience in appropriate control via effective, efficient, and safe campus facility resource utilization. Property and liability insurance policies are reviewed annually along with measures to minimize college risks.

A shared responsibility for College assets by all faculty, staff, and students is promulgated via Human Resources policies and procedures for managing school property. A detailed Business Policies document is located on the campus intranet and provides guidance on utilization of college assets along with additional policies for specific items such as cell phones. The policies include detailed procedures for purchasing, gifts to the College, fiscal documentation, handling physical assets, securing campus property, use and care of college vehicles, use of campus technology and other appropriate facility related policies.

Detailed budgeting, procurement, and reporting procedures at the department and officer levels also provide monitoring of physical resources. The College capitalizes facility and equipment expenditures and gifts in excess of $5,000. Disposals are also tracked and recorded. Depreciation calculations and journal entries appropriately record annual utilization costs of facilities and equipment.

Inventories of higher valued assets are maintained in the Facilities, Sciences, and Information Technology departments. Fleet vehicles are controlled and managed by the Business Office.

Kentucky Wesleyan College contracts with a professional security company, Securitas, for campus security services. The College utilizes specific officers that are trained in campus facility security, personal safety services, and emergency response techniques for a campus operation. During their seven-day-a-week rotation schedule, they are centrally located in the College’s Winchester Student Center and patrol on foot or bicycle the entire campus while maintaining cell phone access. Their patrol schedule is documented with a system of time clock stamps and routinely altered to provide maximum effectiveness. A daily security report is prepared for each shift and emailed to designated administrative officers and the Director of Facilities. Unlocked doors, facility safety hazards, etc. are documented on the daily report, allowing college personnel to implement immediate steps to address facility issues. The campus security officers have a close working relationship with the local police and fire officials. These local agencies and experts are routinely consulted for advice in facility issues...
such as fire safety, campus road maintenance, parking concerns, etc. Campus officers also meet periodically with the Director of Facilities, Vice President of Executive Initiatives, Residence Life staff, and Vice President of Finance to review and monitor campus facility plans and issues. The priorities of the security staff are the personal safety of campus personnel along with facility security and control. Please refer to CS 3.11.2 Institutional Environment for additional information.

College buildings are monitored with fire alarm systems to supplement the oversight by campus staff and contracted security officers. The College has embarked on an upgrade of the campus facility access program with installation of card-reader systems that use student and employee ID cards in several buildings. The program will continue to be expanded as other buildings are renovated or constructed and retro-fittings can be funded in older structures. This system will replace the current key issuance program, managed by the College’s Facilities department.

The Facilities Master Plan was compiled in 2007 and updated in 2015. The 2014 Campus Housing Plan is an example of the on-going review, research, and updating of campus facilities for control and maximum utilization. A comprehensive Deferred Maintenance Plan/Facility Condition Assessment provides data for planning and allocating resources for maintaining the campus facilities.

Administrative officers in consultation with campus faculty and staff review internal space allocation and utilization periodically. A detailed Summer Project schedule is prepared and completed each year to address minor renovations, function re-locations, and repairs.

Kentucky Wesleyan has contracted with GCA for the past four years to provide professional facilities management and maintenance of campus facilities. The services include housekeeping, annual deep cleaning, maintenance of buildings and equipment, facility safety programs, athletic field upkeep and grounds management. The contracted facilities program, including the on-line work order system available to all faculty, staff and students, provides innovative routines for efficient care and control of campus facilities. Data for analysis and decision-making is also provided along with expertise in optimal facility operational policies, knowledge of facility systems, safety/health training issues, capital projects, etc. Weekly meetings with the campus facilities manager and Vice President of Finance address issues, budget and plans. An annual report from the contracted service is also compiled and shared with the College officers.

This contracted service, re-bid or re-negotiated every three to five years, currently provides three supervisors and 20 staff employed by GCA to perform the agreed up on campus facilities program. Professionals (engineers, mechanical consultants, etc.) to work with College personnel and external contractors on extensive facility projects are also accessed periodically through the contracted facilities management firm.

The facilities program, led by campus staff personnel in collaboration with the contracted service, provides a depth of expertise and resources that enhances the College’s institutional facilities program and knowledge to meet expectations and exercise appropriate control.

**Evidence of Compliance:** The College has provided evidence that it maintains appropriate control of its physical resources by providing adequate staffing and expertise for the care of its facilities by following a regular program of maintenance, by compiling and following policies and procedures for managing facilities and capital assets, by tracking and addressing deferred maintenance and by ensuring adequate insurance coverage.
<table>
<thead>
<tr>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Policies and Procedures 2016</td>
</tr>
<tr>
<td>By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 8)</td>
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<tr>
<td>Capitalization Policy</td>
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<td>Computer Inventory</td>
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<td>Daily Security Report</td>
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<td>Depreciation Calculations</td>
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<td>Detailed Reports for Analysis</td>
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<tr>
<td>Employee Handbook 2016 (Page 13)</td>
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<td>Employee Handbook 2016 (Page 31)</td>
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<td>Facilities Equipment Inventory</td>
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<td>Facilities Master Plan</td>
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<tr>
<td>Fire Alarm Systems Contract</td>
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<td>Fleet Vehicles</td>
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<td>GCA Annual Report 2016</td>
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<tr>
<td>GCA Contract 2016</td>
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<tr>
<td>KWC Facilities Condition Assessment Executive Summary 2017</td>
</tr>
<tr>
<td>List of Campus Facilities</td>
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<tr>
<td>On-line Work Order System</td>
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<tr>
<td>Property &amp; Liability Insurance Policies</td>
</tr>
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<td>Science Equipment Inventory</td>
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<td>Securitas Contract</td>
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<td>Security Officers Time Clock Stamps</td>
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<td>Summer Projects FY 2015-2017</td>
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<tr>
<td>Vice President of Finance - Cindra Stiff Resume</td>
</tr>
<tr>
<td>Vice President of Finance Job Description</td>
</tr>
<tr>
<td>Weekly Facilities Meetings</td>
</tr>
</tbody>
</table>
3.11.2

Physical Resources: Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. The Vice President of Executive Initiatives and Retention oversees campus safety and security.

Safety & Security: Kentucky Wesleyan College contracts with Securitas Security, a professional security company to provide facility and personal safety services. The College utilizes specific officers who are trained in the unique concerns, policies, and procedures of campus operation. During their seven-day-a-week rotation schedule, officers are centrally stationed in the College’s Winchester Student Center and then patrol the entire campus, on foot or bicycle, while maintaining constant cell-phone availability. Their patrol schedules are routinely altered to provide maximum coverage and documented with a system of time clock stamps. Every night the security officers prepare and email a summary of their shift’s campus activities to several administrative officers and the Director of Facilities. Unlocked doors, safety hazards, student behavior incidents, etc. are all documented on the daily report, allowing College personnel to implement immediate steps if warranted. The campus security officers have a close working relationship with the local police and fire officials. These local entities and appropriate City of Owensboro staff are routinely consulted for advice in handling special events, parking concerns, etc. The campus security officers also meet periodically with the Director of Facilities, Vice President of Executive Initiatives and Retention, Associate Dean of Student Services, Residence Life staff, and Vice President of Finance to review and monitor campus safety plans and issues. The priorities of the Securitas Security staff are for personal safety of campus personnel and facility security. The security company periodically offers on-campus programs such as theft prevention, personal safety precautions, self-defense, etc. to heighten safety and security awareness. Kentucky Wesleyan records all campus crime statistics as required and periodically reviews all policies for possible improvements to minimize incidents. Campus emails are used to send timely safety information and updates as needed. The campus One-Call system is used in case of school closures or significant campus emergency procedures.

The Campus Safety and Security Plan is located on the College’s intranet and is referenced during all employee orientations and student orientations. The policies include facility security, ID card access to buildings, personal safety measures, emergency procedures, weather emergency procedures, hazardous material handling, contact information, etc. The crises plan has been tested and re-evaluated to ensure the College would be prepared for a potential crises situation. In March 2010, the College conducted an active shooter exercise during spring break. The goal was to evaluate safety and security policies and to work closely with city, county and state emergency responders as they tested their procedures and plans. Much was learned during this drill that helped the College improve its campus safety program.
city, county, and state emergency responders also learned many things and were pleased to become more familiar with campus facilities and staff.

During the 2015-16 academic year, Kentucky Wesleyan contracted with Rick Cox, CEM, to review its Campus Safety & Security Plan in order to confirm preparedness in case of an emergency situation. Mr. Cox presented his report during the Spring 2016 semester for review and consultation. Areas of concern were identified, as was a campus emergency team. During this process, the emergency team met twice for planning and participated in a training/disaster simulation discussion with Mr. Cox. Following these discussions and simulation exercise, the plan was revised and posted on the College website. Printed copies were made available in a flip-chart format to serve as a reference and backup in case electrical power, and thus computer accessibility, was lost during an emergency situation. These flip-charts were hung in every room on campus.

Campus facility projects such as added lighting, traffic speed bumps, etc. are routinely planned to complement safety policy effectiveness. The College's Business Policies contain regulations for use of College vehicles, keys, etc. Kentucky Wesleyan monitors motor vehicle records of all personnel driving College vehicles and applies strict regulations that require compliance to retain driving privileges. Background reference checks are conducted on all personnel prior to their employment with the College. Employees who drive College vans must undergo recertification each year by completing a safe-driving online course.

All campus classroom and residential buildings are provided with external card swipes for entry, except for Stadium Drive apartments, which have key access. Within each building, rooms have key access.

Facilities are managed through a contract with GCA Services Group. Facilities staff members maintain buildings and grounds. All safety policies are updated, and periodic training on health and safety campus programs are offered to the facilities staff to maximize their role in promoting a healthy, safe environment. For example, CA-MRSA is a becoming a common problem in athletics, with the average age of a person diagnosed at 23. The facilities staff has implemented industry-standard procedures for addressing "how to clean" to prevent MRSA in athletic facilities and how to address facilities if a case is confirmed.

The Director of Facilities participates in the Daviess County Emergency Management Agency planning and training programs. Fire drills are periodically conducted campus-wide and the results documented as required. Kentucky Wesleyan's liability insurance company conducts random safety audits and provides suggestions when noted. All campus rooms are clearly marked and detailed campus maps made available to local authorities for emergency responses. The College utilizes the enhanced 911 system to further assist with the responses.

**Health & Wellness:** Lab Safety Policies are updated annually each summer and distributed to all appropriate faculty, staff, and students. A Chemical Hygiene Plan that is compliant with OSHA standards is utilized in appropriate academic and general College programs. Kentucky Wesleyan is in compliance with local environmental regulations, and routine inspections are coordinated by the Facilities Director.

The College employs a registered nurse (RN) who holds a current license from the Kentucky Board of Nursing and is in compliance with registered nursing practices. The nurse is responsible for the Health Services unit that exists to serve and educate students, faculty, and staff on health issues pertinent to a college campus. The goal of this unit is holistic and pro-active towards prevention, education, treatment, and intervention. The nurse handles
minor health problems while other medical and dental issues are referred to local doctors and dentists who accept Kentucky Wesleyan students in the event of illness requiring a physician’s care. The Campus Nurse conducts wellness programs throughout the academic year to provide students with good life choices. All full-time residential students receive a membership to the Owensboro Family YMCA, a state-of-the-art fitness center located a few blocks from campus. A Health and Wellness website provides information on the campus fit trail, nutritional information, tips on creating a healthy lifestyle, and strategies for reducing stress. An intramural sports program is designed to allow students to relax and enjoy friendly competition. Kentucky Wesleyan provides mental health counseling free of charge via an agreement with a local professional group. Sodexo, the campus dining services provider, offers nutritional information through their web portal. The Kentucky Wesleyan Health Services unit is a member of the American College Health Association (ACHA) and a participating member of the Kentucky College Health Association (KCHA). Confidentiality and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) are strictly enforced.

Kentucky Wesleyan fields a number of intercollegiate athletic teams. The College contracts with Owensboro Health and One Health Orthopedics & Sports Medicine to provide certified athletic trainers to serve the needs of athletes and all sports programs. Owensboro Health also provides access to board certified orthopedic surgeons, primary care physicians, and the One Health Orthopedics walk-in clinic to ensure all medical needs of Kentucky Wesleyan athletes are met. Additionally, Kentucky Wesleyan maintains a clinical education agreement with the University of Evansville to provide clinical experience for students in their Master of Science in Athletic Training program. Students assist with athletic training functions as permitted by the agreement. All athletic coaches are required to maintain current first aid and CPR training certification.

**Student Residential Life:** The Residence Life Staff, Resident Directors (RD's) and Resident Assistants (RA's), participate in a rigorous two-week training program in preparation for residential students reporting to campus. The staff is trained regarding emergency response procedures and is required to complete CPR certification.

At the beginning of each semester, rules regarding residence life, including what items are not allowed in the residence halls, are communicated to students at opening hall meetings. Attendance at these meetings is required of every residential student. Each building is locked at all times, and students are fined for propping open exterior doors. The College has a restricted visitation policy that allows members of the opposite gender to visit the all-gender halls during certain hours. These hours are posted in each hall.

The staff is trained regarding the distribution of keys. Each resident is issued two keys during check-in, one for the exterior door of the building and one to the residence hall room. All residence hall keys are housed in the office of the Director of Residence Life. The Director of Residence Life maintains a log of distributed keys. An inventory is taken at the end of each semester to assure student safety. Lost keys are replaced by re-coring individual rooms. At the end of each academic year, Student Life rotates exterior cores. During the breaks between fall and spring semesters, cores are changed again to protect buildings when school is not in session.

Residence life personnel are trained to handle incidents on campus and work with the campus security officers as needed. As part of their training, the residence life staff is introduced to the campus security officers. The Student Code of Conduct is to be followed by all Kentucky Wesleyan College students. Each staff member is trained on proper protocol and procedures that are to be followed for each level of severity. Student offenses are classified, with the
appropriate staff member handling the incident.

Each semester, the RA’s and RD’s conduct health and safety inspections in each residence hall. The staff is trained to check each smoke detector to assure functionality and to remove all items that are not permitted due to serious fire hazard or safety concerns. Four of the five residence halls at Kentucky Wesleyan College are not equipped with fire suppression systems. Under Kentucky law, all residence hall residents must sign a form indicating they understand that the buildings to which they are assigned do not have sprinkler systems. Fire drills are conducted each semester to prepare residential students to exit the buildings in case of a fire emergency.

**Evidence of Compliance:** The College has provided evidence of policies, procedures, and actions taken to provide for campus safety and security.

**Sources**

- Chemical Hygiene Plan 2017
- Cleaning Procedures for Prevention of MSRA
- Daily Report 1-8-17
- Emergency Procedures Flip-Chart
- Kentucky Wesleyan College Intranet - Business Policies
- Kentucky Wesleyan College Intranet - Safety & Security Plan
- Kentucky Wesleyan College Website - Health & Wellness
- Kentucky Wesleyan College Website - Intramurals
- Kentucky Wesleyan College Website - Security Reports
- Lab Safety
- Owensboro Health Services Agreement
- RA Training Fall 2015
- Securitas Contract
- Sodexo Dining Portal
- Sprinkler Form
- Student Handbook 2016-17 (Page 23)
- Student Handbook 2016-17 (Page 41)
- Student Handbook 2016-17 (Page 69)
- Student Handbook 2016-17 (Page 71)
- UE Clinical Education Agreement
Physical Resources: Physical Facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

Judgment

☑️ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College operates and maintains physical facilities that appropriately serve the needs of its educational programs, support services, and mission-related activities. The campus was established in 1953 when the College moved to Owensboro from Winchester, Kentucky, and built four initial facilities. New facilities and renovations have been added periodically throughout the years to provide adequate space to meet the changing needs of the institution. The College campus facility schedule includes 19 buildings and 7 outdoor facilities on 66 acres in the center of Owensboro. Current campus buildings include 361,192 square feet utilized for college educational and co-curricular programs and a 34,848 square foot endowment investment of 40 individual apartments, named Wesleyan Village Apartments. The FY 2016 property, plant and equipment value (net of depreciation) was $20,020,118, $19,609,014 in FY 2015 and $17,154,108 in FY 2014. The annual additional financial investment in campus plant schedule outlines the College’s financial investment in building renovations, maintenance and equipment each year.

KWC’s Georgian-style buildings are arranged in a park-like setting of trees and manicured lawns. A network of safe, efficient walkways connects the buildings and creates a pedestrian-friendly campus. Multiple campus ingress/egress points coupled with ample and strategically placed parking produces an environment that is easily accessible for students, faculty, staff, and visitors. A Campus Tour video is available on the College’s Admissions website or at https://vimeo.com/184768364.

Kentucky Wesleyan has successfully graduated several students with special physical accommodation needs. Attention to classroom design, furniture selection, door access, campus sidewalks, and parking construction has made the College easily accessible and adaptable to ADA regulations. The Office of Disability Services is responsible for addressing physical accommodations for students who request such services.

Facilities Planning

During a detailed planning process in 2007, representatives from all college constituencies collaborated with a professional facilities development firm, Partners, Inc., to update Kentucky Wesleyan College’s Facilities Master Plan. The Board of Trustees approved the plan in February 2007. While the plan includes all types of facility enhancements, improving campus housing and renovating classrooms and other educational programming spaces are among the top priorities. The College has used the plan to help guide facility improvements during the last 10 years, updating and adjusting some priorities internally. An Academic Facilities Enhancement Task Force was formed in fall 2010 to review all academic spaces in terms of current
functionality and to recommend a course of action that would resolve current issues as well as support and enhance future growth and expansion of instructional activities. The task force's report, presented to the President Craig Turner in September 2011, included recommendations with respect to classroom utilization, renovation, and technology enhancement. Declining enrollment at the time, however, allowed current facilities to remain adequate for campus programs with some minor renovations and relocations.

In 2012, the Board of Trustees pursued planning recommendations regarding housing with the authorization of a college residential housing study by Browning & Day, an architectural firm with extensive experience in student housing. The housing study was followed in 2013 by an in-depth financial and specific housing facility utilization study by Partners Development, a professional campus housing development firm. In November 2014, the Board of Trustees approved a $3,750,000 renovation of the 1967 Kendall residence hall. The renovation began in fall of 2014 and was completed on August 10, 2015 as scheduled and within the budgeted and secured renovation funds.

The College continues to monitor and assess facility needs, revising plans to accommodate future growth and program demands. In 2015, a Facilities Master Plan Task Force comprised of faculty, staff and administrators was convened to update the existing Campus Master Plan with respect to facility utilization issues, renovations, and the need for new spaces. Educational programming and study space had been identified as a priority in the 2007 Campus Master Plan and was determined to still be a priority by the Task Force. Additional programming space was created during summer 2016, when existing space within the Winchester Center was renovated and repurposed to provide a central location for the new Student Success Center, which houses Kentucky Wesleyan’s academic support services (tutoring, testing, study skills, etc.) and the Career Development Office. An area within Greenwell Library was also repurposed to provide offices and programming space for the Center for Engaged Teaching and Learning.

**Educational Program Facilities**

- **Barnard-Jones Administration Building** - This facility, the focal point of campus buildings, contains the College administrative offices, Tapscott Chapel, Campus Ministries, computerized writing instruction labs, general use classrooms, and other academic facilities. The Center for Business Studies on the fourth floor contains a computer lab for business students and a state-of-the-art conference room.

- **Center for Engaged Teaching and Learning (CETL)** – Located within Howard Greenwell Library, CETL focuses on providing faculty with resources and services needed to improve teaching. In addition, CETL works with students to find internships, service learning experiences, study away or study abroad opportunities, and encourages students to apply for scholarships and fellowships.

- **Charles D. and Mary Gray Ralph Center for Fine Arts and Communication Arts** - Located on the west side of campus, the Ralph Center houses Kentucky Wesleyan’s art, music, and communication arts programs. The facility features the Hager Performance Hall, an art gallery, a sculpture lab, studios for drawing and painting, and a graphics arts computer lab. The Ralph Center also contains a classroom, seminar room, and music practice rooms. Kentucky Wesleyan’s campus radio station, WKWC, is located within the building as well. WKWC is a 5,000-watt, student staffed, FM stereo station serving a 30–mile radius of Owensboro with music, news and sports programming.

- **Howard Greenwell Library** - Located in the center of campus and adjacent to the Winchester Center, Greenwell Library houses more than 150,000 books, periodicals, and
other materials and provides access to electronic resources worldwide. In addition to maintaining a collection of materials in a variety of formats, the Library offers a wide range of instructional services and technology support. A seminar room, computer labs, and several study rooms are located within the building.

- **Student Success Center** - Located within the Winchester Center, the Student Success Center offers a wide variety of free services designed to help students succeed academically. These include one-on-one peer tutoring, faculty tutoring, writing assistance, and study skills assistance. The Center also houses the Career Development Office.

- **John Swann Leadership Forum** - The Leadership Forum is an outdoor seminar area located just outside the Barnard-Jones Administration Building.

- **Yu Hak Hahn Center for the Sciences** - The Hahn Center houses Kentucky Wesleyan’s Biology, Zoology, Chemistry, Math, and Physics programs. All science programs have well-equipped laboratories and extensive equipment inventories. In addition to lab facilities, the building contains classrooms, a seminar room, and a computer lab.

**Support Services Facilities**

- **Residential Facilities** - Residential students live in five campus facilities - Deacon Hall, Kendall Hall, Massie Hall, Peeples Hall, and Stadium Hall. KWC also owns an apartment complex across the street from campus called Wesleyan Village Apartments. The complex includes 40 2-bedroom units open to members of the community and to students eligible to live off-campus.

- **Winchester Campus Community Center** - The Winchester Center, located in the center of campus and adjacent to Greenwell Library, serves as the hub of campus activity. Lucille Savage Rogers Hall, a 3,600 square foot multi-purpose room, provides a flexible venue for events, lectures, debates, movies, and meetings. Hocker Dining Hall, SubConnection, and Jazzman’s Café and Bakery offer a variety of meal options for both commuters and residential students. The campus post office and the Lucile N. Cox Conference Room are also located in the Winchester Center. Smith Lounge (complete with a fireplace) and Wells Courtyard provide spaces for informal gatherings.

- **Woodward Health and Recreation Center** - The Health and Recreation Center (HRC) contains a gymnasium, weight room, athletic training room, locker rooms, and a classroom. Intramural activities are scheduled regularly, and the HRC is open daily to students for leisure activities.

- **The College also has several athletic playing fields:** Steele Stadium (football), Panther Park (baseball), Foster Field (softball), a soccer field, and tennis courts.

**Technological Infrastructure and Online Learning Platform**

Access to technology is pervasive at Kentucky Wesleyan. Students find technology integrated into all levels of their campus experience. Technology enhancements in the form of a completely wireless campus, computer labs, and classroom technology equipment retro-fits have been accomplished. A fiber optic backbone delivers high-speed network access to campus facilities, including all classrooms, offices and residence halls. The network supports Windows-based and non-Windows based PCs and provides students access to e-mail, course materials, scholarly resources, student information, and the Internet from virtually anywhere on campus.

**Campus Network:** Kentucky Wesleyan College provides state-of-the-art systems to facilitate
access to and use of information technology resources. A fiber optic backbone delivers high-speed Ethernet network connectivity to all campus facilities, including all classrooms, offices and residence halls. Within the residence halls, each student is provided an individual network connection. Wireless network access is also available throughout campus. Access to the Internet is provided via a single 400Mb connection used for general college and academic traffic as well as student residential traffic. Information Technology Services (ITS) maintains 23 servers that provide administrative system services, e-mail, Web services, print services, file storage, campus card/keyless entry services, and course management. The Information Technology Services Help Desk provides technical support to Kentucky Wesleyan students, faculty and staff. For distance (online) education students, 24/7 help desk support is available through D2L Brightspace (see below).

**Learning Management System (LMS):** During the 2016 fall semester, Kentucky Wesleyan launched the D2L Brightspace LMS as the platform for online course delivery for its distance (online) programs and to supplement traditional face-to-face courses. The College had previously used a combination of Moodle, the Jenzabar LMS and the contracted services of Learning House. D2L was chosen as the College's single provider based on its ease of use and flexibility in both meeting the needs of both traditional and non-traditional students. The D2L learning environment, Brightspace, maintains a commitment to competency-based education and blended learning. Additionally, D2L has continued to invest in predictive modeling, automation, and analytics, making it one of the most comprehensive LMS platforms available. Brightspace is integrated with LDAP and Microsoft Active Directory to perform user authentication and also supports Single Sign-On (SSO) to promote a secure and convenient eLearning experience for instructors and students. End-user support for Brightspace is provided by a combination of the D2L Help Desk and the College’s Information Technology Services staff. D2L provides 24/7 help desk support available via both email and chat options. **KWC Help Desk technicians** are available during regular business for all end-user help requests.

**Routine, Preventative, and Deferred Maintenance**

Kentucky Wesleyan College currently contracts with GCA Education Services, Inc. to provide professional facilities management and maintenance of campus facilities. The services include housekeeping, annual deep cleaning, maintenance of buildings and equipment, facility safety programs, athletic field upkeep and grounds management. The contracted facilities program, including the online work order system available to all faculty, staff and students, provides innovative routines for efficient care and control of campus facilities. The Facilities staff randomly surveys faculty and staff regarding their satisfaction with custodial, grounds and maintenance services. They use the feedback to address concerns, prioritize issues and improve services. GCA provides Facilities staff ongoing training on a variety of relevant topics. An annual report from the contracted service is also compiled and shared with the College officers.

In addition to routine maintenance, the Facilities staff regularly assesses the condition of buildings on campus, maintaining and updating the College’s Facilities Condition Assessment Plan. This report is reviewed by the Board of Trustees and used as a guideline for fiscal planning and allocations.

**Evidence of Compliance:** The College has provided evidence that it operates adequate, well-maintained facilities in support of its educational programs, support services and other mission-related activities.
Sources

- Academic Facilities Task Force 2011
- Annual Additional Financial Investment in Campus Plant
- Campus Map 2016
- Custodial Survey
- Facilities Master Plan
- Facilities Master Plan Task Force 2015
- GCA Annual Report 2015-16
- GCA Contract 2016
- Grounds Survey
- Housing Development Plan Partners 2015
- Housing Study Browning & Day 2013
- Kendall Hall Renovation
- Kentucky Wesleyan College Campus Tour
- Kentucky Wesleyan College Website - Admissions
- KWC Campus Facilities
- KWC Facilities Condition Assessment Executive Summary 2017
- KWC Help Desk Tickets
- List of Campus Facilities
- Maintenance Survey
- Method of the Week
- On-line Work Order System
3.12.1

Substantive Change
The institution notifies the Commission of changes in accordance with the Commission’s substantive change policy and, when required, seeks approval prior to the initiation of changes. *(See Commission policy “Substantive Change for Accredited Institutions.”)*

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
Wesleyan College makes every effort to comply with the Commission's substantive change policy and to seek the Commission's approval prior to implementing changes. To assist in these efforts the college adopted a *Substantive Change Compliance Policy in 2016*, which states:

> Kentucky Wesleyan College recognizes the importance of compliance with the Southern Association of Colleges and Schools' Substantive Change for Accredited Institutions of the Commission on Colleges Policy Statement (SACSCOC, 2011), which requires Kentucky Wesleyan to report all substantive changes accurately and in a timely manner to the Commission on Colleges. The purpose of this policy is to describe the process and procedures to be utilized to ensure that the College complies with this Commission on Colleges policy. If unclear as to whether a change is substantive in nature, the college, through the Institutional Liaison, will consult with Commission staff.

This policy is posted on the policy page of the website. It has been reviewed by the faculty, the Vice President for Academic Affairs, and the President’s Cabinet, and the Board of Trustees. It clearly identifies the types of changes that must be reported, who is responsible for reporting and retaining records, and the timelines that must be followed.

Kentucky Wesleyan College has submitted 15 Substantive Change notifications and one request for additional information in response to a notification since the last decennial review. These changes involved adding new academic programs, including distance (online) education degrees and discontinuing low performance majors.

*Table 3.12.1-1: Substantive Change Notifications since the Last Decennial Review*
<table>
<thead>
<tr>
<th>Approval Date</th>
<th>Description of Substantive Change</th>
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<tbody>
<tr>
<td>July 11, 2008</td>
<td>Notification from SACS of reaffirmed accreditation for Kentucky Wesleyan College</td>
</tr>
<tr>
<td>July 24, 2008*</td>
<td>Notification from SACS that Kentucky Wesleyan College did not give the appropriate notification to initiate online degree completion programs starting in the fall 2008 and suggestion to withdraw notification</td>
</tr>
<tr>
<td>September 2, 2008</td>
<td>Notification from SACS regarding Kentucky Wesleyan College’s formal withdrawal of request to initiate online degree completion programs in the fall of 2008</td>
</tr>
<tr>
<td>August 11, 2009</td>
<td>Acknowledgement of letter dated March 25, 2009, providing SACS with notification the College’s plans to submit a prospectus for its first online degree program and is currently offering 24% or less of courses online</td>
</tr>
<tr>
<td>February 12, 2010</td>
<td>Acknowledgement of letter from Kentucky Wesleyan College dated September 15, 2009, providing a prospectus for the first degree program where 50% or more of the credits required in the program will be offered online effective fall 2010. B.A. in Business Administration degree online</td>
</tr>
<tr>
<td>February 17, 2010</td>
<td>Acknowledgement of letter from Kentucky Wesleyan College dated September 23, 2009, notifying the Commission of the intent to initiate a B.A. in Theatre program beginning fall 2010 which was not a significant departure</td>
</tr>
<tr>
<td>February 17, 2010</td>
<td>Acknowledgement of letter from Kentucky Wesleyan College dated December 14, 2009, notifying the Commission of the intent to initiate a B.S. in Legal Studies program beginning fall, 2010 which was not a significant departure</td>
</tr>
<tr>
<td>July 30, 2010</td>
<td>Acknowledgement of letter from Kentucky Wesleyan College dated April 1, 2010 notifying the Commission of the intent to initiate B.S.in Health Science and B.A. in American Studies. These programs were not considered substantive changes.</td>
</tr>
<tr>
<td>October 27, 2010</td>
<td>Acknowledgement of letter from Kentucky Wesleyan College dated July 30, 2010, notifying the Commission of the intent to add two new online degrees, the B.S. in Criminal Justice and the B.S. in General Studies, effective Spring 2011</td>
</tr>
<tr>
<td>June 27, 2011</td>
<td>Acknowledgement of letter dated May 10, 2011, notifying the Commission that effective fall 2011, the B.S. in Exercise Science and the B.S. in Criminal Justice and Criminology will be offered. They were not considered to be substantive.</td>
</tr>
<tr>
<td>no letter see footnote***</td>
<td>Acknowledgment of a letter dated September 7, 2011 to the Commission providing information requested in the Commission letter of September 1, 2011</td>
</tr>
<tr>
<td>Date</td>
<td>Acknowledgement</td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>January 3, 2012</td>
<td>Acknowledgement of letter dated October 31, 2011, notifying the Commission of the intent to reinstate the B.A. in Music and discontinue the Sociology major</td>
</tr>
<tr>
<td>November 2, 2012</td>
<td>Acknowledgement of letter dated June 24, 2012 notifying the Commission it will discontinue six low/no enrollment programs effective May 2012</td>
</tr>
<tr>
<td>July 28, 2014</td>
<td>Acknowledgment of a letter dated June 6, 2014 notifying the Commission it will discontinue the B.A. and B.S. in Computer Information Systems</td>
</tr>
<tr>
<td>September 3, 2015</td>
<td>Acknowledgement of letter dated April 9, 2015, Kentucky Wesleyan College asking to reinstate the B.A. in Music degree program, effective fall 2015</td>
</tr>
<tr>
<td>September 15, 2015</td>
<td>Acknowledgement of letter from Kentucky Wesleyan College dated July 15, 2015, notifying the Commission of the closure of the B.A.in Spanish and the B.A. in Spanish Education (P-12) degree programs, effective fall 2015</td>
</tr>
</tbody>
</table>

*The College did not take the appropriate action to notify the Commission in a timely manner of the plan to initiate online degree programs in 2008. This occurred during a time of administrative turnover of both the President and Vice President of Academic Affairs/SACSCOC Liaison. When the error was discovered, the notification for program addition was submitted for substantive change review and then formally withdrawn to remain in compliance with Commission policies. 

**The College did not take the appropriate action to notify the Commission in a timely manner of the plan to initiate several new degree programs in 2007 and 2008. This occurred during a time of Administrative turnover of both the President and Vice President of Academic Affairs/SACSCOC Liaison. When the error was discovered, the notification for program additions was submitted for substantive change review. The Commission accepted the college's late notification and requested no further information.

***In preparing the Compliance Document, the College determined that the response prepared for the Commission was never signed by the President. The College formally notified the Commission of this oversight on January 25, 2017 after communicating with Kevin Sightler on the Commission Staff. A response from the Commission has not been received.

The College did not take the appropriate action to notify the Commission in a timely manner of the plan to initiate online degree programs in 2008. This occurred during a time of Administrative turnover of both the President and Vice President of Academic Affairs/SACSCOC Liaison. When the error was discovered, the notification for program addition was submitted for substantive change review and then formally withdrawn to remain in compliance with Commission policies. A prospectus for offering the first online programs was submitted in 2009 and approved in 2010.

Additionally, the College did not take the appropriate action to notify the Commission in a timely manner of the plan to initiate several new degree programs in 2007 and 2008. This occurred during a time of Administrative turnover of both the President and Vice President of Academic Affairs/SACSCOC Liaison. When the error was discovered in 2009, the notification for program additions was submitted for substantive change review. The Commission accepted the college's late notification and requested no further information.

In preparing the Compliance Document, the College determined that the response prepared for the Commission was never signed by the President and hence was not sent to the Commission as requested. The College formally notified the Commission of this oversight on after communicating with Drs. Michael Hoefer and Kevin Sightler. A response from the Commission has not been received.
**Evidence of Compliance:** The College has provided evidence that it has a Substantive Change Compliance Policy in writing that has been approved through institutional processes. The policy is accessible to those affected and has been implemented as the College has notified the Commission of changes in its programming.

**Sources**

- 2008 Online Degree
- 2008 Reaccreditation Letter
- 2008 Withdraw Online Degree Request
- 2009 24% Online
- 2010 Add 6 Programs
- 2010 BA Business Online
- 2010 BA Theatre
- 2010 BS General Studies & BS CJ Online
- 2010 BS Health Science & BA American Studies
- 2010 BS Legal Studies
- 2011 BS Exercise Sci & BS CJC
- 2011 Discontinue 4 majors
- 2012 Discontinue 6 Programs
- 2012 Reinstatete Music & Discontinue Sociology
- 2014 Discontinue BA BS CIS Program
- 2015 BA Music Reinstatement
- 2015 Closure Spanish
- 2017 Notification Packet
- Substantive Change Policy 2016
3.13

Policy Compliance
The institution complies with the policies of the Commission on Colleges.

Judgment
☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Kentucky Wesleyan College complies with all policies of the Commission on Colleges. As noted in section 1.2 of the College By–Laws, the Board of Trustees will “operate within the parameters outlined by the Southern Association of Colleges and School.” Likewise, The President’s job description clearly states that the President will “assume ultimate responsibility for compliance with all requirements related to SACS and the Department of Education.” The President has created a Compliance Committee that works with the accreditation liaison, the Vice President for Academic Affairs and Dean of the College, to maintain familiarity with all policies of the Commission in order to achieve compliance.

A specific institutional response is provided for the policies as listed.

With respect to the “Reaffirmation of Accreditation and Subsequent Reports” Kentucky Wesleyan College is in compliance with the SACSCOC schedule for decennial reaffirmation and interim reviews. The College commits to undergoing a full review of all of its operations during this reaffirmation of accreditation process. In making this commitment, the institution will:

- act with integrity,
- abide by the Principles of Accreditation and all Commission policies and procedures,
- provide the Commission with complete and accurate information about institutional operations,
- be candid and though in self-evaluations,
- accept an honest and forthright peer assessment of institutional strengths and weakness, and
- cooperate fully with the Commission during all aspects of the process of evaluation in an atmosphere of openness that enables peer evaluators to perform their duties with maximum efficiency and effectiveness, and
- include a review of the College’s Distance (online) education programs in the compliance certification.

The College has not failed to notify the Commission of any Substantive Change. Please refer to CS 3.12 Substantive Change in this report.

The College expects and is committed to submit a formal response to the report of the On-Site Reaffirmation Committee demonstrating corrective action to any recommendations made by the Committee, and will submit a Fifth-Year Interim Report as described in Commission policy and procedure.

With respect to policy “Accrediting Decisions of Other Agencies,” the Southern Association of Colleges and Schools Commission on Colleges is the only federally recognized accrediting body that accredits Kentucky Wesleyan College or any of its programs. The International
Collegiate Association of Business Education (IACBE) accredits the Accounting and Business Administration programs. The Kentucky Education Professional Standards Board (KY-EPSB) accredits the Teacher Education programs. The University Senate of the Methodist Church also accredits the institution. Kentucky Wesleyan College and its programs are currently accredited by SACSCOC, the University Senate, IACBE, and the KY-EPSB as noted in CR 2.6 Continuous Operation.

With respect to the policy “Joint and Dual Academic Awards,” Kentucky Wesleyan has a 3+1 degree program in Medical Technology with Owensboro Health, a certified laboratory of Medical Technology. The Pre-Engineering Physics major is a 3 + 2 program allows students to transfer into any ABET accredited engineering school. Kentucky Wesleyan has recently signed a Memorandum of Understanding with the Brandeis School of Law at the University of Louisville for a 3+3 Juris Doctorate program. Please refer to CS 3.13.2 Collaborative Academic Arrangements for more details concerning these programs. Additionally, the College has three partnerships with Brescia University (Brescia Exchange and Theater Program) and Owensboro Technical and Community College (Theater Program) which allow students to take classes at each institution. Please refer to CS 3.4.7 Consortial Relationships for additional details concerning these partnership programs. The College's Substantive Change Policy ensures timely reporting to SACSCOC of any new collaborative arrangements in the future.

With respect to the policy “Complaint Procedures Against SACSCOC or Its Accredited Institutions,” Kentucky Wesleyan directs student complaints to appropriate offices on campus so that complaints unrelated to SACSCOC compliance are resolved at the institutional level. Federal Requirement 4.5 requires that “the institution has adequate procedures for addressing and resolving written student complaints and is responsible for demonstrating that it follows these procedures when resolving student complaints.” Please refer to FR 4.5 Student Complaints for additional details concerning the Student Complaint Policy and procedures used to resolve complaints.

With respect to “Separate Accreditation for Units of a Member Institution,” Kentucky Wesleyan College consists of a single campus located in Owensboro, Kentucky, so there are no separate units for accreditation.

Evidence of Compliance: Kentucky Wesleyan College confirms that the policy of complying with SACSCOC policies is in writing, has been approved through appropriate institutional processes, is published in appropriate institutional documents, is accessible to those affected, and has been implemented.

Sources

- By-Laws of Kentucky Wesleyan College, Amended and Restated 2016 (Page 1)
- Compliance Committee Presidential Directive
- KWC-Owensboro Health Med Tech Agreement 2014
- KWC-UofL Law Memorandum of Understanding 2017
- President Job Description
- Student Complaint Policy
- Substantive Change Compliance Policy
3.13.1

Policy Compliance: Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The College publishes its accreditation status in the Academic Bulletin and on the College website. The Southern Association of Colleges and Schools Commission on Colleges is the only federally recognized accrediting body that accredits Kentucky Wesleyan College or any of its programs. The last decennial review was completed in 2008.

Kentucky Wesleyan also has external accreditations with:

- The International Assembly for Collegiate Business Education (IACBE) that accredits the Accounting and Business Administration programs. The most recent review was completed in 2015.
- The Kentucky Education Professional Standards Board (KY-EPSB) accredits the Teacher Education programs. The most recent review was completed in 2013.
- The University Senate of the Methodist Church also accredits the institution. The most recent review was completed in 2009.

Kentucky Wesleyan College has not been subject to termination of accreditation by any external accrediting agency.

Evidence of Compliance: The College has provided evidence of its accreditation or membership status with other organizations and recognizes its responsibility to notify SACSCOC of any changes.

Sources

 Kentucky Wesleyan College Website - Accreditation
3.13.2

Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan College has a 3+1 degree program in Medical Technology with Owensboro Health, a certified laboratory of Medical Technology. Dr. W.L. Magnuson, Program Coordinator for Chemistry and Advisor for all pre-professional programs in the medically-related sciences, has overseen this program since its inception. He is qualified to evaluate courses that would transfer back to Kentucky Wesleyan. These courses are reflected on the transcript as transfer credit from the certified program. This is a 3 + 1 program therefore a minimum of 90 hours of the required hours for the degree are completed at Kentucky Wesleyan, thus meeting the 25% requirement. It should be noted that there have been no graduates of this program since 1998.

The Pre-engineering Physics major is a 3 + 2 program. This program was established for students to transfer into any ABET accredited engineering school. Dr. Lawrence Armandarez, the Program Coordinator for the Physics program, serves as the pre-professional advisor for this program and is responsible for evaluating the coursework to be transferred back to Kentucky Wesleyan. The students complete a minimum of 91 hours at Kentucky Wesleyan, which includes the General Education Program and the core Physics degree requirements. The hours transferred back may serve as upper level electives. Since the last decennial review we have had three students transfer credits from their engineering program and receive Physics degrees from Kentucky Wesleyan. The majority of students have either finished the Physics degree and then pursued engineering education or transferred after completing the 91 hours at Kentucky Wesleyan College and did not request the Physics degree from Kentucky Wesleyan.

Kentucky Wesleyan College has recently signed a Memorandum of Understanding with the Brandeis School of Law at the University of Louisville for a 3+3 Juris Doctorate program.
Students will complete 90 hrs at Kentucky Wesleyan in three years. These hours will include the General Education and major requirements. When students complete the first year of Law School and transfer back the required 30 hours of electives, they will be awarded the B.A. or B.S degree from Kentucky Wesleyan College. The Program Coordinators associated with the majors who have elected to participate in this program will be responsible for evaluating the course work to be transferred back to Kentucky Wesleyan.

The College has three other collaborative academic agreements that allow students to take courses at other local institutions. The Theatre program is a collaboration between Kentucky Wesleyan College, Brescia University, Owensboro Community and Technical College (OCTC) and the RiverPark Theater in Owensboro. Both Kentucky Wesleyan and Brescia offer the bachelor’s degrees in Theatre. Students take four (4) or five (5) lower level theater courses from OCTC and the remainder from Kentucky Wesleyan and/or Brescia. The program began in 2009.

The Brescia Exchange Program has been in existence for over 35 years. It allows students at each institution to take courses at the neighboring school. This helps students make satisfactory progress toward their degrees when scheduling conflicts arise and provides opportunities for students to diversify their course options. Please refer to CS 3.4.7 Consortial Relationships for additional details concerning these programs.

The College is satisfied that its partnering institutions provide proper quality and ongoing evaluation of their academic programs and coursework. Each institution is accredited by SACSCOC and is therefore required to meet the same high standards of compliance with the Principles of Accreditation. The College’s Substantive Change Policy ensures timely reporting to SACSCOC of any new collaborative arrangements in the future.

Evidence of Compliance: The College has provided evidence that it follows Commission policy related to collaborative academic arrangements.

Sources

- KWC-Brescia Exchange Agreement 2016
- KWC-OCTC Theatre Arts Exchange Agreement 2010
- KWC-Owensboro Health Med Tech Agreement 2014
- KWC-UofL Law Memorandum of Understanding 2017
- Substantive Change Compliance Policy
3.13.3

Policy Compliance: Complaint Procedures Against the Commission or Its Accredited Institutions

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution’s decennial evaluation.

Documentation: When addressing Federal Requirement 4.5, the institution should provide a copy of its student complaint policy or policies and, for each policy, an example of how the institution follows it through resolution of the complaint. (An institution may have several policies adapted to student services, academics, etc.) When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Kentucky Wesleyan College has reasonable, fairly administered, and well-publicized procedures for addressing and resolving written student complaints. Kentucky Wesleyan publishes written policies and procedures pertaining to student complaints (also referred to as grievances) and ensures that they are followed appropriately and consistently in areas such as academics, financial aid, student accounts, student life, and disability accommodations. These procedures are designed to accommodate all student populations as appropriate. In all cases, complaints are addressed in compliance with FERPA guidelines. These policies (and, in some cases, procedures) are published in locations such as the Academic Bulletin, Student Handbook, and web pages specific to each area.

Kentucky Wesleyan has a decentralized structure for maintaining its record of written student complaints and currently stores student complaint information both electronically and in hard copy within the offices where the complaint originates. Complaints addressed to the Office of the President are routinely directed to the appropriate vice president or office that deals with the issue; the normal grievance or appeals procedure is then followed. Offices within these areas work closely together and handle written student complaints in various ways, depending upon the nature of the topic. The procedures for submitting written complaints are the same for students in both the residential and distance (online) programs. Please refer to FR 4.5 Student Complaints for more details on the type of complaints and procedures used to resolve them.

The College desires to resolve student concerns in a prompt and fair manner. Students are
encouraged to resolve concerns themselves by first talking directly with the college representative involved through an informal process. If the student is not able to resolve the matter informally through conversations with the individual involved or the college officer responsible for that unit, he/she may file a formal written complaint. Only formal written complaints are logged, except for Title IX complaints. All Title IX complaints, both formal and informal, are submitted in writing; therefore, both types of complaints are part of the logged record.

The College maintains logs for written student complaints. Logs are located as follows:

<table>
<thead>
<tr>
<th>Academic Complaints (grievances)</th>
<th>Office of the Vice President for Academic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Accommodations</td>
<td>Office of the Director of Disability Support Services</td>
</tr>
<tr>
<td>Financial Aid Complaints</td>
<td>Office of Financial Aid</td>
</tr>
<tr>
<td>Student Account Complaints</td>
<td>Business Office - Cashier</td>
</tr>
<tr>
<td>Student Affairs Complaints</td>
<td>Office of the Associate Dean of Student Affairs</td>
</tr>
<tr>
<td>Title IX Complaints</td>
<td>Office of the Title IX Coordinator</td>
</tr>
</tbody>
</table>

Data contained in the log includes the complainant’s name, date of complaint, resolution, and date of the notification of the resolution. Copies of the complaint, supporting and other materials submitted for review consideration, and the letter of notification are also kept. Nearly all student complaints are resolved informally. The links provide examples of a grade grievance denied, a grade grievance accepted, a financial aid suspension appeal accepted, a financial aid suspension appeal denied, a resolution of an informal Title IX complaint, and the resolution of a student account appeal.

**Evidence of Compliance:** The College has provided evidence that a Student Complaint Policy is in writing and has been approved through institutional processes. The policy is published in appropriate institutional documents that are accessible to those affected by the policy and the policy has been implemented. The College has provided examples of written student complaints along with the College’s response to each. A complete log of written student complaints is available for review by the on-site committee.

**Sources**

- Academic Bulletin 2016-17 (Page 259)
- Business Office Complaint Log Redacted
- Financial Aid Suspension Appeal Accepted Redacted
- Financial Aid Suspension Appeal Denied Redacted
- Grade Grievance Accepted Redacted
- Grade Grievance Denied
- Student Complaint Policy
- Student Handbook 2016-17 (Page 41)
3.13.4.a

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statements
An institution includes a review of its distance learning programs in the Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative
All courses and degrees offered by Kentucky Wesleyan College are subject to the same academic policies and rigor, regardless of instructional mode of delivery. The program approval processes for all programs are also applied equally, regardless of the mode of delivery.

Distance (online) learning processes and explanations have been incorporated into the appropriate narratives throughout the Compliance Report and include:

- CR 2.4, 2.5, 2.7.1, 2.7.2, 2.7.3, 2.8, 2.9, 2.10, and 2.11.2
  CS 3.1.1, 3.2.8, 3.2.9, 3.2.10, 3.3.1.1, 3.3.1.2, 3.3.1.3, 3.4.1, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.9, 3.4.11, 3.4.12, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.7.1, 3.7.2, 3.7.3, 3.8.1, 3.8.2, 3.9.1, 3.9.2, and 3.11.3
- FR 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8.1, 4.8.2, and 4.9

Evidence of Compliance: Distance (online) education has been reviewed in all applicable Core Requirements, Comprehensive Standards, and Federal Requirements within the Compliance Certification. The College has reviewed and provided evidence of how it meets all applicable requirements and standards in its distance (online) education programs.
3.13.4.b

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statements
If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution’s role with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative
Kentucky Wesleyan College is not part of an educational system or corporate structure. There are no branch campuses.
3.13.5.a

Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement. All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative
Not applicable to Kentucky Wesleyan College. The campus, located at 3000 Frederica Street, Owensboro, KY 42301, is the only site operated by the institution. There are no extended units for which separate accreditation is sought.
3.13.5.b

Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement.
If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. **No response required by the institution.**

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative
Not applicable to Kentucky Wesleyan College. The campus, located at 3000 Frederica Street, Owensboro, KY 42301, is the only site operated by the institution. There are no extended units for which separate accreditation is sought.
3.14.1

Representation of status with the Commission: Publication of Accreditation Status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan College represents its accredited status accurately and in accordance with Commission requirements and federal policy in the Academic Bulletin and on the institutional website. The language in both locations conforms to SACSCOC requirements and is as follows:

Kentucky Wesleyan College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, at http://www.sacscoc.org for questions about the accreditation of Kentucky Wesleyan College.

Evidence of Compliance: The College has provided documentation that it publishes its accreditation status with the Commission on Colleges in its Academic Bulletin (College Catalog) and on its website.

Sources

- Academic Bulletin 2016-17 (Page 2)
- Kentucky Wesleyan College Website
4.1

Student Achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Student achievement is a central component of Kentucky Wesleyan College’s evaluation of its academic effectiveness and is a critical element of the College’s mission to prepare “students intellectually, spiritually and physically to achieve success in life.”

Kentucky Wesleyan has established thresholds of acceptability (benchmarks) for each of the student achievement criteria monitored. These benchmarks are summarized in Table 4.1-1, along with the College’s current status in achievement and a short rationale for why the benchmark was chosen.

Rationale for Choosing Criteria and Thresholds (Benchmarks) for Achievement

Best practices in higher education, as well as criteria associated with Kentucky Wesleyan’s strategic goals for improving student learning and placement, were identified in choosing the criteria used to monitor student achievement. Commonly monitored outcomes nationwide are graduation, cohort retention, graduate and professional schools, and job placement rates. In addition, as a component of our mission, Kentucky Wesleyan has a high percentage of first generation students and students from low socioeconomic backgrounds, groups that are “at-risk” for degree completion; therefore, graduation rates for first generation students are monitored. Additionally, states monitor teacher licensure pass rates. Institutionally, Kentucky Wesleyan has as a strategic goal to increase student learning through engagement in internships, externships, practica, student teaching, independent research, or creative activities, as these types of learning experiences have been shown have “high impacts” on student learning. Graduation is the end result of retention; therefore, Kentucky Wesleyan evaluates course completion rates, first year student retention, sophomore year retention, and retention rates for all full-time students. Furthermore, student achievement is continuously assessed and monitored in a variety of ways by academic programs and support services throughout a student’s matriculation at the College. Please refer to CS 3.3.1.1 Institutional Effectiveness: Educational Programs and CS 3.3.1.3 Institutional Effectiveness: Academic and Student Support Services for additional information.

The College chose nationally reported averages as the threshold for student achievement for six-year graduation (54%), first-year cohort retention (71%), and first generation four-year graduation rates (27%). These averages are available through IPEDS. We also compared national six-year graduation and cohort retention rates with the average six-year graduation and cohort retention rates (2004-2006 and 2007-2009) from our institutional peer group, schools that were chosen to reflect similar missions, size, and other relevant characteristics.
Interestingly, our peer group matches current national graduation and cohort retention rates. The Board of Trustees approved these benchmarks for graduation and cohort retention rates as a component of the Strategic Agenda 2010-2012 (p. 2).

High course completion rates are an important component in meeting the long-term goal of student graduation. In 2009, an analysis of performance in individual courses indicated that 49 of 381 (13%) courses taught during the fall semester had completion rates of less than 75%, while overall (average) course completion rates for the fall and spring terms were 87.8%. Kentucky Wesleyan’s overall course completion rates from 2009 (87.8%) were comparable to those reported by Troy (88% - 2006 & 2007), Liberty (88%-89% - 2005-2009), and Clark Atlanta (80% - 2008-2009); however, since course completion is central to degree attainment, completion rates for individual courses as well as overall course completion rates needed to be higher. Kentucky Wesleyan’s goal was to decrease the percentage of individual courses that had less than 75% course completion rates from 13% to 10%. In other words, 90% of all courses offered would have at least 75% of the students who were registered at census date successfully complete (grades A through D or P) the course. Likewise, the overall (average) course completion rates would increase to 90%, regardless of the mode of delivery.

The Teacher Education program set their benchmark for teacher licensure pass rates at 95%, which is higher than the 80% required for licensure by the Kentucky Educational Professional Standards Board. Their rationale for a higher requirement was based on a program and faculty focus on mastery learning. All candidates are required to pass the ETS Pre-Professional Skills Tests and have a minimum 2.75 GPA before being admitted to one of the teacher education programs (usually occurring during the third college semester). Most candidates have earned GPAs between 3.0 and 3.5 over subsequent semesters with many achieving above 3.5; thus faculty believed that students were prepared to pass the licensure exams (Praxis II Series) enabling the program to earn 95% or above pass rates. Candidates are required to take the licensure exams within two semesters prior to student teaching to ensure 1) they have the knowledge and skills necessary for effective teaching, 2) that those passing the exams the first time do not need to have testing as a concern during student teaching, and 3) that faculty can provide additional assistance to candidates not passing the exam(s) in preparation for additional testing while candidates are still enrolled.

During the 2009-2010 strategic planning initiative (Strategic Agenda 2010-2012, p. 5), it became clear that Kentucky Wesleyan needed to focus more on capturing student post-graduation outcomes, as outcomes data were available for only 42% of the graduating class one-year after graduation. This was due to a lack of a coordinated effort to monitor graduate outcomes and keep in touch with graduates. Kentucky Wesleyan set a goal to be able to track at least 75% of graduating seniors by 2012.

Participation in high-impact practices, e.g. internships/externships/practica, independent research and/or creative activities, leads to deeper student learning, higher retention, and more successful post-graduation outcomes. During the 2009-2010 strategic planning initiative (Strategic Agenda 2010-2012, p. 4), it became clear that increasing student engagement and preparation for life and work should become an important focus, as only 3% of students completed internships before graduation. In examining National Survey of Student Engagement (NSSE) data from 2009, 53% of seniors from private schools in the Southeast reported they had participated in internships, practica, field experience, etc., and 20% reported they had worked on a research project with a faculty member. These numbers were established as initial benchmarks to achieve.

As the distance education program was formed, the overarching goal was to have similar
As the distance education program was formed, the overarching goal was to have similar graduation rates for both our traditional and distance (online) programs. Kentucky Wesleyan selected a group of primarily online-only degree-granting schools that offer undergraduate degrees in both Business Administration and Criminal Justice for comparison. IPEDS data was used for graduation and retention rates from the 2005 and 2006 entering cohorts. Additional data from an online website, DegreeJungle.com, was used. This source ranked online programs based on numerous criteria and considered both graduation and retention rates in their rankings. Graduation rates averaged 19-25% for the three data groups and ranged from 0.3% to 47% for the individual institutions included within these groups. Many predominantly online programs associated with the for-profit sector, did not report any outcomes. Retention rates averaged 50 - 56% and ranged from 0.21 to 75% where data was available. Kentucky Wesleyan’s three distance programs were started in 2011 and 2012 and the programs have been and remain small with no more than 20-30 full-time students; however, both cohort retention and cohort persistence rates are being tracked. At present, data for online degree completion and retention is averaged in with all degree completion rates in the IPEDS report. Therefore, setting benchmarks for the distance (online) education programs that match our traditional face-to-face programs seemed to be a reasonable approach to use.

**Course Completion Rates**

Tracking of course completion rates is one method Kentucky Wesleyan uses to assess student achievement. Progress toward successful course completion is conducted within individual courses where each student is evaluated using course-specific assignments and exams to determine acquisition of knowledge and skills in each academic discipline. Successful completion of the course means earning a passing grade of A, B, C, D, or P. Kentucky Wesleyan’s successful course completion rate for undergraduate students in all academic programs combined is collected and reported annually by the Office of Institutional Effectiveness and Research (OIER). Table 4.1-1 below lists the overall course completion rates on an academic year basis for both the traditional face-to-face and the distance programs. By clicking on the academic year, the data for each academic program and mode of delivery may be examined. During AY 2015-2016, all programs in both modes of delivery had course completion rates above 75%, with the exception of Art, Spanish and Modern Languages in the residential programs; and Biology, English and History in the distance education programs. The overall average completion rates, however, were below the goal of 90%.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Overall Rate for Traditional Programs</th>
<th>Overall Rate for Distance Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>90.7%</td>
<td>90.9%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>88.9%</td>
<td>86.8%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>89.0%</td>
<td>85.1%</td>
</tr>
</tbody>
</table>

In order for students to graduate, they must not only complete all course degree requirements, but also must maintain an overall minimum GPA of 2.0 and a minimum GPA of 2.0 in the major (some degree programs have higher minimum GPAs in the major – education
requires a 2.75 minimum to be admitted to the program). Kentucky Wesleyan tracks overall GPA’s by status, gender, residency, and classification of student (Table 4.1-2 below). Distance education students are included in the appropriate groups.

Table 4.1-2: Grade Point Averages (GPAs) for Full-Time Students and Segregated by Gender, Residency, and Classification

<table>
<thead>
<tr>
<th>Category/Year</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Full-time Students</td>
<td>2.900</td>
<td>2.937</td>
<td>2.980</td>
<td>2.931</td>
<td>2.92</td>
<td>2.988</td>
<td>2.954</td>
</tr>
<tr>
<td><strong>By Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>2.783</td>
<td>2.796</td>
<td>2.796</td>
<td>3.125</td>
<td>3.157</td>
<td>3.171</td>
<td>3.134</td>
</tr>
<tr>
<td>Female</td>
<td>3.027</td>
<td>3.083</td>
<td>3.146</td>
<td>2.748</td>
<td>2.749</td>
<td>2.835</td>
<td>2.777</td>
</tr>
<tr>
<td><strong>Residency</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commuter</td>
<td>2.908</td>
<td>2.934</td>
<td>2.986</td>
<td>2.972</td>
<td>2.983</td>
<td>3.067</td>
<td>3.017</td>
</tr>
<tr>
<td>Resident</td>
<td>2.889</td>
<td>2.941</td>
<td>2.971</td>
<td>2.887</td>
<td>2.886</td>
<td>2.923</td>
<td>2.912</td>
</tr>
<tr>
<td><strong>Classification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors (FT)</td>
<td>3.048</td>
<td>3.077</td>
<td>3.053</td>
<td>3.160</td>
<td>3.173</td>
<td>3.140</td>
<td>3.246</td>
</tr>
<tr>
<td>Juniors (FT)</td>
<td>2.855</td>
<td>2.816</td>
<td>3.027</td>
<td>3.019</td>
<td>2.934</td>
<td>3.131</td>
<td>2.967</td>
</tr>
<tr>
<td>Sophomores (FT)</td>
<td>2.632</td>
<td>2.889</td>
<td>3.033</td>
<td>2.856</td>
<td>2.983</td>
<td>2.956</td>
<td>2.970</td>
</tr>
<tr>
<td>Freshmen (FT)</td>
<td>2.396</td>
<td>2.363</td>
<td>2.516</td>
<td>2.652</td>
<td>2.728</td>
<td>2.782</td>
<td>2.602</td>
</tr>
</tbody>
</table>

Additionally, each student’s GPA is monitored each semester by the Vice President for Academic Affairs to ensure students maintain good academic standing. Students not meeting the required academic success standards are placed on academic probation and supported through intervention strategies, such as academic advising and counseling, mentoring, and tutorial support.

First-Year Retention Rates, Sophomore Retention Rates, and Retention Rates for all Full-time Students

Kentucky Wesleyan’s AY 2015-2016 retention rates for first-year students was 67.8%, for sophomores 76.3% and overall full-time student fall-to-fall was 73.8%. Table 4.1-3 provides a five-year historical view of the freshman cohort fall to fall retention rates, as well as the sophomore and full-time student fall-to-fall retention rates.

Table 4.1.3: Four-Year Historical Overview of Freshmen, Sophomore, and Full-Time Student Fall-To-Fall Retention
### Freshmen Cohort

<table>
<thead>
<tr>
<th>Fall to Fall</th>
<th>Fall 2011 – Fall 2012</th>
<th>Fall 2012 – Fall 2013</th>
<th>Fall 2013 – Fall 2014</th>
<th>Fall 2014 – Fall 2015</th>
<th>Fall 2015 Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Freshmen</td>
<td>188</td>
<td>158</td>
<td>163</td>
<td>224</td>
<td>174</td>
</tr>
<tr>
<td>Continued in Fall</td>
<td>102</td>
<td>102</td>
<td>106</td>
<td>135</td>
<td>118</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>54.3%</td>
<td>64.6%</td>
<td>65.0%</td>
<td>60.3%</td>
<td>67.8%</td>
</tr>
</tbody>
</table>

### Sophomores

<table>
<thead>
<tr>
<th>Fall to Fall</th>
<th>2010 Cohort</th>
<th>2011 Cohort</th>
<th>2012 Cohort</th>
<th>2013 Cohort</th>
<th>2014 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Sophomores</td>
<td>111</td>
<td>102</td>
<td>102</td>
<td>106</td>
<td>135</td>
</tr>
<tr>
<td>Continued in Fall</td>
<td>86</td>
<td>75</td>
<td>80</td>
<td>83</td>
<td>103</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>77.5%</td>
<td>73.5%</td>
<td>78.4%</td>
<td>78.3%</td>
<td>76.3%</td>
</tr>
</tbody>
</table>

### All Full-Time Students

<table>
<thead>
<tr>
<th>Fall to Fall</th>
<th>Fall 2011 – Fall 2012</th>
<th>Fall 2012 – Fall 2013</th>
<th>Fall 2013 – Fall 2014</th>
<th>Fall 2014 – Fall 2015</th>
<th>Fall 2015 Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Fall Enrollment</td>
<td>691</td>
<td>645</td>
<td>621</td>
<td>668</td>
<td>650</td>
</tr>
<tr>
<td>Less FT Graduates</td>
<td>139</td>
<td>137</td>
<td>158</td>
<td>99</td>
<td>115</td>
</tr>
<tr>
<td>Fall Potential</td>
<td>552</td>
<td>508</td>
<td>463</td>
<td>569</td>
<td>535</td>
</tr>
<tr>
<td>Fall Continuing</td>
<td>390</td>
<td>359</td>
<td>349</td>
<td>387</td>
<td>395</td>
</tr>
<tr>
<td>Loss in FT Students</td>
<td>129</td>
<td>149</td>
<td>114</td>
<td>182</td>
<td>140</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>76.6%</td>
<td>70.7%</td>
<td>75.4%</td>
<td>68.0%</td>
<td>73.8%</td>
</tr>
</tbody>
</table>

### Placements of Students in Internships/Student Teaching, Independent Research, Creative Projects, or Practica Experiences, and Other Competitive Educational Opportunities

Placements of students in internships or student teaching, independent research, creative projects, practica, and other competitive education opportunities provide another means of monitoring student outcomes. Prior to AY 2011-2012, Kentucky Wesleyan monitored only academic (those taken for credit) internships/practica, independent research, etc., although many students secured non-academic internships or research opportunities to gain work-related experiences and/or prepare for entry into professional and/or graduate school. Kentucky Wesleyan’s Career Development Office administers a graduating senior exit survey which was modified to collect additional data about student placements in these experiential learning opportunities to supplement our course enrollment and National Survey of Student Engagement (NSSE) data. This survey is voluntary and administered just prior to graduation. For the 2015 class, 95 of the 116 graduating seniors (82%) provided information. Of this number, 59 (62%) reported they completed an internship, practicum, or student teaching experience, 51 (54%) of which were for academic credit, while 18 seniors (19%) completed...
an independent research or creative project and of those, 16 (89%) were for academic credit. During AY 2014-2015, 18 students were registered in externships, 49 students were enrolled in internships, 92 in practica, 15 in independent research, and 33 in student teaching experiences. During AY 2015-2016, 9 students were registered in externships, 66 students were enrolled in internships, 99 in practica, 20 in independent research, and 14 in student teaching experiences. In addition, five STEM students received competitive placements in summer undergraduate research programs funded through the National Institutes of Health (NIH) or the National Science Foundation (NSF) during summers 2015 and 2016.

**Licensure Completion Rates**

State licensing examinations measure student achievement for the discipline of education. Candidates in teaching certification programs are prepared for professional licensing/certification examinations. The Educational Testing Service pass rate [summary report](#) provides data for all program completers from 2012-2013, 2013-2014, and 2014-2015. Kentucky Wesleyan’s pass rates were 100%, 100%, and 93% respectively, while the state pass-rates were 95%, 95% and 93% respectively, indicating that our program outcomes in this area exceeded or met those of the state as a whole.

**Graduate, Professional School, And Job Placement Rates**

The graduating exit survey administered by Kentucky Wesleyan’s Career Development Office also gathers information about employment plans and/or professional and graduate school placements after graduation. In addition, many academic programs track their graduates and provide information on graduate/professional school and employment placements in their annual program assessment reports. The Career Office sends follow-up emails, texts, etc. to supplement the data collected from the survey. The Office of Institutional Effectiveness and Research (OIER) sends out a one-year-after-graduation survey to follow up on post-graduation outcomes. The survey goes to all graduates for whom the College has an address. Of the 116 graduates in 2015 group (December 2014, May 2015, August 2015), 95 provided information (82% response rate). Graduates in the 2015 group had the following outcomes as of July 2016: 64 (55%) obtained full-time relevant employment; 21 (18%) were attending graduate/professional school; and 31 (27%) reported post-graduate plans unknown. The initial career placements are indicated in Table 4.1-4. These data include both residential and distance education students.

**Table 4.1-4: Initial Career Placements for KWC Graduates from the 2015 Group**
<table>
<thead>
<tr>
<th>Initial Career Placement by Sector</th>
<th>Number of Graduates (% of Placements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Industry</td>
<td>28 (33%)</td>
</tr>
<tr>
<td>Local, State, Federal Government and/or Agencies</td>
<td>8 (9%)</td>
</tr>
<tr>
<td>Health-Related</td>
<td>13 (15%)</td>
</tr>
<tr>
<td>Education (Teaching)</td>
<td>15 (18%)</td>
</tr>
<tr>
<td>Graduate and Professional Schools</td>
<td>21 (25%)</td>
</tr>
</tbody>
</table>

**Graduation Rates**

The undergraduate four-, five- and six-year graduation rates are other critical measures Kentucky Wesleyan uses to evaluate student achievement. OIER annually collects, analyzes, and reports student graduation and time-to-degree data. Table 4.1-5 provides information on graduation rates for the 2004-2012 incoming cohorts of residential students. The graduation rate for residential students was 10% in less than four years (2012 cohort), 34% in four years (2012 cohort), 30% in five years (2011 cohort), and 38% in six years (2010 cohort). Kentucky Wesleyan’s average six-year graduation rate for 2004-2010 is 39.5%. The national six-year average is 54%. Kentucky Wesleyan’s graduation rates are not what the institution aspires to achieve. However, using HERI’s (Higher Education Research Institute) expected graduation rate calculator and Kentucky Wesleyan’s profile of admitted students for the 2010 incoming cohort, the expected graduation rate for Kentucky Wesleyan’s matriculated student population is 34.7%. Hence, if the research based on this calculator provides a reasonable estimate of what outcomes should be expected from an entering cohort, Kentucky Wesleyan’s current graduation rates exceeds these expectations.

Kentucky Wesleyan’s Distance Education programs are relatively new. Kentucky Wesleyan’s first graduate of the distance education programs finished his degree in December 2012. The number of distance education students is small. Since many distance students stop in and out of the programs, OEIR is tracking students on an individual basis and is looking at year-to-year retention. In the future, utilizing a cohort system based on each semester’s entering students may be warranted. Table 4.1-6 provides information on retention/persistence and graduation rates for full-time distance education students enrolled from 2010 - 2016.

**Table 4.1-6: Retention/Persistence and Graduation Rates for Full-time Distance Education Students Enrolled from 2010-2016**
A significant component of Kentucky Wesleyan’s student base includes first generation students. The OIER tracks first generation graduation rates. Kentucky Wesleyan’s average first generation four-year graduation rate is 26% (Table 4.1-7) and mirrors the national four-year average, which is 27.4%.

### Table 4.1-7: Historical Overview of First-Generation Cohort 4-Year Graduation Rates

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Total Cohort Size</th>
<th>Total First Generation Students</th>
<th>% of First Generation</th>
<th>Graduated 4-Yrs</th>
<th>% Graduated 4-Yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>327</td>
<td>136</td>
<td>42%</td>
<td>34</td>
<td>25%</td>
</tr>
<tr>
<td>2007</td>
<td>273</td>
<td>126</td>
<td>46%</td>
<td>35</td>
<td>28%</td>
</tr>
<tr>
<td>2008</td>
<td>212</td>
<td>98</td>
<td>46%</td>
<td>30</td>
<td>31%</td>
</tr>
<tr>
<td>2009</td>
<td>226</td>
<td>91</td>
<td>40%</td>
<td>21</td>
<td>23%</td>
</tr>
<tr>
<td>2010</td>
<td>203</td>
<td>93</td>
<td>46%</td>
<td>32</td>
<td>34%</td>
</tr>
<tr>
<td>2011</td>
<td>186</td>
<td>73</td>
<td>39%</td>
<td>11</td>
<td>15%</td>
</tr>
<tr>
<td>2012</td>
<td>160</td>
<td>51</td>
<td>32%</td>
<td>13</td>
<td>25%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,587</td>
<td>668</td>
<td>42%</td>
<td>176</td>
<td>26%</td>
</tr>
</tbody>
</table>

**Evidence of Compliance:** The College has provided evidence that reflects its ongoing evaluations of student success. These measures of success include: course completions; retention rates; grade analyses; first-generation success; student participation in internships, undergraduate research, and other relevant high impact practices; graduation rates; licensure pass rates; and post-graduation placements.

### Sources

- Academic Bulletin 2016-17 (Page 242)
- Course Completions 2013-14
- Course Completions 2014-15
- Course Completions 2015-16
- ETS Praxis II test pass rates 2014-15
- Graduate Exit Survey 2015
4.2

Program Curriculum

The institution’s curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The Restated Articles of Incorporation clearly define the objects and purpose for which the College (corporation) was founded:

To promote generally education in literature, the arts and sciences, and to advance the Christian religion according to the Discipline of the United Methodist Church...

Kentucky Wesleyan’s partnership with the United Methodist Church is based on the Education Covenant of Partnership that outlines how the institution creates an environment for learning that will lead to a quality education and prepare students for lives of committed service. The College accomplishes this through an increased focus on service learning and community service. Additionally, the Covenant addresses the commitment to “prepare students regardless of social standing, ethnic identity or gender for lives of intellectual vigor...” To this end, Kentucky Wesleyan has developed opportunities for students who cannot attend traditional face-to-face classes due to family or work obligations to earn undergraduate degrees through our distance (online) education programs in Business Administration, Criminal Justice and Criminology, and General Studies.

Kentucky Wesleyan College maintains a curriculum that is directly related to its purpose and goals and to the degrees it offers. Kentucky Wesleyan offers B.A., B.Mus., B.Mus.Ed., and B.S. degrees. All programs emerge from the liberal arts focus of Kentucky Wesleyan’s mission. New programs have been added and old programs eliminated through the process of strategic planning and program review, which is mission driven. During 2016, Kentucky Wesleyan offered 29 active majors and two majors in teach-out mode scheduled to end May 2017 when the one remaining student graduates. The curriculum is delivered through residential and distance (online) formats, which are described in FR 4.9 Credit Hour. In both delivery formats, Kentucky Wesleyan maintains a mission-centered curriculum that reflects accepted practices in higher education.

Kentucky Wesleyan College only awards degrees for the completion of its programs. Table 4.2-1 lists the types of degrees offered and the delivery formats in which they are available.

The Kentucky Wesleyan curriculum is described in the Academic Bulletin, with the General Education Program outlined on pages 10-15 and each major (in alphabetical order) on pages 18-241. The curriculum is designed to develop students’ abilities to communicate effectively, utilize quantitative data, demonstrate critical thinking skills, enhance understanding and appreciation of the humanities, and expand knowledge of the social and natural worlds. Kentucky Wesleyan’s General Education Program is the core of its liberal arts education (refer to CR 2.7.3 General Education, CS 3.3.1.1 Institutional Effectiveness):
Each major features a curriculum that is appropriate for the discipline. The curricula go through a rigorous review process by the faculty, first at the programmatic level, then by the Academic Policies Committee, and then by the full-faculty for new program approval, with the Board of Trustees providing the final approval. Additionally, the review of all programs on a five-year cycle by the Educational Program Review Committee further ensures that the curricula remain appropriate for the discipline. Please refer to CR 2.7.1 Program Length, CR 2.7.2 Program Content, CR 2.7.3 General Education, CS 3.4.1 Academic Program Approval, CS 3.4.10 Responsibility for the Curriculum, and CS 3.4.11 Educational Programs: Academic Program Coordinators for further details.

Students in the traditional, residential program must earn a minimum of 42 credit hours of the General Education curriculum, while those in the distance (online) programs must earn 40 credit hours as described in CR 2.7.3 General Education.

Additionally, discipline-specific external accreditations of the professional programs in Business Administration and Teacher Education have curricula based on national criteria, which provides further evidence that the curricula adheres to generally accepted standards. Discipline-specific accrediting bodies accredit seven of Kentucky Wesleyan’s degree programs with one degree program in teach-out mode.

**Evidence of Compliance:** The College has provided evidence that its curriculum is directly related and appropriate to the mission and goals of the institution and its degree programs.

**Sources**

- Academic Bulletin 2016-17
- Academic Bulletin 2016-17 (Page 10)
- Academic Bulletin 2016-17 (Page 18)
- Articles of Incorporation of Kentucky Wesleyan College, Restated 2016 (Page 1)
- Faculty Handbook 2016 (Page 11)
- Faculty Handbook 2016 (Page 12)
- Table 4.2-1 Degrees and Delivery Format
- UMC Education Covenant of Partnership
4.3

Publication of Policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment

☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College makes available its current academic calendars, grading policies, and refund policies to students and to the general public in a variety of formats.

Academic Calendars

Kentucky Wesleyan’s 2016-2017 Academic Calendar is available on the institutional website, on the campus intranet and published in the Academic Bulletin, which is also online. In general, calendars display the beginning and ending dates of academic terms, dates of key academic deadlines such as the last day of the drop/add period, and applicable holidays. These vary depending on delivery format and length of the term. Academic policies related to the calendar (Drop/Add Policy, Withdrawal Policy, Attendance Policy, etc.) are accessible online in the Academic Bulletin. Implementation of the calendar is reflected in announcements and materials, e.g., Fall and Summer Course Schedules, Registration Emails, the Celebration of Student Achievement Day Program, and the Commencement Brochure.

Grading Policies

Grading policies are provided to students and the general public in the Academic Bulletin, which also contains broad policy information regarding how to repeat a course, requirements to declare academic bankruptcy, how to maintain good academic standing, how to submit an academic grievance, and how to graduate with honors. Information on satisfactory academic progress in light of receiving financial aid is available in the Academic Bulletin and under the Financial Aid tab on the College website. Course syllabi and other electronic documents embedded in course sites contain grading policies that are related to course-specific requirements. Syllabi must conform to a standard requiring the following: 1) a clear articulation of grading policies, 2) articulation of assignments and how much each assignment contributes to the final grade, 3) the grading scale used, 4) impact of attendance on the grade, 5) impact of late assignments on the grade, as well as 6) course objectives, learning outcomes, and the disability support statement. Course syllabi are available and maintained in the office of the Vice President for Academic Affairs.

Previously, distance education students interfaced with the Learning House course site, as Learning House hosted our distance education programs. During the first login, students read and acknowledged that they understood they would be held accountable to the “Student Standards for Academic Conduct” in all online classes. This document also outlined the procedures used to file an academic grievance. In October 2016, the College transitioned its distance education program to the Brightspace D2L platform. The Online Education Handbook, which is posted on the website, provides grading policy information, including how to submit
an academic grievance, academic probation, etc. Distance students receive a letter at the beginning of each seven-week term providing information about accessing policies that affect students. Other policies that students must follow to complete an online class are embedded in the syllabus for the class.

Additionally, transcripts, change of grade forms, and course drop/add forms provide evidence that policies have been implemented.

**Refund Policies**

Kentucky Wesleyan’s refund policies are found in the *Academic Bulletin*. The College's Policy for Fees and Financial Aid Adjustments for Student Withdrawals is located on Student Accounts page of the College intranet. The Online Education Handbook also contains refund policies. The College provides refunds according to its policies as evidenced by student refund example #1, example #2, and example #3.

**Evidence of Compliance:** The College has provided evidence that it makes available to students and the public current academic calendars, grading policies, and refund policies. These policies have been approved through institutional processes and implemented accordingly.

**Sources**

- Academic Bulletin 2016-17 (Page 243)
- Academic Bulletin 2016-17 (Page 247)
- Academic Bulletin 2016-17 (Page 264)
- Academic Bulletin 2016-17 (Page 272)
- Academic Bulletin 2016-17 (Page 5)
- Celebration of Student Achievement 2016
- Change of Grade Form Redacted
- Class Schedule Fall 2016
- Class Schedule Summer 2016
- Commencement Brochure 2016
- Drop-Add Form Redacted
- Kentucky Wesleyan College - Financial Aid
- Kentucky Wesleyan College Website - Academic Bulletin
- Kentucky Wesleyan College Website - Academic Calendar
- Online Education Handbook 2016
- Online Education Handbook 2016 (Page 5)
- Online Student Letter
- Refund After 60% Withdraw Date Redacted
- Refund Before 60% Withdraw Redacted
4.4

Program Length

Program length is appropriate for each of the institution's educational programs.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College determines an appropriate program length for each of the degrees offered, using best practices as guides for each academic discipline, requirements of outside accrediting/licensing agencies, and typical requirements for general education. Kentucky Wesleyan’s educational programs employ one of two delivery formats. The formats are defined below:

- **Traditional Face-to-face [Residential]:** With the residential delivery format, courses in a program are delivered on campus [face-to-face] and last the standard semester.
- **Online [Distance Education]:** With the online [distance education] delivery format, courses in a program are delivered asynchronously to students through a virtual classroom experience that is flexible, personal, and challenging. Courses are seven weeks in length and students complete two courses in each of the two terms within the standard semester. Through the online [distance education] format a student can complete a program entirely online. Program requirements in the three distance majors are identical to their counterparts in the residential format, with the exception that online students do not take a laboratory course associated with their science requirements, nor are they required to complete a one credit hour skills course in Computer Literacy.

Please refer to CR 2.7.1 Program Length, CR 2.7.2 Program Content, CR 2.7.3 General Education, CS 3.5.1 General Education Competencies, FR 4.2 Program Curriculum, and FR 4.9 Definition of the Credit Hour for additional details concerning comparability between these delivery formats.

Kentucky Wesleyan College does not offer accelerated programs.

Typical Program Lengths

Program length at Kentucky Wesleyan is appropriate for the degrees offered, typical for such programs nationwide, and determined by faculty. Faculty determines appropriateness of program length through a process carried out when majors are added, significantly modified, or reviewed internally and/or externally by comparing Kentucky Wesleyan’s programs with those from other institutions. In the case of adding or modifying programs, the Academic Policies Committee has oversight, while the Educational Program Review Committee has oversight of internal and external program reviews. Please refer to CR 2.7.2 Program Content, CR 2.7.3 General Education, CS 3.4.1 Academic Program Approval, CS 3.4.10 Responsibility for the Curriculum, CS 3.4.11 Program Coordinators, and FR 4.2 Program Curriculum for additional information concerning the faculty role in academic program oversight.
Additionally, faculty approved a policy that allows major degree programs to have no more than 54 credit hours within the academic discipline unless mandated by external accreditors. Discipline is defined as courses within the same field, e.g., Biology, Chemistry, or Art. Exceptions to this policy occur when mandated by external accreditors, i.e. the Kentucky Educational Professional Standards Board (KY–EPSB) and the International Association of Colleges of Business Education (IACBE), or when programs are moving toward gaining external accreditations, such as Music is pursuing accreditation with the National Association of Schools of Music (NASM).

Bachelor’s programs in 2015 ranged from 120-150 semester hours [1]. All programs above 120 hours include either teacher licensure as a component of the degree (as required by the KY-EPSB) or the CPA track option associated with the Accounting degree. There is one significant requirement [2] where the residential and distance education programs differ:

Residential programs require one science course to have a laboratory component, while the distance program does not require the laboratory. The total number of hours for distance program degrees remains the same as those for their residential counterparts.

Table 4.4-1 lists the length of each program, as indicated by the total number of credit hours required for the degree, and total number of hours in the major discipline. External accreditations associated with degree programs are also indicated. The number of hours to degree completion for all programs at Kentucky Wesleyan is consistent with standard practice in higher education and meets the requirements of relevant accrediting organizations.

**Evidence of Compliance:** The College has provided information about program length for each of its majors. The criteria used to determine the length of the programs has been described and includes requirements associated with external licensing/accrediting bodies and faculty analysis of course work needed for students to meet the student learning outcomes for the major.

[1] The 150 hours is associated with two degrees, Accounting with CPA track option and Physical Education P-12 with Health Endorsement option.

[2] Distance education studentc also do not have to complete a one credit hour computer skills course.

**Sources**

- Academic Bulletin 2016-17 (Page 11)
- External Program Review Exercise Science 2016
- Faculty Handbook 2016 (Page 11)
- Faculty Handbook 2016 (Page 12)
- Internal Program Review Theatre Arts 2015
- NASM Handbook 2015-16 (Page 82)
- Program Modification CJC 2011
- Proposal for New Academic Program BA Music
Table 4.4-1: Program Length Majors Offered 2016-17
4.5

Student Complaints
The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See the Commission policy “Complaint Procedures against the Commission or its Accredited Institutions.”)

Judgment
☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Kentucky Wesleyan College has reasonable, fairly administered, and well-publicized procedures for addressing and resolving written student complaints. Kentucky Wesleyan publishes written policies and procedures pertaining to student complaints (also referred to as grievances) and ensures that they are followed appropriately and consistently in areas such as academics, financial aid, student accounts, student life, and disability accommodations. Title IX complaints are handled through a separate, but similar complaint process. These procedures are designed to accommodate all student populations as appropriate. In all cases, complaints are addressed in compliance with FERPA guidelines. These policies (and, in some cases, procedures) are published in locations such as the Academic Bulletin, Student Handbook, and web pages specific to each area.

Kentucky Wesleyan has a decentralized structure for maintaining its record of written student complaints and currently stores student complaint information both electronically and in hard copy within the offices where the complaint originates. Complaints addressed to the Office of the President are routinely directed to the appropriate vice president or office that deals with the issue; the normal grievance or appeals procedure is then followed. Offices within these areas work closely together and handle written student complaints in various ways, depending upon the nature of the topic. The procedures for submitting written complaints are the same for students in both the residential and distance (online) programs. Table 4.5.1-1 below summarizes the total number of written student complaints logged during calendar years 2015 and 2016. The sections following provide specific details concerning complaints logged within each area.

Table 4.5.1-1: Student Complaints during Calendar Years 2015 and 2016
<table>
<thead>
<tr>
<th>Type of Complaint</th>
<th>Number of Complaints or Appeals</th>
<th>Appeals Approved</th>
<th>Appeals Denied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Complaints</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Grievances</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Instructor complaints</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Suspension Appeals</td>
<td>11</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td><strong>Disability Accommodations</strong></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Financial Aid Complaints</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid Suspension Appeals</td>
<td>67</td>
<td>67</td>
<td>0</td>
</tr>
<tr>
<td>Athletic Scholarship Appeals</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Account Complaints</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complaints related to billing issues</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Affairs Complaints</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Conduct/Disciplinary Appeals</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-Campus Housing Appeals</td>
<td>14</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td><strong>Title IX Complaints</strong></td>
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<td></td>
</tr>
<tr>
<td>Sexual Harassment and Assault</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Housing</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Athletics</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Title IX Complaints, both formal and informal, are submitted in writing; therefore, they have all been included in the data as Student Complaints.

**Academic Complaints**

Students may grieve any academic issue through the academic grievance process, which typically begins with conversations/dialogue at the closest point of the dispute (e.g. the instructor in the cases of a grade or misconduct issue, the program coordinator or Registrar if it involves an academic requirement). If the issue cannot be resolved at this level, the student submits a written complaint that goes to the Vice President for Academic Affairs and Dean of
the College, followed by a hearing with the Academic Policies Committee, and ultimately the President of the College, who has final authority. In the majority of cases, student issues are resolved at the initial step of direct and informal dialogue/conversation closest to the point of the dispute. Written student academic complaints typically fall into two categories: a grade grievance or an appeal of academic suspension from the College.

**Grade Grievance:** A student has the right to appeal decisions regarding his/her academic performance using the academic grievance procedure. A student must initiate informal communication, which is then followed by a written complaint to the Vice President for Academic Affairs and Dean of the College (VPAA), who conducts the next level of review. During calendar years 2015 and 2016, four grade grievances were filed. One grade grievance resulted in a change of grade as a result of the instructor agreeing to allow the online student to complete work not submitted due to his computer needing repair. The other three grievances were denied by the VPAA. In all three cases, the students denied did not pursue their grievance beyond the level of the VPAA. A letter, redacted to protect student privacy, provides an example of the written complaint and the review process. Two of the four grade appeals were submitted by distance education students, indicating the processes are available and applied to all students regardless of format of delivery.

**Academic Suspension:** Students who fail to maintain good academic standing are placed on academic probation or academic suspension. These standards apply to all full-time and part-time students in both the traditional and distance programs. Students are evaluated each semester. Students placed on academic probation must work with the Dean of Student Success as noted in CR 2.10 Student Services. Academic suspension occurs when students fail to complete at least half of their course work during the semester and/or have a GPA below 1.0. They are eligible to apply for readmission after one term of suspension. They receive a letter notifying them of their status and that they may appeal the suspension.

To appeal an academic suspension, students must indicate, in writing, any mitigating circumstances affecting their failure to meet Satisfactory Academic Progress (SAP) and explain how these issues will be overcome if they return. An online appeal form linked from the Registrar’s intranet site provides information about the procedure for filing an appeal. Documentation supporting the appeal is required, as is an academic plan outlining how they will regain good academic standing. During 2015 and 2016, 61 students were suspended. Of those, 11 appealed the suspension and eight were reinstated, while the remaining three were denied. The Vice President for Academic Affairs and Dean of the College receives and determines the outcome of the appeal.

**Financial Aid Complaints**

**Financial Aid Satisfactory Progress Appeals:** The Office of Financial Aid receives financial aid appeals. The process of determining Satisfactory Academic Progress (SAP) is done at the conclusion of each semester. All students who receive financial aid must meet SAP. Students who are not making SAP are notified by letter and contacted by phone within 30 days of the end of the term, giving them time prior to the start of classes to submit their appeals.

When submitting a Financial Aid Suspension Appeal Form to the Office of Financial Aid, students are required to list reasons why they were not able to meet the minimum standards and to explain how they will correct those issues moving forward. They are asked to provide any documentation supporting their case and to provide an academic plan that will allow them to meet SAP. During the 2015 and 2016 calendar years, Financial Aid sent 161 notices of unsatisfactory progress; 67 appealed and all appeals were approved. A redacted example of
a successful appeal illustrates the process used to resolve these issues.

**Athletic and Other Institutional Scholarship Appeals:** As an NCAA Division II school, many student athletes have athletic scholarships as a component of their financial aid. Student athletes must meet SAP as indicated above. Occasionally, an athletic scholarship will be withdrawn from an aid package due to poor grades (below NCAA eligibility requirements), athletic performance, attitude, etc. Students may appeal this decision to the Director of Financial Aid, who convenes the Compliance Committee that provides oversight of the Athletic Department’s compliance with NCAA rules and regulations. The decision of this committee is final. Policies regarding the award of athletic financial aid and procedures for appealing the withdrawal of aid are contained in the Student Athlete Handbook. Additionally, the Director of Financial Aid notifies students of the loss of aid and the procedures required to appeal this decision. There have been no athletic aid appeals during the years under review.

**Student Financial Account Complaints**

Students have the right to review, question, and seek corrections of their financial account charges. Student financial account charge issues must be reviewed in detail with the Kentucky Wesleyan Cashier prior to submitting an appeal. This review may be completed in person, via email, or by telephone. If that process does not lead to a resolution, students may appeal by submitting a complaint form, in which they detail concerns about specific charges for the term, include documentation (memos, emails, etc.) of the review with the cashier, and provide any other supporting documentation appropriate to evaluating the request for altering student accounts. The majority of issues that arise concern withdrawals after the no-charge withdrawal date (e.g., when students register for a class, but fail to withdraw or cancel their registration prior to the date when charges begin to accrue). During calendar years 2015 and 2016 no formal complaints were submitted.

**Student Services Complaints**

**Student Conduct/Disciplinary Appeals:** The Student Handbook provides information pertaining to the Student Code of Conduct, disciplinary procedures and actions, levels of offenses, and the grievance procedures to be followed. The Student Grievance Procedure is similar to that of the academic grievance except that the Associate Dean of Student Services handles the grievance. During year 2015 and 2016, no disciplinary complaints/appeals were submitted to the Vice President of Student Life and Dean of Students [1] or to the new Associate Dean of Student Services.

**Appeal to Live Off-Campus:** Kentucky Wesleyan’s Housing Policy requires all students under the age of 21 to live on campus unless they are financially independent (as defined by federal financial aid criteria), reside with an immediate family member, or have achieved a cumulative GPA of 2.5 after six semesters of full-time enrollment. Also included in this group are all students who receive 75% institutional aid. Students may appeal a decision. The appeal procedure is similar to the appeals procedure used for violations of the Student Code of Conduct. During 2015 and 2016, 14 housing appeals were submitted. Five appeals were approved and nine were denied. Redacted examples of a successful and unsuccessful appeal illustrate the process used.

**Disability Accommodations**

The Director of Disability Support Services assists in resolving complaints regarding access and accommodation issues. The procedures for students to file a grievance are published on
the College website and are similar to the academic grievance process. The Director of Disability Support Service, along with the Office of the Vice President for Academic Affairs and Dean of the College, investigates the complaint. There have been no complaints filed in this area.

**Sexual Harassment and Assault and other Title IX Complaints**

The Title IX Coordinator is responsible for administering the College’s Sexual Harassment and Assault Policy, which is published annually in the Student Handbook and on the College’s website and intranet, and is available to students, staff and faculty. A student may initiate a complaint against any employee or student at the college by contacting the Title IX Coordinator/Sexual Harassment Officer as soon as possible after the incident, or the student may contact the Associate Dean of Student Services, the Vice President for Academic Affairs and Dean of the College, or the Director of Human Resources. The Title IX Coordinator/Sexual Harassment Officer is responsible for notifying the person accused, conducting the investigation, and submitting a written report of the findings within 60 days of receiving the complaint. All Title IX complaints, both formal and informal, are submitted in writing; therefore, both types of complaints are part of the logged record.

During 2015 and 2016, two members of the student body filed informal Title IX complaints (harassment) against faculty/staff at Kentucky Wesleyan College. Both complaints were resolved to the satisfaction of the complainants. Additionally, two more formal/informal Title IX (harassment) complaints were filed by students against other students. Again, both complaints were resolved to the satisfaction of the complainants. Finally, as it also concerns Title IX law/policy, three members of the student body filed sex discrimination (in student housing) related complaints. These complaints were resolved to the satisfaction of the complainants.

**Consumer Complaint Contact Information**

In accordance with requirements issued by the U.S. Department of Education, Kentucky Wesleyan College is “providing its students or prospective students with contact information for filing complaints with its accreditor and with its state approval or licensing entity and any other relevant State official or agency that would appropriately handle a student’s complaint.” This information is now part of the standard Consumer Information and Annual Disclosure Procedure of Kentucky Wesleyan College. It is subject to revision. [34 CFR 668.43(a)(12)(iv) (b), p.66954, vol. 75, no. 209, 10/29/10]. This information may be found on the Kentucky Wesleyan website.

**Evidence of Compliance:** The College has provided evidence that a student complaint policy is in writing and has been approved through institutional processes. The policy is published in appropriate institutional documents that are accessible to those affected by the policy and the policy has been implemented.

[1] The Vice President of Student Life and Dean of Students position was eliminated effective May 31 2016. The Associate Dean of Student Services now leads the Student Services unit, effective June 1, 2016.

**Sources**
4.6

Recruitment Materials
Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment
☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative
Kentucky Wesleyan College’s recruitment materials and presentations accurately represent the College’s practices and policies. Kentucky Wesleyan’s Admissions Office, working with several vendors, develops and maintains recruitment materials and presentations associated with the residential and distance (online) programs. The Admissions Office ensures the accuracy of recruitment materials and presentations by collecting accurate data about the College, training those who participate in recruitment [1], checking all new publications for accuracy, and conducting regular reviews of all recruitment materials.

The primary recruitment materials disseminated for the traditional residential program include: the annual Travel Piece; Scholarship Brochure; flyers and brochures; direct mail; videos; radio spots, television ads, email; social media; and billboards and web campaigns. These documents are provided free upon request to prospective students, parents, high school and community college counselors, and other individuals interested in the college search process. Prior to fall 2015, Kentucky Wesleyan College contracted with Learning House to provide marketing through Internet, affiliate, email, print, radio, and direct mailing campaigns. In May 2015, all recruitment and enrollment processes for online program students were returned to Kentucky Wesleyan College Admissions and Online Education Programs. Recruitment materials and presentations had to be recreated and revised by the Kentucky Wesleyan staff.

The distance (online) education materials are disseminated via the web, as well as to businesses and prospective students. Additionally, web-based ads are used to drive prospective students to both the residential and the distance programs. All recruitment materials are consistent, with both print and web-based materials encouraging prospective students to contact the Admissions Office for additional information.

Typically, Kentucky Wesleyan’s recruitment materials provide information highlighting the history and mission of the College, faculty, programs and areas of study, including availability of online programs, student involvement opportunities, annual activities, contact addresses, telephone numbers, and the website address. Prospective students are encouraged to visit the Admissions website or Online Degree Programs Admissions website to apply. An online application is available on both sites. The policies and procedures provided in the various recruitment materials are also articulated in the Admissions section of the Academic Bulletin.

The Admissions counselors for Kentucky Wesleyan's residential and distance (online) programs use several communication channels to market Kentucky Wesleyan and cultivate relationships with prospective students, parents, high school and community college counselors, as well as other constituents interested in the college search process. Primary
recruitment avenues include nationally recognized college tours, local college night programs, alumni-sponsored events, campus preview days, and campus visits and overnights. In addition, visits to local businesses and job fairs are recruitment avenues for the distance programs.

Please refer to CS 3.4.3 Admissions Policies for further information and explanation concerning Admissions practices and policies that are accurately reflected in the Admissions publications. All admitted students for the residential program receive the Admit Book which outlines additional requirements needed to enroll.

Evidence of Compliance: Kentucky Wesleyan College’s recruitment materials and activities are created using College data, images, and materials. The Admissions staff is provided with current information in order to accurately portray the institution. Potential applicants for the residential programs are encouraged to visit the College in order to see firsthand that the materials and information they have been given match the realities of what they experience on campus. Online students typically do not visit the campus, but have multiple interactions with the Admissions staff, the Associate Dean of the College and Director of Adult and Online Education, and a faculty program coordinator (advisor) as they consider admission and then prepare to matriculate into the College. The College’s recruitment materials accurately portray the institution's practices and policies.

[1] Prior to fall 2015, Learning House provided call center activity to track and prescreen leads, online enrollment counselors and financial aid processors, and assisted prospects with providing official documents to Kentucky Wesleyan to be evaluated for admission. The Associate Dean and Director of Adult and Online Education worked closely with Learning House staff members to provide accurate targeted recruitment materials and seamless admissions processes for students enrolling in Kentucky Wesleyan's Online Degree Programs, which were offered through the Learning House learning management system. As of fall 2015, the Associate Dean of the College and Director of Adult and Online Education is responsible for training the Admissions counselors who work with potential online students.

Sources

- A to Z Billboard & Web
- Academic Bulletin 2016-17 (Page 257)
- Accounting & Business Majors Brouchures
- Admissions Training Manual
- Kentucky Wesleyan College Website - Online Programs
- Kentucky Wesleyan Website - Admissions
- Kentucky Wesleyan Website - Campus Tour
- Online Brochure
- Panther Preview Day Postcard
- Scholarship Brochure
- Transfer or Study Online At Kentucky Wesleyan College (video)
TV Comercial Spring 2016 (video)
Wesleyan Admit Book
Wesleyan Travel Piece
Why I Chose Wesleyan (video)
4.7

**Title IV Program Responsibilities**

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution’s compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.)

**Judgment**

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

**Narrative**

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. The active Program Participation Agreement through June 30, 2018 is used as required to guide activities and procedures in applicable programs and institutional operations. The Provisional Certification requirements, including the reimbursement process of accessing federal funds, have been followed every fiscal year as confirmed by no audit findings related to this requirement.

**Department of Education (DOE) Financial Responsibility Score**

The College annually calculates the Financial Responsibility Score that is confirmed by letter from the Department of Education after submission of the required federal funds audit report. The College annually submits the required letter of credit to the Department of Education. The audit data for FY 2016 has been electronically submitted, but a letter of acceptance and review from the DOE has not been received as of this writing.

The weak financial operations with small operating margins or deficits and the relatively small operating reserves caused the College to fall into the Fail and Zone status in recent years and be required to post a letter of credit as outlined in the schedule. FY 2015 reflected an improved score of 1.3 (Zone) as the fiscal operations under the new president had become priority for improvement. The FY 2016 DOE financial responsibility score estimate has been calculated by internal staff to be approximately 0.6. The FY 2016 unrealized loss of ($2,082,242) in unrealized loss of Endowment value that is reflected in the other unrestricted changes of operating activities significantly impacted the decline in the score. Over $774,005 of the unrealized loss has been restored as of 12/31/16.

The College has initiated discussion with and received preliminary approval from Independence Bank, the College’s primary bank and issuer of the current Letter of Credit, about the anticipated request for a revised FY 2016 letter of credit once the official DOE notification is received by the College. The College and bank anticipate a much stronger FY 2017 financial statement and DOE financial responsibility score due to the balanced unrestricted operating budget with a $2.5 unrestricted estate gift. The FY 2017 financial projections indicate a significant increase in unrestricted operating reserves as the special gift will be utilized internally for restoring the unrestricted fund balance and cash reserve. No projects or expenditures will be committed with the estate gift.

The College has not been notified of any complaints against the College filed with Department
of Education (DOE). The College is not aware of any infractions jeopardizing Title IV funding. No litigation or prior year outstanding funds are due to the DOE. No adverse communication from the DOE has been received. It also should be noted the College has never incurred a financial loss or liability from inappropriate staff activity in any fiscal activity of College or federal Title IV funds.

Kentucky Wesleyan’s Student Loan Default Rate is within acceptable ranges. The College continues to offer education about debt and personal finance to students through Financial Aid counseling and a required freshman orientation class, KW 101. These programs seek to better prepare students to manage their personal finances as well as any federal and or personal education loans they may incur, thereby reducing the institutions student loan default rate.

**Kentucky Council on Post-Secondary Education (CPE)**

The Kentucky Council on Post-Secondary Education (CPE) Office has certain requirements to license and qualify the institution for offering degrees and managing state student aid funds. The College is in compliance with those requirements by following all operating criteria and posting a required surety bond.

**Annual Audits**

The College conducts annual audits of fiscal operations and federal funds utilized by the institution. An audit management letter to the Board of Trustees and Management each year outlines deficiencies and other suggestions. The annual documents are provided in Table 4.7-1.

<table>
<thead>
<tr>
<th>Financial Audits</th>
<th>Management Letters</th>
<th>Supplementary Information - Federal Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>FY 2014</td>
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<tr>
<td>FY 2016</td>
<td>FY 2016</td>
<td>FY 2016</td>
</tr>
</tbody>
</table>

The audit, management letter, findings and corrective action plan of each annual fiscal and federal funds audit are reviewed by the auditor with Financial Aid and Business Office staff and the Finance Committee. The Finance Committee annually meets privately (without staff) with external auditors to discuss the audit, management letter, findings and related corrective action plan. This process ensures that Board members have a complete understanding of the federal funds and general audit findings and plans to correct them. The Board of Trustees receives a summary of the audit review and recommendation for approval action from the Finance Committee. Board members have been satisfied with the plans and actions taken to correct findings and endorse continuing efforts to eliminate audit findings in fiscal and federal fund programs.

A summary of the FY 2014, FY 2015 and FY 2016 audit findings of fiscal and federal funds are listed in Table 4.7-2. No Material Weaknesses are reported in FY 2016 as the recurring
segregation of duties concern related to the shortfall of staff was satisfactorily resolved. The College has maintained minimal administrative staffing in Finance, Financial Aid, and Advancement administrative areas to save operating costs in recent years. Extensive cross-training is required with the small number of staff to accommodate all customer service and administrative tasks in a timely manner. This situation, along with the high turnover in several key positions, led to the segregation of duties concern noted in prior audit reports and the various other operational concerns noted. The total findings were reduced from eight to four in FY 2016, and the College plans to further reduce the number of findings via extra training, implementation of an internal audit function, and collaborative work plans among the offices through the new institutional software tools currently being implemented.

Staff turnover, along with the extensive time commitment of planning, implementing, and debugging the new integrated campus information system beginning in October 2015 and still on-going, contributed to the occurrence of audit findings in FY 2016. Each finding has been reviewed with appropriate staff to clarify responsibilities, including the importance of accuracy and timely completion of these crucial tasks, and additional professional training was completed as needed. Cross checking of these responsibilities was also assigned to other staff to assist in the compliance program.

Implementation of the Internal Audit function in FY 2017 will provide an additional tool for monitoring fiscal compliance and verification of financial operations including federal funds. The new software system implemented in March 2016 allows enhanced individual security and task assignments with appropriate internal control opportunities. Revisions in task assignments, the new internal audit function and new software together will allow the College to implement a more effective internal control system that meets audit standards and insures timely compliance and reporting in appropriate areas to reduce and eliminate findings.

**Evidence of Compliance**: The College has provided documents representing audits of its financial aid programs as required by federal and state regulations. Material weaknesses identified in FY 2014 and FY 2015 have been addressed and the College continues to be approved to administer Federal and State financial aid.

**Sources**

- **Audits**
  - KWC 2014 Audited Financial Report
  - KWC 2016 Audited Financial Report

- **Management Letters**
  - Audit Management Letter FY 2014
  - Audit Management Letter FY 2015
  - Audit Management Letter FY 2016

- **Supplementary Information**
  - Supplementary Information FY 2014
  - Supplementary Information FY 2015
Supplementary Information FY 2016
Account Reconciliation Hirtle Callaghan 12-31-16
CPE License Renewal through June 30, 2017
DOE Financial Responsibility Score FY 2013 -2016 Schedule
DOE Notification and Others Letters FY 2014 & FY 2015
DOE Program Participation Agreement 2018
Finance Committee Minutes 10-6-16
FY 2016 Audit Report Unrealized Loss in Endowment
FY 2016 DOE Financial Responsibility Score Estimate
Internal Audit Function
KW 101 Financial Responsibility
Letters of Credit FY 2014 & FY 2015
Preliminary Approval Independence Bank
Student Loan Default Rate Schedule
Surety Bond CPE FY 2016
Table 4.7-2 - Audit Findings
4.8.1

Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completed the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Kentucky Wesleyan College has three online degree programs and offers online courses that are available to students in the traditional residential program during both the academic year and summer sessions. The College verifies that the student who registers in its distance education courses and programs is the same student who participates in and completes the course and the program requirements and receives credit. Technology, as well as course design techniques are used in this process.

Use of Technology to Verify Identity

Secure login to the College’s web resources is the most widely used means of verifying student identity. Individual username and unique alphanumeric/symbol password control access to College resources, including D2L Brightspace, the learning management system (LMS) through which all online coursework is delivered. Student and faculty access credentials are authenticated against a secure central repository using the Lightweight Directory Access Protocol (LDAP). All College resources needing controlled access utilize a single-sign-on technology.

The process of verification begins at the time of admission through receipt of official documents for admission, e.g., high school transcripts, college transcripts, FAFSA, federal financial aid records, government services records, etc. Also, student identity is authenticated if the student is applying for federal and state financial aid, government tuition assistance, or employer tuition deferment. Once admitted, the student is provided a unique student identification number, and the Kentucky Wesleyan College Information Technology department manually creates and issues each admitted student a unique username and password to access campus systems, e.g., the Student Portal in CAMS (the College’s ERP system), PantherNet (the intranet), D2L Brightspace (the LMS), and the campus email system. Initial passwords can be changed by the student using established password recovery/reset procedures. Students are prompted to reset their passwords after six months of continuous use. When a student withdraws from the institution, his/her student credentials are deactivated. All users of the College’s ERP or LMS are responsible for maintaining the security of usernames, passwords, and other access credentials as outlined in the Information Technology Appropriate Use Policy, which is provided on the College’s website on the IT pages.
Technology Appropriate Use Policy, which is provided on the College’s website on the IT pages and published in the Student Handbook and the Online Education Handbook, both of which are accessible online.

Course registration occurs through the student portal in CAMS. Brightspace is integrated with the CAMS system; therefore, online course shells are created from the official course schedules in CAMS and student rosters are automatically loaded into Brightspace courses from student registration rosters in CAMS. Brightspace course rosters are integrated with CAMS enrollment updates and synchronized to maintain accurate enrollments in course rosters. Only system administrators can add students to courses, and students can only access course content for courses in which they are enrolled. Course and user profile information is not visible to anyone without an account and authorized users cannot access nor view profiles of other users. Once registered, the student must sign in with institutional access credentials each time they login to their courses in Brightspace.

The College verifies that students complete their own work by utilizing the anti-plagiarism services of Turnitin. Turnitin searches its own database of previously submitted work, as well as the web, checking papers against 60+ billion web pages, 600+ million student papers, and 154,000+ publications. Third-party online test proctoring software for test taker authentication and to help prevent cheating on electronically-offered assessments is being examined during spring 2017 as an additional means of verifying that the student who registers for a course is the one who does the work.

To help identify traditional face-to-face students enrolled in online courses, photos taken for campus photo ID cards are linked to student data files. Many online degree students provide photos in their online profiles. Faculty can check these photos against blogs created in the LMS.

Course Design Techniques to Verify Identity

Faculty teaching courses through distance education methods hold primary responsibility for ensuring that students who register for a course are the ones who participate in and submit coursework for online courses. As technology and personal accountability are not absolute in determining a student’s identity, faculty members are encouraged to design courses that use assignments and evaluations that support academic integrity, e.g. authentic assessments such as student-produced writings and discussions throughout the course, for comparison and student authentication. Once a student begins a course, individual student work can be recognized through continual comparison between threaded discussion board postings, reflection essays, examination essays, and larger writing assignments. Changes in student behavior such as sudden shifts in academic performance or changes in writing style or language used in discussion groups or email may indicate academic integrity problems. Likewise, instructors use timed-testing and self-produced or publisher test banks that can be randomized. As best practices suggest, faculty teaching online routinely ask students to share in appropriate ways important ideas learned from texts and references. While none of these strategies is perfect alone, together they provide an effective means of verifying the student identity of those who complete coursework and programs in the distance education format, and they conform to current best practices.

Evidence of Compliance: Kentucky Wesleyan College uses a variety of mechanisms to verify that the student who receives credit for a class is the student who does the work. Mechanisms used to verify identity conform to current best practices such as a secure login and pass code, authentic course assessment techniques, Turnitin, posted photos, among others.
Sources

- Brightspace Online Platform Login
- Course Schedule Fall 2016
- Course Schedule Summer 2016
- Information Technology Policy Handbook (Page 4)
- Online Education Handbook 2016 (Page 14)
- Student Handbook 2016-17 (Page 56)
- Turnitin
4.8.2

Written Procedure for Distance and Correspondence Education

Student's Privacy

An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Kentucky Wesleyan College has three online degree programs and offers online courses that are available to students in the traditional residential program during both the academic year and summer sessions.

Kentucky Wesleyan has a written policy and procedure for protecting the privacy of students enrolled in its distance education courses and programs. The Student Information Privacy Policy applies to the handling of records for all Kentucky Wesleyan students, distance and residential. This policy is published in several documents that are available online, e.g. the Online Education Handbook and the Academic Bulletin, and is posted on the Registrar's tab on the College's website and intranet. The College abides by the Family Educational Rights and Privacy Act (FERPA) guidelines, and a copy of the signed permission form is kept in the Office of the Registrar. If a student believes that the College has failed to comply with the requirements of FERPA, the student has the right to file a complaint of the alleged violation with the U.S. Department of Education.

Privacy of information in Brightspace, the College’s Learning Management system, is protected by the requirement that each user login with her/his unique user ID and password. This combination of user ID and password identifies faculty and students to the system on each course visit. According to the Information Technology Appropriate Use Policy, all users accept responsibility for the security of their personal passwords. Passwords expire every six months, and must be changed.

Student information is protected from view within the course management system and protected from outside intruders through limited student-group permissions. Likewise, faculty information is protected from student views within the course management system and from outside intruders through typical faculty-group permissions.

The Information Technology Appropriate Use Policy applies to Brightspace and online courses. According to this policy, all users must utilize resources in a responsible and ethical manner. For instance, users may not:

- Use another person’s files or data without permission
- Use computer programs to decode passwords or access control information
- Engage in any activity that might be harmful to systems or to any information stored therein, such as creating or propagating viruses, disrupting services, or damaging files
- Make or use illegal copies of copyrighted software or computer files (including music and
video files), store such copies on College systems, or transmit them over College networks

- Use another person’s user ID and password
- Place on any College-owned or operated system information or software which
  a. infringes upon the rights of another person
  b. is abusive, profane, or obscene
  c. promotes a commercial enterprise or product

Faculty members teaching in online courses are required to communicate with students through the campus email system to help maintain student information security and privacy. Online students and faculty are discouraged from using social media platforms and other forms of unsecured communication to maintain student privacy.

**Evidence of Compliance:** Kentucky Wesleyan College abides by FERPA guidelines and has a written policy that protects the privacy of students enrolled in distance education courses and programs. The policy has been approved through institutional processes, is accessible to those affected by the policy, and is implemented. No incidences of violation of this policy have been reported.

**Sources**

- Academic Bulletin 2016-17 (Page 250)
- Course Schedule Fall 2016
- Course Schedule Summer 2016
- Information Technology Policy Handbook (Page 4)
- Kentucky Wesleyan College Intranet - FERPA
- Kentucky Wesleyan College Intranet - FERPA Form
- Kentucky Wesleyan College Intranet - Registrar
- Kentucky Wesleyan College Website - Registrar
- Online Adjunct Teaching Contract
- Online Education Handbook 2016 (Page 8)
- Student Information Privacy Policy
4.8.3

Written Procedure for Projected Additional Student Charges
An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
There is no additional charge associated with verification of identity.
4.9

**Definition of Credit Hours**

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. *(See Commission policy "Credit Hours.")*

**Judgment**

- **Compliance**
- **Partial Compliance**
- **Non-Compliance**
- **Not Applicable**

**Narrative**

Kentucky Wesleyan College’s *Credit Hour and Semester Length Policy* has been modified and approved through institutional processes since its promulgation in 2013. The policies and procedures used for determining the credit hours awarded for courses and programs conform to commonly accepted practices in higher education and to Commission policy. This is true for courses in both the traditional face-to-face and distance delivery formats. The College ensures ongoing comparability between the delivery formats and the credit hours awarded in them through a process of planning and evaluation.

**Definition of Traditional Face-To-Face and Synchronous Credit Hour**

In accordance with commonly accepted practices in higher education and the Commission policy, Kentucky Wesleyan defines a credit hour as “the unit of measuring education credit usually based on the number of contact hours per week throughout a term.” The number of contact hours for traditional face-to-face courses that meet synchronously with an instructor and other students is defined by the number of hours spent in the classroom, with approximately one hour of instructional time and a minimum of two hours out of class student work per credit hour. College policy and practice in this regard conforms to the standards published by the U.S. Department of Education that states,

> One lecture (taught) or seminar (discussion) credit hour represents 1 hour per week of scheduled class/seminar time and 2 hours of student preparation time. Most lecture and seminar courses are awarded 3 credit hours (see U.S. Dept. of Education – Credit System).

Additionally, there are several types of courses that do not follow the traditional lecture model. For example, most programs offer internships which vary in credit from one to three hours of credit. Most **internships and/or practica** are for three credit hours where the student (typically a junior or senior) completes 120-150 hours of field work (40-50 contact hours/per credit hour), meets the supervising faculty member on a regular basis, and keeps a journal and/or writes a paper about the experience. Students wishing to receive academic credit for these courses complete an application which includes information from the off-site supervisor, describes the work to be done, and the number of credit hours. The application must be approved by the off-campus supervisor, the on-campus faculty member, the Vice President for Academic Affairs, and the Registrar. As noted in the application form, the faculty member is:

1. responsible to Kentucky Wesleyan College for the attainment of educational goals;
2. responsible for planning the student’s general orientation to the field experience, in
consultation with the Organization Field Director;
3. responsible for the orientation of appropriate Organization personnel to the educational objectives and methods of the educational program;
4. responsible for providing instruction and educational direction of the student, to provide linkage between the field placement experience and the classroom/academic experience; and
5. responsible, in consultation with the Organization Field Director, for evaluating the student's performance and determining a final grade for the course.

Also, independent studies are offered for highly motivated juniors and seniors. For example, a senior music major might research and write a paper on the "Use of Music Therapy in Treating Aggressive Adolescent Males." The student is expected to average 9-10 hours a week researching, meeting with the supervising instructor, and writing the paper. The faculty member who agrees to work with the student must sign the request for an Independent Study Application, the academic Program Director must recommend the student, and the Vice President for Academic Affairs and Dean of the College must provide the final approval.

Science laboratories meet 75 minutes to three hours per week for every one hour of credit. For one credit hour of applied music, the student receives 30 minutes of face-to-face instruction and is expected to practice three hours per week.

**Definition of Distance Education and Asynchronous Credit Hour**

Kentucky Wesleyan offers three distance education degrees – Business Administration, Criminal Justice and Criminology, and General Studies. Distance education (online) courses also are available for students in the residential program. Residential students who have completed 30 hours and who have at least a 2.0 GPA are allowed to take one online course per academic year semester and up to 12 hours (four courses) during the summer terms.

Contact hours for asynchronous distance education learning environments are more difficult to quantify. Therefore, the definition of contact hours in asynchronous distance education learning environments at Kentucky Wesleyan College is derived from commonly accepted higher education distance education practices and the 34 CFR 600.2 definition. This definition includes maintaining identical student learning outcomes and comparable assessments for distance and face-to-face courses, assuring comparable time-on-task/contact hours for both formats, and awarding participation credit for completion of assignments only in the distance format. These practices are described in more detail below.

Course syllabi for asynchronous distance education courses at Kentucky Wesleyan contain the same learning outcomes as synchronous, traditional face-to-face based courses. Disciplinary academic leadership, in collaboration with the designated subject matter experts (faculty) who create courses for the distance education environment, ensure that the course outcomes for the asynchronous distance learning course are the same as the synchronous course. Although assessment strategies may vary from one delivery format to another, assessments are comparable in difficulty and cover the same material. The Associate Dean of the College and Director of Online Education monitors the comparability of course content and measured assessments before classes go active. Additionally, the Academic Policies Committee oversees the approval of all courses and alterations to existing courses, while the Educational Program Review Committee oversees assessment outcomes. Please refer to CR 2.7.2 Program Content for additional information on the processes used by these committees.

During the planning and development of a distance education course, the subject matter
expert estimates the time a typical student will spend interacting with the course content (e.g., reading instructional materials, viewing lectures, or completing other activities such as group work or discussion forums that would normally be completed face-to-face during class time). At the end of this process, the total time on task for the distance course should be equivalent to the number of contact hours expected in a synchronous traditional face-to-face course.

Participation in distance courses is determined according to the submission of completed assignments rather than by the number of logins to the course management system. Just as a traditional face-to-face student must be present throughout the duration of class and active in discussions, lectures, and other face-to-face activities to receive credit for having completed a course, so too must a distance student be present as a participating member of the class for credit to be awarded.

Several distance courses require completion of service learning projects that are embedded in the course requirements. Distance students living in the region of the College may complete the requirement at the same site as the traditional students. If distance students are not in the region, they consult with the instructor who will approve a project with a non-profit organization located within students’ community.

**Comparability Between Delivery Formats**

Two examples of courses delivered in both formats will illustrate these definitions:

1. CJC 3370 Corrections has identical learning outcomes and assignments are comparable in both the 15-week traditional face-to-face format and the seven-week distance format. This course requires a service learning component in both formats.
2. REL 102 Survey of Christian Traditions has identical learning outcomes and assignments are comparable in both the 15-week traditional face-to-face format and the seven-week distance format. [1]

**Semester/Term Length**

The length of the semester, during the traditional academic year at Kentucky Wesleyan College follows the Academic Calendar Federal Policy, and thus is 15 weeks long for traditional, synchronous classes during fall and spring semesters. There are 14 weeks of instruction plus an examination week. Students are expected to work two hours outside of class for every one hour in class. During orientation and at other times, students are told that they should study a minimum of two hours outside of class for every hour they spend in class. This study time is used for out of class engagement activities such as reading, research, and various types of homework assignments, as well as for attendance at study sessions with supplemental instructors, peer tutors, etc.

During the **summer sessions**, which are five weeks long for traditional synchronous classes, students may take two courses (a maximum of seven credit hours) each session. These courses provide a full semester’s worth of instruction in a 25-day time period. Each course meets 2.5 hours per day, e.g., 8:30-11:00 a.m. Monday, Tuesday and Thursday. If the course is four credit hours, e.g., PHYS 1401, it meets 8:30-11:00 a.m. Monday–Thursday and 11:30 a.m.-2:00 p.m. Tuesday and Thursday, as this course includes a laboratory component.

The distance program also is organized around the Academic Calendar Federal Policy, and thus each semester is 15 weeks long. However, each semester consists of two seven-week terms.
A full-time online degree student would take a total of four courses for the semester with a maximum of two courses per seven-week term.

**Criteria for Determining Level of Credit**

The level of credit for a particular course is monitored by the faculty. The 2016-2017 Academic Bulletin states "...courses are divided into groups corresponding approximately to the freshman, sophomore, junior and senior years. The following numbers are used:

- 100-199 - Introductory, primarily for freshmen
- 200-299 - Primarily for sophomores
- 300-399 - Primarily for juniors
- 400-499 - Primarily for seniors"

Proposals for new courses are submitted to the curriculum committee (Academic Policies Committee) and if approved, to the general faculty. The course proposal form asks for a suggested course level. The discipline proposing the new course must defend the proposed level (e.g. junior level), which typically is determined by the content, skills required, level of expertise needed to complete required assignments, etc. Required courses within a program provide the scaffolding needed for students to successfully master their program learning objectives; therefore, faculty in these programs are best qualified to make decisions regarding course level. The Academic Policies Committee then provides the oversight to ensure the integrity of this process. Please refer to CR 2.7.2 Program Content for additional information on the process used in determining the level and amount of credit.

**Evidence of Compliance:** Kentucky Wesleyan confirms that the Credit Hour and Semester Length Policy is in writing, has been approved through appropriate institutional processes, and is available to all affected by the policy. The College has provided evidence through its academic calendar and schedule of courses that it adheres to its policies. These policies follow accepted practice in higher education as published by the Commission on Colleges and the U.S. Department of Education.

[1] In 2016 the College implemented a new ERP system and changed all course numbers to a three-number format.

**Sources**

- Academic Bulletin 2016-17 (Page 16)
- Code of Federal Regulations 34 CFR 600.2
- Course Schedule Summer 2016
- Credit Hour Semester Length Policy
- Faculty Handbook 2016 (Page 11)
- Faculty Handbook 2016 (Page 12)
- Independent Study Application Form
- Internship Externship Practica Approval Form
- Proposal Form Adding Course to the Curriculum
Part 4. INSTITUTIONAL SUMMARY FORM

GENERAL INFORMATION

Name of Institution  Kentucky Wesleyan College

Name, Title, Phone number, and email address of Accreditation Liaison
Dr. Paula F. Dehn, Vice President of Academic Affairs, (207)852-3117, pdehn@kwc.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Pat McFarling, Director of Library, (207)852-3257, patmc@kwc.edu

IMPORTANT:

Accreditation Activity (check one):

☐ Submitted at the time of Reaffirmation Orientation
☒ Submitted with Compliance Certification for Reaffirmation
☐ Submitted with Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document:  Feb. 6, 2017
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify) _____

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (check one)
  - Independent, not-for-profit
    - Name of corporation OR Name of religious affiliation and control: _____
  - Independent, for-profit *
    - If publicly traded, name of parent company: _____
Directions:

Please address the following and attach the information to this form.

1. History and Characteristics

Kentucky Wesleyan College was established in 1858 and is a 4-year, comprehensive, independent college in partnership with the United Methodist Church. Over its 158 year history, Kentucky Wesleyan has transitioned from a school to train ministers and teachers to an institution in the liberal arts tradition that includes business as a component of its undergraduate offerings. Kentucky Wesleyan was one of the first schools in Kentucky to become co-educational.

Kentucky Wesleyan is located in an urban setting in Owensboro, Kentucky. Owensboro is the county seat and population center, and along with Western Kentucky, is economically challenged. Seventy three percent of Kentucky Wesleyan students come from Kentucky, with 90% of those coming from the seven counties surrounding Owensboro. Demographically 43% of Kentucky Wesleyan students are first-generation, 48% are women, 18% are racial/ethnic minorities (based on those who report), and 50% commute. Kentucky Wesleyan has a selective admissions policy with entering cohorts for the past eight years averaging a 22 Composite ACT and a 3.2 HS GPA.

Kentucky Wesleyan’s mission is to foster “a liberal arts education that nourishes and prepares students intellectually, spiritually and physically to achieve success in life.” To meet this mission, Kentucky Wesleyan creates an environment that supports and promotes each student’s intellectual, moral, and spiritual growth and prepares them to assume servant leadership roles in their professions. In keeping with its mission as related to the United Methodist Church’s Education Covenant of Partnership, it offers three distance (online) degree programs for students who cannot attend traditional face to face classes. All Kentucky Wesleyan students, regardless of the mode of delivery, are required to take a core curriculum that teaches them to write clearly and effectively, to study moral and ethical problems, to understand other societies and cultures, and to develop skills of reasoning and analysis.
2. List of Degrees

Kentucky Wesleyan College offers the Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Music Education degrees. Table 1 lists the majors and the areas of emphases within the major and certificates offered for each degree. Also included, are the number of graduates, by term, for each credential offered during 2016.

Table 1: List of Degrees, Emphases, Certificates and Number of Graduates Awarded Each Credential During 2015-2016.

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Emphasis</th>
<th>Certificate</th>
<th>September 2015</th>
<th>December 2015</th>
<th>April 2016</th>
<th>Grand Total</th>
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<tr>
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3. Off-Campus Instructional Locations and Branch Campuses

The residential program is provided at the Kentucky Wesleyan College campus in Owensboro, Kentucky. Kentucky Wesleyan has no off-site locations.

4. Distance and Correspondence Education

The first online degree in Business Administration was approved Feb. 12, 2010. Kentucky Wesleyan now has three distance (online) education programs which are based upon residential offerings and are comparable in goals and purpose. All of the coursework in these three programs is completed asynchronously via electronic delivery. D2L Brightspace hosts our distance education programs serves. Kentucky Wesleyan offers Bachelor of Science degrees, through a distance (online) mode of delivery, in the following academic areas:

- Business Administration
- Criminal Justice and Criminology
- General Studies with emphases in:
  - Behavioral Sciences
  - Education Studies
  - English
  - Humanities
  - Social Sciences

5. Accreditation
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<td>Southern Association of Colleges and Schools, Commission on Colleges</td>
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<td>2008</td>
<td>Warning - July 2015 CR 2.11.1, CS 3.10.1 Probation - July 206 CR 2.11.1, CS 3.10.1</td>
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<td>International Collegiate Association of Business Education</td>
<td>Business, Accounting and Computer Information Systems Programs</td>
<td>2005</td>
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<td>Kentucky State Department of Education, Educational Professional Standards Board</td>
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ATTACHMENTS: SACSCOC Warning Letter July 2015
SACSCOC Probation Letter July 2016

6. Relationship to the U.S. Department of Education

Kentucky Wesleyan College is in good standing with the U. S. Department of Education. The institution has a current Program Participation Agreement which expires June 30, 2018.

Document History
Adopted: September 2004
Revised: March 2011
Revised: January 2014
Mr. Barton D. Darrell, J.D.
President
Kentucky Wesleyan College
3000 Frederica Street
Owensboro, KY 42301

Dear President Darrell:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on June 11, 2015:

The SACSCOC Board of Trustees reviewed the institution’s First Monitoring Report following submission of a Referral Report in June 2014. The Report included financial statements. The Board continued accreditation and continued the institution on Warning for 12 months for failure to comply with Core Requirement 2.11.1 (Financial resources and stability), Comprehensive Standard 3.10.1 (Financial stability), and Comprehensive Standard 3.10.3 (Control of finances). The Board did not authorize a Special Committee visit. The institution is requested to submit a Second Monitoring Report due April 1, 2016, addressing the following referenced standards of the Principles of Accreditation:

CR 2.11.1 (Financial resources and stability)/CS 3.10.1 (Financial stability)
CR 2.11.1 expects an institution to have a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services. Further, it expects a member institution to provide the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. CS 3.10.1 expects an institution’s recent financial history to demonstrate financial stability.

During the most recent three-year period, unrestricted net assets declined from $8.8 million FY 2011 to $3.3 million FY 2014. Unrestricted net assets excluding plant, an indication of operational resources, deteriorated over the same period with a deficit in excess of ($8 million) in FY 2014. The institution ran operating deficits of ($2.4 million) in FY 2012, ($2.1 million) in FY 2013 and ($1.6 million) in FY 2014. Two consecutive
negative cash flows from operations ($558,963) in FY 2013 and ($1,998,578) in FY 2014 create concern about the ability of the institution to live within its available cash flows. The institution appears to have strained operational resources, and the combination of deficits and negative cash flows creates concerns about stability.

A new president was employed beginning fall 2014 with new leadership in fundraising and admissions, but the institution has not yet had time for these efforts to be reflected in improved revenues or a stronger financial audit.

CS 3.10.3 (Control of finances)
This standard expects an institution to exercise appropriate control over all its financial resources.

The FY 2014 compliance audit cited a Material Weakness and a Significant Deficiency related to the financial statements. These findings revealed issues with segregation of duties and are not supportive of the notion of proper internal controls.

As part of the report, the institution is required to submit financial audit reports and management letters for the two most recent fiscal years, and include its most recent financial aid audit. The most recent year is defined as the fiscal year ending immediately prior to the due date of this report. In addition, the institution is required to include a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year. The institution is also requested to describe all current lawsuits and analyze their material threat to financial stability.

Guidelines for the monitoring report are enclosed. Because it is essential that institutions follow these guidelines, please make certain that those responsible for preparing the report receive the document. If there are any questions about the format, contact the Commission staff member assigned to your institution. When submitting your report, please send five copies to your Commission staff member.

Because your institution has been continued on Warning, the Commission calls to your attention the enclosed policy entitled "Sanctions, Denial of Reaffirmation, and Removal from Membership."

Please note that with submission of this report, your institution will have submitted monitoring reports for a period of two years, concluding in June 2016. Federal regulations and Commission policy stipulate that if an institution does not demonstrate compliance with all the standards and requirements of the Principles of Accreditation within two years following initial action on the institution, representatives from the institution may be required to appear for a
meeting on the record before the SACSCOC Board of Trustees, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Board of Trustees determines good cause at that time and the institution has not been on Probation during the two-year monitoring period, the Board may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. If the Board of Trustees does not determine good cause, removal from accreditation is mandatory. (See enclosed Commission policy “Sanctions, Denial of Reaffirmation, and Removal from Membership,” which includes the provisions for a determination of “good cause”.) Please note that institutions at the end of their two-year monitoring period should also include a report providing evidence supporting the conditions of “good cause” as described in the above referenced policy statement. The institution bears the burden of proof to provide evidence why SACSCOC Board of Trustees should not remove it from membership.

If you have any questions regarding this letter or the process, please contact your Commission staff member.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:sf

Enclosures

cc: Dr. Michael T. Hoefer
    The Very Reverend Thomas Grieb, Chair, Board of Trustees
July 6, 2016

Mr. Barton D. Darrell, J.D.
President
Kentucky Wesleyan College
3000 Frederica Street
Owensboro, KY 42301

Dear President Darrell:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on June 16, 2016:

The SACSCOC Board of Trustees reviewed the institution’s Second Monitoring Report following submission of a Referral Report in June 2014. The Report included financial statements. The Board continued accreditation for good cause and placed the institution on Probation for six months for failure to comply with Core Requirement 2.11.1 (Financial resources and stability), Comprehensive Standard 3.10.1 (Financial stability), and Comprehensive Standard 3.10.3 (Control of finances) of the Principles of Accreditation. A Special Committee was authorized to visit the institution.

The institution is requested to submit a Third Monitoring Report due four weeks before the Special Committee’s visit but not later than September 6, 2016, addressing the following referenced standards of the Principles of Accreditation:

**CR 2.11.1 (Financial resources and stability)**
This standard expects an institution to have a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services. Further, it expects a member institution to provide the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

**CS 3.10.1 (Financial stability)**
This standard expects an institution’s recent financial history to demonstrate financial stability.

The institution ran operational deficits of ($2.1 million) and ($1.6 million) for FY 2013 and FY 2014, respectively. Negative operational cash flows of ($558,963) and ($1,339,596) for FY 2013 and FY 2014, respectively, create additional concern. Unrestricted net assets fell from $5.2 million in FY 2012 to $3.3 million in FY 2014.
After several years of significant financial decline, the institution appointed a new president, new key administrators were retained, and a restructuring of the College’s operations began. FY 2015 was the first year for these new efforts and produced the following noteworthy improvements: unrestricted Net Assets rose $438 thousand to $3.7 million; unrestricted operational revenues exceeded operational expenses, producing a surplus of $395,182, and cash flows from operations were positive at $246,697. However, unrestricted net assets excluding plant remains a challenge to the operational resource base of the institution. The Second Monitoring Report projects an improvement in UNAEP of almost $2 million for FY 2016 as well as an increase in unrestricted net assets of $776 thousand, but those projections have yet to be realized.

The College also converted a line of credit to borrowing from endowment. Effective with the FY 2016 fiscal year, the institution has begun paying it back ($500,000) and projects to eliminate this $4.125 million loan by the end of FY 2021.

The institution made apparent progress in operational outcomes and cash flows in FY 2015, but no trend of stability is present in this single successful year. Further, resource issues appear to remain unresolved.

CS 3.10.3 (Control of finances)
This standard expects an institution to exercise appropriate control over all its financial resources.

Financial statement findings rising to the level of Material Weaknesses regarding segregation of duties have been reported each of the last three years. The College implemented new software in February 2016 that allows control access to data to be differentiated by each employee, but the institution has not yet demonstrated that it exercises appropriate control over all its financial resources.

As part of the report, the institution is required to submit financial audit reports and management letters for the two most recent fiscal years, and include its most recent financial aid audit. The most recent year is defined as the fiscal year ending immediately prior to the due date of this report. In addition, the institution is required to include a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.

Guidelines for the monitoring report are enclosed. Because it is essential that institutions follow these guidelines, please make certain that those responsible for preparing the report receive the document. If there are questions about the format, contact the Commission staff member assigned to your institution. When submitting your report, please send five copies to your Commission staff representative.

Because your institution has been placed on Probation, the Commission calls to your attention the enclosed policy entitled “Sanctions, Denial of Reaffirmation, and Removal from Membership” which includes the provisions for a determination of “good cause”.

Federal regulations and Commission policy stipulate that an institution must demonstrate compliance with all the requirements and standards of the Principles of Accreditation within two years following SACSCOC Board of Trustees' initial action on the institution, or the institution must be removed from membership. In accordance with SACSCOC policy, the Board may extend accreditation for "good cause" for a maximum of one year following the two-year monitoring period if the institution has not been on Probation for both years. At the conclusion of the extended period defined by the SACSCOC Board of Trustees, if the institution does not comply with all standards and requirements of the Principles of Accreditation, representatives from the institution will be required to appear for a meeting on the record to answer questions as to why the institution should not be removed from membership or why its period for remedying deficiencies should be extended again for the maximum allowable time. If the Board of Trustees extends the institution's accreditation for "good cause" for a second year and the institution is not in compliance at the end of that period, removal from membership is mandatory.

At the time of your institution's next review, you should include a report with evidence supporting the conditions of "good cause" as described in the SACSCOC policy referenced above in case the institution is unable to demonstrate compliance with the Principles. The institution bears the burden of proof to provide evidence why the Commission should not remove it from membership.

In accordance with Commission policy, and as noted earlier, a Special Committee has been authorized to visit your institution to review evidence of compliance with the specific standards of the Principles cited in this notification letter. The Committee may extend its initial focus if any evidence of additional accreditation-related concerns comes to its attention. If an institution is cited for non-compliance with financial standards, the Committee will examine its effect on the other aspects of the institution to determine ongoing compliance with the standards. Your Commission staff member will contact you to discuss arrangements for this Special Committee.

If you have any questions regarding this letter or the process, please contact your SACSCOC staff member.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:cp

Enclosures

cc: Dr. Michael T. Hoefer
    The Reverend Thomas Grieb, Chair, Board of Trustees