

**Case Name:** *In the Matter of* Accrediting Council for  
Independent Colleges and Schools

**Docket No.:** 16-44-O

**Filing Party:** Respondent, Accrediting Council for Independent  
Colleges and Schools

**Exhibit No.:** B-O-98



# ACICS Application for Accreditation – PART II

## Explanation of Self-Study Planning Process

The West Virginia Business College Self Study Narrative has been a complete and comprehensive evaluative process of institutional policies and procedures on balance with current ACICS Criteria. This thorough course of action has provided the opportunity to examine both institutional and campus specific improvement plans for West Virginia Business College. Our entire staff and faculty have participated in and learned from this process; all at varying progress points of completion.

- I. The Organizational Plan – The operative plan of action concerning our self-study submission to ACICS has been created and monitored by [REDACTED] – General Manager of West Virginia Business College. [REDACTED] published the timeline of completion, delegation of duties regarding staff and faculty; paying particular attention into the strengths and weaknesses as well as interests of the personnel involved, and finalized the submission to ACICS by securing forms and applications needed. [REDACTED] also served as the central depository for all documents uploaded through the ACICS portals for both the Wheeling Main and Nutter Fort Branch campuses.
  
- II. The Supervisory Committee – The oversight committee creating the Wheeling Main Campus self-study narrative consists of the Director of the College, [REDACTED]. She is responsible for the narrative generally. Assistance in writing and editing the self study was provided by the General Manager, [REDACTED]. Assistance and guidance oversight was provided for [REDACTED] in her first attempt at creating a Self Study Narrative for ACICS. All departments offered narrative sections and edits in concert with [REDACTED] efforts.
  
- III. The Preparation and Participants

The General Manager, Director of the College, the Financial Aid Administrator, Career Service Officers, Department Chairs, and Instructors from each of our four academic departments, have all contributed to this self-study narrative. The following administrative and faculty individuals have contributed to the preparation and completion of the self-study narrative submission:

|                                    |            |                                   |            |
|------------------------------------|------------|-----------------------------------|------------|
| [REDACTED]                         | [REDACTED] | [REDACTED]                        | [REDACTED] |
| <i>Director of the College</i>     | [REDACTED] | <i>Business Instructor</i>        | [REDACTED] |
| [REDACTED]                         | [REDACTED] | [REDACTED]                        | [REDACTED] |
| <i>Financial Aid Administrator</i> | [REDACTED] | <i>General Studies Instructor</i> | [REDACTED] |
| [REDACTED]                         | [REDACTED] | [REDACTED]                        | [REDACTED] |
| <i>Career Services Officer</i>     | [REDACTED] | <i>Business Dept. Head</i>        | [REDACTED] |
| <i>Legal Studies Dept. Head</i>    | [REDACTED] | [REDACTED]                        | [REDACTED] |
| [REDACTED]                         | [REDACTED] | <i>Legal Studies Instructor</i>   | [REDACTED] |
| <i>IT Dept. Head</i>               | [REDACTED] | [REDACTED]                        | [REDACTED] |
| [REDACTED]                         | [REDACTED] | <i>Surgical Tech Instructor</i>   | [REDACTED] |
| <i>Medical Dept. Head</i>          | [REDACTED] | [REDACTED]                        | [REDACTED] |
| [REDACTED]                         | [REDACTED] | [REDACTED]                        | [REDACTED] |
| <i>Business Instructor</i>         | [REDACTED] | <i>WVBC General Manager</i>       | [REDACTED] |



## ACICS Application for Accreditation– PART II

### Future Plans for the Institution

West Virginia Business College is committed to the long range planning, overall success, and sustained growth of the Wheeling Main Campus. The actual Business College has been in existence since 1881 and is the oldest private-proprietary College in the State of West Virginia. The College, therefore, is synonymous with growth and development. From inception to present day, West Virginia Business College strives to provide the latest in technology and sound business and medical acumen to all who enroll. To that end, the College has undertaken several plans for the sustained future of the institution.

#### FACULTY – STUDENT DEVELOPMENT

West Virginia Business College is continually seeking top talent to teach classes offered within our programs. The College is in a constant state of advertising and interviewing in order to meet this goal. In addition, the College is actively seeking to increase student enrollment and train more individuals for occupations which, we believe, will strengthen our local economy and allow West Virginia Business College to play an integral part in that overall growth. The College is therefore committed to the following:

1. Requiring Admissions Representatives to visit high schools in the area and thus increase our visibility to high school graduates. West Virginia Business College is committed to lowering the relative age of our student body. In order to achieve that goal, we must address the high school market in our surrounding area much more aggressively.
2. For visibility and support of our Admissions Representatives we offer a wide range of marketable “reminders” that include WVBC bracelets, T-Shirts, Staff Polo Shirts, Book Bags, Lanyards, Decals, and similar productions in an effort to increase our visibility in our surrounding communities and overall presence in area high school settings.

#### ASSOCIATIONS (Medical and Legal)

West Virginia College is currently seeking partnerships with local companies, law firms, and hospitals to better educate our student population. We are currently seeking relationships with:

1. Williams-Lea
2. Ohio Valley Medical Center
3. Wheeling Hospital
4. Several smaller, local legal firms as student the need arises.
5. Salem International University [existing articulation agreement]

#### PHYSICAL PLANT UPGRADES

West Virginia Business College has recently constructed a new medical lab complete with mock surgical suite and scrub room. Completed to scale, this medical lab was completed in concert with local area hospitals permitting access to surgical operating rooms when they were not in use. A College study was completed and construction began and finished within a calendar year. Medical students are currently benefiting from this new medical lab. The College has also completed the renovation of our Auditorium into our working Law Library for students, staff, as well as our surrounding community. Complete with internet access, the Law Library is one of the largest and most comprehensive in our area.

Plant upgrades include providing live stream access to our web page which will allow for all to see examples of our educational processes, our special programs, in-service possibilities, increased visibility and a more cutting edge feel to our curricula.

In addition we are in pursuit of ABA approval for our Paralegal program. Only one of a handful of programs in the State of West Virginia, WVBC believes our program to rank among the best in the region. Achieving ABA approval would enhance that program even more.



## **ACICS Application for Accreditation– PART II**

### **Future Plans for the Institution**

Finally, WVBC Wheeling Campus is in pursuit of the building structure which is adjacent to our Main campus. We believe that the purchase, renovation, and ultimate use of this building will permit expansion in both student enrollment and in the development of our programs: current and developing.



# ACICS Application for Accreditation – PART II

## Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentotoin with this application.*

### INSTITUTIONAL PROFILE

#### INSTITUTIONAL INFORMATION

Name: West Virginia Business College  
 Address: 1052 Main Street - Wheeling, WV 26003  
 ACICS ID Code: 00010484  
 Campus Classification: Main  Additional Location

If an additional location, please provide the following information:

Main Campus Name:  
 Main Campus Address  
 Main Campus ID Code:

History of accreditation with ACICS and with other agencies:

West Virginia Business College has been accredited under current ownership since 1989. Institutionally, West Virginia Business College is a member of the ACICS Century Club and has been accredited by ACICS since 1912.

Brief history of the institution:

West Virginia Business was established in 1881 in Clarksburg, WV. Its original name was Elliot Commercial College after its first owner and President. The college's primary focus was Railroad Operation since it was the primary industry at the time. In 1911, the College changed its name to West Virginia Business College and also changed its focus of study to support small, one owner businesses. From 1881 to 1989, West Virginia Business College remained in the Clarksburg area continuing to adapt to the ever changing economic conditions focusing on the basic fundamentals of business. Classes focused primarily on Small Business Management and Secretarial Sciences. In 1972, West Virginia Business College was credentialed to offer Associates Degrees along with Diplomas. The fields of study grew to include Medical Assisting, Computer Sciences and Paralegal Studies. In 1989, a branch campus was added in Wheeling, WV. The demand in Wheeling was so great and as the campus grew at a rapid rate, the Board of Directors decided to deem Wheeling as the main campus and Clarksburg as the branch. The Clarksburg campus moved to Nutter Fort WV, a suburb of Clarksburg, to occupy the historic Roosevelt Wilson High School. West Virginia Business College is the oldest private proprietary college in WV spanning over 130 years.

List of recent (past three years) complaints or adverse actions and current status:

None

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

West Virginia Business College holds an articulation agreement with Salem International University. Generally, the agreement provides for any West Virginia Business College graduate holding an associate degree status with a 2.50 CGPA: shall be accepted into Salem International University with full credit transferrability. This will permit a student to begin a Bachelor's degree pursuit at a discounted rate.

List of international activities:

West Virginia Business College holds no international activities.

Description and scope of distance education activities: Hybrid  Fully Online



West Virginia Business College offers traditional 100% ground campus educational activities

Participation in Federal Financial Aid Programs: Yes  No

**INSTITUTIONAL CHANGES**

Description of major changes since the last institutional review in the following areas:

Management: (b)(6) has been promoted to the position of General Manager in March of 2014

Change of Ownership: No ownership changes since our last institutional review.

Program offerings: No major changes since our last institutional review.

Curriculum: No major changes since our last institutional review

Institutional delivery: No changes since our last institutional review.

Other changes: No changes since our last institutional review.

**1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS**

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

**MISSION AND OBJECTIVES**

1.1 How was the mission developed?

This mission of West Virginia Business College was developed from the strong belief that a high school education is not satisfactory in preparing employees to successfully, and reliably, meet the current needs and ongoing challenges of the business world. In close consultation with the West Virginia Business College Advisory Board, the College came to realize that its main purpose was to train students with effective skills that would attest to a graduates skill set and permit them to be a valuable and variable asset within the workplace. This causative effect led the College to develop superb methods for a refined enrollment procedure and an ongoing lifetime placement system.

1.2 State the institution's mission and supporting objectives.

The mission statement is as follows: To enroll students, train students, and assist students in locating employment.

1.2.1 Cite where it is found in the catalog.

The mission is found on page 7 of the current West Virginia Business College catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

WVBC believes there is a need for career training to prepare young adults to successfully meet the challenges of the business world. It is the purpose of the college to provide students with the skills necessary for a productive future and to develop in each student an understanding of the responsibilities and obligations involved in ethical, professional conduct. The energies and resources of the college are wholly focused on teaching employable skills and building self-confidence in each student.



1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

Through the combination of small classes with a lower student to teacher ratio, and the use of appropriate textbooks and teachers with experience in their field of study; through lecture and testing, West Virginia Business College delivers what is necessary in each program to prepare the student for the workplace.

1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

#### FACULTY:

ACICS Criteria provides an excellent basis when employing faculty and assigning classes. This criterion is united with the instructor's college education and achievement of degree(s), as revealed on required official transcripts. Work experience shown and verified on professional resumes, curriculum vitae, and as learned through personal interviews. Additional credence is given to practical knowledge of a candidate's particular field of expertise.

The training and academic components of the College mission are areas most affected by accepted Faculty. Lectures and mentoring sessions, class trips and guest speakers, are only a small part of the Faculty merger into the College mission. Below is how the appropriately educated and trained faculty member contributes to the successful implementation of the College mission:

The Faculty presents a combination of lecture, presentation of techniques, and one-on-one student assistance when aiding students in mastering machine-oriented classes or concept classes. Teachers also enable students to experience real business settings by taking them on field trips or bringing in guest speakers.

Faculty members are also required to maintain and demonstrate high standards of personal and professional behavior, not only while in the College employ, but also in the community at large.

During weekly faculty meetings students' concerns are discussed by the faculty and the Director. This allows teachers to give and receive ideas and solutions, and share concerns, not only about students but curriculum as well. This is documented as a retention tool for operational use by other faculty members as well as the Campus Director.

#### FINANCIAL RESOURCES:

Financial resources have provided a new medical lab and mock surgical suite for all medical related programs offered by WVBC. Additional provisions include a set of 15 Lenovo All In One computers for the computer lab along with the internet access purchased in 2012, subsequent development in our wireless internet access for remaining computers located in a second computer lab, an online library accessible on the [www.wvbc.edu](http://www.wvbc.edu) web site, and the acquisition of hundreds of legal reporters for reference purposes which constitute the largest physical law library in Ohio County, West Virginia and open for public use. Further, internet access has been wired to the office of the Career Service Representative. Financial resources also provide salaries for teachers, classroom equipment and supplies for the medical lab and surgical suite. This promotes the mission by demonstrating the college's educational efforts.

Additionally, financial resources go towards the salary of the Career Service Representative. This person is afforded 12 hours per week dedicated exclusively to placement of graduates, helping to fulfill the third part of the institution's mission.

Advertising contributes greatly to the first and third parts of the mission statement. Through financial resources directed to various media such as television, radio, newspaper, and pamphlets, WVBC attracts the attention of potential students as well as potential employers.

#### PHYSICAL PLANT:



The physical plant of West Virginia Business College is located on Main Street in Wheeling, West Virginia. This location also houses the College's corporate offices. The College is located within three blocks of Interstate 70, allowing for distinctive East | West access. In addition, WVBC is in close proximity to the North | South access of State Route 2 in WV and State Route 7 in OH. This unique location makes it accessible to future employers and graduates seeking employment in the local business community. Finally, the campus is only 58 miles from downtown Pittsburgh, PA.

All employees, administrative staff and faculty, work together to ensure an hygienic and secure environment for students to attend without concerns that will interfere with their educational endeavours. Processes are in place that allow for notifications to be sent to the appropriate department when any possible situation may arise. Each teacher is required to walk through their classroom(s) prior to the start and end of each quarter, document any possible issue and submit this documentation to the Director.

#### ADMINISTRATION:

The administration works closely with instructors focusing on student needs from the enrollment process through their matriculation. In addition, the Administration – including Financial Aid, make every effort to simulate a real work experience with regards to following proper procedures and behaving professionally all all times. Administration also monitors all procedures per ACICS guidelines to ensure swift and correct action is taken regarding the student experience. The initial student process is a handheld style to reduce the effect of stress in returning to school . This monitoring has proven effective and is a valuable nuance to the College mission.

#### EDUCATION ACTIVITIES:

The educational activities are all designed with a singular goal in mind, placement of our graduates into good jobs within their fields of study. Teachers are required to host one relative field trip or guest speaker per class per quarter. This requirement, in addition to lectures, gives the students a change of pace during the course of instruction. Recent activities have included trips to the Annual Red Cross Blood Drive where WVBC students played an integral part in the success of the program, quarterly trips to local law offices and court proceedings, the Ohio County Library, local Accounting Firms and of course our two regional hospitals: Wheeling Hospital and Ohio Valley Medical Center. Our program Department Heads for our four main areas of study – which include Business, Paralegal, Medical, and Information Technology – are to provide a department wide field trip once per quarter. This allows for instructors to work in a collaborative and cross curricula manner. In addition, each department head is responsible for one program improvement suggestion per quarter. This is done in an effort to maintain top level performance of our programs in relation to placement of our graduates. The suggestion is vetted through an approval process and, once approved, is added to the applicable curricula.

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

The Campus Effectiveness Plan (CEP) is the embodiment of the college's mission. Administration and CEP committee members review this quarterly through scheduled development meetings. WVBC has a system in place which allows for program, departmental, and curricula advancement. This system is expressed through collaborative meetings. Outside of this process, faculty and administration are always encouraged and may, at any time, submit suggestions to the General Manager by following our published Organizational Structure located throughout the building. These suggestions are then reviewed and any effort to improve academic outcomes is taken into consideration.

- 1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

In constant consultation with our WVBC Advisory Board, administration, department heads, as well as faculty and students; input is also sought from businesses within our area which verifies and validates our existence, mission and ultimately the success of our programs. The Campus Effectiveness Plan was developed following





ACICS criteria in collaboration with area businesses and community leaders. WVBC is an occupational associate's institution: vocational objectives are stressed far more than general education. However, WVBC does recognize the importance of applied general education courses in support of our vocational objectives. Classes such as Literature/Composition, Oral Communication, Basic Mathematics, Psychology, and Interpersonal Communications augment and provide a solid more rounded educational experience.

- 1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

At this time, West Virginia Business College does not have stated plans to alter our core mission and supporting objectives.

## INSTITUTIONAL EFFECTIVENESS

- 1.7 How was the campus effectiveness plan (CEP) developed?

The Campus Effectiveness Plan for West Virginia Business College was developed from specific ACICS criteria and expressed through tracking, surveys, evaluations, and analysis completed with graduates, employers, and current students. The institution is continually improving its effectiveness based on the results of the surveys. WVBC always seeks to allow the establishment of a more direct and open relationship for students with administration. Mentoring sessions have also been more formalized to allow a specified time for assigned Mentors to meet with mentees individually. We feel these activities will ultimately help retention as well as the overall student experience at WVBC.

There are also plans for the Admissions Representative to visit high schools in order to build a solid working relationship with Guidance Counselors at surrounding High Schools which may have students interested in our training and educational benefits. By enrolling high school seniors, WVBC hopes to establish a higher retention rate, because these younger students are used to attending classes, have an immediate goal in mind, and generally have a support team in place, i.e., parents, family, friends, etc, which will allow them to focus on their education and complete their program to a very high success rate.

- 1.7.1 Who is responsible for implementing and monitoring the plan?

The General Manager of West Virginia Business College is responsible for implementation, scheduling and monitoring of the CEP. Each Campus Director has immediate operational responsibility and a duty to maintain and submit all facets and components of their respective CEP's and report to the General Manager as scheduled.

- 1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year:2014      Rate:70.0%

Year:2013      Rate:64.0%

Year:2012      Rate:58.2%

Explanation (if necessary)

Rates are expressed with supportive documentation on both the annual CAR and CEP reports as submitted to ACICS.

- 1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

We have shown gradual improvement based on strategies and programs as outlined in the specific campus CEP.

- 1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 75.0%                      Placement: 89.0%



1.10.1 What factors were taken into consideration when developing these goals?

Using baseline numbers for each category and establishing reachable goals while understanding our employment trends in our geographic region as well as the intent of our current students once graduated.

1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

West Virginia Business College places extreme emphasis on career services along with our ability to retain students. This combination has yielded relatively high retention and placement rates. While these activities have allowed the institution to maintain acceptable retention and placement rates, we are in a continuous state of seeking improvement in these specific areas.

1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

A survey methodology is used to determine level of student satisfaction.

b. Level of employer satisfaction

A survey methodology is used to determine the level of employer satisfaction.

c. Student learning outcomes

The pre-post test methodology is used to determine the level of student learning outcomes. Relative to this methodology is a goal set to 10% minimum improvement as outlined in the campus CEP

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

The data is collected, analyzed, and used to determine if there is something that the campus may want to alter, change or add to a program or class that would enhance the educational experience and create a better prepared student for employment. In addition, we aim to prepare students who are uniquely satisfied with their education at West Virginia Business College.

b. Satisfaction of employers

This data sample is collected, analyzed, and used to determine if there is something that the campus may want to alter, change or add to a program or class that would enhance the educational experience and create a better prepared student for employment. In addition, we aim to prepare students whom the employer will be uniquely satisfied with the education of at West Virginia Business College.

c. Student learning outcomes

The data sample is collected, analyzed and utilized to determine if there is something that the campus may want to alter, change or add to a program or class in content or delivery for example, to improve the learning outcome and retention of what is needed for a particular class or program

1.13 How is the campus effectiveness plan evaluated?

At WVBC, campus effectiveness is monitored primarily through the Continuous Improvement Committee, the body tasked with helping to improve the overall quality of WVBC's educational programs, policies, and procedures by establishing an ongoing process of continuous evaluation, review, and improvement.

The committee is established by positional structure and is as follows:



General Manager (chair)

Campus Directors (one per campus)

Admissions Representatives (one per campus)

Financial Aid Managers (one per campus)

Career Services Representatives (one per campus)

Faculty department heads and/or representatives for the Legal,

Medical, Information Technology, and Business Departments (at least one per department, per campus)

The membership of the Continuous Improvement Committee is central to effective distribution of evaluation responsibilities throughout the institution and is aligned with administrative roles and authority as depicted in WVBC's organizational structure charts. Because Committee members are capable of providing current updates based on department-level meetings that occur between quarterly meetings, the Continuous Improvement Committee is central to creating a continuous improvement loop in which representatives from each functional area of the institution are prepared both to implement Campus Effectiveness Plan (CEP) activities and to provide feedback on current performance vis-à-vis baseline rates. The Continuous Improvement Committee then makes recommendations for improvement to the General Manager based on its analysis of current outcomes. This process remains unchanged.

#### 1.13.1 What is the schedule for evaluation?

The 2015 Committee meeting schedule is currently based on WVBC's academic year, with one meeting scheduled, generally, for the fourth Thursday of the last month of each academic quarter. (December meeting dates, however, are adjusted to accommodate holiday office closures.) However, the College is in the process of realigning the CIC meeting schedule to correspond with ACICS CAR report. Therefore, the CIC meetings from 2015 and forward will reflect a quarterly meeting based on the CAR calendar.

## 2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

West Virginia Business College is a private co-education institution founded in 1881 under the laws of the state of West Virginia. The Board of Directors assumes control of the institution. This board consists of John A. Tarr, IV – President, Thedasia Tarr – Vice President/Secretary/Treasurer. This information is found on page 3 of the institution's catalog.

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

Faculty members are hired by the Campus Director. At the time of their official hiring, teachers are given an orientation by the Director. At this time, they will go over all documents in their personnel file, read and sign their job description, read and sign the WVBC Employee Handbook, and review the (teacher instruction pages) T-pages. Copies of all signed documents are given to employee. An Annual Faculty Development Plan is completed by each teacher. All faculty members complete a new plan at the beginning of each year. At the end



of each quarter, the teacher and the Director review the plan to see if goals set have been met. Improvement plans or adjustments to goals are then discussed. Additionally, T-pages are reviewed periodically during faculty meetings. This allows teachers to be informed of any new policies or procedures. A copy of the teacher's T-pages are emailed to teachers. Via mails, teachers receive memos, updates, calendars, and so forth, that need attention between meetings. Each teacher is formally evaluated by the Director once per quarter. This evaluation is reviewed at the same meeting towards the end of the quarter as the development plan. All documents are placed in their personnel file.

#### 2.2.1 How is this documented?

The staff is hired by the Director and a job description and employee handbook are discussed, explained, and signed at the time of hire. Again, all signed documents are copied and given to employee.

#### 2.3 How does the administration monitor and evaluate activities of faculty and staff?

Weekly meetings are held for both staff and faculty. At these meetings all goals, procedures, and issues are discussed. The Director makes an unannounced visit to each teacher's classroom at least once per quarter. An official evaluation is then completed. Once this evaluation is discussed with the teacher, it is placed in his/her file. Also during this one-on-one meeting, the Annual Faculty Development Plan (form 118) is reviewed to see if goals for the quarter are being met.

During the eighth week of each quarter, every student is asked to complete a Staff and Faculty Evaluation form. They are also urged to make comments. These evaluations, upon analysis by the Director and General Manager, serve as an indicator of the level of satisfaction among the student body of the institution. Since these evaluations are private, a synopsis is made by each campus Director and originals are discarded.

Additionally, an annual survey is completed each October; which adds to the student information available to the faculty and staff. All students are urged to take any criticisms, negative or positive, to the administration at any time.

#### 2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The administration provides a "Standards of Conduct" section within the employee handbook, which advises all employees on matters concerning standards of integrity, ethics, and behavior, both in and out of the workplace. It makes clear that there are only to be professional relationships with students, and any personal relationships are shunned. Employees are expected to, at all times, exhibit both civic and moral behavior.

#### 2.5 How is the policy for ensuring academic freedom communicated to faculty?

Faculty members are encouraged to instruct their classes according to their own personal styles, strengths, and personalities within the broad guidelines of the course syllabus. Additionally, teachers are at all times encouraged to submit suggestions for new texts, classes, and so forth. Finally, teachers are given wide latitude when initiating field trips and guest speakers. This is all completed with little or no interference by the administration. All of these items allow for great academic freedom.

#### 2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

A three (3) step grievance procedure is provided by WVBC.

Step 1 – Any student with a grievance or complaint may request an individual conference with the instructor or mentor.

Step 2 – If a satisfactory resolution to the problem is not reached, the aggrieved party is encouraged to seek guidance from the Campus Director.



Step 3 – If the previous steps have not been resolved within a 48 hour period from the onset of the incident, the aggrieved party must submit in writing all the facts of the grievance to the Director. Within 24 hours of receipt of the written complaint, the Director will schedule a Grievance Committee hearing. The time of the meeting is communicated in writing to all parties. The committee consists of the Director and two (2) staff or faculty members not involved in the incident.

All persons are to be present at the hearing. All involved are given the opportunity to discuss the grievance. Once all parties are finished, they are excused. Then, the committee, taking all into account, makes the final decision. This decision is communicated to all parties within 48 hours. If the decision is unacceptable by any party, they may file a complaint with ACICS at the address/phone number provided in the institution's catalog. All faculty, staff, and students are provided with this information through the school's catalog. These policies can be found on pages 22 and 23 of the catalog.

## 2.7 Describe any plans for the improvement of the organization.

### FACULTY – STUDENT DEVELOPMENT

West Virginia Business College is continually seeking top talent to teach classes offered within our programs. The College is in a constant state of advertising and interviewing in order to meet this goal. In addition, the College is actively seeking to increase student enrollment and train more individuals for occupations which, we believe, will strengthen our local economy and allow West Virginia Business College to play an integral part in that overall growth. The College is therefore committed to the following:

1. Requiring Admissions Representatives to visit high schools in the area and thus increase our visibility to high school graduates. West Virginia Business College is committed to lowering the relative age of our student body. In order to achieve that goal, we must address the high school market in our surrounding area much more aggressively.
2. For visibility and support of our Admissions Representatives we offer a wide range of marketable "reminders" that include WVBC bracelets, T-Shirts, Staff Polo Shirts, Book Bags, Lanyards, Decals, and similar productions in an effort to increase our visibility in our surrounding communities and overall presence in area high school settings.

### ASSOCIATIONS (Medical and Legal)

West Virginia Business College is currently seeking partnerships with local companies, law firms, and hospitals to better educate our student population. We currently have or are seeking relationships with:

1. Williams-Lea [Ms. Johnson is a member of our WVBC Advisory Board]
2. Ohio Valley Medical Center
3. Wheeling Hospital
4. Several smaller, local legal firms as student need arises.
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West Virginia Business College has recently constructed a new medical lab complete with mock surgical suite and scrub room. Completed to scale, this medical lab was completed in concert with local area hospitals permitting access to surgical operating rooms when they were not in use. A College study was completed and construction began and finished within a calendar year. Medical students are currently benefiting from this new medical lab. The College has also completed the renovation of our Auditorium into our working Law Library for students, staff, as well as our surrounding community. Complete with internet access, the Law Library is one of the largest and most comprehensive in our area.



Plant upgrades include providing live stream access to our web page which will allow for all to see examples of our educational processes, our special programs, in-service possibilities, increased visibility and a more cutting edge feel to our curricula.

In addition we are in pursuit of ABA approval for our Paralegal program. Only one of a handful of programs in the State of West Virginia, WVBC believes our program to rank among the best in the region. Achieving ABA approval would enhance that program even more.

Finally, WVBC Wheeling Campus is in pursuit of the building structure which is adjacent to our Main campus. We believe that the purchase, renovation, and ultimate use of this building will permit expansion in both student enrollment and in the development of our programs, current and developing.



### 3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

██████████ is the Campus Director/On-Site Administrator. ██████████ is originally from Michigan, but has been a Wheeling resident for the last 24 years. She attended both Michigan State University and West Virginia University, earning an RBA with emphasis in Psychology and a minor in Communications. In her time here she helped establish the Wheeling National Heritage Area Corporation and served as the first Director of Conservation. In this position she worked in ecological conservation as well as historic restoration and grant writing. ██████████ was also very active in local improvement activities at that time and helmed the Wheeling Island Community Association for 7 years. As her 5 children grew older, Ann decided to move into the field of infertility and assisted reproduction, and worked for a Los Angeles fertility agency. In 2006 she was able to establish a branch office and was promoted to Director of Operations. When she left the agency in 2009, she had created over 20 jobs in this area.

At that time ██████████ began working with the West Virginia Department of Health and Human Resources in their foster care program and welcomed children into her home as a foster parent for 3 years. She became a trainer through West Virginia University and worked to teach new foster parents and department workers about the foster care system. ██████████ also worked with staff at Fairmont State University to teach them how to better use the Blackboard technology system in their classes. In 2015 ██████████ became the Director of the Wheeling campus of West Virginia Business College, where she helps students take steps to complete their education and create a more promising future for themselves.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Periodically, the Director and Advisory Board meet to discuss input on curriculum updates, job market changes, and general community information. This provides the college with information to keep WVBC up-to-date and competitive. The Campus Director will also periodically contact Advisory Board members individually for specific program additions and deletions relative to community needs. Advisory Board members are chosen, in large part, for their business intelligence and expertise in the field.

Teachers are also encouraged to submit suggestions for changes in classes, programs, texts, and so forth. These are submitted to the Director. Upon approval, they are submitted to the corporate office for final approval or denial.

The Career Services Representative informs the Director if potential employers request specific needs that WVBC does not provide in its current course of study. Graduate and employer satisfaction surveys are reviewed by the Career Services Representative as well and suggestions are submitted to the Director.

b. Student activity programs

The college does not require nor evaluate student activities due to the diverse lifestyles of the majority of our students. There does exist, when interest is high, a Student Council, which is totally student-run and student-funded. Approximately once a quarter, there is a student



party/get-together. This often coincides with a holiday, the end of the quarter or perhaps graduation. Quarterly, a pizza party is offered by the College to students who participate in the school's Bulletin Board contest. Students will post a bulletin board relative to their class and the winner is chosen by the DR to receive the Party. Also at Halloween, WVBC awards a gift certificates to both a day and night student who have the most interesting costume.

c. Guidance services

All faculty, staff and administration are involved in the guidance of the students. The Admission Representative initially guides the student in the proper direction as far as attending the college and which program is right for him/her. The Financial Aid Administrator guide the student throughout his/her career at the college in all the financial aspects such as FASFA's, Pell grants, student loans, and so forth. The Administration Assistant will assist in advising students on related academic procedures and when necessary, schedule the student to meet with the Director. The Director aids in the guidance of the student in his/her scheduling, grading, attending, as well as any problems or issues that arise. The Director also assists the student in contacting various agencies as the student's needs arise. The Director additionally acts as a liaison between the teachers and the students; so if any issues come up involving conflict, guidance is provided. Mentors and teachers bring their personal and professional experiences to the students and in that way they guide the student into the real world of business and the workplace.

d. Financial aid services

The Financial Aid Administrator monitors and evaluates the activities of the financial aid department. Internal audits are completed quarterly. Required audits are done annually by the Department of Education via an independent auditor. Program reviews by the Department of Education are also conducted. The Financial Aid Administrator reviews students' financial aid needs and advises them accordingly.

e. Instructional procedures

Quarterly formal evaluations are completed by the Director through unannounced visits to the classrooms. Students, quarterly, evaluate teachers by way of the Staff and Faculty Evaluation completed during the eighth week of the quarter. Management analyzes these evaluations to see if any changes in instruction or curriculum are necessary.

f. Instructional resources

The following instructional resource services are available:

1. Request for classroom materials quarterly – considered by administration
2. Repair requests as needed – repairs or replacements are made as needed
3. Suggestion forms requesting new texts and resources considered by the administration
4. Requests for updated texts – Director works closely with book representative

Also available are the following resources that may be used by any teacher and instructor-supervised student:

1. Personal Computers
2. Smart Board Technology





3. Wireless Internet Access
4. Overhead Projector

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

Official transcripts and copies of degrees, professional certifications, and diplomas of each teacher are kept by WVBC in his/her personnel file

3.4. What records are kept relative to the following areas:

a. Financial aid activities

All Federal and State required materials are kept in individual student files. Permanent record card notebooks and tuition and fee cards are kept in separate notebooks. West Virginia Business College at Wheeling has recently started the process of electronic recording and housing of all student records with an outside agency. The following are some examples of required materials:

1. Tuition Account Card
2. The Institutional Student Information Record
3. Verification material if the student is to be verified
4. Proof of dependency if needed
5. Other records involving student status

b. Admissions

The following records are kept:

1. Copy of enrollment application accepted by the Director
2. Entrance Evaluation – graded
3. Representative Assessment – Form 1

c. Curriculum

The following records are kept:

1. Lesson Plans are turned in each Monday
2. Syllabi are posted in each classroom and updated quarterly or as needed
3. Permanent Record Cards (grades, GPA, and CGPA are posted quarterly)
4. Registration Cards (mid-term and end-of-the quarter grades)
5. Official Transcripts
6. Classroom Policy Letter

d. Guidance

The following records are kept:



1. Grade sheets
2. Advising forms (Form 77)
3. Graduate forms are kept with the Career Services Representative for future placement

e. Library or instructional resources

West Virginia Business College utilizes a comprehensive online library with unrestricted access to students and friends of the College. The Gale Academic One online library with supplemental portals for both Business and Medical (with additional resources for Health and Well Being) are housed on the WVBC website at [www.wvbc.edu](http://www.wvbc.edu). Students are given the simple log in information at registration and information is also posted throughout the campus on bulletin boards giving ease of access. Legal students, while served on the Gale Academic One online library, also enjoy one of the largest depository of Legal Reporters in the Tri-State area. Over 2000 relevant reporters were donated by a local law library to WVBC and has been inventoried and shelved in our exclusive Law Library. Open to the public during off hours, legal students can utilize the Law Library to enhance their research skills.

f. Instructional supplies and equipment

A supplies inventory list is maintained by the Director and housed within our filing system at the College. Once per quarter, this list is reviewed and added to as needed. Input for this form comes from the teachers, and staff, dependent on need. These forms are then sent to the corporate office where it is decided what supplies to purchase.

g. School plant

The Wheeling Campus is housed at 1052 Main Street in Wheeling, West Virginia. The building is leased. Because of this, it does not keep records other than Floor Plans, copies of rent checks, and files for such things as building inspections and fire extinguisher checks.

h. Faculty and staff

The following personnel files are kept in the Director's office:

- Annual Faculty Development Plan
- Interoffice Payroll Memo
- College Transcripts
- W-2/T-104
- I-9 Citizenship
- Resume/Application for Employment
- ACICS Data Sheet
- Employee Handbook
- Instructor Evaluations
- Copies of degrees – Instructors only
- Training, Credits, and Certifications earned while employed

i. Student activities



All student files are created based on a student file checklist – WVBC Form 79, organized, and are kept in a locked, fireproof cabinet.

All seated student account cards are kept in the fireproof cabinet in a three (3) ring notebook in addition to the electronic version. Any separated student owing the College money is also kept within the same notebook. All graduate and dropout files are kept at the Wheeling Campus and filed in a locked, fireproof room.

All graduate and dropout files are electronically scanned. A paper file is also maintained in a locked fireproof file cabinet. Electronic files are housed in a separate, secure, external computer drive. Files are kept indefinitely. Files consist of:

- Diploma | Degree (if applicable)
- Permanent Record Cards
- Application for Enrollment
- Tuition and Fee Account Cards [if balance is due.]
- Refund Computation Forms
- Buckley Amendment/H.S Grad/GED/Cash Paying/catalog

j. Student personnel

All currently seated student files are housed in the fireproof cabinet on site and kept locked overnight. All graduate and dropout files are kept in a locked, fireproof room at the main campus in Wheeling. Electronic backup of records for active students is a two-fold process. The College utilizes FAME (Financial Aid Management for Education) as well as AmpEducator, Inc. (a web based depository located in Toronto, Canada).

k. Campus Accountability Reports

A copy of the report, itself, as well as the grid listing each student in the report, program they are in, and all information relevant to the report grid, is kept in the fireproof cabinet. A copy of the report is also housed at the main Wheeling campus and can be referenced easily online through the secure log in located at [www.acics.org](http://www.acics.org)

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

Reference 3.4 (j); regarding student file maintenance.

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Ability-to-benefit students are not admitted to WVBC.

3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?



West Virginia Business College Form 5 is signed by all enrolling students, along with initial Application for Enrollment. This form states that the student has either graduated from a high school or completed a GED. In addition, the College follows ACICS Criteria as well as all Title IV guidelines in procurement of GED documentation.

3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

High School graduate and GED documentation are verified through the applicable State Board of Education.

3.7. What grading system does the campus employ to indicate student progress?

The traditional grading system of letter grades of A, B, C, D, or F is employed. The institution is on the quarter credit hour system. Graduate transcripts are kept at the main campus in Wheeling. Permanent Record Cards are maintained by the Director, showing the quarters and the grades received. Transcripts are completed from these Permanent Record Cards for graduates and dropouts, and all transcripts explain the grading system. All expressions listed above are provided in the WVBC Catalog.

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

Quarter credit hour is utilized

3.7.2. How does the campus ensure that a transcript is maintained for each student?

Graduate and dropout transcripts are kept at the main campus in Wheeling. Permanent Record Cards are maintained by the Director, showing the quarters and the grades received. Transcripts are completed from these Permanent Record Cards for graduates and dropouts.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grade system for West Virginia Business College appears on each transcript produced for a student. It is consistent with the WVBC campus catalog and is reflected as such;

| Grading Scale | Grading Quality | Point Value |
|---------------|-----------------|-------------|
| A - 100-90    | Excellent       | 4.00        |
| B - 89-80     | Good            | 3.00        |
| C - 79-70     | Fair            | 2.00        |
| D - 69-60     | Poor            | 1.00        |
| F - 59-0      | Failure         | 0.00        |
| W - -         | Withdrew        | 0.00        |

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

All currently seated students' records are housed in the fireproof cabinet in the financial aid office that is kept locked. All graduate and dropout files are kept in a locked, fireproof room at the main campus in Wheeling.



3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

N/A

3.9. How long are student records maintained by the campus?

Student transcripts are kept indefinitely. All federal and legal requirements are observed in record keeping.

3.10. Describe any plans for improvement in the administration.

The Wheeling Campus is in the launch phase of electronic record administration utilizing AmpEducator, Inc. (a Toronto, Canada based company). Once the Wheeling Main Campus is up and running successfully, we will integrate the Nutter Fort Branch Campus.



## 4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

### ADMISSIONS AND RECRUITMENT

#### 4.1 What is the admissions policy?

WVBC requires the following for an applicant to be admitted:

1. To be interviewed by an Admissions Representative
2. To have earned a diploma for a high school or to have a GED
3. To complete the entrance evaluation
4. To be accepted by the campus Director

To enter a degree program, an applicant must score 20 or higher on the entrance evaluation. This is the only difference between admission to the diploma and the degree programs. This policy is in adherence to the school's mission of admittance only of students that the institution deems trainable and able to place in a career. Other factors of admission are attitude and behavior, which may be determined through statements made or conversations with the Director. The policy also is that if an applicant who scored less than 20 can complete the diploma program successfully he/she can at that time re-enroll into a degree program. This affords the student the opportunity in the future and a goal to work toward.

##### 4.1.1 Does the policy differ based on the credential awarded or program of study?

No

##### 4.1.2 Explain how the admissions policy adheres to the institution's mission.

Our policy applies to our institutional mission as students are deemed trainable and placeable after successful completion of our given programs.

#### 4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

West Virginia Business College does not admit ability to benefit students.

#### 4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

The following records are maintained by WVBC for this purpose:

1. Original application for enrollment
2. Original evaluation
3. Record of acceptance by the Director (on application for enrollment)



#### 4. West Virginia Business College Form 5

##### 4.4 Describe the student recruitment program.

The institution uses individual Admission Representatives (AR) who call prospective students and respond to those who have called the college. The college advertises on television and periodically radio to create interest. When permitted, the AR visits high schools and meets with the guidance counselors and provides information. A letter is sent once a year to principals advising them of the WVBC Scholarship. Information is taken by administration from potential students who call in. The AR then returns that call and sets up an appointment to be held in the person's home or at the school.

##### 4.5 Describe how admissions representatives are trained, compensated, and monitored.

The Director trains the Admissions Representatives with regards to presentation, applicable laws, and regulations concerning legal and accreditation criteria. As all staff and faculty, the AR is given a written job description. This states that any misrepresentation is grounds for dismissal. Prior to an AR enrolling a student, they must demonstrate that they know and are comfortable with WVBC official standard presentation and are able to convey it correctly. They must practice this with management trainers. Admissions Representatives are monitored by the Director. Appointments made by ARs are written on a dry erase board in the Financial Aid Office as well as the Director's Office. In addition, the College employs a Google Calendaring System which allows all administrative personnel to know the AR status at any given time. Each morning the Admissions Representative meets with the Director to discuss procedures and activities regarding the previous day. Admission Representatives receive an annual salary paid semi-monthly.

##### 4.6 Describe the policies and procedures regarding incoming transfer of credit.

The college will accept credits earned from other accredited institutions if the following criteria are met:

1. The grade earned must be an "A." (with school catalog and similar course description.)
2. Quarter-equivalent hours must have been earned and the course must be applicable to their program.
3. No more than one half (1/2) the required courses may be transferred. A more detailed description is seen on pages 11-12 of the catalog

WVBC currently holds an articulation agreement with Salem International University. The publication of this agreement is through the use of posters and are located on the Campus Director Announcement Board as well as throughout the campus. In addition, the use of media outlets and portals of the announcement was utilized. Notification is given to students at the time of acceptance by the Campus Director. In order to qualify for transferability, a student must earn at least a 2.5 cgpa and have completed a minimum of 15 semester credit hours as converted.

##### 4.6.1 Where are these policies and procedures published?

West Virginia Business College Catalog - Page 12-13

##### 4.6.2 Describe any articulation agreements with other institutions.

WVBC currently holds an articulation agreement with Salem International University.

##### 4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.



The publication of this agreement is through the use of posters and are located on the Campus Director Announcement Board as well as throughout the campus. In addition, the use of media outlets and portals of the announcement were utilized.

- 4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Notification is given to students at the time of acceptance by the Campus Director in order to qualify for transferability; a student must earn at least a 2.5 cgpa and have completed a minimum of 15 semester credit hours as converted.

#### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

- 4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

The Campus Director is responsible for following the satisfactory academic progress of students. This is based on federal guidelines. This is examined by the Director at the end of each quarter when GPAs and CGPAs are calculated. The Campus Director notifies the Financial Aid Administrator when a student does not meet SAP standards. All protocols for SAP standards are located in the WVBC Catalog beginning on page 15 of the catalog. Training for this monitoring has come through ACICS workshop and webinar training as well as specific Financial Aid Administrator training through various state and federal outlets.

- 4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

Satisfactory Academic Progress (SAP) policy is outlined beginning on page 15 of the WVBC Catalog; and reads as follows

The College has established satisfactory academic progress (SAP) standards that all students must achieve and maintain to be considered to be making measurable progress toward completion of his or her program of study. These standards define the quantitative -pace or percentage of completion, qualitative measure - minimum cumulative grade point average (CGPA), maximum time frame (MTF) for completion of a program of study and other academic requirements. In order to receive and continue to be eligible for federal, state and institutional financial aid funds, a student must maintain satisfactory academic progress. West Virginia Business College evaluates SAP applicable to the program of study in which the student is enrolled at the end of each academic year for programs that are longer than an academic year and at the end of each quarter for programs that are one academic year or less in length. All students must complete and graduate from their program of study within 150% of the published program length. Students not meeting these standards will be subject to dismissal from College. All students must have a CGPA of a 2.0 (Grade of C) for graduation from any program. The quantitative component of SAP is the measure of the pace at which a student must progress through his or her program of study to ensure completion within the maximum timeframe allowed and provide for the measurement of the student's progress at the time of evaluation. The pace or completion percentage is calculated by determining the cumulative number of credit hours the student has successfully completed divided by the number of cumulative credit hours the student has attempted. Transfer credit hours accepted from other schools that are applied to a WVBC program of study are counted in the calculation as both attempted and completed hours. A student must complete 66.67% of attempted credits per evaluation period in order to complete program of study within the maximum time frame (150% of the published program length).

It is the Director, who is responsible for monitoring academic probation as well as SAP.

Attendance is verified by the Administrative Assistant, who aids the teachers in keeping a record for their attendance policy.

Successful course completion is verified by the Director after reviewing the Permanent Record Card to determine if enough quarter/credit hours have been earned. CGPA is





obtained, and all requirements for the program have been met. SAP (150%) is not calendar based, but it is based on academic progress.

4.8.1 Who reviews the student's records and advises the student?

Campus Director with support from Academic Administrative Assistant as well as the Financial Aid Administrator.

4.8.2 Who monitors probation?

Campus Director

4.8.3 How is attendance verified?

Instructor based attendance verifications - records are then official and the responsibility of the Campus Director

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

Based on SAP requirements and regulations, periodic checks are made for GPA, PACE OF COMPLETION, and 150% ; which are reviewed by the Campus Director.

#### FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

An institutional scholarship is sponsored by WVBC. Its requirements are as follows:

1. The student must have achieved at a minimum 3.0 (out of 4.0) GPA in high school.
2. He/she must currently be a senior in high school or a graduate of the most recent senior class.
3. The student must receive in writing a recommendation from the high school principal.

The scholarship is explained in the WVBC catalog on page 18.

The AR e-mails high school principals by September 30, which explains the scholarship. A follow-up is completed by the Admissions Representative who hand delivers a copy of the letter to the high school guidance counselors. No grant or loan programs are sponsored by the school. There is also a President's Scholarship, which is awarded based on competitive testing.

4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

A breakdown of tuition and fees is provided in the catalog. No exceptions or special arrangements are made for any student enrolling at WVBC. All students are charged in accordance to the cost listed on student award letters. Scholarship award recipients, as published in the WVBC Catalog, are presented with an award letter based on type of scholarship received with applicable charges, if any.

4.11 What are the refund policies and procedures?

The refund policy is clearly outlined in the WVBC catalog page 10, as well as at the bottom of the enrollment application.

The refund policy and procedures are as follows:

1. Cancellations prior to the first day of class: If applicants, accepted by the institution, cancel within five (5) business days following the date an enrollment contract is signed, the school will refund all monies paid to the institution. In the event of a cancellation notification following this period, but prior to the start of classes, the institution will refund all monies paid.



2. **Withdrawal after the commencement of classes:** Student who withdraw during the first two (2) weeks of the quarter will receive a tuition refund of 50% of the charged tuition for the period. Students who withdraw during the third week of the quarter will receive a tuition refund of 25% of the charged tuition for the period. After the third week no refund will be made. Application and other fees are non-refundable. All Title IV funds will be made in accordance with the rules and regulations of the US Department of Education. Return of funds will be based on the amount of time a student spends in school. This will be determined by the number of days in the enrollment period (excluding scheduled breaks of five days or more). If the percentage is less than 60%, the appropriate amount of aid will be determined within the allotted time frame. If the amount is greater than 60%, no return of monies will be made.

3. **Refund to Veterans** will be made on a pro-rata basis as required by the Veterans Administration and appropriate State regulatory bodies.

4.12 What are the qualifications of the financial aid officer?

Lorri Nabb, has been employed at West Virginia Business College for the past 16 months. The last 12 months have been in the position of Financial Aid Administrator. Ms. Nabb has an Associate's degree in Microcomputer Applications from Belmont College and has taken additional classes through the University of Phoenix, Franklin University, Kent State Tuscarawas, and West Liberty working towards a Bachelor's degree in Business Administration.

Ms. Nabb is a member of WVASFAA and has completed trainings in the areas of SAP, Veteran Certification, FAME ESP Software, West Virginia Higher Education Grant, WOIA, and will be attending the Federal Financial Aid Administrators Academy in preparation to sit for select NASFAA University Credential Tests.

On a weekly basis Ms. Nabb reviews and cross references WVBC, IFAP, DOE and ACICS websites for updates and regulation changes as well as cross referencing documentation to ensure all regulations are adhered to. These reviews have lead to procedural modifications at the campus level. Ms. Nabb actively maintains a continuous quality improvement approach in all financial aid areas.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

See above

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

During the initial financial aid interview, the student is informed of his/her obligations and responsibilities in regards to taking out student loans. All pertinent repayment information is also given out and reviewed at that time. A loan entrance interview is also completed. The student also completes the mandatory Pell Grant application through the FAFSA.ed.gov website if not previously completed.

During registration, students are reminded to make an appointment with the Financial Aid Manager for any questions that arise throughout their educational career. At that time, they are also reminded of repayments, student loan obligations in general, required exit interviews, and how attendance and GPAs/CGPAs, all affect financial aid.

During the exit interview, more literature is given to the student regarding loans and repayment obligations. They are also made aware they may contact the Financial Aid Administrator even after leaving WVBC for advice or with questions regarding their student loans.

4.13.1 What is the cohort default rate for the last three years?

Year: 2012 Rate: 20.0% [Draft]



Year: 2011      Rate: 19.2%

Year: 2010      Rate: 20.0%

- 4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.  
WVBC does not have a cash discount policy.

#### STUDENT SERVICES

- 4.15 Describe how the campus provides orientation for new students.

An registration is held on the first day of the quarter. There is registration at 10:00 a.m. for day students and one at 6:00 p.m. for night students. The registration is begun by the Director, who then introduces the Financial Aid Administrator, after which the Career Services Representative is introduced. After they have talked about their duties and their relationship to the students, the Director introduces the teachers. They talk about themselves, their degrees, their qualifications and experience, and their expectations. The Student Counsel is then introduced and a spokesperson discusses the role of that body. The College's regulations and rules are discussed. Statement of Understanding is read to all students and they may ask any questions they may have. Students are then assigned to report to mentors and discuss obstacles which may prevent them from coming to school. During that time, they are called into the Law Library one by one, book cards are distributed, and payments are discussed. They also receive a copy of their grade cards with their final grades from the previous quarter. After the new and reentry students are finished with their registration, they, too, are dismissed to their mentor and follow the same process as returning students. The first mentoring session by the Director is usually held within the first week of classes. This allows students some time to adjust to their classes and determine they perceive there to be any potential problems. Advising forms are completed at these sessions as well. Additionally, teachers set office hours so students may make appointments during those times to meet with the teacher on a one-on-one basis to discuss any problems occurring in his/her class. The tone of orientation is upbeat, enthusiastic, and informative.

- 4.16 Describe all academic and personal counseling services offered.

Academically, if a student has a concern they meet with the teacher who is qualified in that field of study. The student is also assigned a Mentor during registration and the listed Department Head may also be involved. The Department Head is qualified in their field of study. They are considered counselors within their field of study. Last, the Campus Director may be involved and has the experience and qualifications to handle most situations or provide contact information to the person(s) or agencies needed.

- 4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

Department Heads, Mentors, and Instructors are all qualified individuals with significant life experience. In the event a situation is beyond the scope of a student - teacher relationship, West Virginia Business College will seek to provide the necessary assistance to the person or persons in need.

- 4.17 Describe the retention program.

WVBC seeks to retain students as follows:

1. By explaining clearly and concisely all policies, procedures, rules, regulations, and expectations from the initial Admissions Representative interview, to the Financial Aid interview, followed by the tour of the facility by the Director, to the orientation and meeting with mentors, to finally the classroom policy letters given by each teacher on the first day of class.
2. By reminding student at each registration the rules and regulations.



3. By providing advising sessions twice per quarter or as needed.
4. By offering an open-door policy.
5. By closely working with students on payment issues and aiding them in finding as much outside funding as is allowed by law.
6. By ensuring that student receive as much personal attention by faculty and staff as needed.
7. By working closely with students on academic probation.
8. By providing small classes and a faculty who truly care about the students and who are qualified to provide the education the students require.
9. By offering students information about special government agencies they can go to for help for a variety of matters. "Choices" daycare services, and bus schedules.
10. By encouraging the Student Council to hold activities that will allow for a break from routine and allow for social interaction where students can establish friendships and support groups.
11. By providing encouragement for students who excel, have perfect attendance, or make a positive impression in some manner.
12. By each faculty and staff member treating each student fairly, with respect, and as a valued individual.

The Director also constantly makes contact with students and teachers, ensuring that they are working together towards a common goal – the student's education and graduation. The Director offers an open-door policy and each day is making contact with students. The Director occasionally visits a class, which also allows students to observe the Director in a different setting, which permits a stronger relationship to WVBC.

#### 4.18 Describe employment services offered to students.

The Career Services Representative (CSR) meets with each student in his/her last quarter. She offers information regarding Civil Service Test taking, WV Work Force sign ups, online job sites, and also obtains the student's resume for future forwarding to potential employers that she comes in contact with. She contacts potential employers weekly and calls new graduates weekly; as well, to make contact and update any employment information. WVBC also offers lifetime placement services to all graduates. The CSR helps set up appointments to sign up for civil service exams. She encourages students to volunteer to improve their chances of employment.

##### 4.18.1 Describe how placement verification is documented.

Employment results are documented on ACICS Tracking Form #6. Follow-ups are documented on the ninety (90) Day Graduate Letters, as well as the Employer Satisfaction Letter.

#### 4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Responses to Employer and Graduate Surveys are analyzed to see where there is a need for improvement in technical skills and soft skills from both Employers and Graduates point of view. The goal is to maintain a placement rate of 75% or better. Results of Employer Surveys are used to identify employers' priorities in hiring in the local job market, and to identify reasons for unemployment while developing recommendations to address reasons for unemployment of graduates. Graduate Survey results are used to develop academic programs and activities designed to address areas for improvement in technical skills and soft skills.

#### 4.20 Describe the programs of extracurricular activities, if any.

The college, itself, does not utilize a program of extracurricular activities. Many students have obligations outside the school that would not afford them the opportunity to participate. WVBC does encourage and



support the Student Council who holds a variety of activities. They have bake sales, picnics, covered dish dinners, and also participate in things such as the annual Christmas Parade. These are open to all students, staff, and faculty.

4.21 Describe any areas needing improvement in the area of relations with students.

The College Admissions Department organizes each quarter a "Bring a Friend To School" day, and a WVBC Day which allows for spouses and members of the students support committee to attend classes for a day or evening. Sometimes, family members are not very supportive, and this enables them to see what it is like being a student at WVBC.

Award days are held once per quarter, generally on registration day, where students are honored for grade point averages and a variety of other achievements.

More public relations activities are planned. A recent blood drive co-sponsored by WVBC and Ohio Valley Medical Center held at the Wheeling Civic Arena with The American Red Cross allowed the students to participate and work as a group towards a goal. The American Red Cross also held a Blood Drive on the campus of WVBC. Our students took great pride and satisfaction in this, so more activities are being sought to this end.

Holiday activities historically are planned by the Student Council and Instructors as well.



## 5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

### PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

Educational programs have been developed with local employer needs in mind, and in cooperation with the Advisory Board. Programs are developed with a broad base so as not to limit employment in specific fields. Many factors go into the versatility of our programs, such as high unemployment and the integration of government jobs in our area. Programs are viewed in light of local, state, and federal government regulations, as well as ACICS criteria. Employer demand is also a factor.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

Business Management/ Accounting

To provide the knowledge and skills to enter the business world in a variety of business functions.

Lecture/laboratory

Secretarial Sciences/ Executive Secretary

To fill positions in a variety of secretarial positions and to be prepared in personal computer usage and communication skills. Lecture/laboratory

Secretarial Sciences/Legal Secretary

To fill positions in a legal or business office. Also, to become familiar with personal computers, communication skills, as well as knowledge of legal terminology. Lecture/laboratory

Computer Applications/Accounting

To prepare students for careers in business offices by utilizing their training in computer and accounting skills. Lecture/laboratory

Computer Applications/Secretary



To prepare students for careers in business offices utilizing their training in computer and secretarial skills. Lecture/laboratory

#### Medical Assistant

To fill positions of trust and responsibility in an office setting. Students obtain knowledge in managerial and secretarial classes. Lecture/laboratory.

#### Office Administration/ Paralegal

To fill positions of trust and responsibility. Emphasis is placed on legal, managerial, and secretarial classes. Lecture/laboratory

#### Business Administration/ Computer Applications Accounting

To fill positions of trust and responsibility in entry level to middle level management. Emphasis is placed on computer and administrative skills. Lecture/laboratory

#### Business Administration/ Computer Applications Secretary

To fill positions of trust and responsibility in entry level to middle level management. Emphasis is placed on computer, administrative, and secretarial skills. Lecture/laboratory

#### Nurse Assistant Patient Care Aid

To provide students with the skills and knowledge to perform both clinical and administrative functions in a health care facility. Lecture/laboratory

#### Surgical Technologist

To provide students with the skills and knowledge to perform both clinical and administrative functions in a surgical facility. Lecture/laboratory

#### Computer Support Specialist

To provide students with the skills and knowledge to perform administrative and clinical functions with information technology. Lecture/laboratory

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

██████████, Director of the Wheeling Campus. She attended both Michigan State University and West Virginia University, earning an RBA with emphasis in Psychology and a minor in Communications.

5.2.2 Administration of each academic program offered.

The Campus Director would hold oversight of each academic program. WVBC does publish four department heads to guide our four pillars of education: legal, medical, business, IT. In addition, we publish a program administrator for Surgical Technology. This person reports to the medical department head.

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

At faculty meetings, all teachers are encouraged to submit suggested changes, additions, or deletions of programs, or any portion therein. Once a faculty member prepares a suggestion, it is then submitted to the Director. If it is approved by the Director, it is then submitted to Corporate Offices. Once it is decided whether



to accept or deny the suggestion, then an email is sent with an explanation and that email is then attached to the suggestion on file. The acceptance or denial is later discussed at a faculty and/or department head meeting.

5.4 Describe how the educational programs reflect the needs of the students and the community.

Through help-wanted ads, community input, student input, and an evaluation of local businesses, the college features educational programs which teach skills that are in demand. Through help-wanted ads alone, it is apparent that this area is in need of medical office administrators, computer operators, and all types of business/accounting associates, as well as well-trained persons to work in the legal field as assistants, secretaries, and paralegals. Also sustained contacts through the CRS office, and direct calls into the College seeking employees has been a significant factor is the College's measurement of successful employment of our graduates.

5.5 How are provisions made for individual educational differences among students?

Initially, a new student, upon meeting with the Financial Aid Administrator is given an entrance evaluation that shows his/her weaknesses and strengths academically. Following the evaluation each new student meeting with the Financial Aid Administrator goes through a thorough interview and completion of the necessary financial forms unique to each student's circumstances. After registration, each new student is met with by their mentor who discusses individual needs, goals, barriers, and so forth. Advising forms are done at that point and at any point throughout the student's educational career at WVBC by any faculty or staff member who meets with them. Teachers are assigned students to mentor and meet with these students formally at least twice per quarter to establish a relationship and serve as yet another contact person to ensure that the student is making satisfactory progress and to guide that student in the proper direction. Each student is treated as an individual, both in and out of the classroom; thus, each department faculty, and administration cater to the student's individual differences and needs. Evening classes are Monday, Tuesday, and Thursday. (Wednesday is traditionally church night, so WVBC tries to accommodate) Generally, WVBC Form -1 begins the basis of action regarding individual educational differences and unique needs of our students.

5.6 How are the community resources utilized to enrich the programs?

The college considers the diverse experience and knowledge available through its Advisory Board, which is composed of business, professional, and political leaders. It also relies heavily on many other business leaders, entrepreneurs, and professionals to provide information and advice through such events as Career Service Seminars and individual class guest speakers. Volunteerism is encouraged by the college as well, so students may gain experience allowing them to be more marketable upon graduation. Teachers also make regular field trips to local businesses, libraries, hospitals, and courthouse libraries to utilize their resources and information

5.6.1 Describe how the utilization of these resources is documented.

Forms are filled out and filed for Guest speakers, Field trips and Internships

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

It is the policy of West Virginia Business College to support an academic climate that protects academic freedom, academic responsibility, and the pursuit of excellence in teaching, research, and learning through the free exchange and critique of ideas among all members of our school.

5.7.1 How was the academic governance policy communicated to the faculty?

It is posted throughout the buildings on various bulletin boards as well as given to instructors at the time of acceptance of hire.

5.8 Is there a detailed syllabus on file for each course?





Yes, each course has a syllabus on file as well as posted in the classroom. Grading standards, an outline of the progress to be made through the text, and other necessary information is found on each syllabus. Each teacher receives a copy of the syllabus for each class they teach.

5.8.1 How are syllabi developed?

Syllabi are developed at the Main Campus through suggestions from staff and/or faculty at both campuses. Suggestions for changes, updates, and so forth can be made at both campuses, however.

5.8.2 How often are the syllabi revised?

Syllabi are revised whenever: a) a class is updated with new materials or machines, b) a new text is acquired, or c) suggestions from staff or faculty concerning the syllabi are adopted.

5.8.3 Describe the process for revising syllabi.

Syllabi are developed at either Campus through suggestions from staff and/or faculty at both campuses. Suggestions for changes, updates, and so forth can be made at both campuses, however. Once a decision has been made with adequate supportive documentation, the Campus Director will submit change to the General Manager for final approval.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

As noted in the syllabi there is 2 hours of homework for each hour of lecture. An IRP (or Independent Research Project) project is incorporated in the syllabi for each class that requires the equivalent of the homework requirement. IRP projects are individually calendared by instructors and various classroom settings. Ultimately, the evaluation of the project will be at week 8 of any given 12 week quarter.

5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

The Wheeling Campus does hold an intership for Surgical Technology students at Wetzel County Hospital in West Virginia. The intership will be preformed during a student's last quarter and will be an onsite dependent intership. Currently, procedures and placements do not exist as our program, and this intership are in the beginning stages of implementation. West Virginia Business College expects to have sites, procedures, as well as oversight in place and operational at the time of the ACICS site visit. In addition, we will update ACICS on this important matter on a continual basis.

5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

Based on input from faculty, the department heads, the staff, student satisfaction surveys, the Career Services Representative, and constant contact between the Director and the book publisher (which ensures that the college is aware of the most up-to-date and latest editions), the curricula is kept up-to-date.

Suggestion forms (Form 115) are used if the need arises to implement a new text, class, program, and so forth. These are submitted to the corporate office for approval. If the Career Services Representative, for example, through contact with potential employers, receives a request for a student/potential employee to have Word Perfect skills, she would then submit a suggestions form in regards to this matter.

There are no differences among programs with regard to curricula revision or evaluation

Advisory board members are not directly used in the evaluation or revision of curricula. However, at regular meetings, the Advisory Board is continually asked for input on these issues

5.10.1 If advisory boards are utilized, list board members and their qualifications.

██████████ BN, Chief Nursing Officer, Peterson Hospital



[REDACTED] J.D., Attorney, Safesak Law Offices, PLLC  
 [REDACTED] M.P.S., Williams Lea, Inc  
 [REDACTED] M.B.A., Finance - Founder, Computer Clinic Cyber Dimension  
 [REDACTED] M.S. Phys. Asst. - UPMC - Pittsburgh, PA  
 [REDACTED] Attorney at Law, Bench Law Offices, PLLC  
 [REDACTED] R.N., B.S.N., Bishop Hodges Continuous Care Hospital  
 [REDACTED] B.A., M.Ed., L.S.W., Founder, S Case Co  
 [REDACTED] M.Ed., M.B.A., Ph.D., University of North Texas

5.11 How was the length of each program determined?

The length of a program is determined by establishing the number of credit hours which emerge from an analysis of courses needed for a solid coverage of the skills. Each student is assigned approximately between twelve (12) and sixteen (16) quarter hours of coursework per quarter. This has proven to be considered a "full course load." Dividing sixteen (16) into the total number of quarter credits needed gives the number of quarters that are typically required to graduate.

5.12 Do any programs include training by a third party? If so, please explain.

No current programs require this at the Wheeling Main Campus.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes  No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

N/A

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

N/A

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

N/A

5.14.1 Explain the current status in holding such accreditation.

N/A

5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

N/A

5.15 How are appropriate course sequencing and prerequisites determined?

Course sequencing and prerequisites are determined by analyzing the relative difficulty of courses and the need for the use of one skill prior to the use of another. The knowledge or skills in such basic courses as Medical Terms I, Accounting I, and Windows are obviously required before students can move on to a more advanced level in that field. Curricula are structured in a way as to allow the student



to progress from the least difficult level to the most advanced level by taking the required prerequisites. These are listed on the syllabi and in the catalog.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

Department Head and faculty members are constantly encouraged by the Director to submit suggested changes on a Suggestion Form (Form 115). They can, at any time, determine if they would like to see a new class, new text, new program, or so forth. The student and graduate satisfaction surveys show that the college takes into consideration any recommendation by any of these current or previous students. There is evidence of follow-up as well in the ninety (90) day satisfaction letter which comes to the Career Services Representative. She then may determine if a suggestion form needs submitted in regards to a suggestion made by a graduate. The Director, upon review of the Staff and Faculty evaluation results, may make a suggestion as well.

5.16 How is the need for curriculum changes determined?

Need is based on our areas of outreach. Surveys, Employment surveys, contacts with employers, paying attention to economic trends in our geographic area. In addition, information is gleaned from department head meetings, faculty meetings, advisory board meetings. Generally, these meetings are comprised of experts "in the field" and information and subsequent change is conceptualized at that point.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

As explained above, faculty members are given the ability to continually evaluate and suggest revisions at any juncture.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

Generally, results of those studies, etc. are placed in the Campus CEP for tracking and trend evaluation. We utilize surveys, phone calls, employer contacts, personal visits to ensure adequate information is provided before action is taken to evaluate and revise curriculum.

5.17 What curriculum changes have been made during the last three years?

WVBC has not had significant changes over the last period of accreditation. Upon review of the submitted ACA's, you will find changes to our Surgical Technology program, our Medical Assistant program, and our Computer Applications program - now called Computer Support Specialist. In addition, we have streamlined all programs to become compliant in both CIP and SOC code requirements, and generally upgraded our course offerings to better serve our students.

5.17.1 What changes are contemplated for the next three years?

WVBC would like to finish a study on the viability of our diploma programs for possible discontinuation. In addition, we would like to begin a study on the feasibility of a 12 month Business Administration diploma program weighted similarly to our Medical Assistant program.

5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

West Virginia Business College determines from experience and instructor input that approximately 67% of each "machine" course contact hour (computer and keyboard courses) is taken up by lecture and 33% constitutes laboratory time. Thus, in the 48 hours of normal course, 32 hours are lecture and 16 are lab. Therefore, 32 lecture hours divided by 10 (per ACICS criteria section 3-1-515) equals 3.2 lecture hours. The 16 lab hours divided by 20 equals .8 lab hours. This brings the total credit hours to



4.0. The non-machine courses are basically lecture courses and are still listed as traditional 4.0 credit hour courses.

5.18.1 How does the campus monitor the number of contact hours completed for each course?

Updated Academic Credit Analysis spreadsheets, as provided by ACICS provide the appropriate monitoring tool. The General Manager of West Virginia Business College in conjunction with each Campus Director ensures compliance in this area.

5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

Section 2-2-503 of the ACICS Criteria references termination of programs and not the definition of a credit hour. We believe the Criteria references credit hour formulation at 2-2-501 (a) and (b).

For purposes of a response, West Virginia Business College will measure and award credits using quarter credit hours as its unit of credit. The institution operates on a quarter term calendar year. A Quarter is 10-12 weeks in length. WVBC awards quarter credit hours for financial aid and for academic purposes. As such, the number of hours required to successfully earn a credit varies by the type of course. Specifically, a quarter credit hour is equivalent to a minimum of 10 clock hours of lecture; 20 clock hours of laboratory; or, a combination of the two. The award of credit hours for lecture courses also assumes appropriate out-of-class learning activities, such as reading, field trips, the information research project, internship observations and similar activities, to support the credit awarded for courses. We note that the number of credits for financial aid purposes is calculated using a different formula and therefore may vary for financial aid purposes.

5.19.1 Where are the procedures published?

Page 10 of the West Virginia Business College Catalog

5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

The college attempts to schedule classes according to the need of the student body. This is completed through such means as advising forms, mentoring sessions, and the studying of student demographics. Examples include: scheduling day classes during public school hours in order to accommodate mothers (which make up the majority of our students); scheduling night classes in order to accommodate working students and allow them the opportunity to earn an education. In addition, students are given an anticipated graduation date on the application. The school makes every attempt to see to it that this date is met, unless a student does something to put themselves out of their "block". This could include, but is not limited to, the transferring in of classes, failing a class, and/or withdrawing for any length of time.

5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

West Virginia Business College has no such methodology or practice of evaluation.

#### INSTRUCTION AND FACULTY

*In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.*

5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

Physical Facilities: The Wheeling Campus has adequate space to hold approximately 150 to 175 students on any given day and evening session. The space is accessible to all.



**Equipment:** The campus allows for enough computers, so students in a class do not have to share their time on the machine. This allows for better instruction and comprehension, because the student can immediately apply the concept or technique. For unrestricted use by the teachers, the campus has wireless internet capacity, smartboard technology, whiteboards, and an overhead projector.

**Resources:** The campus maintains two libraries, which contains resources related to all subjects taught, as well as general reference materials. For paralegal students, WVBC has obtained an extensive Legal Reporter collection used for student research. In addition, West Virginia Business College utilized the GALE Academic One Online Library for all students. The Wheeling Main Campus has within walking distance, the Ohio County Library.

- 5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

As previously explained, a teacher submits a suggestion form to the Director. If approved, it then goes to the Corporate Office for confirmation. This is the standard procedure to follow in submitting suggestion forms. Staff and faculty are encouraged to submit the necessary forms for suggesting learning materials.

The Directors from both campuses are sent sample copies of texts. Once reviewed, they are passed onto the teachers for further review. Any suggestions are made at that time, if it is deemed necessary or desired. The materials are ultimately chosen by administration at the main campus, with regard to pertinence, clarity, and competence; also, how it aids in departmental library development.

- 5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

All textbooks are purchased by the college and are on hand for students to purchase in a timely manner. Occasionally, there will be books on backorder, but this rarely happens due to the advanced order planning. Lab equipment is provided by the school and is the same equipment that is used in the classrooms (such as computers). These are available to the students to use for extra practice or research anytime class is not in session; also, students may use the library computer (if the Internet is required). The hours of availability are the same as the school hours: Monday, Tuesday, Thursday – 7:30 a.m. to 10:00 p.m.; Wednesday – 7:30 a.m. to 5:00 p.m.; Friday – 9:00 a.m. to 4:00 p.m.; and Saturday – 9:00 a.m. to 1:00 p.m.

- 5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

This issue is generally handled by the Wheeling Main Campus. Generally the procedure is for any computer teacher who becomes aware of an expired license to submit a repair order to the Director. The memo is immediately reviewed for appropriate action by the Wheeling Main campus – in consultation with the General Manager.

WVBC does take adequate measures to ensure this stipulation is adhered to by all faculty, staff, and administration. To this end, a sign is posted at various places throughout the school stating that “no copying of materials protected by copyright laws is allowed.”

- 5.26 Who is responsible for faculty orientation?

The Campus Director is responsible for faculty orientation.

- 5.26.1 Describe the orientation of the faculty to the campus.

The Director completes a training session with each teacher as they are hired. The teachers are given “T” (for Teachers) pages, which outline the procedures they are to adhere to according to WVBC internal as well as ACICS standards, as well as the rules and regulations of the school. Teachers are encouraged to review the school catalog online, which covers the programs and student-based rules and



regulations. Teachers are also required to attend faculty meetings that are held on a regular basis throughout the quarter, and an In-Service training seminar held the day of orientation each quarter.

5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

Files are kept for each teacher that includes a list of the courses they are able to teach. This is determined by examining their official college transcript and any documented work-related experience. Teachers are assigned classes that they are qualified to teach. The institution does not employ non-degreed teachers.

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

The College has no such issue to describe. All faculty hold relevant degrees per ACICS Criteria

5.27.2 How are the qualifications documented?

Relatedly, no qualifications exist.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

As part of the hiring process, all teachers are required (within 30 days of employment) to supply the college with an official transcript. If this is not accomplished, the teacher is not rescheduled for classes. There are no teachers at this time that official transcripts are not on file.

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

There are no teachers at this time that official transcripts are not on file.

5.29 In what ways does the campus evaluate instruction?

The institution evaluates teachers through unannounced visits by the Director. At the discretion of the Director, other faculty members and/or department heads may also visit and do peer evaluations. Teachers are also evaluated after 90 days of employment by the Director, who completes an advising form (Form 77). This form lists both positive and negative comments, as well as areas that need improvement and suggestions for that improvement. Also, any advising forms for the quarter that have been placed in the instructor's file are reviewed. Students evaluate their teachers during the Staff and Faculty Evaluations completed each quarter. Students are urged to write any additional comments regarding their teachers. Also, Pre/Post tests are given and evaluated. Depending upon the percentage increase, the teacher meets with the Director, if necessary, at the beginning of the following quarter to discuss any unsatisfactory results. If necessary, an action plan for improvement is developed.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

Generally, a meeting schedule - each effective in enhancing and promoting effectiveness. Such regularly scheduled meetings as a quarterly faculty inservice, regular quarterly evaluations, weekly meetings, ACICS faculty development plans also serve as an excellent enhancement resource.

5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

Upon employment or at the beginning of January, whichever comes first, each teacher is to fill out a new Faculty Development plan. All seminars, In-Service, and any group webinars are recorded on the form, and supported by backup documentation. This is done by the placement of the certificates completion in the teachers' file. If the development takes place on a personal level or outside the



institution. it is the responsibility of the teacher to provide the Director with things such as certificates, certifications, updated transcripts (other than this institution's), and so forth. At the review stage, it is then determined if any outside documentation is needed.

- 5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

The Director and instructor discuss the activities and how they will enhance the their teaching and the learning experience of the student

- 5.30.2 How is the plan implemented?

A written action plan is produced from the meetings between a Campus Director and an instructor.

- 5.30.3 How often is the plan reviewed?

Plans are reviewed quarterly. The College understands this is a yearly minimum requirement. A quarterly review simply works better within the context of the College calendar.

- 5.31 Describe how the campus ensures that all faculty complete development plans.

This responsibility rests with the Campus Director, who follows up with faculty to determine if they have acted on their plan and to adjust accordingly or document the completion of their development in the personnel file.

- 5.31.1 How are the activities documented by the campus?

Meeting minutes, summaries, social media postings, and photographs

- 5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

Videos and guest speakers comprise the majority of the In-Service training for the institution. It revolves around pertinent issues that will help teachers in the classroom. They provide teachers necessary tools to assist student who may present a need.

- 5.32.1 List the schedule for the next 12 months.

- October 2015 – Law Enforcement and the Cleary Act
- January 2016 – Student – Teacher Relations Workshop and Discussion Board
- April 2016 –Drug Policy Review and Discussion Board
- July 2016 –Instructional Methodology and Classroom Planning

- 5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

Professional growth is documented by certificates of participation or transcripts kept in the teacher's personnel file; also, included are attendance at Webinars (which usually include an attendance printout on the computer; club memberships (both personal and professional, which may be documented by a printout or membership card); subscription to magazines (which may be documented by the actual mailing label and/or printout/copy of the magazine's cover); and the like. This is requirement for all instructional staff.

- 5.34 Describe the frequency, content, and documentation of faculty meetings.

Faculty meetings are mandatory for teachers each week. A minimum of ten (10) faculty meetings take place within any twelve week quarter at West Virginia Business College. The minutes are taken at each meeting, and printed up by the Administrative Assistant. A file record exists of these meetings and they are housed in the required fire-proof filing cabinet. Meetings generally consist of a review of T-pages, WVBC catalog, a discussion of "at risk" students, and input on how to help these students, reminders about upcoming events, schedules, rosters, as well as the general development and improvement of the student body and College as a



whole. Occasionally, there will be handouts from publications such as the Professor, the Master Teacher, and relevant information that has been downloaded from the Internet.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.

Free classes at WVBC are always available to its instructors. This adds to their transcript and familiarizes them with the curriculum at the College. Subject specific professional growth opportunities are sought through the internet, publications, local announcements, various media, as well as word of mouth experiences. In addition, Webinars are made available to instructors when pertinent information is found. This allows the instructors the ability to view new concepts and products at their convenience. The College continues to seek and hire the most qualified candidates as instructors. A diverse group is sought, so experience (as well as education) is considered when hiring. WVBC, as is our continual plan of development, has always sought innovative talent regarding the instruction of our students.

5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

The normal teaching load is four (4) hours of instruction per day per each teacher. No teacher may be required to have more than three (3) preparations in different fields of instruction, nor may they exceed five (5) preparations within the same field. The average number of preparations varies between two (2) and three (3) per term. No teacher may exceed the instructional load specified by ACICS.

5.37 What is the student-teacher ratio, for each program area, at the campus?

6.5 to 1 average

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS**

5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

General requirement classes such as Mathematics, Psychology, Oral Communications, Interpersonal Communications, and Literature/Composition are integrated into their programs to help students hone basic math, writing, and verbal skills that will enable them to work in any business environment. Classes such as Interpersonal Communications deal with the human relations aspect of the business world. Oral Communications allows a student to gain confidence in speaking in front of audiences, as well as speaking one-on-one, giving them an advantage in job interviews. Math helps students understand and utilize the basic functions. Psychology aids students in understanding differences in people and personalities and the possible reasons for their behavior. Lit/Comp allows students to polish their writing and reading/comprehension skills which allows for the written word to benefit a student in the business world.

5.38.1 Cite examples:

An cross curricula example would be Basic Mathematics as related to Clinical Skills where students learn specific measurements in metrics. Learning to do mathematical conversions as learned in a Basic Mathematics class would be most helpful.

**OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS**

5.39 Describe how part-time faculty are utilized by the campus.

All instructors are part-time. They are given classes according to their qualifications, both academically and experientially, and in compliance with ACICS. They are evaluated by the Director through classroom visits, Staff and Faculty Evaluations, and general interaction.

5.39.1 What percentage of the faculty is part-time?

100%





5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

As mentioned, adjunct faculty are monitored and evaluated by the Director through classroom visits, Staff and Faculty Evaluations, and general interaction.

#### ***ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS***

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

N/A

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

N/A

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

N/A

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

N/A

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

N/A

#### ***MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

N/A

5.43.1 How often does the committee meet?

N/A

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

N/A

#### ***DOCTORAL DEGREE INSTITUTIONS***

5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?

N/A

5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.

N/A

5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).



N/A



## 6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

- 6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

The Wheeling Main campus building, classrooms, equipment, furniture, and surroundings are adequate for our current student population and subsequent need. Our facility can accommodate 150 - 175 students comfortably in any given day or evening class session. The WVBC physical plant in Wheeling holds 9 possible classrooms with an ability to split our large auditorium into two separate and private classrooms. The College is in complete compliance with all applicable laws and codes for occupancy and safety. All students enrolled in "equipment-based" classes have individual equipment at their disposal during class time. No sharing of equipment is required.

- 6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

The facility meets all standards regarding State and Federal regulations for fire, safety, and access. These issues have been examined and approved by the City of Wheeling, West Virginia as well as the State of West Virginia.

- 6.2 Does the campus utilize a campus addition or additional space?

Yes  No

- 6.2.1 If yes, describe these locations.

N/A

- 6.3 Describe any plans to improve the physical plant and equipment.

West Virginia Business College has recently constructed a new medical lab complete with mock surgical suite and scrub room. Completed to scale, this medical lab was completed in concert with local area hospitals permitting access to surgical operating rooms when they were not in use. A College study was completed and construction began and finished within a calendar year. Medical students are currently benefiting from this new medical lab. The College has also completed the renovation of our Auditorium into our working Law Library for students, staff, as well as our surrounding community. Complete with internet access, the Law Library is one of the largest and most comprehensive in our area.

Plant upgrades include providing live stream access to our web page which will allow for all to see examples of our educational processes, our special programs, in-service possibilities, increased visibility and a more cutting edge feel to our curricula.

In addition we are in pursuit of ABA approval for our Paralegal program. Only one of a handful of programs in the State of West Virginia. WVBC believes our program to rank among the best in the region. Achieving ABA approval would enhance that program even more.



## 7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The WVBC catalog is a professional, informational document available to all students, employees, and the general public on the WVBC website. It shows each program in detail, and it describes each course. Additionally, it includes a directory of ownership, management, administration, and faculty. The rules and regulations are discussed as well as satisfactory academic progress. It describes the grievance policy and the steps that would need to be taken to file a grievance. The grading scale, credit transfer policy, basic financial aid sources, admissions policies, and library resources are also provided.

7.1.1 How often is the catalog published?

In general, the catalog has been published about every two (2) years. Catalog revisions are completed on an as needed basis. In addition, quarterly updates to reflect faculty and staff revisions are published as needed.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

All students are given the website address and urged to read the catalog online. Any student who requests a printed copy will be given one. If students do not own a computer, they can access the catalog on school computers when class is not in session.

7.2.1 What other publications are provided to enrolled students?

No other official publication is offered.

7.3 Describe the advertising and promotional literature.

A majority of all advertising completed by WVBC is through television, radio, or the newspaper. There is also a general brochure available for the college. These are distributed to businesses, high schools, prospective walk-in applicants, and the occasional job fair. This brochure, however, is not used as a mass advertising tool.

7.4 Describe any plans for changes in publications.

At present, we are not enacting plans to change our publications.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

At present, we are not enacting plans to change our publications.

7.5.1 How does the catalog explain the course numbering system?

As shown in the catalog, each course offered by the college is identified by a five-character code. The first two (2) alpha-characters are an abbreviation representing the discipline area of the course. The first digit represents the level at which the course is generally offered and the degree of difficulty. The last two (2) digits indicate a unique course title sequence, but it does not necessarily imply a sequence of classes within a discipline.

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.



For each course description in the catalog, the required course for each program is listed: including the general education courses. These are described in detail under "course descriptions" in the catalog.

**7.7 Describe the published performance information concerning student achievement.**

Criteria section 3-1-704 states that Institutions shall routinely provide reliable information to the public on their performance, including student achievement as determined by the institution. To that end, West Virginia does publish both our annual retention and placement rates as established through the CAR reporting calendar year.

**7.7.1 Where is the campus performance achievement information published?**

The retention and placement rates are published annually in the West Virginia Business College catalog. Specifically on page 11. The catalog can be accessed through the West Virginia Business College website at [www.wvbc.edu](http://www.wvbc.edu)



## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

### FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

The Gale Academic One File Online Library serves the needs of our educational programs with extensive coverage across our curricula. 13,000 indexed journals, Peer reviewed articles that number in the millions, as well as multimedia, video, podcasts, mp3 files, make up only a fraction of availability for our students. The online environment is a 24/7 web based log in from anywhere and is a wonderful research advantage for students of West Virginia Business College as well as many friends of the College.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

Our agreement with this singular resource is through Cengage Learning and the GALE Academic One Online Library including two additional libraries involving Health and Well Being Resource Center and a Global Business Insights portal.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Full text databases are at the following web address:

[http://www.cengage.com/search/productOverview.do?Ntt=academic+onefile%7C%7C129663692219470930731132330063644714198&N=197&Ntk=APG%7C%7CP\\_EPI&Ntx=mode+matchallpartial](http://www.cengage.com/search/productOverview.do?Ntt=academic+onefile%7C%7C129663692219470930731132330063644714198&N=197&Ntk=APG%7C%7CP_EPI&Ntx=mode+matchallpartial):

8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

Instructional resources are adequate at West Virginia Business College. Easy access to classrooms, a mock surgery suite, smartboard technology, our online library, wireless access to the internet, our law library of over 4000 legal reporters all lead to this assumption.

8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

Most resources are located through the online library. In addition, textbooks, workbooks, working papers, multimedia information are all provided to the student at the first day class meets.

8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The Campus Director is the responsible party for the up to date inventory of instructional resources at the Wheeling Main Campus, the Director stays in close contact with the textbook company's representative. Additional and summative resources can be found online through the textbook company's website.

8.6 What is the budget for instructional resources (excluding personnel allocations)?

Faculty members are encouraged to make suggestions and submit requests. The projected budget for instructional resources is an open line-item and based on faculty input and suggestions.

8.6.1 How is the budget determined?



Since WVBC has an open-ended, line item budget regarding its libraries, a percentage of the total tuition revenue would not prove an accurate measurement. Purchases and acquisitions vary according to circumstances. The online library is a part of that process requiring a monthly remittance to maintain access for our students.

8.7 Describe the assessment strategy for library resources and information services.

Assessment has just been completed which resulted in the GALE Academic One File. There are no new strategies at this juncture. However, a review of this student service is ongoing and available for assessment in the near future.

8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

Students are given log in information at registration day. The online library is located on the WVBC website for easy access. Each student is given an instructional sheet regarding the use of the online library.

8.9 Describe the facility where library and instructional resources are held.

Online presence of our library is located on our website at [www.wvbc.edu](http://www.wvbc.edu)

8.10 Describe any plans for improving instructional resources.

As mentioned, none at this time. Department Heads and their instructional staff continually provide program improvement suggestions on a quarterly basis.

***FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS***

8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

The Career Service Representative serves as our library coordinator, specifically our Legal Reporter Library\$. Additionally, our IT department head serves as a origination point for our online library.

8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

N/A

8.12 Explain how the instructional resources serve the needs of the educational programs.

WVBC utilized the online library in many forms. One such form is being the main source of peer reviewed articles, text, and periodical work dedicated to our quarterly Independent Research Project for each class offered during a term.

8.12.1 How does the campus determine which reference works are acquired?

Our online presence has distinguished which reference works are required. To date, all peer reviewed material have proved to be more than adequate.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

\$1100.00 per annum maintains our online presence for the Wheeling Campus.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

Budget for our library has increased. Until the online presence settles in and revenue spent for the same, the amount of the increase will not be known.

8.14.1 Explain.



See above to 8.14

- 8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

The Gale Academic One File Online Library serves the needs of our educational programs with extensive coverage across our curricula. 13,000 indexed journals, Peer reviewed articles that number in the millions, as well as multimedia, video, podcasts, mp3 files, make up only a fraction of availability for our students. The online environment is a 24/7 web based log in via any device or computer.

- 8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

The College maintains two computer labs with internet access to our website and online library. These computers are available outside of class time from 7:30AM to 10PM on Monday, Tuesday, Thursday and 7:30AM to 5PM on Wednesday and Friday. Access is also available on Saturday from 9AM to 1PM.

- 8.17 Describe the physical and online library resources, including information about the

- 8.17.1 Total number of physical volumes

N/A

- 8.17.2 Total number of online collections available

3 online collections of resources are currently available

- 8.17.3 Number of titles and/or online collections related to each program offering

230,000 legal journals, 1,306,000 medical journals, 430,000 business journals, 208,000 IT journals/  
Each selection above constitutes a peer reviewed academic journal resource

- 8.17.4 Number of titles and/or online collections related to general education courses taught

37,000 online resources

- 8.17.5 Number of program-related periodicals to which the institution currently subscribes

1,200 legal periodicals, 8,916 medical periodicals, 10,335 business journals, 1,860 IT journals

- 8.17.6 Number of other periodicals available

91,407 other periodicals available

- 8.18 Describe the library's procedures regarding student borrowing and return of materials.

The online environment does not provide a check out system.

- 8.19 Describe how online resources, if any, are made available to students.

Each student is given log in information upon registration as well as an instructional sheet as a resource.

- 8.20 Describe how the campus monitors student usage of the library and instructional resources?

Monitoring of use is completed at the Instructor level.

- 8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

- a. faculty

WVBC encourages (a) faculty to submit Library Resource Suggestion forms listing any books, periodicals, videos, software, reference materials, and so forth that may be needed or desired to be added to the library. These suggestions then go to the Director, who submits them to the Library Coordinator for future consideration.





b. appropriate national professional organizations and societies, and

The institution (b) does not rely heavily on the recommendations of national professional organizations and societies, since they are neither familiar with our students' needs nor our college in general.

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

The college does not adhere to a nationally recognized list of books or periodicals. Instead, it depends on the needs of the students and the suggestions of the faculty and staff.

8.22 Describe any plans for improving the library.

No current and additional improvement plans are in place at the moment. We are in a study phase of evaluation regarding our online library. Once that is complete and a calendar year passes, we will commence with an improvement plan.

**FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS**

8.23 How does the professionally trained individual maintain his/her professional awareness?

N/A

8.24 How many hours a week does the professionally trained individual personally supervise the library?

N/A

8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

N/A

8.26 What system is used to catalog library titles?

N/A

8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

N/A

8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.

N/A

8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

N/A

**FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS**

8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.

N/A

8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.

N/A



## SELF-STUDY QUESTIONS SUPPLEMENT

### 9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION

**For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.**

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria*.

#### INSTITUTIONAL READINESS

9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.

N/A

9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.

N/A

9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).

N/A

9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.

N/A

9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.

N/A

9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery

N/A

9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?

N/A

9.4 Who oversees the distance education and/or self-paced course/program curriculum?

N/A

9.4.1 What are this individual's qualifications?

N/A

9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

N/A

#### ADMISSIONS REQUIREMENTS AND ENROLLMENT



9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

N/A

9.6 How does the campus make it clear in writing at the time of enrollment:

9.6.1 How the student's identity will be verified throughout the course and program?

N/A

9.6.2 How the student's privacy will be protected in the identity verification process?

N/A

9.8 Describe the orientation program for distance education and/or self-paced students.

N/A

### **CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY**

9.9 Describe how interaction between faculty and students takes place.

N/A

9.10 Describe how interaction among students takes place.

N/A

9.11 What is the student-teacher ratio for distance education courses?

N/A

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

N/A

### **FACULTY AND INSTRUCTIONAL SUPPORT**

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

N/A

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

N/A

9.14 Identify the platform used to deliver instruction.

N/A

### **RESOURCES AND EQUIPMENT**

9.15 What is the budget allocated to distance education delivery?

N/A

9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

N/A

### **STUDENTS AND STUDENT SERVICES**



9.17 Describe the student services available to students taking coursework on-line.

N/A

### **STUDENT EVALUATION AND PROGRAM ASSESSMENT**

9.19 How are students taking self-paced and/or distance education courses evaluated?

N/A

9.20 How is retention monitored?

N/A

9.21 Describe the placement services that are available.

N/A

9.22 Describe how student, faculty, and employer satisfaction are identified.

N/A

9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

N/A

9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

N/A

### **PUBLICATIONS**

9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

N/A

9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.

N/A

# Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|  |  |
|--|--|
| Inst ID: 00010484   00010868                                 | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Business Management Accounting Diploma Program | Program Length (wks): 36.00  |

|  |                                     |          |   |             |    |                |    |               |
|--|-------------------------------------|----------|---|-------------|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |                                     | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  |                                     | Semester | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.  
\*DE = Distance Education

| TOTALS        |   |              |           | 552.00        | 12.00 | -                               | 564.00              | 55.20                 | 0.60 | -             | 55.80                 |                          |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |   |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| AC101         | PRINCIPLES OF ACCOUNTING I                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC202         | PRINCIPLES OF ACCOUNTING II                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC203         | PRINCIPLES OF ACCOUNTING III                      | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU105         | BUSINESS MANAGEMENT                               | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU106         | BUSINESS LAW                                      | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU113         | PERSONNEL MANAGEMENT                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP218         | COMPUTER PAYROLL ACCOUNTING                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|  |  |
|--|--|
| Inst ID: 00010484   00010868   | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Secretarial Sciences Executive Secretary Diploma Program | Program Length (wks): 36.00  |

|  |                                     |          |   |             |    |                |    |               |
|--|-------------------------------------|----------|---|-------------|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |                                     | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  |                                     | Semester | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.  
\*DE = Distance Education

| TOTALS        |   |              |           | 516.00        | 48.00 | -                               | 564.00              | 51.60                 | 2.40 | -             | 54.00                 |                          |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |   |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| SC151         | KEYBOARDING                                       | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| SC254         | ADMINISTRATIVE OFFICE PROCEDURE AND TRANSCRIPTION | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC101         | PRINCIPLES OF ACCOUNTING I                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU110         | BUSINESS CORRESPONDENCE                           | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP218         | COMPUTER PAYROLL ACCOUNTING                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP219         | ACCESS  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools

## ACADEMIC CREDIT ANALYSIS



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|  |  |
|--|--|
| Inst ID: 00010484   00010868                                       | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Secretarial Sciences Legal Secretary Diploma Program | Program Length (wks): 36.00  |

|  |                                     |          |   |             |    |                |    |               |
|--|-------------------------------------|----------|---|-------------|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |                                     | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  |                                     | Semester | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.  
\*DE = Distance Education

| TOTALS        |   |              |           | 528.00        | 36.00 | -                                     | 564.00                    | 52.80                 | 1.80 | -                | 54.60                 |                          |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------------|---------------------------|-----------------------|------|------------------|-----------------------|--------------------------|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                       |                           | ACADEMIC CREDIT HOURS |      |                  | Total Credits Awarded | Adjusted Credits Awarded |
|               |   |              |           | Lecture       | Lab   | Practicum<br>internship<br>Externship | Clock<br>Contact<br>Hours | Lecture               | Lab  | Intern<br>Extern |                       |                          |
| SC151         | KEYBOARDING                                       | N            | N         | 35.00         | 12.00 | -                                     | 47.00                     | 3.50                  | 0.60 | -                | 4.1                   |                          |
| SC254         | ADMINISTRATIVE OFFICE PROCEDURE                   | N            | N         | 47.00         | -     | -                                     | 47.00                     | 4.70                  | -    | -                | 4.7                   |                          |
| BU106         | BUSINESS LAW                                      | N            | N         | 47.00         | -     | -                                     | 47.00                     | 4.70                  | -    | -                | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -     | -                                     | 47.00                     | 4.70                  | -    | -                | 4.7                   |                          |
| LG126         | LEGAL TERMINOLOGY                                 | N            | N         | 47.00         | -     | -                                     | 47.00                     | 4.70                  | -    | -                | 4.7                   |                          |
| LG228         | LEGAL ANALYSIS - WRITING                          | N            | N         | 47.00         | -     | -                                     | 47.00                     | 4.70                  | -    | -                | 4.7                   |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                                     | 47.00                     | 3.50                  | 0.60 | -                | 4.1                   |                          |
| DP216         | EXCEL   | N            | N         | 35.00         | 12.00 | -                                     | 47.00                     | 3.50                  | 0.60 | -                | 4.1                   |                          |
| AC101         | PRINCIPLES OF ACCOUNTING I                        | N            | N         | 47.00         | -     | -                                     | 47.00                     | 4.70                  | -    | -                | 4.7                   |                          |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -     | -                                     | 47.00                     | 4.70                  | -    | -                | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -     | -                                     | 47.00                     | 4.70                  | -    | -                | 4.7                   |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -     | -                                     | 47.00                     | 4.70                  | -    | -                | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools

## ACADEMIC CREDIT ANALYSIS



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

|  |  |
|--|--|
| Inst ID: 00010484   00010868           | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: <b>Medical Assistant</b> | Program Length (wks): 48.00  |

|  |                                     |          |   |             |    |              |    |               |
|--|-------------------------------------|----------|---|-------------|----|--------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |                                     | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |              |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | labatory hrs | 30 | pracitcum hrs |
|  |                                     | Semester | 15  | lecture hrs | 30 | labatory hrs | 45 | pracitcum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

\*DE = Distance Education

|               |   | TOTALS       |           | 681.00        | 24.00 | -                               | 705.00              | 68.10                 | 1.20 | -             | 69.30                 |                          |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |   |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| SC151         | KEYBOARDING                                       | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| SC254         | ADMINISTRATIVE OFFICE PROCEDURE                   | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| BU117         | ETHICS  | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD135         | MEDICAL TERMINOLOGY I                             | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD147         | INSURANCE BILLING AND CODING                      | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD236         | MEDICAL TERMINOLOGY II                            | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD239         | MEDICAL PROCEDURES I                              | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD137         | ANATOMY AND PHYSIOLOGY I                          | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD240         | MEDICAL PROCEDURES II                             | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD243         | PHLEBOTOMY HEMATOLOGY                             | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD244         | BASIC PHARMACOLOGY                                | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

**FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.**



# Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|  |  |
|--|--|
| Inst ID: 00010484   00010868                                   | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Computer Applications Accounting Diploma Program | Program Length (wks): 36.00  |

|  |                                     |          |   |             |    |                |    |               |
|--|-------------------------------------|----------|---|-------------|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |                                     | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  |                                     | Semester | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.  
\*DE = Distance Education

| TOTALS        |   |              |           | 516.00        | 48.00 | -                               | 564.00              | 51.60                 | 2.40 | -             | 54.00                 |                          |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |   |              |           | Lecture       | Lab   | Practicum internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| AC101         | PRINCIPLES OF ACCOUNTING I                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC202         | PRINCIPLES OF ACCOUNTING II                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC203         | PRINCIPLES OF ACCOUNTING III                      | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP217         | POWERPOINT AND WEB PAGE DESIGN                    | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP218         | COMPUTER PAYROLL ACCOUNTING                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP219         | ACCESS  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools

## ACADEMIC CREDIT ANALYSIS



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|   |  |
|---|--|
| Inst ID: 00010484   00010868                                  | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Computer Applications Secretary Diploma Program | Program Length (wks): 36.00  |

|  |                                     |          |   |             |    |                |    |               |
|--|-------------------------------------|----------|---|-------------|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |                                     | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  |                                     | Semester | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

*If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.*

*\*DE = Distance Education*

|               |   |              |           | TOTALS        |       | 516.00                          | 48.00               | -                     | 564.00 | 51.60         | 2.40                  | -                        | 54.00 |  |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|--------|---------------|-----------------------|--------------------------|-------|--|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |        |               | Total Credits Awarded | Adjusted Credits Awarded |       |  |
|               |   |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab    | Intern Extern |                       |                          |       |  |
| SC151         | KEYBOARDING                                       | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60   | -             | 4.1                   |                          |       |  |
| SC254         | ADMINISTRATIVE OFFICE PROCEDURE                   | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |       |  |
| AC101         | PRINCIPLES OF ACCOUNTING I                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |       |  |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60   | -             | 4.1                   |                          |       |  |
| DP216         | EXCEL   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60   | -             | 4.1                   |                          |       |  |
| DP217         | POWERPOINT AND WEB PAGE DESIGN                    | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |       |  |
| DP218         | COMPUTER PAYROLL ACCOUNTING                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |       |  |
| DP219         | ACCESS  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60   | -             | 4.1                   |                          |       |  |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |       |  |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |       |  |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |       |  |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |       |  |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

Rev Sep, 2011



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|   |  |
|---|--|
| Inst ID: 00010484   00010868              | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Computer Support Specialist | Program Length (wks): 72.00  |

|  |          |       |   |    |                |    |               |
|--|----------|-------|---|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |          | Clock | Adjust the school's credit hour conversion ratio if different from minimums below |    |                |    |               |
| <input checked="" type="checkbox"/>                    | Quarter  | 10    | lecture hrs   | 20 | laboratory hrs | 30 | practicum hrs |
| <input type="checkbox"/>                               | Semester | 15    | lecture hrs   | 30 | laboratory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

\*DE = Distance Education

|               |  | TOTALS       |           | 913.00        | 168.00 | -                               | 1,081.00            | 91.30                 | 8.40 | -             | 99.70                 |                          |
|---------------|--|--------------|-----------|---------------|--------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |        |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |  |              |           | Lecture       | Lab    | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| SC151         | KEYBOARDING                                  | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| IT205         | NETWORK CONCEPTS                             | N            | N         | 17.50         | 6.00   | -                               | 23.50               | 1.75                  | 0.30 | -             | 2.1                   |                          |
| AC101         | PRINCIPLES OF ACCOUNTING I                   | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| IT206         | WIRELESS LOCAL AREA NETWORKS                 | N            | N         | 17.50         | 6.00   | -                               | 23.50               | 1.75                  | 0.30 | -             | 2.1                   |                          |
| BU105         | BUSINESS MANAGEMENT                          | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU106         | BUSINESS LAW                                 | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                        | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| IT101         | WINDOWS OS ADMINISTRATION   TROUBLE SHOOTING | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| IT207         | NETWORKING WITH TCP/IP                       | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| IT102         | MS APPLICATIONS CERTIFICATION PREPARATION    | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| IT202         | 123 A+ HARDWARE SOFTWARE AND NETWORKING      | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| IT203         | HELP DESK CONCEPTS                           | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP115         | INTRODUCTION TO WORD WINDOWS                 | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL  | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP217         | POWERPOINT AND WEB PAGE DESIGN               | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| IT204         | COMPUTER APPLICATIONS SUPPORT                | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP219         | ACCESS                                       | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| GS120         | THEORY OF MATHEMATICS                        | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS121         | PSYCHOLOGY                                   | Y            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| IT208         | INTRODUCTION TO NETWORK SECURITY             | Y            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| GS123         | LITERATURE COMPOSITION                       | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS124         | INTERPERSONAL COMMUNICATION                  | Y            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| IT209         | INTRO TO ROUTING/SWITCHING                   | Y            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| IT210         | LINUX SYSTEM ADMINISTRATION                  | Y            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools

## ACADEMIC CREDIT ANALYSIS

Rev Sep, 2011



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|               |                     |                   |   |       |  |
|---------------|---------------------|-------------------|---|-------|--|
| Inst ID:      | 00010484            | Institution Name: | West Virginia Business College - Wheeling Main Campus |       |  |
| Program Name: | Surgical Technology |                   | Program Length (wks):                                 | 72.00 |  |

|  |          |       |   |    |                |    |               |
|--|----------|-------|---|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |          | Clock | Adjust the school's credit hour conversion ratio if different from minimums below |    |                |    |               |
| <input checked="" type="checkbox"/>                    | Quarter  | 10    | lecture hrs   | 20 | laboratory hrs | 30 | practicum hrs |
| <input type="checkbox"/>                               | Semester | 15    | lecture hrs   | 30 | laboratory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

**Program offered at the Wheeling Main Campus Only**

\*DE = Distance Education

|               |  | TOTALS       |           | 1,643.00      | 48.00 | 84.00                           | 1,175.00            | 104.30                | 2.40 | 2.80          | 109.50                |                          |
|---------------|--|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                      | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |  |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| MD135         | MEDICAL TERMINOLOGY I                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD137         | ANATOMY AND PHYSIOLOGY I                           | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD347         | SURGICAL TECHNOLOGY III                            | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD236         | MEDICAL TERMINOLOGY II                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD238         | ANATOMY AND PHYSIOLOGY II                          | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD239         | MEDICAL PROCEDURES I                               | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD240         | MEDICAL PROCEDURES II                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD241         | CLINICAL SKILLS I                                  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD242         | CLINICAL SKILLS II                                 | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD144         | INTRODUCTION TO SURGICAL TECHNOLOGY                | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD244         | BASIC PHARMACOLOGY                                 | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD251         | OPERATING ROOM TECHNIQUES I                        | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| MD252         | OPERATING ROOM TECHNIQUES II                       | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP115         | INTRODUCTION TO WORD WINDOWS                       | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD800         | OPERATING ROOM INTERNSHIP                          | N            | N         | 10.00         | -     | 84.00                           | 94.00               | 1.00                  | -    | 2.80          | 3.8                   |                          |
| GS120         | THEORY OF MATHEMATICS                              | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS121         | PSYCHOLOGY   | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONNEL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD150         | MICROBIOLOGY                                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD245         | SURGICAL TECHNOLOGY I                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD246         | SURGICAL TECHNOLOGY II                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

Rev. Sep, 2011



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|               |                                    |                   |  |       |  |
|---------------|------------------------------------|-------------------|--|-------|--|
| Inst ID:      | 00010484                           | Institution Name: | West Virginia Business College - Wheeling and Nutter Fort Campuses |       |  |
| Program Name: | Nurse Assistant   Patient Care Aid |                   | Program Length (wks):  | 72.00 |  |

|  |                                     |          |    |             |    |                |    |               |
|--|-------------------------------------|----------|----|-------------|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |                                     | Clock    |    |             |    |                |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10 | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  |                                     | Semester | 15 | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

*If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.*

### Wheeling Main Campus Program List

\*DE = Distance Education

|               |   |              |           | TOTALS        |       |                                 |                     |                       |      |               |                       |                          |  |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|--|
|               |   |              |           | 1,116.00      | 12.00 | -                               | 1,128.00            | 111.60                | 0.60 | -             | 112.20                |                          |  |
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |  |
|               |   |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |  |
| MD135         | MEDICAL TERMINOLOGY I                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD137         | ANATOMY AND PHYSIOLOGY I                          | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD147         | INSURANCE BILLING AND CODING                      | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD236         | MEDICAL TERMINOLOGY II                            | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD238         | ANATOMY AND PHYSIOLOGY II                         | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD239         | MEDICAL PROCEDURES I                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD240         | MEDICAL PROCEDURES II                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD243         | PHLEBOTOMY AND HEMATOLOGY                         | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD244         | BASIC PHARMACOLOGY                                | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| SC151         | KEYBOARDING                                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD248         | NURSING ASSISTANT II                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| DP115         | INTRODUCTION TO WORD WINDOWS                      | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |  |
| MD120         | PATIENT CARE TECHNIQUES I                         | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD121         | PATIENT CARE TECHNIQUES II                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| GS121         | PSYCHOLOGY  | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| GS126         | ETHICS  | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| GS125         | HOSPICE, ALZHEIMER'S AND DEMENTIA                 | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD148         | PHYSICAL THERAPY - MASSAGE THERAPY                | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD248         | LONG TERM CARE                                    | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| MD247         | NURSING ASSISTANT                                 | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

Rev. Sep, 2011



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|   |  |
|---|--|
| Inst ID: 00010484   00010868  | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Office Administration Paralegal Specialized Associates Degree Program | Program Length (wks): 72.00  |

|  |   |   |             |    |                |    |               |
|--|---|---|-------------|----|----------------|----|---------------|
|  | Clock                                       | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
| Identify the institution's unit of credit [SELECT ONE] | <input checked="" type="checkbox"/> Quarter | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  | <input type="checkbox"/> Semester           | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

\*DE = Distance Education

|               |   | TOTALS       |           | 1,080.00      | 48.00 | -                               | 1,128.00            | 108.00                | 2.40 | -             | 110.40                |                          |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |   |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| LG126         | LEGAL TERMINOLOGY                                 | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| LG227         | CIVIL PROCEDURES                                  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| LG228         | LEGAL ANALYSIS AND WRITING                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| LG230         | CORPORATIONS AND PARTNERSHIPS                     | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| LG231         | CRIMINAL LAW AND PROCEDURES                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU115         | REAL ESTATE OWNERSHIP                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS126         | ETHICS  | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| LG232         | BANKRUPTCY LAW                                    | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| LG233         | PROBATE AND ESTATE PLANNING                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| LG234         | FAMILY LAW  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| LG235         | IMMIGRATION LAW                                   | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| LG236         | TORTS AND PERSONAL INJURY                         | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| SC151         | KEYBOARDING                                       | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| SC254         | ADMINISTRATIVE OFFICE PROCEDURE AND TRANSCRIPTION | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC101         | PRINCIPLES OF ACCOUNTING I                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU106         | BUSINESS LAW                                      | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP217         | POWERPOINT AND WEB PAGE DESIGN                    | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS121         | PSYCHOLOGY  | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

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## ACADEMIC CREDIT ANALYSIS

Rev Sep, 2011



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|  |  |
|--|--|
| Inst ID: 00010484   00010868   | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Business Administration Computer Applications Accounting Specialized Associates Degree Program | Program Length (wks): 72.00  |

|   |   |    |             |    |              |    |               |
|---|---|----|-------------|----|--------------|----|---------------|
| Adjust the school's credit hour conversion ratio if different from minimums below |   |    |             |    |              |    |               |
| Identify the institution's unit of credit [SELECT ONE]                            | Clock                                       |    |             |    |              |    |               |
|   | <input checked="" type="checkbox"/> Quarter | 10 | lecture hrs | 20 | labatory hrs | 30 | practicum hrs |
|   | <input type="checkbox"/> Semester           | 15 | lecture hrs | 30 | labatory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

\*DE = Distance Education

|               |   | TOTALS       |           | 1,080.00      | 48.00 | -                               | 1,128.00            | 108.00                | 2.40 | -             | 110.40                |                          |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                             | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |   |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| BU105         | BUSINESS MANAGEMENT                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU106         | BUSINESS LAW                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                     | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU108         | ADVERTISING                               | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU109         | MONEY AND BANKING                         | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU110         | BUSINESS CORRESPONDENCE                   | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU111         | MARKETING                                 | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU112         | PUBLIC RELATIONS                          | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU113         | PERSONNEL MANAGEMENT                      | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU114         | ECONOMICS                                 | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP215         | INTRODUCTION TO WORD AND WINDOWS          | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL                                     | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP217         | POWERPOINT AND WEB PAGE DESIGN            | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP218         | COMPUTER PAYROLL ACCOUNTING               | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP219         | ACCESS                                    | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| AC201         | PRINCIPLES OF ACCOUNTING I                | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC202         | PRINCIPLES OF ACCOUNTING II               | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC203         | PRINCIPLES OF ACCOUNTING III              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC204         | MANAGERIAL ACCOUNTING AND DECISION MAKING | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS120         | THEORY OF MATHEMATICS                     | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS121         | PSYCHOLOGY                                | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122         | ORAL COMMUNICATION                        | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                    | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS124         | INTERPERSONAL COMMUNICATION               | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

Rev. Sep, 2011



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|   |  |
|---|--|
| Inst ID: 00010484   00010868  | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Business Administration Computer Applications Secretary Specialized Associates Degree Program | Program Length (wks): 72.00  |

|  |                                     |          |   |             |    |                |    |               |
|--|-------------------------------------|----------|---|-------------|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |                                     | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  |                                     | Semester | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

\*DE = Distance Education

|               |  | TOTALS       |           | 1,068.00      | 60.00 | -                               | 1,128.00            | 106.80                | 3.00 | -             | 109.80                |                          |
|---------------|--|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                      | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |  |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| BU105         | BUSINESS MANAGEMENT                                | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU106         | BUSINESS LAW                                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU108         | ADVERTISING  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU109         | MONEY AND BANKING                                  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU110         | BUSINESS CORRESPONDENCE                            | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU111         | MARKETING  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU112         | PUBLIC RELATIONS                                   | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU113         | PERSONNEL MANAGEMENT                               | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU114         | ECONOMICS  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP217         | POWERPOINT AND WEB PAGE DESIGN                     | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP218         | COMPUTER PAYROLL ACCOUNTING                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP219         | ACCESS   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| AC101         | PRINCIPLES OF ACCOUNTING I                         | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC202         | PRINCIPLES OF ACCOUNTING II                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| SC151         | KEYBOARDING  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| SC254         | ADMINISTRATIVE OFFICE PROCEDURES AND TRANSCRIPTION | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS120         | THEORY OF MATHEMATICS                              | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS121         | PSYCHOLOGY   | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122         | ORAL COMMUNICATION                                 | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS124         | INTERPERSONAL COMMUNICATION                        | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.





# FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

Submit this form with the Update Report (revised prior to the visit) and teaching schedules in effect at the time of the visit. List all persons (teaching faculty and administrative staff). Refer to the legends for identifying other duties assigned faculty and administrative staff duties and "Credential Level". The first line is provided as a SAMPLE.

Institution Name West Virginia Business College  
 City, State Wheeling WV 26003  
 ID 010861-00

**Duties**  
 AD = Administrative  
 RA = Recruitment / Admissions  
 FA = Financial Aid  
 SS = Student Services  
 OT = Other

**Credential Level**  
 C = Certificate  
 D = Diploma  
 OA = Occupational Associate  
 AA = Academic Associate  
 B = Bachelor  
 M = Master

Select One

Select One

| Name (Last, First, Middle) | (F) Faculty or (AD) Admin Staff | Date of Hire | FT or PT                  | Degree - Institution - Major/Minor | Faculty - Course(s) Teaching Admin Staff - Position Held | Cred. Level | Faculty - Teaching Load |   |   | Non-faculty Duties or Admin Duties |
|----------------------------|---------------------------------|--------------|---------------------------|------------------------------------|--|-------------|-------------------------|---|---|------------------------------------|
|                            |                                 |              |                           |                                    |  |             | A                       | M | E |                                    |
| Magers, Julie R            | AD                              | 01-01-2016   | FT                        | JD - WVU College of Law            | Director   | JD          |                         |   |   | AD                                 |
| Hall, Mackenzie            | AD                              | 07-01-2016   | FT                        | currently enrolled - WVBC          | Administrative Assistant                                 |             |                         |   |   | AD                                 |
| Pincombe, John             | AD                              | 07-01-2016   | PT                        | currently enrolled - WVBC          | Evening Receptionist                                     |             |                         |   |   | AD                                 |
| Nabb, Lori                 | AD                              | 03-17-2014   | FT                        | AASIT - Belmont College            | FARA   | AA          |                         |   |   | FA                                 |
| Isler, Jarrett             | AD                              | 09-01-2016   | FT                        | MA - WVU - Social Work             | Admissions Representative                                | M           |                         |   |   | RA                                 |
|                            | F                               | 07-01-2013   | PT                        | BS - OHU - Heath Serv Adm          | General Studies/IC                                       | B           |                         | 1 |   | N/A                                |
|                            |                                 |              |                           | Cert. - Belmont - Data Proc        | Admin/IT   |             | 1                       | 2 | 1 |                                    |
|                            |                                 |              |                           | AAB - Belmont - MicroComp          |  |             |                         |   |   |                                    |
|                            | F                               | 04-05-1990   | FT                        | JD - ONU College of Law            | Legal Dept Head/Instruction                              | JD          | 1                       | 3 |   | SS                                 |
|                            | F                               | 04-04-2016   | PT                        | AA - WVNCC - Med Assist            | PCTI   | AA          |                         |   | 1 |                                    |
|                            |                                 |              |                           | Cert - WVNCC - Phlebotomy          | Phlebotomy   |             |                         |   | 1 |                                    |
|                            |                                 |              |                           | Cert - WVNCC - IBS                 | IBS  |             | 1                       |   |   |                                    |
|                            | F                               | 12-26-2006   | PT                        | JD - U of Baltimore                | Legal Studies  | JD          |                         |   | 2 |                                    |
|                            | F                               | 12-29-2000   | PT                        | BA - West Liberty - Regents        | General Studies  | B           | 1                       | 1 |   |                                    |
|                            |                                 |              |                           |                                    | Business Studies   |             | 3                       | 1 |   |                                    |
| F                          | 12-30-2013                      | PT           | D - DTC - Surgical Tech   | Surgical Technology                | D  | 2           |                         | 3 |   |                                    |
| F                          | 03-06-2016                      | PT           | BS - Jesuit College - Psy | Psy/General Med Studies            | B  |             | 1                       | 1 |   |                                    |



# FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

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Institution Name West Virginia Business College  
 City, State Wheeling, WV 26003  
 ID 010861-00

**Duties**  
 AD = Administrative  
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| Name (Last, First, Middle) | (F) Faculty or (AD) Admin Staff | Date of Hire | Select One |  | Degree - Institution - Major/Minor | Faculty - Course(s) Teaching Admin Staff - Position Held | Cred. Level | Faculty - Teaching Load |   |   | Non-faculty Duties or Admin Duties |
|----------------------------|---------------------------------|--------------|------------|--|------------------------------------|--|-------------|-------------------------|---|---|------------------------------------|
|                            |                                 |              | FT or PT   |  |                                    |  |             | A                       | M | E |                                    |
|                            | F                               | 04-11-2013   | PT         |  | RN - DHSON - Reg Nurse             | Medical Department Head                                  | D           | 2                       | 3 |   |                                    |
|                            | F                               | 11-09-2015   | PT         |  | OA - LVC - PC and NT               | IT Department Head                                       | OA          | 4                       |   | 2 | OT                                 |
|                            | F                               | 02-16-2015   | PT         |  | BS - Fairmont State - Crim J       | Bus. Dept. Head/Instruction                              | B           |                         |   | 1 |                                    |
|                            |                                 |              |            |  |                                    |  |             |                         |   |   |                                    |
|                            |                                 |              |            |  |                                    |  |             |                         |   |   |                                    |
|                            |                                 |              |            |  |                                    |  |             |                         |   |   |                                    |
|                            |                                 |              |            |  |                                    |  |             |                         |   |   |                                    |
|                            |                                 |              |            |  |                                    |  |             |                         |   |   |                                    |
|                            |                                 |              |            |  |                                    |  |             |                         |   |   |                                    |
|                            |                                 |              |            |  |                                    |  |             |                         |   |   |                                    |
|                            |                                 |              |            |  |                                    |  |             |                         |   |   |                                    |
|                            |                                 |              |            |  |                                    |  |             |                         |   |   |                                    |
|                            |                                 |              |            |  |                                    |  |             |                         |   |   |                                    |

# ACICS Application for Accreditation – PART II

## Explanation of Self-Study Planning Process

The West Virginia Business College Self Study Narrative has been a complete and comprehensive evaluative process of institutional policies and procedures on balance with current ACICS Criteria. This thorough course of action has provided the opportunity to examine both institutional and campus specific improvement plans for West Virginia Business College. Our entire staff and faculty have participated in and learned from this process; all at varying progress points of completion.

- I. The Organizational Plan – The operative plan of action concerning our self-study submission to ACICS has been created and monitored by [REDACTED] – General Manager of West Virginia Business College. [REDACTED] published the timeline of completion, delegation of duties regarding staff and faculty; paying particular attention into the strengths and weaknesses as well as interests of the personnel involved, and finalized the submission to ACICS by securing forms and applications needed. [REDACTED] also served as the central depository for all documents uploaded through the ACICS portals for both the Wheeling Main and Nutter Fort Branch campuses.
- II. The Supervisory Committee – The oversight committee creating the Nutter Fort Branch Campus self-study narrative consists of the Director of the College, [REDACTED]. He is responsible for the narrative generally. Assistance in writing and editing the self study was provided by the General Manager, [REDACTED]. All departments offered narrative sections and edits in concert with [REDACTED] efforts.
- III. The Preparation and Participants

The General Manager, Director of the College, the Financial Aid Administrator, Career Service Officers, Department Chairs, and Instructors from each of our four academic departments, have all contributed to this self-study narrative. The following Nutter Fort Campus administrative and faculty individuals have contributed to the preparation and completion of the self-study narrative submission:

|                                    |            |                             |
|------------------------------------|------------|-----------------------------|
| [REDACTED]                         | [REDACTED] | [REDACTED]                  |
| <i>Director of the College</i>     | [REDACTED] | <i>IT Dept. Head</i>        |
| [REDACTED]                         | [REDACTED] | [REDACTED]                  |
| <i>Financial Aid Administrator</i> | [REDACTED] | [REDACTED]                  |
| [REDACTED]                         | [REDACTED] | [REDACTED]                  |
| <i>Career Services Officer</i>     | [REDACTED] | [REDACTED]                  |
| <i>Business Dept. Head</i>         | [REDACTED] | [REDACTED]                  |
| [REDACTED]                         | [REDACTED] | [REDACTED]                  |
| <i>Legal Studies Dept. Head</i>    | [REDACTED] | [REDACTED]                  |
| [REDACTED]                         | [REDACTED] | [REDACTED]                  |
| <i>Medical Dept. Head</i>          | [REDACTED] | <i>WVBC General Manager</i> |
| [REDACTED]                         | [REDACTED] | [REDACTED]                  |



## ACICS Application for Accreditation – PART II

### Future Plans for the Institution

West Virginia Business College is committed to the long range planning, overall success, and sustained growth of the Nutter Fort Branch Campus. The actual Business College has been in existence since 1881 and is the oldest private-proprietary College in the State of West Virginia. The College, therefore, is synonymous with growth and development. From inception to present day, West Virginia Business College strives to provide the latest in technology and sound business and medical acumen to all who enroll. To that end, the College has undertaken several plans for the sustained future of the institution.

#### FACULTY – STUDENT DEVELOPMENT

West Virginia Business College is continually seeking top talent to teach classes offered within our programs. The College is in a constant state of advertising and interviewing in order to meet this goal. In addition, the College is actively seeking to increase student enrollment and train more individuals for occupations which, we believe, will strengthen our local economy and allow West Virginia Business College to play an integral part in that overall growth. In support of this, the Nutter Fort Branch Campus does recognize a decline in general population making overall growth a challenge. However, the emergence of technology occupations is recognized by the College. The College is therefore committed to the following:

1. Requiring Admissions Representatives to visit high schools in the area and thus increase our visibility to high school graduates. West Virginia Business College is committed to lowering the relative age of our student body. In order to achieve that goal, we must address the high school market in our surrounding area much more aggressively.
2. For visibility and support of our Admissions Representatives we offer a wide range of marketable “reminders” that include WVBC bracelets, T-Shirts, Staff Polo Shirts, Book Bags, Lanyards, Decals, and similar productions in an effort to increase our visibility in our surrounding communities and overall presence in area high school settings. Many admissions style materials are synonymous between the Wheeling Main Campus and the Nutter Fort Branch Campus.

#### ASSOCIATIONS (Medical and Legal)

West Virginia College is currently seeking strategic partnerships with local companies, law firms, and hospitals to better educate our student population within the Central West Virginia geographic area. We are currently seeking relationships with:

1. Federal Bureau of Investigation – Criminal Justice Information Services Complex
2. Highland Hospital
4. Several smaller, local legal firms as student the need arises.
5. Salem International University [existing articulation agreement]

#### PHYSICAL PLANT UPGRADES

West Virginia Business College has recently renovated a new mock Patient Room complete with Patient bed, Hoyer Lift, Sink, and necessary items needed to facilitate care in a nursing facility, hospital, or home. Medical students are currently benefiting from this new setting. The College has also completed the renovation of our library and transformed it into our working Law Library for students, staff, as well as our surrounding community. Complete with internet access, the Law Library is one of the largest and most comprehensive in the Central West Virginia area.

Plant upgrades include providing live stream access to our web page which will allow for all to see examples of our educational processes, our special programs, in-service possibilities, increased visibility and a more cutting edge feel to our curricula.

In addition we are in pursuit of ABA approval for our Paralegal program. Only one of a handful of programs in the State of West Virginia, WVBC believes our program to rank among the best in the region. Achieving ABA approval would enhance that program even more. All legal students will be able to research via Westlaw Online services as well.



## ACICS Application for Accreditation – PART II

### Future Plans for the Institution

Finally, WVBC, as mentioned earlier, is located in the historic former Roosevelt Wilson High School located in Nutter Fort, WV. The College is working with the owner of this leased premise to upgrade the physical facility, including new restrooms, more energy-efficient windows, and new carpet/paint/décor items. This will make the campus more attractive to prospective students and more comfortable to existing students. While these items constitute an improvement to the overall educational process, the College is current conducting a search of a new facility for the Nutter Fort Branch Campus. We believe that the purchase, renovation, and ultimate use a new facility will permit expansion in both student enrollment and in the development of our programs; current and developing.



# ACICS Application for Accreditation – PART II

## Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

### INSTITUTIONAL PROFILE

#### INSTITUTIONAL INFORMATION

Name: West Virginia Business College

Address: 116 Pennsylvania Ave. Nutter Fort, WV 26301

ACICS ID Code:

Campus Classification: Main  Additional Location

If an additional location, please provide the following information:

Main Campus Name: West Virginia Business College

Main Campus Address: 1052 Main St. Wheeling, WV 26003

Main Campus ID Code:

History of accreditation with ACICS and with other agencies:

West Virginia Business College has been accredited under current ownership since 1989. Institutionally, West Virginia Business College is a member of the ACICS Century Club and has been accredited by ACICS since 1912.

Brief history of the institution:

West Virginia Business was established in 1881 in Clarksburg, WV. Its original name was Elliot Commercial College after its first owner and President. The college's primary focus was Railroad Operation since it was the primary industry at the time. In 1911, the College changed its name to West Virginia Business College and also changed its focus of study to support small, one owner businesses. From 1881 to 1989, West Virginia Business College remained in the Clarksburg area continuing to adapt to the ever changing economic conditions focusing on the basic fundamentals of business. Classes focused primarily on Small Business Management and Secretarial Sciences. In 1972, West Virginia Business College was credentialed to offer Associates Degrees along with Diplomas. The fields of study grew to include Medical Assisting, Computer Sciences and Paralegal Studies. In 1989, a branch campus was added in Wheeling, WV. The demand in Wheeling was so great and as the campus grew at a rapid rate, the Board of Directors decided to deem Wheeling as the main campus and Clarksburg as the branch. The Clarksburg campus moved to Nutter Fort WV, a suburb of Clarksburg, to occupy the historic Roosevelt Wilson High School. West Virginia Business College is the oldest private proprietary college in WV spanning over 130 years.

List of recent (past three years) complaints or adverse actions and current status:

The Nutter Fort, WV campus had one complaint during Summer Quarter 2015. This complaint was due to students being upset they had not received personal expense checks for the quarter which they felt they were entitled to. In actuality funds had not been received to create a credit at that point. It is College procedure, for any student signing a Voluntary Authorization form, to pay the outstanding balance on their account first then additional funds are applied to their requested personal expense checks. This procedure is explained during the initial financial aid meeting and upon signing the Voluntary Authorization form as well as being repeated at every Registration day presentation.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

West Virginia Business College holds an articulation agreement with Salem International University. Generally, the agreement provides for any West Virginia Business College graduate holding an associate degree status with a 2.50



CGPA: shall be accepted into Salem International University with full credit transferrability. This will permit a student to begin a Bachelor's degree pursuit at a discounted rate.

List of international activities:

West Virginia Business College holds no international activities.

Description and scope of distance education activities: Hybrid  Fully Online

None

Participation in Federal Financial Aid Programs: Yes  No

## INSTITUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: James Weir has been promoted to the position of General Manager in March of 2014

Change of Ownership: No ownership changes since our last institutional review.

Program offerings: No major changes since our last institutional review.

Curriculum: No major changes since our last institutional review

Institutional delivery: No changes since our last institutional review.

Other changes: No changes since our last institutional review.

## 1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

### MISSION AND OBJECTIVES

#### 1.1 How was the mission developed?

This mission of West Virginia Business College was developed from the strong belief that a high school education is not satisfactory in preparing employees to successfully, and reliably, meet the current needs and ongoing challenges of the business world. In close consultation with the West Virginia Business College Advisory Board, the College came to realize that its main purpose was to train students with effective skills that would attest to a graduates skill set and permit them to be a valuable and variable asset within the workplace. This causative effect led the College to develop superb methods for a refined enrollment procedure and an ongoing lifetime placement system.

#### 1.2 State the institution's mission and supporting objectives.

The statement is as follows: To enroll students, train students, and assist students in locating employment.

##### 1.2.1 Cite where it is found in the catalog.



The mission is found on page 7 of the current West Virginia Business College catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

WVBC believes there is a need for career training to prepare young adults to successfully meet the challenges of the business world. It is the purpose of the college to provide students with the skills necessary for a productive future and to develop in each student an understanding of the responsibilities and obligations involved in ethical, professional conduct. The energies and resources of the college are wholly focused on teaching employable skills and building self-confidence in each student.

1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

Through the combination of small classes with a lower student to teacher ratio, and the use of appropriate textbooks and teachers: with experience in their field of study: through lecture and testing, West Virginia Business College delivers what is necessary in each program to prepare the student for the workplace

1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

ACICS Criteria provides this basis when employing faculty and assigning classes. This criterion is united with the instructor's college education and achievement of degree(s), as revealed on required official transcripts. Work experience shown and verified on professional resumes, curriculum vitae, and learned also through personal interviews. Additional credence is given to practical knowledge of a candidate's particular field of expertise.

The training and academic components of the College mission are areas most affected by accepted Faculty. Lectures and mentoring sessions, class trips and guest speakers, are only a small part of the Faculty merger into the College mission. Below is how the appropriately educated and trained faculty member contributes to the successful implementation of the College mission:

The Faculty presents a combination of lecture, presentation of techniques, and one-on-one student assistance when aiding students in mastering machine-oriented classes or concept classes. Teachers also enable students to experience real business settings by taking them on field trips or bring in guest speakers. Faculty is also required to maintain and demonstrate high standards of personal and professional behavior, not only while in the College employ, but also in the community at large.

During weekly faculty meetings students concerns are discussed by the faculty and the Director. This allows teachers to give and receive ideas and solutions, and share concerns, not only about students but curriculum as well.

**FACULTY:**

ACICS Criteria provides an excellent basis when employing faculty and assigning classes. This criterion is united with the instructor's college education and achievement of degree(s), as revealed on required official transcripts. Work experience shown and verified on professional resumes, curriculum vitae, and as learned through personal interviews. Additional credence is given to practical knowledge of a candidate's particular field of expertise.

The training and academic components of the College mission are areas most affected by accepted Faculty. Lectures and mentoring sessions, class trips and guest speakers, are only a small part of the Faculty merger into the College mission. Below is how the appropriately educated and trained faculty member contributes to the successful implementation of the College mission:





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Faculty members are also required to maintain and demonstrate high standards of personal and professional behavior, not only while in the College employ, but also in the community at large.

During weekly faculty meetings students' concerns are discussed by the faculty and the Director. This allows teachers to give and receive ideas and solutions, and share concerns, not only about students but curriculum as well. This is documented as a retention tool for operational use by other faculty members as well as the Campus Director.

#### FINANCIAL RESOURCES:

Financial resources have provided a new medical lab and mock surgical suite for all medical related programs offered by WVBC. Additional provisions include a set of 15 Lenovo All In One computers for the computer lab along with the internet access purchased in 2012, subsequent development in our wireless internet access for remaining computers located in a second computer lab, an online library accessible on the [www.wvbc.edu](http://www.wvbc.edu) web site, and the acquisition of hundreds of legal reporters for reference purposes which constitute the largest physical law library in Ohio County, West Virginia and open for public use. Further, internet access has been wired to the office of the Career Service Representative. Financial resources also provide salaries for teachers, classroom equipment and supplies for the medical lab and surgical suite. This promotes the mission by demonstrating the college's educational efforts.

Additionally, financial resources go towards the salary of the Career Service Representative. This person is afforded 12 hours per week dedicated exclusively to placement of graduates, helping to fulfill the third part of the institution's mission.

Advertising contributes greatly to the first and third parts of the mission statement. Through financial resources directed to various media such as television, radio, newspaper, and pamphlets, WVBC attracts the attention of potential students as well as potential employers.

#### PHYSICAL PLANT:

The physical plant of West Virginia Business College is located at 116 Pennsylvania Ave. Nutter Fort, West Virginia. The College is located one block from Route 20 and within 5 miles of Interstates 50 and 79. The college is very accessible from all points. There is adequate free parking. The campus is 3 blocks from the city police station, and within 5 miles of the campus there is access to financial, medical, travel, and emergency services. This location makes it accessible to future employers and graduates seeking employment in the local business community. There is also Bus and Taxi service to and from the school. The campus has never had a felony crime committed on the premises or adjacent public property.

#### ADMINISTRATION:

The administration works closely with instructors focusing on student needs from the enrollment process through their matriculation. In addition, the Administration – including Financial Aid, make every effort to simulate a real work experience with regards to following proper procedures and behaving professionally all all times. Administration also monitors all procedures per ACICS guidelines to ensure swift and correct action is taken regarding the student experience. The initial student process is a handheld style to reduce the effect of stress in returning to school. This monitoring has proven effective and is a valuable nuance to the College mission.

#### EDUCATION ACTIVITIES:

The educational activities are all designed with a singular goal in mind of placement of our graduates into good jobs within their fields of study. Teachers are required to host one relative field trip or guest speaker per class



per quarter. This requirement, in addition to lectures, gives the students a change of pace during the course of instruction. Recent activities have included trips to the Highland Hospital, CityNet, Harrison County Senior center, MCM business systems, as well as the Harrison Co. Court and local Accounting firms.

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

The Campus Effectiveness Plan (CEP) is the embodiment of the college's mission. Administration and CEP committee members review this quarterly through scheduled development meetings. WVBC has a system in place which allows for program, departmental, and curricula advancement. This system is expressed through collaborative meetings. Outside of this process, faculty and administration are always encouraged and may, at any time, submit suggestions to the General Manager by following our published Organizational Structure located through the building. These suggestions are then reviewed and any effort to improve academic outcomes is taken into consideration.

- 1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

In constant consultation with our WVBC Advisory Board, administration, department heads, as well as faculty and students; input is also sought from businesses within our area which verifies and validates our existence, mission and ultimately the success of our programs. The Campus Effectiveness Plan was developed following ACICS criteria in collaboration with area businesses and community leaders. WVBC is an occupational associate's institution; vocational objectives are stressed far more than general education. However, WVBC does recognize the importance of applied general education courses in support of our vocational objectives. Classes such as Literature/Composition, Oral Communication, Basic Mathematics, Psychology, and Interpersonal Communications augment and provide a solid more rounded educational experience.

- 1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

At this time, West Virginia Business College does not have stated plans to alter our core mission and supporting objectives.

## INSTITUTIONAL EFFECTIVENESS

- 1.7 How was the campus effectiveness plan (CEP) developed?

The Campus Effectiveness Plan for West Virginia Business College was developed from specific ACICS criteria and expressed through tracking, surveys, evaluations, and analysis completed with graduates, employers, and current students. The institution is continually improving its effectiveness based on the results of the surveys. WVBC always seeks to allow the establishment of a more direct and open relationship for students with administration. Mentoring sessions have also been more formalized to allow a specified time for assigned Mentors to meet with mentees individually. We feel these activities will ultimately help retention as well as the overall student experience at WVBC.

There are also plans for the Admissions Representative to visit high schools in order to build a solid working relationship with Guidance Counselors at surrounding High Schools which may have students interested in our training and educational benefits. By enrolling high school seniors, WVBC hopes to establish a higher retention rate, because these younger students are used to attending classes, have an immediate goal in mind, and generally have a support team in place, i.e., parents, family, friends, etc, which will allow them to focus on their education and complete their program to a very high success rate.

- 1.7.1 Who is responsible for implementing and monitoring the plan?

The General Manager of West Virginia Business College is responsible for implementation, scheduling and monitoring of the CEP. Each Campus Director has immediate operational responsibility and a duty



to maintain and submit all facets and components of their respective CEP's and report to the General Manager as scheduled.

- 1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year:2012/13 Rate:71% Placement 73% Retention

Year:2013/14 Rate:75% Placement 70% Retention

Year:2014/15 Rate:82% Placement 72% Retention

Explanation (if necessary)

Rates are expressed with supportive documentation on both the annual CAR and CEP reports as submitted to ACICS.

- 1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

Rates are expressed with supportive documentation on both the annual CAR and CEP reports as submitted to ACICS.

- 1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 75% - The retention goals for WVBC are set higher each year for retention and placement. There are several factors influencing the retention of our students. A majority of the student population continues to be single parent, one or no income adults. Geographic region is also a factor affecting retention and placement. There are so many moving parts to retention that a great deal of time and trial and error come into play. The campus has for example attempted the same thing twice to improve retention in the past with completely different opposite results. While the campus always strives to raise it's retention rate the campus does not want it to go lower either. Our goal though is to meet the ACICS thresholds.

Placement: 80% - The North Central West Virginia region, while now experiencing a boom in the oil and gas industry, has historically found lesser opportunity professionally than larger metropolitan areas that are within driving distance. Additionally, large selections of student's are first time family members attempting college. They tend to come from rural areas where transportation and personal finances are prevalent obstacles to academic progress. Further, West Virginia continues to be a blue-collar state and many students have lost jobs in factories or coal mines that have shut down or severely cut back in personnel. Therefore, students attend WVBC programs that offer retraining, and a desire for a new and more secure nature of work. Yet, the mentality of blue collar work runs deep and the challenge of WVBC is to consistently offer a better way. If not, students will return to the same type of work upon graduation due to this deep-seeded mentality. The campus is generally satisfied with the placement of it's graduates and would like to maintain this.

- 1.10.1 What factors were taken into consideration when developing these goals?

Using baseline numbers for each category and establishing reachable goals while understanding our employment trends in our geographic region as well as the intent of our current students once graduated.

- 1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

West Virginia Business College places extreme emphasis on career services along with our ability to retain students. This combination has yielded relatively high retention and placement rates. While these activities



have allowed the institution to maintain acceptable retention and placement rates, we are in a continuous state of seeking improvement in these specific areas.

**I.12 What data are utilized to evaluate the following elements:**

**a. Level of graduate satisfaction**

A survey methodology is used to determine level of student satisfaction.

**b. Level of employer satisfaction**

A survey methodology is used to determine the level of employer satisfaction.

**c. Student learning outcomes**

The pre-post test methodology is used to determine the level of student learning outcomes. Relative to this methodology is a goal set to 10% minimum improvement as outlined in the campus CEP

**1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:**

**a. Satisfaction of graduates**

The data is collected, analyzed, and used to determine if there is something that the campus may want to alter, change or add to a program or class that would enhance the educational experience and create a better prepared student for employment. In addition, we aim to prepare students who are uniquely satisfied with their education at West Virginia Business College.

**b. Satisfaction of employers**

This data sample is collected, analyzed, and used to determine if there is something that the campus may want to alter, change or add to a program or class that would enhance the educational experience and create a better prepared student for employment. In addition, we aim to prepare students whom the employer will be uniquely satisfied with the education of at West Virginia Business College.

**c. Student learning outcomes**

The data sample is collected, analyzed and utilized to determine if there is something that the campus may want to alter, change or add to a program or class in content or delivery for example, to improve the learning outcome and retention of what is needed for a particular class or program.

**I.13 How is the campus effectiveness plan evaluated?**

At WVBC, campus effectiveness is monitored primarily through the Continuous Improvement Committee, the body tasked with helping to improve the overall quality of WVBC's educational programs, policies, and procedures by establishing an ongoing process of continuous evaluation, review, and improvement.

The committee is established by positional structure and is as follows:

General Manager (chair)

Campus Directors (one per campus)

Admissions Representatives (one per campus)

Financial Aid Managers (one per campus)

Career Services Representatives (one per campus)

Faculty department heads and/or representatives for the Legal.



Medical, Information Technology, and Business Departments (at least one per department, per campus)

The membership of the Continuous Improvement Committee is central to effective distribution of evaluation responsibilities throughout the institution and is aligned with administrative roles and authority as depicted in WVBC's organizational structure charts. Because Committee members are capable of providing current updates based on department-level meetings that occur between quarterly meetings, the Continuous Improvement Committee is central to creating a continuous improvement loop in which representatives from each functional area of the institution are prepared both to implement Campus Effectiveness Plan (CEP) activities and to provide feedback on current performance vis-à-vis baseline rates. The Continuous Improvement Committee then makes recommendations for improvement to the General Manager based on its analysis of current outcomes. This process remains unchanged.

1.13.1 What is the schedule for evaluation?

The 2015 Committee meeting schedule is currently based on WVBC's academic year, with one meeting scheduled, generally, for the fourth Thursday of the last month of each academic quarter. (December meeting dates, however, are adjusted to accommodate holiday office closures.) However, the College is in the process of realigning the CIC meeting schedule to correspond with ACICS CAR report. Therefore, the CIC meetings from 2015 and forward will reflect a quarterly meeting based on the CAR calendar.

## 2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

West Virginia Business College is a private co-education institution founded in 1881 under the laws of the state of West Virginia. The Board of Directors assumes control of the institution. This board consists of John A. Tarr, IV – President, Thedosia Tarr – Vice President/Secretary/Treasurer. This information is found on page 3 of the institution's catalog.

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

Faculty members are hired by the Campus Director. At the time of their official hiring, teachers are given an orientation by the Director. At this time, they will go over all documents in their personnel file, read and sign their job description, read and sign the WVBC Employee Handbook, and review the (teacher instruction pages) T-pages. Copies of all signed documents are given to employee. An Annual Faculty Development Plan is completed by each teacher. All faculty members complete a new plan at the beginning of each year. At the end of each quarter, the teacher and the Director review the plan to see if goals set have been met. Improvement plans or adjustments to goals are then discussed. Additionally, T-pages are reviewed periodically during faculty meetings. This allows teachers to be informed of any new policies or procedures. A copy of the teacher's T-pages are emailed to teachers. Via mails, teachers receive memos, updates, calendars, and so forth, that need attention between meetings. Each teacher is formally evaluated by the Director once per quarter. This evaluation is reviewed at the same meeting towards the end of the quarter as the development plan. All documents are placed in their personnel file.

2.2.1 How is this documented?



Weekly meetings are held for both staff and faculty. At these meetings all goals, procedures, and issues are discussed. The Director makes an unannounced visit to each teacher's classroom at least once per quarter. An official evaluation is then completed. Once this evaluation is discussed with the teacher, it is placed in his/her file. Also during this one-on-one meeting, the Annual Faculty Development Plan (form 118) is reviewed to see if goals for the quarter are being met.

During the eighth week of each quarter, every student is asked to complete a Staff and Faculty Evaluation form. They are also urged to make comments. These evaluations, upon analysis by the Director and General Manager, serve as an indicator of the level of satisfaction among the student body of the institution. Since these evaluations are private, a synopsis is made by each campus Director and originals are discarded.

Additionally, an annual survey is completed each October, which adds to the student information available to the faculty and staff. All students are urged to take any criticisms, negative or positive, to the administration at any time.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

Weekly meetings are held for both staff and faculty. At these meetings all goals, procedures, and issues are discussed. The Director makes an unannounced visit to each teacher's classroom at least once per quarter. An official evaluation is then completed. Once this evaluation is discussed with the teacher, it is placed in his/her file. Also during this one-on-one meeting, the Annual Faculty Development Plan (form 118) is reviewed to see if goals for the quarter are being met.

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Additionally, a annual survey is completed each October, which adds to the student information available to the faculty and staff. All students are urged to take any criticisms, negative or positive, to the administration at any time.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The administration provides a "Standards of Conduct" section within the employee handbook, which advises all employees on matters concerning standards of integrity, ethics, and behavior, both in and out of the workplace. It makes clear that there are only to be professional relationships with students, and any personal relationships are shunned. Employees are expected to, at all times, exhibit both civic and moral behavior.

2.5 How is the policy for ensuring academic freedom communicated to faculty?

Faculty members are encouraged to instruct their classes according to their own personal styles, strengths, and personalities within the broad guidelines of the course syllabus. Additionally, teachers are at all times encouraged to submit suggestions for new texts, classes, and so forth. Finally, teachers are given wide latitude when initiating field trips and guest speakers. This is all completed with little or no interference by the administration. All of these items allow for great academic freedom.

2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

A three (3) step grievance procedure is provided by WVBC.



**Step 1 – Any student with a grievance or complaint may request an individual conference with the instructor or mentor.**

**Step 2 – If a satisfactory resolution to the problem is not reached, the aggrieved party is encouraged to seek guidance from the Campus Director.**

**Step 3 – If the previous steps have not been resolved within a 48 hour period from the onset of the incident, the aggrieved party must submit in writing all the facts of the grievance to the Director. Within 24 hours of receipt of the written complaint, the Director will schedule a Grievance Committee hearing. The time of the meeting is communicated in writing to all parties. The committee consists of the Director and two (2) staff or faculty members not involved in the incident.**

All persons are to be present at the hearing. All involved are given the opportunity to discuss the grievance. Once all parties are finished, they are excused. Then, the committee, taking all into account, makes the final decision. This decision is communicated to all parties within 48 hours. If the decision is unacceptable by any party, they may file a complaint with ACICS at the address/phone number provided in the institution's catalog. All faculty, staff, and students are provided with this information through the school's catalog. These policies can be found on pages 22 and 23 of the catalog.

## 2.7 Describe any plans for the improvement of the organization.

The Administrative Assistant is continuing her education and is currently enrolled in a Bachelors degree program. The Financial Aid Administrator has attended a WVHEG seminar and a seminar on VA benefits. Additionally, the Director attended a recent ACICS Accreditation in Washington, D.C

### FACULTY – STUDENT DEVELOPMENT

West Virginia Business College is continually seeking top talent to teach classes offered within our programs. The College is in a constant state of advertising and interviewing in order to meet this goal. In addition, the College is actively seeking to increase student enrollment and train more individuals for occupations which, we believe, will strengthen our local economy and allow West Virginia Business College to play an integral part in that overall growth. The College is therefore committed to the following:

1. Requiring Admissions Representatives to visit high schools in the area and thus increase our visibility to high school graduates. West Virginia Business College is committed to lowering the relative age of our student body. In order to achieve that goal, we must address the high school market in our surrounding area much more aggressively.
2. For visibility and support of our Admissions Representatives we offer a wide range of marketable "reminders" that include WVBC bracelets, T-Shirts, Staff Polo Shirts, Book Bags, Lanyards, Decals, and similar productions in an effort to increase our visibility in our surrounding communities and overall presence in area high school settings.

### ASSOCIATIONS (Medical and Legal)

West Virginia Business College is currently seeking partnerships with local companies, law firms, and hospitals to better educate our student population. We are currently seeking relationships with:

1. Several smaller, local legal firms as student need arises.
2. Salem International University [existing articulation agreement]

### PHYSICAL PLANT UPGRADES

West Virginia Business College has recently constructed a new medical lab. This medical lab was completed in concert with local area hospitals permitting access. A College study was completed and construction began and finished within a calendar year. Medical students are currently benefiting from this new medical lab. Plant upgrades include providing live stream access to our web page which will allow for all to see examples of our



educational processes, our special programs, in-service possibilities, increased visibility and a more cutting edge feel to our curricula.

In addition we are in pursuit of ABA approval for our Paralegal program. Only one of a handful of programs in the State of West Virginia. WVBC believes our program to rank among the best in the region. Achieving ABA approval would enhance that program even more.





### 3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

Robert Wright is the Campus Director/On-Site Administrator. Mr. Weir has vast experience in his field. He has both teaching and administrative experience. Mr. Wright has both instructional and administrative experience as a former bank CEO and past business owner and teaching experience at other local colleges. He currently holds a Bachelor's degree in Accounting from Alderson Broaddus University and is fully qualified as an on-site administrator.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Bi-annually, the Director and Advisory Board meet to discuss input on curriculum updates, job market changes, and general community information. This provides the college with information to keep WVBC up-to-date and competitive. The Campus Director will also periodically contact Advisory Board members individually for specific program additions and deletions relative to community needs. Advisory Board members are chosen, in large part, for their business intelligence and expertise in the field.

Teachers are also encouraged to submit suggestions for changes in classes, programs, texts, and so forth. These are submitted to the Director. Upon approval, they are submitted to the corporate office for final approval or denial.

The Career Services Representative informs the Director if potential employers request specific needs that WVBC does not provide in its current course of study. Graduate and employer satisfaction surveys are reviewed by the Career Services Representative as well and suggestions are submitted to the Director.

b. Student activity programs

The college does not require nor evaluate student activities due to the diverse lifestyles of the majority of our students. There does exist, when interest is high, a Student Council, which is totally student-run and student-funded. Approximately once a quarter, there is a student party/get-together. This often coincides with a holiday, the end of the quarter or perhaps graduation. Quarterly, a pizza party is offered by the College to students who participate in the school's Bulletin Board contest. Students will post a bulletin board relative to their class and the winner is chosen by the DR to receive the Party. Also at Halloween, WVBC awards a gift certificates to both a day and night student who have the most interesting costume.

c. Guidance services

All faculty, staff and administration are involved in the guidance of the students. The Admission Representative initially guides the student in the proper direction as far as attending the college and which program is right for him/her. The Financial Aid Administrator guide the student throughout his/her career at the college in all the financial aspects such as FASFA's, Pell grants, student loans, and so forth. The Administration Assistant will assist in advising



students on related academic procedures and when necessary, schedule the student to meet with the Director. The Director aids in the guidance of the student in his/her scheduling, grading, attending, as well as any problems or issues that arise. The Director also assists the student in contacting various agencies as the student's needs arise. The Director additionally acts as a liaison between the teachers and the students; so if any issues come up involving conflict, guidance is provided. Mentors and teachers bring their personal and professional experiences to the students and in that way they guide the student into the real world of business and the workplace.

d. Financial aid services

The Financial Aid Administrator monitors and evaluates the activities of the financial aid department. Internal audits are completed quarterly. Required audits are done annually by the Department of Education via an independent auditor. Program reviews by the Department of Education are also conducted. The Financial Aid Administrator reviews students' financial aid needs and advises them accordingly.

c. Instructional procedures

Quarterly formal evaluations are completed by the Director through unannounced visits to the classrooms. Students, quarterly, evaluate teachers by way of the Staff and Faculty Evaluation completed during the eighth week of the quarter. Management analyzes these evaluations to see if any changes in instruction or curriculum are necessary.

f. Instructional resources

The following instructional resource services are available:

1. Request for classroom materials quarterly – considered by administration
2. Repair requests as needed – repairs or replacements are made as needed
3. Suggestion forms requesting new texts and resources – considered by the administration
4. Requests for updated texts – Director works closely with book representative
5. Library Resource Request forms – considered by the administration

Also available are the following resources that may be used by any teacher and instructor-supervised student:

1. Television
2. DVD player
3. Personal Computers
4. Wireless Internet Access
5. Overhead Projector

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

Official transcripts of each teacher are kept by WVBC in his/her personnel file. A copy of the actual degree is displayed on a board in the hallway, and a copy is kept in the file.



3.4. What records are kept relative to the following areas:

a. Financial aid activities

All Federal and State required materials are kept in individual student files. Permanent record card notebooks and tuition and fee cards are kept in separate notebooks. West Virginia Business College at Wheeling has recently started the process of electronic recording and housing of all student records with an outside agency. The following are some examples of required materials:

1. Tuition Account Card
2. The Institutional Student Information Record
3. Verification material if the student is to be verified
4. Proof of dependency if needed
5. Other records involving student status

b. Admissions

The following records are kept:

1. Copy of enrollment application accepted by the Director
2. Entrance Evaluation – graded
3. Representative Assessment – Form 1

c. Curriculum

The following records are kept:

1. Lesson Plans are turned in each Monday
2. Syllabi are posted in each classroom and updated quarterly or as needed
3. Permanent Record Cards (grades, GPA, and CGPA are posted quarterly)
4. Registration Cards (mid-term and end-of-the quarter grades)
5. Official Transcripts
6. Classroom Policy Letter

d. Guidance

The following records are kept:

1. Grade sheets
2. Advising forms (Form 77)
3. Graduate forms are kept with the Career Services Representative for future placement

e. Library or instructional resources

Virginia Business College utilizes a comprehensive online library with unrestricted access to students and friends of the College. The Gale Academic One online library with supplemental portals for both Business and Medical with additional resources for Health and Well Being, are housed on the WVBC website at [www.wvbc.edu](http://www.wvbc.edu). Students are given the simple log in



information at registration and information is also posted throughout the campus on bulletin boards giving ease of access. Legal students, while served on the Gale Academic One online library, also enjoy one of the largest depository of Legal Reporters in the Tri-State area. Over 2000 relevant reporters were donated by a local law library to WVBC and has been inventoried and shelved in our exclusive Law Library. Open to the public during off hours, legal students can utilize the Law Library to enhance their research skills.

f. Instructional supplies and equipment

A supplies inventory list is maintained by the Director and housed within our filing system at the College. Once per quarter, this list is reviewed and added to as needed. Input for this form comes from the teachers, and staff, dependent on need. These forms are then sent to the corporate office where it is decided what supplies to purchase.

g. School plant

The Nutter Fort Campus is housed at 116 Pennsylvania Ave. Nutter Fort, West Virginia. The building is leased. The building consist of approx. 5,000 Sq. ft. There are currently 5 classrooms and plans for another 5, staff offices one of which is used for meetings, a library and a student lounge. There is ample free parking. The building has 5 fire exits and 2 fire extinguishers. Floor plans and evacuation routes are posted in each room.

h. Faculty and staff

The following personnel files are kept in the Director's office:

- Annual Faculty Development Plan
- Interoffice Payroll Memo
- College Transcripts
- W-2/T-104
- I-9 Citizenship
- Resume/Application for Employment
- ACICS Data Sheet
- Employee Handbook
- Instructor Evaluations
- Copies of degrees – Instructors only
- Training, Credits, and Certifications earned while employed

i. Student activities

All student files are created based on a student file checklist – WVBC Form 79, organized and are kept in a locked, fireproof cabinet.

All seated student account cards are kept in the fireproof cabinet in a three (3) ring notebook in addition to the electronic version. Any separated student owing the College money is also kept



within the same notebook. All graduate and dropout files are kept at the Wheeling Campus and filed in a locked, fireproof room.

All graduate and dropout files are electronically scanned. A paper file is also maintained in a locked fireproof file cabinet. Electronic files are housed in a separate, secure, external computer drive. Files are kept indefinitely. Files consist of:

- Diploma | Degree (if applicable)
- Permanent Record Cards
- Application for Enrollment
- Tuition and Fee Account Cards [if balance due.]
- Refund Computation Forms
- Buckley Amendment/H.S. Grad/GED/Cash Paying/catalog

j. Student personnel

All currently seated student files are housed in the fireproof cabinet on site and kept locked overnight. All graduate and dropout files are kept in a locked, fireproof room at the main campus in Wheeling. Electronic backup of records for active students is a two-fold process. The College utilizes FAME, Financial Aid Management for Education, as well as AmpEducator, Inc. a web based depository located in Toronto, Canada.

k. Campus Accountability Reports

A copy of the report, itself, as well as the grid listing each student in the report, program they are in, and all information relevant to the report grid, is kept in the fireproof cabinet. A copy of the report is also housed at the main Wheeling campus and can be referenced easily online through the secure log in located at [www.acics.org](http://www.acics.org)

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

All student files are created by a student file checklist – WVBC Form 79, organized alphabetically and are kept in a locked, fireproof cabinet. All seated student account cards are kept in the fireproof cabinet in a three (3) ring notebook. Any separated student owing the College money is also kept within the same notebook. All graduate and dropout files are kept at the Wheeling Campus and filed in a locked, fireproof room. All graduate and dropout files are electronically scanned and housed in a separate, secure external computer drive. Files are kept indefinitely. Electronic files consist of:

- Diploma | Degree (if applicable)
- Permanent Record Cards
- Application for Enrollment
- Tuition and Fee Account Cards
- Refund Computation Forms



- 3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Ability-to-benefit students are not admitted to WVBC.

- 3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

West Virginia Business College Form 5 and the Application for Enrollment is signed by all enrolling students. This form states that the student has either graduated from a high school or completed a GED. In addition, the College follows ACICS Criteria as well as all Title IV guidelines in procurement of GED documentation.

- 3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

High School graduate and GED documentation are verified through the applicable State Board of Education.

- 3.7. What grading system does the campus employ to indicate student progress?

The traditional grading system of letter grades of A, B, C, D, or F is employed. The institution is on the quarter credit hour system. Graduate transcripts are kept at the main campus in Wheeling. Permanent Record Cards are maintained by the Director, showing the quarters and the grades received. Transcripts are completed from these Permanent Record Cards for graduates and dropouts, and all transcripts explain the grading system. All expressions listed above are provided in the WVBC Catalog.

- 3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

Quarter credit hour is utilized

- 3.7.2. How does the campus ensure that a transcript is maintained for each student?

Graduate and dropout transcripts are kept at the main campus in Wheeling. Permanent Record Cards are maintained by the Director, showing the quarters and the grades received. Transcripts are completed from these Permanent Record Cards for graduates and dropouts.

- 3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grade system for West Virginia Business College appears on each transcript produced for a student. It is consistent with the WVBC campus catalog and is reflected as such:

| Grading Scale | Grading Quality | Point Value |
|---------------|-----------------|-------------|
| A - 100-90    | Excellent       | 4.00        |
| B - 89-80     | Good            | 3.00        |
| C - 79-70     | Fair            | 2.00        |
| D - 69-60     | Poor            | 1.00        |



|   |   |      |          |      |
|---|---|------|----------|------|
| F | - | 59-0 | Failure  | 0.00 |
| W | - | -    | Withdrew | 0.00 |

- 3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

All currently seated student records are housed in the fireproof cabinet in the financial aid office that is kept locked. All graduate and dropout files are kept in a locked, fireproof room at the main campus in Wheeling.

- 3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

N/A

- 3.9. How long are student records maintained by the campus?

Student transcripts are kept indefinitely. All federal and legal requirements are observed in record keeping.

- 3.10. Describe any plans for improvement in the administration.

The Administrative Assistant is continuing her education and is currently enrolled in a Bachelors degree program. The Financial Aid Administrator has attended a WVHEG seminar and a seminar on VA benefits. Additionally, the Director attended a recent ACICS Accreditation in Washington, D.C. Training either off site seminars or onsite training and webinars are and will be used to update staff.



## 4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

### ADMISSIONS AND RECRUITMENT

#### 4.1 What is the admissions policy?

WVBC requires the following for an applicant to be admitted:

1. To be interviewed by an Admissions Representative
2. To have earned a diploma for a high school or to have a GED
3. To complete the entrance evaluation
4. To be accepted by the campus Director

To enter a degree program, an applicant must score 20 or higher on the entrance evaluation. This is the only difference between admission to the diploma and the degree programs. This policy is in adherence to the school's mission of admittance only of applicants that the institution deems trainable and able to place in a career. Other factors of admission are attitude and behavior, which may be determined through statements made or conversations with the Director. The policy also is that if a student who scored less than 20 can complete the diploma program successfully he/she can at that time re-enroll into a degree program. This affords the student the opportunity in the future and a goal to work toward.

##### 4.1.1 Does the policy differ based on the credential awarded or program of study?

Degree programs require a score of 20. Diploma no score required.

##### 4.1.2 Explain how the admissions policy adheres to the institution's mission.

Our policy applies to our institutional mission as students are deemed trainable and placeable after successful completion of our given programs.

#### 4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

West Virginia Business College does not admit ability to benefit students.

#### 4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

The following records are maintained by WVBC for this purpose:

1. Original application for enrollment
2. Original evaluation





3. Record of acceptance by the Director (on application for enrollment)
4. West Virginia Business College Form 5

#### 4.4 Describe the student recruitment program.

The institution uses individual Admission Representatives (AR) who call prospective students and respond to those who have called the college. The college advertises on television and periodically radio to create interest. When permitted, the AR visits high schools and meets with the guidance counselors and provides information. A letter is sent once a year to principals advising them of the WVBC Scholarship. Information is taken by administration from potential students who call in. The AR then returns that call and sets up an appointment to be held in the person's home or at the school.

#### 4.5 Describe how admissions representatives are trained, compensated, and monitored.

The Director trains the Admissions Representatives with regards to presentation, applicable laws, and regulations concerning legal and accreditation criteria. As all staff and faculty, the AR is given a written job description. This states that any misrepresentation is grounds for dismissal. Prior to an AR enrolling a student, they must demonstrate that they know and are comfortable with WVBC official standard presentation and are able to convey it correctly. They must practice this with management trainers. Admissions Representatives are monitored by the Director. Appointments made by ARs are written on a dry erase board in the Financial Aid Office as well as the Director's Office. In addition, the College employs a Google Calendar System which allows all administrative personnel to know the AR status at any given time. Each morning the Admissions Representative meets with the Director to discuss procedures and activities regarding the previous day. Admission Representatives receive an annual salary paid semi-monthly.

#### 4.6 Describe the policies and procedures regarding incoming transfer of credit.

The college will accept credits earned from other accredited institutions if the following criteria are met:

1. The grade earned must be an "A," with catalog and similar course description.
2. Quarter-equivalent hours must have been earned and the course must be applicable to their program.
3. No more than one half (1/2) the required courses may be transferred. A more detailed description is seen on pages 11-12 of the catalog.

WVBC currently holds an articulation agreement with Salem International University. The publication of this agreement is through the use of posters and are located on the Campus Director Announcement Board as well as throughout the campus. In addition, the use of media outlets and portals of the announcement was utilized. Notification is given to students at the time of acceptance by the Campus Director. In order to qualify for transferability, a student must earn at least a 2.5 CGPA and have completed a minimum of 15 semester credit hours as converted.

##### 4.6.1 Where are these policies and procedures published?

West Virginia Business College Catalog - Page 12-13

##### 4.6.2 Describe any articulation agreements with other institutions.

WVBC currently holds an articulation agreement with Salem International University.

##### 4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.



The publication of this agreement is through the use of posters and are located on the Campus Director Announcement Board as well as throughout the campus. In addition, the use of media outlets and portals of the announcement were utilized.

- 4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Quarterly a Representative from SIU comes to meet with all graduating students to speak to them about the articulation agreement between WVBC and SIU. Also during exit interviews the CSR informs each grad of the articulation agreement and what is available to the student.

#### STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

- 4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

The Campus Director is responsible for following the satisfactory academic progress of students. This is based on federal guidelines. This is examined by the Director at the end of each quarter when GPAs and CGPAs are calculated. The Campus Director notifies the Financial Aid Administrator when a student does not meet SAP standards. All protocols for SAP standards are located in the WVBC Catalog beginning on page 15 of the catalog. Training for this monitoring has come through ACICS workshop and webinar training as well as specific Financial Aid Administrator training through various state and federal outlets.

- 4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

Satisfactory Academic Progress (SAP) policy is outlined beginning on page 15 of the WVBC Catalog; and reads as follows

The College has established satisfactory academic progress (SAP) standards that all students must achieve and maintain to be considered to be making measurable progress toward completion of his or her program of study. These standards define the quantitative -pace or percentage of completion, qualitative measure - minimum cumulative grade point average (CGPA), maximum time frame (MTF) for completion of a program of study and other academic requirements. In order to receive and continue to be eligible for federal, state and institutional financial aid funds, a student must maintain satisfactory academic progress. West Virginia Business College evaluates SAP applicable to the program of study in which the student is enrolled at the end of each academic year for programs that are longer than an academic year and at the end of each quarter for programs that are one academic year or less in length. All students must complete and graduate from their program of study within 150% of the published program length. Students not meeting these standards will be subject to dismissal from College. All students must have a CGPA of a 2.0 (Grade of C) for graduation from any program. The quantitative component of SAP is the measure of the pace at which a student must progress through his or her program of study to ensure completion within the maximum timeframe allowed and provide for the measurement of the student's progress at the time of evaluation. The pace or completion percentage is calculated by determining the cumulative number of credit hours the student has successfully completed divided by the number of cumulative credit hours the student has attempted. Transfer credit hours accepted from other schools that are applied to a WVBC program of study are counted in the calculation as both attempted and completed hours. A student must complete 66.67% of attempted credits per evaluation period in order to complete program of study within the maximum time frame (150% of the published program length).

It is the Director, who is responsible for monitoring academic probation as well as SAP.

Attendance is verified by the Administrative Assistant, who aids the teachers in keeping a record for their attendance policy.

Successful course completion is verified by the Director after reviewing the Permanent Record Card to determine if enough quarter/credit hours have been earned. CGPA is



obtained, and all requirements for the program have been met. SAP (150%) is not calendar based, but it is based on academic progress.

4.8.1 Who reviews the student's records and advises the student?

Campus Director with support from Academic Administrative Assistant as well as the Financial Aid Administrator.

4.8.2 Who monitors probation?

Campus Director

4.8.3 How is attendance verified?

Instructor based attendance verifications - records are then official and the responsibility of the Campus Director

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

Based on SAP requirements and regulations, periodic checks are made for GPA, PACE OF COMPLETION, and 150% : which are reviewed by the Campus Director.

#### FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

An institutional scholarship is sponsored by WVBC. Its requirements are as follows:

1. The student must have achieved at a minimum 3.0 (out of 4.0) GPA in high school.
2. He/she must currently be a senior in high school or a graduate of the most recent senior class.
3. The student must receive in writing a recommendation from the high school principal.

The scholarship is explained in the WVBC catalog on page 18.

The AR e-mails high school principals by September 30, which explains the scholarship. A follow-up is completed by the Admissions Representative who hand delivers a copy of the letter to the high school guidance counselors. No grant or loan programs are sponsored by the school. There is also a President's Scholarship, which is awarded based on competitive testing.

4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

A breakdown of tuition and fees is provided in the catalog. No exceptions or special arrangements are made for any student enrolling at WVBC. All students are charged in accordance to the cost listed on student award letters. Scholarship award recipients, as published in the WVBC Catalog, are presented with an award letter based on type of scholarship received with applicable charges, if any.

4.11 What are the refund policies and procedures?

The refund policy is clearly outlined in the WVBC catalog page 10, as well as at the bottom of the enrollment application.

The refund policy and procedures are as follows:

1. Cancellations prior to the first day of class: If applicants, accepted by the institution, cancel within five (5) business days following the date an enrollment contract is signed, the school will refund all



monies paid to the institution. In the event of a cancellation notification following this period, but prior to the start of classes, the institution will refund all monies paid.

2. **Withdrawal after the commencement of classes:** Student who withdraw during the first two (2) weeks of the quarter will receive a tuition refund of 50% of the charged tuition for the period. Students who withdraw during the third week of the quarter will receive a tuition refund of 25% of the charged tuition for the period. After the third week no refund will be made. Application and other fees are non-refundable. All Title IV funds will be made in accordance with the rules and regulations of the US Department of Education. Return of funds will be based on the amount of time a student spends in school. This will be determined by the number of days in the enrollment period (excluding scheduled breaks of five days or more). If the percentage is less than 60%, the appropriate amount of aid will be determined within the allotted time frame. If the amount is greater than 60%, no return of monies will be made.

3. **Refund to Veterans** will be made on a pro-rata basis as required by the Veterans Administration and appropriate State regulatory bodies.

4.12 **What are the qualifications of the financial aid officer?**

A minimum of a 2yr degree in the field is required however a 4yr degree or working toward a 4 year degree is preferred. Experience may be taken into consideration.

4.12.1 **In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?**

A member of WASFAA, the state association for financial aid administrators, the FAA is to weekly check the IFAP, DOE, and ACICS web sites for any updates and changes concerning the FA Dept. and brings to the attention of the Director.

4.13 **If applicable, describe the system for counseling students regarding their student loan repayment obligations.**

During the initial financial aid interview, the student is informed of his/her obligations and responsibilities in regards to taking out student loans. All pertinent repayment information is also given out and reviewed at that time. A loan entrance interview is also completed. The student also completes the mandatory Pell Grant application through the FAFSA.ed.gov website if not previously completed.

During registration, students are reminded to make an appointment with the Financial Aid Administrator for any questions that arise throughout their educational career. At that time, they are also reminded of repayments, student loan obligations in general, required exit interviews, and how attendance and GPAs/CGPAs, all affect financial aid.

During the exit interview, more literature is given to the student regarding loans and repayment obligations. They are also made aware they may contact the Financial Aid Administrator even after leaving WVBC for advice or with questions regarding their student loans.

4.13.1 **What is the cohort default rate for the last three years?**

|            |                            |
|------------|----------------------------|
| Year: 2012 | Rate: 20% unofficial draft |
| Year: 2011 | Rate: 19.2%                |
| Year: 2010 | Rate: 20%                  |

4.14 **If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.**  
WVBC does not have a cash discount policy.



## STUDENT SERVICES

### 4.15 Describe how the campus provides orientation for new students.

An registration is held on the first day of the quarter. There is registration at 10:00 a.m. for day students and one at 6:00 p.m. for night students. The registration is begun by the Director, who then introduces the Financial Aid Administrator, after which the Career Services Representative is introduced. After they have talked about their duties and their relationship to the students, the Director introduces the teachers. They talk about themselves, their degrees, their qualifications and experience, and their expectations. The Student Counsel is then introduced and a spokesperson discusses the role of that body. The College's regulations and rules are discussed. Statement of Understanding is read to all students and they may ask any questions they may have. Students are then assigned to report to mentors and discuss obstacles which may prevent them from coming to school. During that time, they are called into the Law Library one by one, book cards are distributed, and payments are discussed. They also receive a copy of their grade cards with their final grades from the previous quarter. After the new and reentry students are finished with their registration, they, too, are dismissed to their mentor and follow the same process as returning students. The first mentoring session by the Director is usually held within the first week of classes. This allows students some time to adjust to their classes and determine they perceive there to be any potential problems. Advising forms are completed at these sessions as well. Additionally, teachers set office hours so students may make appointments during those times to meet with the teacher on a one-on-one basis to discuss any problems occurring in his/her class. The tone of orientation is upbeat, enthusiastic, and informative.

### 4.16 Describe all academic and personal counseling services offered.

Academically, if a student has a concern they meet with the teacher who is qualified in that field of study. The student is also assigned a Mentor during registration and the listed Department Head may also be involved. The Department Head is qualified in their field of study. They are considered counselors within their field of study. Last, the Campus Director may be involved and has the experience and qualifications to handle most situations or provide contact information to the person(s) or agencies needed.

#### 4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

Department Heads, Mentors, and Instructors are all highly qualified individuals with significant life experience. In the event a situation is beyond the scope of a student - teacher relationship, West Virginia Business College will seek to provide the necessary assistance to the person or persons in need.

### 4.17 Describe the retention program.

WVBC seeks to retain students as follows:

1. By explaining clearly and concisely all policies, procedures, rules, regulations, and expectations from the initial Admissions Representative interview, to the Financial Aid interview, followed by the tour of the facility by the Director, to the orientation and meeting with mentors, to finally the classroom policy letters given by each teacher on the first day of class.
2. By reminding student at each orientation the rules and regulations.
3. By providing advising sessions twice per quarter or as needed.
4. By offering an open-door policy.
5. By closely working with students on payment issues and aiding them in finding as much outside funding as is allowed by law.
6. By ensuring that student receive as much personal attention by faculty and staff as needed.



7. By working closely with students on academic probation.
8. By providing small classes and a faculty who truly care about the students and who are qualified to provide the education the students require.
9. By offering students information about special government agencies they can go to for help for a variety of matters, "Choices" daycare services, and bus schedules.
10. By encouraging the Student Council to hold activities that will allow for a break from routine and allow for social interaction where students can establish friendships and support groups.
11. By providing encouragement for students who excel, have perfect attendance, or make a positive impression in some manner.
12. By each faculty and staff member treating each student fairly, with respect, and as a valued individual.

The Director also constantly makes contact with students and teachers, ensuring that they are working together towards a common goal – the student's education and graduation. The Director offers an open-door policy and each day is making contact with students. The Director occasionally visits a class, which also allows students to observe the Director in a different setting, which permits a stronger relationship to WVBC.

4.18 Describe employment services offered to students.

The Career Services Representative (CSR) meets with each student in his/her last quarter. She offers information regarding Civil Service Test taking, WV Work Force sign ups, online job sites, and also obtains the student's resume for future forwarding to potential employers that she comes in contact with. She contacts potential employers weekly and calls new graduates weekly; as well, to make contact and update any employment information. WVBC also offers lifetime placement services to all graduates. The CSR helps set up appointments to sign up for civil service exams. She encourages students to volunteer to improve their chances of employment.

4.18.1 Describe how placement verification is documented.

Employment results are documented on ACICS Tracking Form #6. Follow-ups are documented on the ninety (90) Day Graduate Letters, as well as the Employer Satisfaction Letter.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Responses to Employer and Graduate Surveys are analyzed to see where there is a need for improvement in technical skills and soft skills from both Employers and Graduates point of view. The goal is to maintain a placement rate of 80% or better. Results of Employer Surveys are used to identify employers' priorities in hiring in the local job market, and to identify reasons for unemployment while developing recommendations to address reasons for unemployment of graduates. Graduate Survey results are used to develop academic programs and activities designed to address areas for improvement in technical skills and soft skills.

4.20 Describe the programs of extracurricular activities, if any.

The college, itself, does not utilize a program of extracurricular activities. Many students have obligations outside the school that would not afford them the opportunity to participate. WVBC does encourage and support the Student Council who holds a variety of activities. They have bake sales, picnics, covered dish dinners, and also participate in things such as the annual Christmas Parade. These are open to all students, staff, and faculty.

4.21 Describe any areas needing improvement in the area of relations with students.

The College Admissions Department organizes each quarter a "Bring a Friend To School" day, and a WVBC Day which allows for spouses and members of the students support committee to attend classes for a day or



evening. Sometimes, family members are not very supportive, and this enables them to see what it is like being a student at WVBC.

Award days are held once per quarter, generally on registration day, where students are honored for grade point averages and a variety of other achievements.

More public relations activities are planned. A recent blood drive co-sponsored by WVBC and Ohio Valley Medical Center held at the Wheeling Civic Arena with The American Red Cross allowed the students to participate and work as a group towards a goal. The American Red Cross also held a Blood Drive on the campus of WVBC. Our students took great pride and satisfaction in this, so more activities are being sought to this end.

Holiday activities historically are planned by the Student Council and Instructors as well



## 5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

### PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

Educational programs have been developed with local employer needs in mind, and in cooperation with the Advisory Board. Programs are developed with a broad base so as not to limit employment in specific fields. Many factors go into the versatility of our programs, such as high unemployment and the integration of government jobs in our area. Programs are viewed in light of local, state, and federal government regulations, as well as ACICS criteria. Employer demand is also a factor.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

#### PROGRAM METHOD OBJECTIVES DELIVERY

Business Management/ Accounting To provide the knowledge and skills to enter the business world in a variety of business functions. Lecture/laboratory

Secretarial Sciences/ Executive Secretary To fill positions in a variety of secretarial positions and to be prepared in personal computer usage and communication skills. Lecture/laboratory

Secretarial Sciences/Legal Secretary To fill positions in a legal or business office. Also, to become familiar with personal computers, communication skills, as well as knowledge of legal terminology. Lecture/laboratory

Computer Applications/Accounting To prepare students for careers in business offices by utilizing their training in computer and accounting skills. Lecture/laboratory

Computer Applications/Secretary To prepare students for careers in business offices utilizing their training in computer and secretarial skills. Lecture/laboratory

Medical Assistant To fill positions of trust and responsibility in an office setting. Students obtain knowledge in managerial and secretarial classes. Lecture/laboratory.

Office Administration/ Paralegal To fill positions of trust and responsibility. Emphasis is placed on legal, managerial, and secretarial classes. Lecture/laboratory





**Business Administration/ Computer Applications Accounting** To fill positions of trust and responsibility in entry level to middle level management. Emphasis is placed on computer and administrative skills. Lecture/laboratory

**Business Administration/ Computer Applications Secretary**

To fill positions of trust and responsibility in entry level to middle level management. Emphasis is placed on computer, administrative, and secretarial skills. Lecture/laboratory

**Nurse Assistant Patient Care Aid**

To provide students with the skills and knowledge to perform both clinical and administrative functions in a health care facility. Lecture/laboratory

**Computer Support Specialist**

To provide students with the skills and knowledge to perform administrative and clinical functions with information technology. Lecture/Laboratory

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

Director Robert Wright has a BS in accounting from Alderson Broaddus University and several hours toward his MA in Strategic Leadership. Mr. Wright is a former Bank CEO at Barbour County Bank and Flagstar Bank, past manager of Fisher Auto parts, Rite Aid and Reidboard Brothers. Mr. Wright is a former politician and has owned and operated business ventures throughout his life. He has been a college teacher and Financial Aid Manager. Mr. Wright is a former Director of the Barbour Co. Historical society and life member.

5.2.2 Administration of each academic program offered.

The Campus Director maintains oversight of each academic program. WVBC does publish four department heads to guide our four pillars of education; legal, medical, business, IT. In addition, we publish a program administrator for Surgical Technology. This person reports to the medical department head.

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

At faculty meetings, all teachers are encouraged to submit suggested changes, additions, or deletions of programs, or any portion therein. Once a faculty member prepares a suggestion, it is then submitted to the Director. If it is approved by the Director, it is then submitted to Corporate Offices. Once it is decided whether to accept or deny the suggestion, then an email is sent with an explanation and that email is then attached to the suggestion on file. The acceptance or denial is later discussed at a faculty and/or department head meeting.

5.4 Describe how the educational programs reflect the needs of the students and the community.

Through help-wanted ads, community input, student input, and an evaluation of local businesses, the college features educational programs which teach skills that are in demand. Through help-wanted ads alone, it is apparent that this area is in need of medical office administrators, computer operators, and all types of business/accounting associates, as well as well-trained persons to work in the legal field as assistants, secretaries, and paralegals. Also sustained contacts through the CRS office, and direct calls into the College seeking employees has been a significant factor is the College's measurement of successful employment of our graduates.

5.5 How are provisions made for individual educational differences among students?



Initially, a new student, upon meeting with the Financial Aid Administrator, is given an entrance evaluation that shows his/her weaknesses and strengths academically. Following the evaluation each new student meeting with the Financial Aid Administrator goes through a thorough interview and completion of the necessary financial forms unique to each student's circumstances. After orientation, each new student is met with by their mentor who discusses individual needs, goals, barriers, and so forth. Advising forms are done at that point and at any point throughout the student's educational career at WVBC by any faculty or staff member who meets with them. Teachers are assigned students to mentor and meet with these students formally at least twice per quarter to establish a relationship and serve as yet another contact person to ensure that the student is making satisfactory progress and to guide that student in the proper direction. Each student is treated as an individual, both in and out of the classroom; thus, each department faculty, and administration cater to the student's individual differences and needs. Evening classes are Monday, Tuesday, and Thursday. (Wednesday is traditionally church night, so WVBC tries to accommodate) Generally, WVBC Form -1 begins the basis of action regarding individual educational differences and unique needs of our students.

#### 5.6 How are the community resources utilized to enrich the programs?

The college considers the diverse experience and knowledge available through its Advisory Board, which is composed of business, professional, and political leaders. It also relies heavily on many other business leaders, entrepreneurs, and professionals to provide information and advice through such events as Career Service Seminars and individual class guest speakers. Volunteerism is encouraged by the college as well, so students may gain experience allowing them to be more marketable upon graduation. Teachers also make regular field trips to local businesses, libraries, hospitals, and courthouse libraries to utilize their resources and information may gain experience allowing them to be more marketable upon graduation. Teachers also make regular field trips to local businesses, libraries, hospitals, and courthouse libraries to utilize their resources and information.

##### 5.6.1 Describe how the utilization of these resources is documented.

Forms are filled out and filed for Guest speakers, Field trips, Internships.

#### 5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

Grievance Procedure a. **FIRST STEP** - Any student with a grievance or complaint may request an individual conference with the teacher. b. **SECOND STEP** - If a satisfactory resolution to the problem is not reached by both parties, a conference is then held with mentor. c. **THIRD STEP** - If the previous steps have not solved the grievance within 48 hours of the incident, the aggrieved party must schedule an appointment and present to the Director all facts of the grievance in writing. West Virginia Business College ~ A World of Opportunity Page 26 of 56 Within 24 hours of the receipt of the written information, the Director will schedule a Grievance Committee hearing. The time of the meeting will be communicated in writing to all parties. The Committee will consist of the Director and two staff or faculty members not involved with the incident in question. All persons involved with the incident must be present at the time of the hearing. All parties involved will be given the opportunity to discuss the grievance. The Grievance Committee will excuse all parties involved in the grievance and immediately review and conclude the case. The decision of the Committee will be communicated to those involved in the incident within 48 hours. The Committee's decision will be final, and the student agrees to abide by the committee's decision. The Accrediting Council for Independent Colleges and Schools (ACICS) provides complaint procedures for the filing of complaints against accredited institutions. ACICS requires that the complainant WR have exhausted all complaint and grievance procedures provided under the institutional policy. Should such a complaint be filed, ACICS will review the matter to determine whether there may have been any violation of its criteria and standards, and can take action only if it determines there to have been such a violation. ACICS can be contacted.

##### 5.7.1 How was the academic governance policy communicated to the faculty?

It is posted throughout the buildings on various bulletin boards as well as given to instructors at the time of acceptance of hire.



5.8 Is there a detailed syllabus on file for each course?

Yes, each course has a syllabus on files as well as posted in the classroom. Grading standards, an outline of the progress to be made through the text, and other necessary information is found on each syllabus. Also, each teacher receives a copy of the syllabus for each class they teach. Syllabi are developed at the Main Campus through suggestions from staff and/or faculty at both campuses. Suggestions for changes, updates, and so forth can be made at both campuses, however. Syllabi are revised whenever: a) a class is updated with new materials or machines, b) a new text is acquired, or c) suggestions from staff or faculty concerning the syllabi are adopted.

5.8.1 How are syllabi developed?

Syllabi are developed at the Main Campus through suggestions from staff and/or faculty at both campuses. Suggestions for changes, updates, and so forth can be made at both campuses, however.

5.8.2 How often are the syllabi revised?

Syllabi are revised whenever: a) a class is updated with new materials or machines, b) a new text is acquired, or c) suggestions from staff or faculty concerning the syllabi are adopted.

5.8.3 Describe the process for revising syllabi.

Syllabi are developed at either Campus through suggestions from staff and/or faculty at both campuses. Suggestions for changes, updates, and so forth can be made at both campuses, however. Once a decision has been made with adequate supportive documentation, the Campus Director will submit change to the General Manager for final approval.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

As noted in the syllabi there is 2 hours of homework for each hour of lecture. An IRP (or Independent Research Project) project is incorporated in the syllabi for each class that requires the equivalent of the homework requirement. IRP projects are individually calendared by instructors and various classroom settings. Ultimately, the evaluation of the project will be at week 8 of any given 12 week quarter.

5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

Students in Office Administration Medical Assistant – Emphasis on Surgical Technology complete within the program, ten total observations at local hospitals, clinics, doctor offices, and surgical centers. The student is required to fill out and submit several forms used throughout this process. These forms consist of:

A Weekly Performance Form

This form is signed by the on-site administrator of the medical facility.

A Student Observation Form

This form is signed and submitted by the student to the class instructor.

A Daily Time Sheet Form

This form is signed by the on-site administrator of the medical facility.

A Evaluation Form

This form is signed by the on-site administrator of the medical facility.

A Internship Code of Conduct



This form is signed and submitted by the student to the class instructor.

5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

Based on input from faculty, the department heads, the staff, student satisfaction surveys, the Career Services Representative, and constant contact between the Director and the book publisher (which ensures that the college is aware of the most up-to-date and latest editions), the curricula is kept up-to-date.

Suggestion forms (Form 115) are used if the need arises to implement a new text, class, program, and so forth. These are submitted, eventually, to the corporate office for approval or denial. If the Career Services Representative, for example, through contact with potential employers, receives a request for a student/potential employee to have Word Perfect skills, she would then submit a suggestions form in regards to this matter.

There are no differences among programs with regard to curricula revision or evaluation.

Advisory board members are not directly used in the evaluation or revision of curricula. However, at regular meetings, the Advisory Board is continually asked for input on these issues.

5.10.1 If advisory boards are utilized, list board members and their qualifications.

- [REDACTED] BN, Chief Nursing Officer, Peterson Hospital
- [REDACTED] J.D., Attorney, Safesak Law Offices, PLLC
- [REDACTED] M.P.S., Williams Lea, Inc
- [REDACTED] M.B.A., Finance - Founder, Computer Clinic Cyber Dimension
- [REDACTED] M.S. Phys. Asst. - UPMC - Pittsburgh, PA
- [REDACTED] J.D., Attorney at Law, Bench Law Offices, PLLC
- [REDACTED] R.N., B.S.N., Bishop Hodges Continuous Care Hospital
- [REDACTED] B.A., M.Ed., L.S.W., Founder, S Case Co
- [REDACTED] M.Ed., M.B.A., Ph.D., University of North Texas

5.11 How was the length of each program determined?

The length of a program is determined by establishing the number of credit hours which emerge from an analysis of courses needed for a solid coverage of the skills. Each student is assigned approximately between twelve (12) and sixteen (16) quarter hours of coursework per quarter. This has proven to be considered a "full course load." Dividing sixteen (16) into the total number of quarter credits needed gives the number of quarters that are typically required to graduate.

5.12 Do any programs include training by a third party? If so, please explain.

No current programs require this at the Nutter Fort Campus.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes  No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.



N/A

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

N/A

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

None

5.14.1 Explain the current status in holding such accreditation.

N/A

5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

N/A

5.15 How are appropriate course sequencing and prerequisites determined?

Course sequencing and prerequisites are determined by analyzing the relative difficulty of courses and the need for the use of one skill prior to the use of another. The knowledge or skills in such basic courses as Medical Terms I, Accounting I, and Windows are obviously required before students can move on to a more advanced level in that field. Curricula are structured in a way as to allow the student to progress from the least difficult level to the most advanced level by taking the required prerequisites. These are listed on the syllabi and in the catalog.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

Department Head and faculty members are constantly encouraged by the Director to submit suggested changes on a Suggestion Form (Form 115). They can, at any time, determine if they would like to see a new class, new text, new program, or so forth. The student and graduate satisfaction surveys show that the college takes into consideration any recommendation by any of these current or previous students. There is evidence of follow-up as well in the ninety (90) day satisfaction letter which comes to the Career Services Representative. She then may determine if a suggestion form needs submitted in regards to a suggestion made by a graduate. The Director, upon review of the Staff and Faculty evaluation results, may make a suggestion as well.

5.16 How is the need for curriculum changes determined?

Need is based on our areas of outreach. Surveys. Employment surveys, contacts with employers, paying attention to economic trends in our geographic area. In addition, information is gleaned from department head meetings, faculty meetings, advisory board meetings. Generally, these meetings are comprised of experts "in the field" and information and subsequent change is conceptualized at that point.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

As explained above, faculty members are given the ability to continually evaluate and suggest revisions at any juncture.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?



Generally, results of those studies, ect, are placed in the Campus CEP for tracking and trend evaluation. We utilize surveys, phone calls, employer contacts, personal visits to ensure adequate information is provided before action is taken to evaluate and revise curriculum

5.17 What curriculum changes have been made during the last three years?

WVBC has not had significant changes over the last period of accreditation. Upon review of the submitted ACA's, you will find changes to our Surgical Technology program, our Medical Assistant program, and our Computer Applications program - now called Computer Support Specialist. In addition, we have streamlined all programs to become compliant in both CIP and SOC code requirements, and generally upgraded our course offerings to better serve our students.

5.17.1 What changes are contemplated for the next three years?

WVBC would like to finish a study on the viability of our diploma programs for possible discontinuation. In addition, we would like to begin a study on the feasibility of a 12 month Business Administration diploma program weighted similarly to our Medical Assistant program.

5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

West Virginia Business College determines from experience and instructor input that approximately 67% of each "machine" course contact hour, computer and keyboard courses, is taken up by lecture and 33% constitutes laboratory time. Thus, in the 48 hours of normal course, 32 hours are lecture and 16 are lab. Therefore, 32 lecture hours divided by 10 (per ACICS criteria section 3-1-515) equals 3.2 lecture hours. The 16 lab hours divided by 20 equals .8 lab hours. This brings the total credit hours to 4.0. The non-machine courses are basically lecture courses and are still listed as traditional 4.0 credit hour courses.

5.18.1 How does the campus monitor the number of contact hours completed for each course?

Updated Academic Credit Analysis spreadsheets, as provided by ACICS provide the appropriate monitoring tool. The General Manager of West Virginia Business College in conjunction with each Campus Director ensures compliance in this area.

5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

Section 2-2-503 of the ACICS Criteria references termination of programs and not the definition of a credit hour. We believe the Criteria references credit hour formulation at 2-2-501 (a) and (b).

For purposes of a response, West Virginia Business College will measure and award credits using quarter credit hours as its unit of credit. The institution operates on a quarter term calendar year. A Quarter is 10-12 weeks in length. WVBC awards quarter credit hours for financial aid and for academic purposes. As such, the number of hours required to successfully earn a credit varies by the type of course. Specifically, a quarter credit hour is equivalent to a minimum of 10 clock hours of lecture; 20 clock hours of laboratory; or, a combination of the two. The award of credit hours for lecture courses also assumes appropriate out-of-class learning activities, such as reading, field trips, the information research project, internship observations and similar activities, to support the credit awarded for courses. We note that the number of credits for financial aid purposes is calculated using a different formula and therefore may vary for financial aid purposes.

5.19.1 Where are the procedures published?



## Page 10 of the West Virginia Business College Catalog

- 5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

The college attempts to schedule classes according to the need of the student body. This is completed through such means as advising forms, mentoring sessions, and the studying of student demographics. Examples include: scheduling day classes during public school hours in order to accommodate mothers, which make up the majority of our students; scheduling night classes in order to accommodate working students and allow them the opportunity to earn an education. In addition, students are given an anticipated graduation date on the application. The school makes every attempt to see to it that this date is met, unless a student does something to put themselves out of their "block." This could include, but is not limited to, the transferring in of classes, failing a class, and/or withdrawing for any length of time.

- 5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

West Virginia Business College has no such methodology or practice of evaluation

**INSTRUCTION AND FACULTY**

*In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.*

- 5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

**Physical Facilities:** The Nutter Fort Campus is adequate space to hold approximately 100 to 125 students on any given day and evening session. The space is accessible to all.

**Equipment:** The campus allows for enough computers, so students in a class do not have to share their time on the machine. This allows for better instruction and comprehension, because the student can immediately apply the concept or technique. For unrestricted use by the teachers, the campus has a large screen television, wireless internet capacity, a

DVD player, and an overhead projector

**Resources:** The campus maintains a library, which contains texts related to subjects taught, as well as general reference materials. For paralegal students, WVBC has

obtained an extensive Legal Reporter collection used for student research. In addition,

there are a variety of general reading materials and periodicals for both educational and leisure reading.

- 5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

As previously explained, a teacher submits a suggestion form to the Director. If approved, it then goes to the Corporate Office for confirmation. This is standard procedure to follow in submitting suggestion forms. Staff and faculty are encouraged to submit the necessary forms for suggesting learning materials.

The Directors from both campuses are sent sample copies of texts. Once they have reviewed them, they are then passed onto the teachers. Any suggestions are made at that time, if it is deemed necessary or desired. The materials are ultimately chosen by administration at the main campus, with regard to pertinence, clarity, and competence; also, how it aids in departmental library development.



- 5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

All textbooks are purchased by the college and are on hand for students to purchase in a timely manner. Occasionally, there will be books on backorder, but this rarely happens due to the advanced order planning. Lab equipment is provided by the school and is the same equipment that is used in the classrooms (such as computers). These are available to the students to use for extra practice or research anytime class is not in session; also, students may use the library computer (if the Internet is required). The hours of availability are the same as the school hours: Monday, Tuesday, Thursday – 7:30 a.m. to 10:00 p.m.; Wednesday – 7:30 a.m. to 5:00 p.m.; Friday – 9:00 a.m. to 4:00p.m.; and Saturday – 9:00 a.m. to 1:00 p.m.

- 5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

This issue is generally handled by the Wheeling Main Campus. Generally the procedure is for any computer teacher who becomes aware of an expired license to submit a repair order to the Director. The memo is immediately reviewed for appropriate action by the Wheeling Main campus – in consultation with the General Manager.

Copyright infringement is against the law. WVBC does take adequate measures to ensure this stipulation is adhered to by all faculty, staff, and administration. To this end, a sign is posted at various places throughout the school stating that “no copying of materials protected by copyright laws is allowed.”

- 5.26 Who is responsible for faculty orientation?

The Campus Director is responsible for faculty orientation.

The Director completes a training session with each teacher as they are hired. The

teachers are given “T” (for Teachers) pages, which outline the procedures they are to adhere to according to WVBC internal as well as ACICS standards, as well as the rules and regulations of the school.

Teachers are encouraged to review the school catalog online, which covers the programs and student-based rules and regulations. Teachers are also required to attend faculty meetings that are held on a regular basis throughout the quarter, and an In-Service training seminar held the day of orientation each quarter.

- 5.26.1 Describe the orientation of the faculty to the campus.

The Campus Director is responsible for faculty orientation.

The Director completes a training session with each teacher as they are hired. The

teachers are given “T” (for Teachers) pages, which outline the procedures they are to adhere to according to WVBC internal as well as ACICS standards, as well as the rules and regulations of the school. Teachers are encouraged to review the school catalog online, which covers the programs and student-based rules and regulations. Teachers are also required to attend faculty meetings that are held on a regular basis throughout the quarter, and an In-Service training seminar held the day of orientation each quarter.

- 5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

Files are kept for each teacher that includes a list of the courses they are able to teach. This is determined by examining their official college transcript and any documented work-related experience. Teachers are assigned classes that they are qualified to teach. The institution does not employ non-degree teachers.





5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

The College has no such issue to describe. All faculty hold relevant degrees per ACICS Criteria

5.27.2 How are the qualifications documented?

Relatedly, no qualifications exist

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

As part of the hiring process, all teachers are required, (within 30 days), to supply the college with an official transcript. If this is not accomplished, the teacher is not rescheduled for classes. There are no teachers at this time that official transcripts are not on file.

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

There are no teachers at this time that official transcripts are not on file.

5.29 In what ways does the campus evaluate instruction?

The institution evaluates teachers through unannounced visits by the Director. At the discretion of the Director, other faculty members and/or department heads may also visit and do peer evaluations. Teachers are also evaluated after 90 days of employment by the Director, who completes an advising form (Form 77). This form lists both positive and negative comments, as well as areas that need improvement and suggestions for that improvement. Also, any advising forms for the quarter that have been placed in the instructor's file are reviewed. Students evaluate their teachers during the Staff and Faculty Evaluations completed each quarter. Students are urged to write any additional comments regarding their teachers. Also, Pre/Post tests are given and evaluated. Depending upon the percentage increase, the teacher meets with the Director, if necessary, at the beginning of the following quarter to discuss any unsatisfactory results. If necessary, an action plan for improvement is developed.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

Generally, a meeting schedule - each effective in enhancing and promoting effectiveness. Such regularly scheduled meetings as a quarterly faculty inservice, regular quarterly evaluations, weekly meetings, ACICS faculty development plans also serve as an excellent enhancement resource.

5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

Upon employment or at the beginning of January, whichever comes first, each teacher is to fill out a new Faculty Development plan. All seminars, In-Service, and any group webinars are recorded on the form, and supported by backup documentation. This is done by the placement of the certificates completion in the teachers' file. If the development takes place on a personal level or outside the institution, it is the responsibility of the teacher to provide the Director with things such as certificates, certifications, updated transcripts, from other institution's, and so forth. At the review stage, it is then determined if any outside documentation is needed.

5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

The Director and teacher discuss the activities and how they will enhance the their teaching and or the learning experience of the student.

5.30.2 How is the plan implemented?



A written action plan is produced from the meetings between a Campus Director and an instructor.

5.30.3 How often is the plan reviewed?

Plans are reviewed quarterly. The College understands this is a yearly minimum requirement. A quarterly review simply works better within the context of the College calendar.

5.31 Describe how the campus ensures that all faculty complete development plans.

This responsibility rests with the Campus Director, who follows up with faculty to determine if they have acted on their plan and to adjust accordingly or document the completion of their development in the personnel file.

5.31.1 How are the activities documented by the campus?

Meeting minutes, summaries, social media postings, and photographs

5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

Videos and guest speakers comprise the majority of the In-Service training for the institution. It revolves around pertinent issues that will help teachers in the classroom. They provide teachers necessary tools to assist student who may present a need.

5.32.1 List the schedule for the next 12 months.

- October 2015 – Law Enforcement and the Cleary Act
- January 2016 – Student – Teacher Relations Workshop and Discussion Board
- April 2016 –Drug Policy Review and Discussion Board
- July 2016 –Instructional Methodology and Classroom Planning

5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

Professional growth is documented by certificates of participation or transcripts kept in the teacher's personnel file; also, included are attendance at Webinars which usually include an attendance printout on the computer; club memberships both personal and professional, which may be documented by a printout or membership card); subscription to magazines which may be documented by the actual mailing label and/or printout/copy of the magazine's cover; and the like. This is requirement for all instructional staff.

5.34 Describe the frequency, content, and documentation of faculty meetings.

Faculty meetings are mandatory for teachers each week. A minimum of ten (10) faculty meetings take place within any twelve week quarter at West Virginia Business College. The minutes are taken at each meeting, and printed up by the Administrative Assistant. A file record exists of these meetings and they are housed in the required fire-proof filing cabinet. Meetings generally consist of a review of T-pages, WVBC catalog, a discussion of "at risk" students, and input on how to help these students, reminders about upcoming events, schedules, rosters, as well as the general development and improvement of the student body and College as a whole. Occasionally, there will be handouts from publications such as the Professor, the Master Teacher, and relevant information that has been downloaded from the Internet.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.

Free classes at WVBC are always available to its instructors. This adds to their transcript and familiarizes them with the curriculum at the College. Subject specific professional growth opportunities are sought through the internet, publications, local announcements, various media, as well as word of mouth experiences. In addition, Webinars are made available to instructors when pertinent information is found. This allows the instructors the ability to view new concepts and products at their convenience. The College continues to seek and hire the



most qualified candidates as instructors. A diverse group is sought, so experience as well as education is considered when hiring. WVBC, as is our continual plan of development, has always sought innovative talent regarding the instruction of our students.

- 5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

The normal teaching load is four (4) hours of instruction per day per each teacher. No teacher may be required to have more than three (3) preparations in different fields of instruction, nor may they exceed five (5) preparations within the same field. The average number of preparations varies between two (2) and three (3) per term. No teacher may exceed the instructional load specified by ACICS.

- 5.37 What is the student-teacher ratio, for each program area, at the campus?

The student-teacher ratio overall is approximately 6.5:1 throughout the year.

### ***OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS***

- 5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

General requirement classes such as Mathematics, Psychology, Oral Communications, Interpersonal Communications, and Literature/Composition are integrated into their programs to help students hone basic math, writing, and verbal skills that will enable them to work in any business environment. Classes such as Interpersonal Communications deal with the human relations aspect of the business world. Oral Communications allows a student to gain confidence in speaking in front of audiences, as well as speaking one-on-one, giving them an advantage in job interviews. Math helps students understand and utilize the basic functions. Psychology aids students in understanding differences in people and personalities and the possible reasons for their behavior. Lit/Comp allows students to polish their writing and reading/comprehension skills which allows for the written word to benefit a student in the business world.

- 5.38.1 Cite examples:

An cross curricula example would be Basic Mathematics as related to Clinical Skills where students learn specific measurements in metrics. Learning to do mathematical conversions as learned in a Basic Mathematics class would be most helpful.

### ***OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS***

- 5.39 Describe how part-time faculty are utilized by the campus.

All instructors are part-time. They are given classes according to their qualifications, both academically and experientially, and in compliance with ACICS. They are evaluated by the Director through classroom visits, Staff and Faculty Evaluations, and general interaction.

- 5.39.1 What percentage of the faculty is part-time?

100%

- 5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

As mentioned, adjunct faculty are monitored and evaluated by the Director through classroom visits, Staff and Faculty Evaluations, and general interaction.

### ***ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS***

- 5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?



N/A

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

N/A

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

N/A

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

N/A

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

N/A

#### ***MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

N/A

5.43.1 How often does the committee meet?

N/A

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

#### ***DOCTORAL DEGREE INSTITUTIONS***

5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?

N/A

5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.

N/A

5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).

N/A



## 6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

- 6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

The building as specified earlier is large enough to support the number of students and faculty. It is sufficient to handle over 100 students in size, equipment, parking, and class size.

- 6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

The facility meets all standards for the State and Federal regulations for fire, safety, and access. As approved by the town of Nutter Fort and the State of West Virginia.

- 6.2 Does the campus utilize a campus addition or additional space?

Yes  No

- 6.2.1 If yes, describe these locations.

N/A

- 6.3 Describe any plans to improve the physical plant and equipment.

West Virginia Business College has recently constructed a new medical lab. The College study was completed and construction began and finished within a calendar year. Medical students are currently benefiting from this new medical lab.

Plant upgrades include providing live stream access to our web page which will allow for all to see examples of our educational processes, our special programs, in-service possibilities, increased visibility and a more cutting edge feel to our curricula.

In addition we are in pursuit of ABA approval for our Paralegal program. Only one of a handful of programs in the State of West Virginia. WVBC believes our program to rank among the best in the region. Achieving ABA approval would enhance that program even more.



## 7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The WVBC catalog is a professional, informational document available to all students, employees, and the general public on the WVBC website. It shows each program in detail, and it describes each course. Additionally, it includes a directory of ownership, management, administration, and faculty. The rules and regulations are discussed as well as satisfactory academic progress. It describes the grievance policy and the steps that would need to be taken to file a grievance. The grading scale, credit transfer policy, basic financial aid sources, admissions policies, and library resources are also provided.

7.1.1 How often is the catalog published?

In general, the catalog has been published about every two (2) years. Catalog revisions are completed on an as needed basis. In addition, quarterly updates to reflect faculty and staff revisions are published as needed.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

All students are given the website address and urged to read the catalog online. Any student who requests a printed copy will be given one. If students do not own a computer, they can access the catalog on school computers when class is not in session.

7.2.1 What other publications are provided to enrolled students?

No other official publication is offered.

7.3 Describe the advertising and promotional literature.

A majority of all advertising completed by WVBC is through television, radio, or the newspaper. There is also a general brochure available for the college. These are distributed to businesses, high schools, prospective walk-in applicants, and the occasional job fair. This brochure, however, is not used as a mass advertising tool.

7.4 Describe any plans for changes in publications.

The online catalog and website are updated when substantive changes occur. An upgrade to the OAMAHHA program will be published once correspondence is received from ACICS.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

At present, we are not enacting plans to change our publications.

7.5.1 How does the catalog explain the course numbering system?

As shown in the catalog, each course offered by the college is identified by a five-character code. The first two (2) alpha-characters are an abbreviation representing the discipline area of the course. The first digit represents the level at which the course is generally offered and the degree of difficulty. The



last two (2) digits indicate a unique course title sequence, but it does not necessarily imply a sequence of classes within a discipline.

- 7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

For each course description in the catalog, the required course for each program is listed, including the general education courses. These are described in detail under "course descriptions" in the catalog.

- 7.7 Describe the published performance information concerning student achievement.

Criteria section 3-1-704 states that Institutions shall routinely provide reliable information to the public on their performance, including student achievement as determined by the institution. To that end, West Virginia does publish both our annual retention and placement rates as established through the CAR reporting calendar year.

- 7.7.1 Where is the campus performance achievement information published?

The retention and placement rates are published annually in the West Virginia Business College catalog. Specifically on page 11. The catalog can be accessed through the West Virginia Business College website at [www.wvbc.edu](http://www.wvbc.edu)



## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

### FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

Many texts within the library relate to the courses currently taught. Because of this, students may find additional information to allow for a better understanding of a course they are taking. The faculty is encouraged to submit suggestions as to texts, reference books, software, videos, and so forth they would like added to the library. The suggestions are then considered and investigated by the Library Committee. If the suggestion is deemed sound and worthwhile to the students, a check request is completed and forwarded to the corporate office, and the purchase is made if approved.

WVBC has no contracts or agreements with outside libraries or resource centers. In the past, the Harrison County Law Library has donated a number of law books to the school's library. Regular research field trips are made giving students hands-on training in a law library. Public libraries in the area also provide resources that our students utilize through research field trips. Local libraries are familiar with WVBC and its librarians are more than willing to assist our students in any way possible. In addition, the Harrison County Library in Clarksburg has subscribed to Lexis Nexus, and will assist any students, especially our paralegal students, in its use. The Library Committee meets

each year to review input, suggestions, and library resource requests from faculty. Upon determination of benefit, the book, magazine, newspaper, video, or software is purchased.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

Our agreement with this singular resource is through Cengage Learning and the GALE Academic One Online Library including two additional libraries involving Health and Well Being Resource Center and a Global Business Insights portal.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Full text databases are at the following web address:

[http://www.cengage.com/search/productOverview.do?Ntt=academic+onefile%7C%7C129663692219470930731132330063644714198&N=197&Ntk=APG%7C%7CP\\_EPI&Ntx=mode+matchallpartial](http://www.cengage.com/search/productOverview.do?Ntt=academic+onefile%7C%7C129663692219470930731132330063644714198&N=197&Ntk=APG%7C%7CP_EPI&Ntx=mode+matchallpartial)

8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

Since the college stresses lecture and laboratory as the main delivery methods of instruction, the current inventory of instructional resources is appropriate for the institution. The campus maintains a CD player.





television, and an overhead projector in addition to the computers in the computer labs. Additionally, and when possible, teacher editions of textbooks are ordered and delivered to the instructor.

- 8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

Most resources are located through the online library. In addition, textbooks, workbooks, working papers, multimedia information are all provided to the student at the first day class meets.

- 8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

At the Nutter Fort Campus, the Director stays in close contact with the textbook company's representative. Additional and summative resources can be found online through the textbook company's website.

- 8.6 What is the budget for instructional resources (excluding personnel allocations)?

Faculty members are encouraged to make suggestions and submit requests.

The projected budget for instructional resources is an open line-item and based on faculty input and suggestions.

- 8.6.1 How is the budget determined?

Since WVBC has an open-ended, line item budget regarding its libraries, a percentage of the total tuition revenue would not prove an accurate measurement. Purchases and acquisitions vary according to circumstances. The online library is a part of that process requiring a monthly remittance to maintain access for our students.

- 8.7 Describe the assessment strategy for library resources and information services.

Assessment has just been completed which resulted in the GALE Academic One File. There are no new strategies at this juncture. However, a review of this student service is ongoing and available for assessment in the near future.

- 8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

Students are given log in information at registration day. The online library is located on the WVBC website for easy access. Each student is given an instructional sheet regarding the use of the online library.

- 8.9 Describe the facility where library and instructional resources are held.

Online presence of our library is located on our website at [www.wvbc.edu](http://www.wvbc.edu)

- 8.10 Describe any plans for improving instructional resources.

As mentioned, none at this time. Department Heads and their instructional staff continually provide program improvement suggestions on a quarterly basis.

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS**

- 8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

At the Nutter Fort Campus, selected Financial Aid Department personnel serve as the library's coordinator. The CSR can help students locate materials within the library and can recommend outside resources such as city and county facilities. The instructors also assist students when taking them to the library to complete an assignment.



- 8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.  
N/A
- 8.12 Explain how the instructional resources serve the needs of the educational programs.  
WVBC utilized the online library in many forms. One such form is being the main source of peer reviewed articles, text, and periodical work dedicated to our quarterly Independent Research Project for each class offered during a term.
- 8.12.1 How does the campus determine which reference works are acquired?  
Our online presence has distinguished which reference works are required. To date, all peer reviewed material have proved to be more than adequate.
- 8.13 What percentage of total tuition revenue is spent for library acquisitions?  
Since WVBC has an open-ended, line item budget regarding it's libraries, a percentage of the total tuition revenue would not prove an accurate measurement. Purchases and acquisitions vary according to circumstances. We current budget \$1100.00 for our online presence.
- 8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?  
Budget for our library has increased. Until the online presence settles in and revenue spent for the same, the amount of the increase will not be known.
- 8.14.1 Explain.  
See above to 8.14
- 8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.  
References and periodicals are organized by subject matter, including occupational learning, and general educational sections. Additional sections include reference and general publications. The legal library is a subject specific organizational method. To encourage students to browse through the library's offerings, it is organized by shelves. Each shelf is labeled accordingly.
- 8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?  
The College maintains two computer labs with internet access to our website and online library. These computers are available outside of class time from 7:30AM to 10PM on Monday, Tuesday, Thursday and 7:30AM to 5PM on Wednesday and Friday. Access is also available on Saturday from 9AM to 1PM.
- 8.17 Describe the physical and online library resources, including information about the
- 8.17.1 Total number of physical volumes  
N/A
- 8.17.2 Total number of online collections available  
3 online collections of resources are currently available
- 8.17.3 Number of titles and/or online collections related to each program offering  
230,000 legal journals, 1,306,000 medical journals, 430,000 business journals, 208,000 IT journals/  
Each selection above constitutes a peer reviewed academic journal resource
- 8.17.4 Number of titles and/or online collections related to general education courses taught  
37,000 online resources



- 8.17.5 Number of program-related periodicals to which the institution currently subscribes  
1,200 legal periodicals, 8,916 medical periodicals, 10,335 business journals, 1,860 IT journals
- 8.17.6 Number of other periodicals available  
91,407 other periodicals available
- 8.18 Describe the library's procedures regarding student borrowing and return of materials.  
We have no library checkout system.
- 8.19 Describe how online resources, if any, are made available to students.  
Each student is given log in information upon registration as well as an instructional sheet as a resource.
- 8.20 Describe how the campus monitors student usage of the library and instructional resources?  
It is estimated, based on a sign in sheet, that on a daily average that ten (10) students use the library for reference or academic work generally. Through the use of the Faculty and Staff Evaluations, it was estimated that five (5) students use the library for study purposes each day. The averages, based on student population, tend to be consistent. Teachers are required to take their students to the WVBC library once per quarter per class. This allows students, who would not normally visit the library, the opportunity to see what the library has to offer. Students also tend to utilize the Internet on the computer in the library more often than the books.
- 8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:
- a. faculty  
WVBC encourages (a) faculty to submit Library Resource Suggestion forms listing any books, periodicals, videos, software, reference materials, and so forth that may be needed or desired to be added to the library. These suggestions then go to the Director, who submits them to the Library Coordinator for future consideration. The institution (b) does not rely heavily on the recommendations of national professional organizations and societies, since they are neither familiar with our students' needs nor our college in general. The college does not adhere to a nationally recognized list of books or periodicals. Instead, it depends on the needs of the students and the suggestions of the faculty and staff.
- b. appropriate national professional organizations and societies, and  
The institution (b) does not rely heavily on the recommendations of national professional organizations and societies, since they are neither familiar with our students' needs nor our college in general.
- c. a nationally recognized list (or lists) of online collections, books, and periodicals?  
The college does not adhere to a nationally recognized list of books or periodicals. Instead, it depends on the needs of the students and the suggestions of the faculty and staff.
- 8.22 Describe any plans for improving the library.  
No current and additional improvement plans are in place at the moment. We are in a study phase of evaluation regarding our online library. Once that is complete and a calendar year passes, we will commence with an improvement plan.

**FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS**

- 8.23 How does the professionally trained individual maintain his/her professional awareness?  
N/A



- 8.24 How many hours a week does the professionally trained individual personally supervise the library?  
N/A
- 8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.  
N/A
- 8.26 What system is used to catalog library titles?  
N/A
- 8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)  
N/A
- 8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.  
N/A
- 8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?  
N/A

***FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS***

- 8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.  
N/A
- 8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.  
N/A



## SELF-STUDY QUESTIONS SUPPLEMENT

### 9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION

**For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.**

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria*.

#### INSTITUTIONAL READINESS

9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.

N/A

9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.

N/A

9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).

N/A

9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.

N/A

9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.

N/A

9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery

N/A

9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?

N/A

9.4 Who oversees the distance education and/or self-paced course/program curriculum?

N/A

9.4.1 What are this individual's qualifications?

N/A

9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

N/A

#### ADMISSIONS REQUIREMENTS AND ENROLLMENT



9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

N/A

9.6 How does the campus make it clear in writing at the time of enrollment:

9.6.1 How the student's identity will be verified throughout the course and program?

N/A

9.6.2 How the student's privacy will be protected in the identity verification process?

N/A

9.8 Describe the orientation program for distance education and/or self-paced students.

N/A

### **CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY**

9.9 Describe how interaction between faculty and students takes place.

N/A

9.10 Describe how interaction among students takes place.

N/A

9.11 What is the student-teacher ratio for distance education courses?

N/A

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

N/A

### **FACULTY AND INSTRUCTIONAL SUPPORT**

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

N/A

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

N/A

9.14 Identify the platform used to deliver instruction.

N/A

### **RESOURCES AND EQUIPMENT**

9.15 What is the budget allocated to distance education delivery?

N/A

9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

N/A

### **STUDENTS AND STUDENT SERVICES**



9.17 Describe the student services available to students taking coursework on-line.

N/A

### **STUDENT EVALUATION AND PROGRAM ASSESSMENT**

9.19 How are students taking self-paced and/or distance education courses evaluated?

N/A

9.20 How is retention monitored?

Quarterly the Director monitors quarterly drops and during quarter attendance daily.

9.21 Describe the placement services that are available.

On site paid CSR for placement of graduates. This person can help with finding and applying for employment.

9.22 Describe how student, faculty, and employer satisfaction are identified.

N/A

9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

N/A

9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

As stated earlier there are 2 hours of out of class assignment for each hour of lecture. Each class is also required to do an IRP which takes up the bulk of this time.

### **PUBLICATIONS**

9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

N/A

9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.

N/A

**Accrediting Council for Independent Colleges and Schools**  
**ACADEMIC CREDIT ANALYSIS**



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|               |  |                   |  |       |  |
|---------------|--|-------------------|--|-------|--|
| Inst ID:      | 00010484   00010868                            | Institution Name: | West Virginia Business College Wheeling and Nutter Fort Campuses |       |  |
| Program Name: | Business Management Accounting Diploma Program |                   | Program Length (wks):  | 36.00 |  |

|  |                                     |          |   |             |    |              |    |               |
|--|-------------------------------------|----------|---|-------------|----|--------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] | <input type="checkbox"/>            | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |              |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | labatory hrs | 30 | practicum hrs |
|  | <input type="checkbox"/>            | Semester | 15  | lecture hrs | 30 | labatory hrs | 45 | practicum hrs |

*If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.*

*\*DE = Distance Education*

| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | TOTALS  |       |                                 |                     | CONTACT HOURS |      |               | ACADEMIC CREDIT HOURS |  |  | Total Credits Awarded | Adjusted Credits Awarded |
|---------------|---|--------------|-----------|---------|-------|---------------------------------|---------------------|---------------|------|---------------|-----------------------|--|--|-----------------------|--------------------------|
|               |   |              |           | 552.00  | 12.00 | -                               | 564.00              | 55.20         | 0.60 | -             | 55.80                 |  |  |                       |                          |
|               |   |              |           | Lecture | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture       | Lab  | Intern Extern |                       |  |  |                       |                          |
| AC101         | PRINCIPLES OF ACCOUNTING I                        | N            | N         | 47.00   | -     | -                               | 47.00               | 4.70          | -    | -             | 4.7                   |  |  |                       |                          |
| AC202         | PRINCIPLES OF ACCOUNTING II                       | N            | N         | 47.00   | -     | -                               | 47.00               | 4.70          | -    | -             | 4.7                   |  |  |                       |                          |
| AC203         | PRINCIPLES OF ACCOUNTING III                      | N            | N         | 47.00   | -     | -                               | 47.00               | 4.70          | -    | -             | 4.7                   |  |  |                       |                          |
| BU105         | BUSINESS MANAGEMENT                               | N            | N         | 47.00   | -     | -                               | 47.00               | 4.70          | -    | -             | 4.7                   |  |  |                       |                          |
| BU106         | BUSINESS LAW                                      | N            | N         | 47.00   | -     | -                               | 47.00               | 4.70          | -    | -             | 4.7                   |  |  |                       |                          |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00   | -     | -                               | 47.00               | 4.70          | -    | -             | 4.7                   |  |  |                       |                          |
| BU113         | PERSONNEL MANAGEMENT                              | N            | N         | 47.00   | -     | -                               | 47.00               | 4.70          | -    | -             | 4.7                   |  |  |                       |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00   | 12.00 | -                               | 47.00               | 3.50          | 0.60 | -             | 4.1                   |  |  |                       |                          |
| DP218         | COMPUTER PAYROLL ACCOUNTING                       | N            | N         | 47.00   | -     | -                               | 47.00               | 4.70          | -    | -             | 4.7                   |  |  |                       |                          |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00   | -     | -                               | 47.00               | 4.70          | -    | -             | 4.7                   |  |  |                       |                          |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00   | -     | -                               | 47.00               | 4.70          | -    | -             | 4.7                   |  |  |                       |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00   | -     | -                               | 47.00               | 4.70          | -    | -             | 4.7                   |  |  |                       |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.



# Accrediting Council for Independent Colleges and Schools

## ACADEMIC CREDIT ANALYSIS



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|  |  |
|--|--|
| Inst ID: 00010484   00010868   | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Secretarial Sciences Executive Secretary Diploma Program | Program Length (wks): 36.00  |

|  |                                     |          |   |             |    |                |    |               |
|--|-------------------------------------|----------|---|-------------|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |                                     | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  |                                     | Semester | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

*If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.*

\*DE = Distance Education

| TOTALS        |   |              |           | 516.00        | 48.00 | -                               | 564.00              | 51.60                 | 2.40 | -             | 54.00                 |                          |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |   |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| SC151         | KEYBOARDING                                       | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| SC254         | ADMINISTRATIVE OFFICE PROCEDURE AND TRANSCRIPTION | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC101         | PRINCIPLES OF ACCOUNTING I                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU110         | BUSINESS CORRESPONDENCE                           | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP218         | COMPUTER PAYROLL ACCOUNTING                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP219         | ACCESS  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools

## ACADEMIC CREDIT ANALYSIS



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|  |  |
|--|--|
| Inst ID: 00010484   00010868                                       | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Secretarial Sciences Legal Secretary Diploma Program | Program Length (wks): 36.00  |

|  |                                     |          |   |             |    |                |    |               |
|--|-------------------------------------|----------|---|-------------|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |                                     | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  |                                     | Semester | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.  
\*DE = Distance Education

| TOTALS        |   |              |           | 528.00        | 36.00 | -                               | 564.00              | 52.80                 | 1.80 | -             | 54.60                 |                          |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |   |              |           | Lecture       | Lab   | Practicum internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| SC151         | KEYBOARDING                                       | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| SC254         | ADMINISTRATIVE OFFICE PROCEDURE                   | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU106         | BUSINESS LAW                                      | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| LG126         | LEGAL TERMINOLOGY                                 | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| LG228         | LEGAL ANALYSIS - WRITING                          | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| AC101         | PRINCIPLES OF ACCOUNTING I                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools

## ACADEMIC CREDIT ANALYSIS



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|                                 |  |
|---------------------------------|--|
| Inst ID: 00010484   00010868    | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Medical Assistant | Program Length (wks): 48.00  |

|  |                                     |          |   |             |    |              |    |               |
|--|-------------------------------------|----------|---|-------------|----|--------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |                                     | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |              |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | labatory hrs | 30 | pracitcum hrs |
|  |                                     | Semester | 15  | lecture hrs | 30 | labatory hrs | 45 | pracitcum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

\*DE = Distance Education

|               |   | TOTALS       |           | 681.00        | 24.00 | -                               | 705.00              | 68.10                 | 1.20 | -             | 69.30                 |                          |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |   |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| SC151         | KEYBOARDING                                       | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| SC254         | ADMINISTRATIVE OFFICE PROCEDURE                   | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| BU117         | ETHICS  | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD135         | MEDICAL TERMINOLOGY I                             | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD147         | INSURANCE BILLING AND CODING                      | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD236         | MEDICAL TERMINOLOGY II                            | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD239         | MEDICAL PROCEDURES I                              | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD137         | ANATOMY AND PHYSIOLOGY I                          | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD240         | MEDICAL PROCEDURES II                             | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD243         | PHLEBOTOMY HEMATOLOGY                             | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD244         | BASIC PHARMACOLOGY                                | N            | N         | 47.00         |       | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

**Accrediting Council for Independent Colleges and Schools**  
**ACADEMIC CREDIT ANALYSIS**



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|               |  |                   |  |       |  |
|---------------|--|-------------------|--|-------|--|
| Inst ID:      | 00010484   00010868                              | Institution Name: | West Virginia Business College Wheeling and Nutter Fort Campuses |       |  |
| Program Name: | Computer Applications Accounting Diploma Program |                   | Program Length (wks):  | 36.00 |  |

|  |                                     |          |   |             |    |                |    |               |
|--|-------------------------------------|----------|---|-------------|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] | <input type="checkbox"/>            | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  | <input type="checkbox"/>            | Semester | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

*If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.*

*\*DE = Distance Education*

| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
|               |   |              |           | TOTALS        |       | Practicum internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
|               |   |              |           | 516.00        | 48.00 |                                 |                     |                       |      |               |                       |                          |
| AC101         | PRINCIPLES OF ACCOUNTING I                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC202         | PRINCIPLES OF ACCOUNTING II                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC203         | PRINCIPLES OF ACCOUNTING III                      | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP217         | POWERPOINT AND WEB PAGE DESIGN                    | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP218         | COMPUTER PAYROLL ACCOUNTING                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP219         | ACCESS  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools

## ACADEMIC CREDIT ANALYSIS

Rev Sep, 2011



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|   |  |
|---|--|
| Inst ID: 00010484   00010868                                  | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Computer Applications Secretary Diploma Program | Program Length (wks): 36.00  |

|  |                                     |          |   |             |    |                |    |               |
|--|-------------------------------------|----------|---|-------------|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |                                     | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
|  | <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  |                                     | Semester | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

*If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.*

\*DE = Distance Education

|               |   |              |           | TOTALS        |       | 516.00                          | 48.00               | -                     | 564.00 | 51.60         | 2.40                  | -                        | 54.00 |  |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|--------|---------------|-----------------------|--------------------------|-------|--|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |        |               | Total Credits Awarded | Adjusted Credits Awarded |       |  |
|               |   |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab    | Intern Extern |                       |                          |       |  |
| SC151         | KEYBOARDING                                       | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60   | -             |                       |                          | 4.1   |  |
| SC254         | ADMINISTRATIVE OFFICE PROCEDURE                   | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             |                       |                          | 4.7   |  |
| AC101         | PRINCIPLES OF ACCOUNTING I                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             |                       |                          | 4.7   |  |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60   | -             |                       |                          | 4.1   |  |
| DP216         | EXCEL   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60   | -             |                       |                          | 4.1   |  |
| DP217         | POWERPOINT AND WEB PAGE DESIGN                    | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             |                       |                          | 4.7   |  |
| DP218         | COMPUTER PAYROLL ACCOUNTING                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             |                       |                          | 4.7   |  |
| DP219         | ACCESS  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60   | -             |                       |                          | 4.1   |  |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             |                       |                          | 4.7   |  |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             |                       |                          | 4.7   |  |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             |                       |                          | 4.7   |  |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -      | -             |                       |                          | 4.7   |  |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools

## ACADEMIC CREDIT ANALYSIS

Rev Sep, 2011



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|   |  |
|---|--|
| Inst ID: 00010484   00010868              | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Computer Support Specialist | Program Length (wks): 72.00  |

Identify the institution's unit of credit [SELECT ONE]

|                                       | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
|---------------------------------------|----------|---|-------------|----|----------------|----|---------------|
| <input checked="" type="checkbox"/> X | Quarter  | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
| <input type="checkbox"/>              | Semester | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

*If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.*

\*DE = Distance Education

|               |  | TOTALS       |           | 913.00        | 168.00 | -                               | 1,081.00            | 91.30                 | 8.40 | -             | 99.70                 |                          |
|---------------|--|--------------|-----------|---------------|--------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |        |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |  |              |           | Lecture       | Lab    | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| SC151         | KEYBOARDING                                  | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| IT205         | NETWORK CONCEPTS                             | N            | N         | 17.50         | 6.00   | -                               | 23.50               | 1.75                  | 0.30 | -             | 2.1                   |                          |
| AC101         | PRINCIPLES OF ACCOUNTING I                   | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| IT206         | WIRELESS LOCAL AREA NETWORKS                 | N            | N         | 17.50         | 6.00   | -                               | 23.50               | 1.75                  | 0.30 | -             | 2.1                   |                          |
| BU105         | BUSINESS MANAGEMENT                          | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU106         | BUSINESS LAW                                 | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                        | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| IT101         | WINDOWS OS ADMINISTRATION   TROUBLE SHOOTING | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| IT207         | NETWORKING WITH TCP/IP                       | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| IT102         | MS APPLICATIONS CERTIFICATION PREPARATION    | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| IT202         | 123 A+ HARDWARE SOFTWARE AND NETWORKING      | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| IT203         | HELP DESK CONCEPTS                           | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP115         | INTRODUCTION TO WORD WINDOWS                 | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL  | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP217         | POWERPOINT AND WEB PAGE DESIGN               | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| IT204         | COMPUTER APPLICATIONS SUPPORT                | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP219         | ACCESS                                       | N            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| GS120         | THEORY OF MATHEMATICS                        | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS121         | PSYCHOLOGY                                   | Y            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| IT208         | INTRODUCTION TO NETWORK SECURITY             | Y            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| GS123         | LITERATURE COMPOSITION                       | N            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS124         | INTERPERSONAL COMMUNICATION                  | Y            | N         | 47.00         | -      | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| IT209         | INTRO TO ROUTING/SWITCHING                   | Y            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| IT210         | LINUX SYSTEM ADMINISTRATION                  | Y            | N         | 35.00         | 12.00  | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools

## ACADEMIC CREDIT ANALYSIS

Rev Sep, 2011



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|               |                     |                   |   |  |                       |       |
|---------------|---------------------|-------------------|---|--|-----------------------|-------|
| Inst ID:      | 00010484            | Institution Name: | West Virginia Business College - Wheeling Main Campus |  |                       |       |
| Program Name: | Surgical Technology |                   |   |  | Program Length (wks): | 72.00 |

|  |          |       |   |    |                |    |               |
|--|----------|-------|---|----|----------------|----|---------------|
| Identify the institution's unit of credit [SELECT ONE] |          | Clock | Adjust the school's credit hour conversion ratio if different from minimums below |    |                |    |               |
| <input checked="" type="checkbox"/>                    | Quarter  | 10    | lecture hrs   | 20 | laboratory hrs | 30 | practicum hrs |
| <input type="checkbox"/>                               | Semester | 15    | lecture hrs   | 30 | laboratory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

**Program offered at the Wheeling Main Campus Only**

\*DE = Distance Education

|               |  | TOTALS       |           | 1,643.00      | 48.00 | 84.00                           | 1,175.00            | 104.30                | 2.40 | 2.80          | 109.50                |                          |
|---------------|--|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                      | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |  |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| MD135         | MEDICAL TERMINOLOGY I                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD137         | ANATOMY AND PHYSIOLOGY I                           | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD347         | SURGICAL TECHNOLOGY III                            | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD236         | MEDICAL TERMINOLOGY II                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD238         | ANATOMY AND PHYSIOLOGY II                          | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD239         | MEDICAL PROCEDURES I                               | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD240         | MEDICAL PROCEDURES II                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD241         | CLINICAL SKILLS I                                  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD242         | CLINICAL SKILLS II                                 | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD144         | INTRODUCTION TO SURGICAL TECHNOLOGY                | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD244         | BASIC PHARMACOLOGY                                 | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD251         | OPERATING ROOM TECHNIQUES I                        | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| MD252         | OPERATING ROOM TECHNIQUES II                       | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP115         | INTRODUCTION TO WORD WINDOWS                       | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD800         | OPERATING ROOM INTERNSHIP                          | N            | N         | 10.00         | -     | 84.00                           | 94.00               | 1.00                  | -    | 2.80          | 3.8                   |                          |
| GS120         | THEORY OF MATHEMATICS                              | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS121         | PSYCHOLOGY   | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONNEL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD150         | MICROBIOLOGY                                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD245         | SURGICAL TECHNOLOGY I                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| MD246         | SURGICAL TECHNOLOGY II                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.



# Accrediting Council for Independent Colleges and Schools

## ACADEMIC CREDIT ANALYSIS

Rev. Sep, 2011

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|  |  |
|--|--|
| Inst ID: 00010484                                | Institution Name: West Virginia Business College - Wheeling and Nutter Fort Campuses |
| Program Name: Nurse Assistant   Patient Care Aid | Program Length (wks): 72.00  |

Identify the institution's unit of credit [SELECT ONE]

|                                     |          |    |             |    |                |    |               |
|-------------------------------------|----------|----|-------------|----|----------------|----|---------------|
|                                     | Clock    |    |             |    |                |    |               |
| <input checked="" type="checkbox"/> | Quarter  | 10 | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|                                     | Semester | 15 | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

*If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.*

### Wheeling Main Campus Program List

\*DE = Distance Education

|               |   |              |           | TOTALS        | 1,116.00 | 12.00                           | -                   | 1,128.00              | 111.60 | 0.60          | -                     | 112.20                   |  |  |
|---------------|---|--------------|-----------|---------------|----------|---------------------------------|---------------------|-----------------------|--------|---------------|-----------------------|--------------------------|--|--|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |          |                                 |                     | ACADEMIC CREDIT HOURS |        |               | Total Credits Awarded | Adjusted Credits Awarded |  |  |
|               |   |              |           | Lecture       | Lab      | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab    | Intern Extern |                       |                          |  |  |
| MD135         | MEDICAL TERMINOLOGY I                             | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD137         | ANATOMY AND PHYSIOLOGY I                          | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD147         | INSURANCE BILLING AND CODING                      | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD236         | MEDICAL TERMINOLOGY II                            | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD238         | ANATOMY AND PHYSIOLOGY II                         | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD239         | MEDICAL PROCEDURES I                              | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD240         | MEDICAL PROCEDURES II                             | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD243         | PHLEBOTOMY AND HEMATOLOGY                         | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD244         | BASIC PHARMACOLOGY                                | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| SC151         | KEYBOARDING                                       | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD248         | NURSING ASSISTANT II                              | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| DP115         | INTRODUCTION TO WORD WINDOWS                      | N            | N         | 35.00         | 12.00    | -                               | 47.00               | 3.50                  | 0.60   | -             | 4.1                   |                          |  |  |
| MD120         | PATIENT CARE TECHNIQUES I                         | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD121         | PATIENT CARE TECHNIQUES II                        | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| GS121         | PSYCHOLOGY  | Y            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| GS126         | ETHICS  | Y            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| GS125         | HOSPICE, ALZHEIMER'S AND DEMENTIA                 | Y            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD148         | PHYSICAL THERAPY - MASSAGE THERAPY                | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD248         | LONG TERM CARE                                    | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |
| MD247         | NURSING ASSISTANT                                 | N            | N         | 47.00         | -        | -                               | 47.00               | 4.70                  | -      | -             | 4.7                   |                          |  |  |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.



# Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

Rev. Sep, 2011



To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

|   |  |
|---|--|
| Inst ID: 00010484   00010868  | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Office Administration Paralegal Specialized Associates Degree Program | Program Length (wks): 72.00  |

|  |   |   |             |    |                |    |               |
|--|---|---|-------------|----|----------------|----|---------------|
|  | Clock                                       | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |                |    |               |
| Identify the institution's unit of credit [SELECT ONE] | <input checked="" type="checkbox"/> Quarter | 10  | lecture hrs | 20 | laboratory hrs | 30 | practicum hrs |
|  | <input type="checkbox"/> Semester           | 15  | lecture hrs | 30 | laboratory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

\*DE = Distance Education

|               |   | TOTALS       |           | 1,080.00      | 48.00 | -                               | 1,128.00            | 108.00                | 2.40 | -             | 110.40                |                          |  |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|--|
| Course Number | Course Titles                                     | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |  |
|               |   |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |  |
| LG126         | LEGAL TERMINOLOGY                                 | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| LG227         | CIVIL PROCEDURES                                  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| LG228         | LEGAL ANALYSIS AND WRITING                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| LG230         | CORPORATIONS AND PARTNERSHIPS                     | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| LG231         | CRIMINAL LAW AND PROCEDURES                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| BU115         | REAL ESTATE OWNERSHIP                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| GS126         | ETHICS  | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| LG232         | BANKRUPTCY LAW                                    | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| LG233         | PROBATE AND ESTATE PLANNING                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| LG234         | FAMILY LAW  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| LG235         | IMMIGRATION LAW                                   | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| LG236         | TORTS AND PERSONAL INJURY                         | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| SC151         | KEYBOARDING                                       | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |  |
| SC254         | ADMINISTRATIVE OFFICE PROCEDURE AND TRANSCRIPTION | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| AC101         | PRINCIPLES OF ACCOUNTING I                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| BU106         | BUSINESS LAW                                      | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| BU107         | JOB SEARCH TECHNIQUES                             | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |  |
| DP216         | EXCEL   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |  |
| DP217         | POWERPOINT AND WEB PAGE DESIGN                    | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |  |
| GS120         | THEORY OF MATHEMATICS                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| GS121         | PSYCHOLOGY  | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| GS123         | LITERATURE COMPOSITION                            | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |
| GS122-124     | ORAL COMMUNICATION OR INTERPERSONAL COMMUNICATION | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |  |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

# Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

Rev Sep, 2011



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|  |  |
|--|--|
| Inst ID: 00010484   00010868   | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Business Administration Computer Applications Accounting Specialized Associates Degree Program | Program Length (wks): 72.00  |

|   |       |    |             |    |                |
|---|-------|----|-------------|----|----------------|
| Adjust the school's credit hour conversion ratio if different from minimums below |       |    |             |    |                |
| Identify the institution's unit of credit [SELECT ONE]                            | Clock |    |             |    |                |
| <input checked="" type="checkbox"/> Quarter                                       |       | 10 | lecture hrs | 20 | laboratory hrs |
|   |       |    |             | 30 | practicum hrs  |
| <input type="checkbox"/> Semester   |       | 15 | lecture hrs | 30 | laboratory hrs |
|   |       |    |             | 45 | practicum hrs  |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

\*DE = Distance Education

|               |   | TOTALS       |           | 1,080.00      | 48.00 | -                               | 1,128.00            | 108.00                | 2.40 | -             | 110.40                |                          |
|---------------|---|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                             | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |   |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| BU105         | BUSINESS MANAGEMENT                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU106         | BUSINESS LAW                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                     | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU108         | ADVERTISING                               | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU109         | MONEY AND BANKING                         | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU110         | BUSINESS CORRESPONDENCE                   | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU111         | MARKETING                                 | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU112         | PUBLIC RELATIONS                          | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU113         | PERSONNEL MANAGEMENT                      | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU114         | ECONOMICS                                 | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP215         | INTRODUCTION TO WORD AND WINDOWS          | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL                                     | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP217         | POWERPOINT AND WEB PAGE DESIGN            | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP218         | COMPUTER PAYROLL ACCOUNTING               | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP219         | ACCESS                                    | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| AC201         | PRINCIPLES OF ACCOUNTING I                | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC202         | PRINCIPLES OF ACCOUNTING II               | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC203         | PRINCIPLES OF ACCOUNTING III              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| AC204         | MANAGERIAL ACCOUNTING AND DECISION MAKING | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS120         | THEORY OF MATHEMATICS                     | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS121         | PSYCHOLOGY                                | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122         | ORAL COMMUNICATION                        | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                    | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS124         | INTERPERSONAL COMMUNICATION               | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

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## ACADEMIC CREDIT ANALYSIS

Rev Sep, 2011



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|   |  |
|---|--|
| Inst ID: 00010484   00010868  | Institution Name: West Virginia Business College Wheeling and Nutter Fort Campuses |
| Program Name: Business Administration Computer Applications Secretary Specialized Associates Degree Program | Program Length (wks): 72.00  |

Identify the institution's unit of credit [SELECT ONE]

|                                     |          |   |             |    |              |    |               |
|-------------------------------------|----------|---|-------------|----|--------------|----|---------------|
|                                     | Clock    | Adjust the school's credit hour conversion ratio if different from minimums below |             |    |              |    |               |
| <input checked="" type="checkbox"/> | Quarter  | 10  | lecture hrs | 20 | labatory hrs | 30 | practicum hrs |
| <input type="checkbox"/>            | Semester | 15  | lecture hrs | 30 | labatory hrs | 45 | practicum hrs |

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

\*DE = Distance Education

|               |  | TOTALS       |           | 1,068.00      | 60.00 | -                               | 1,128.00            | 106.80                | 3.00 | -             | 109.80                |                          |
|---------------|--|--------------|-----------|---------------|-------|---------------------------------|---------------------|-----------------------|------|---------------|-----------------------|--------------------------|
| Course Number | Course Titles                                      | Gen Ed (Y/N) | *DE (Y/N) | CONTACT HOURS |       |                                 |                     | ACADEMIC CREDIT HOURS |      |               | Total Credits Awarded | Adjusted Credits Awarded |
|               |  |              |           | Lecture       | Lab   | Practicum Internship Externship | Clock Contact Hours | Lecture               | Lab  | Intern Extern |                       |                          |
| BU105         | BUSINESS MANAGEMENT                                | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU106         | BUSINESS LAW                                       | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU107         | JOB SEARCH TECHNIQUES                              | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU108         | ADVERTISING  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU109         | MONEY AND BANKING                                  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU110         | BUSINESS CORRESPONDENCE                            | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU111         | MARKETING  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU112         | PUBLIC RELATIONS                                   | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU113         | PERSONNEL MANAGEMENT                               | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| BU114         | ECONOMICS  | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP115         | INTRODUCTION TO WORD AND WINDOWS                   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP216         | EXCEL  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP217         | POWERPOINT AND WEB PAGE DESIGN                     | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| DP218         | COMPUTER PAYROLL ACCOUNTING                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| DP219         | ACCESS   | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| ACT01         | PRINCIPLES OF ACCOUNTING I                         | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| ACT02         | PRINCIPLES OF ACCOUNTING II                        | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| SC151         | KEYBOARDING  | N            | N         | 35.00         | 12.00 | -                               | 47.00               | 3.50                  | 0.60 | -             | 4.1                   |                          |
| SC254         | ADMINISTRATIVE OFFICE PROCEDURES AND TRANSCRIPTION | N            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS120         | THEORY OF MATHEMATICS                              | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS121         | PSYCHOLOGY   | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS122         | ORAL COMMUNICATION                                 | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS123         | LITERATURE COMPOSITION                             | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |
| GS124         | INTERPERSONAL COMMUNICATION                        | Y            | N         | 47.00         | -     | -                               | 47.00               | 4.70                  | -    | -             | 4.7                   |                          |

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.



# FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

Submit this form with the Update Report (revised prior to the visit) and teaching schedules in effect at the time of the visit. List all persons (teaching faculty and administrative staff). Refer to the legends for identifying other duties assigned faculty and administrative staff duties and "Credential Level". The first line is provided as a SAMPLE.

Institution Name West Virginia Business College NF Campus  
 City, State Nutter Fort, WV  
 ID 010861-01

### Duties

AD = Administrative  
 RA = Recruitment / Admissions  
 FA = Financial Aid  
 SS = Student Services  
 OT = Other

### Credential Level

C = Certificate  
 D = Diploma  
 OA = Occupational Associate  
 AA = Academic Associate  
 B = Bachelor  
 M = Master

| Name (Last, First, Middle) | (F) Faculty or (AD) Admin Staff | Date of Hire | FT or PT | Degree - Institution - Major/Minor | Faculty - Course(s) Teaching Admin Staff - Position Held | Cred. Level | Faculty - Teaching Load |   |   | Non-faculty Duties or Admin Duties |
|----------------------------|---------------------------------|--------------|----------|------------------------------------|--|-------------|-------------------------|---|---|------------------------------------|
|                            |                                 |              |          |                                    |  |             | A                       | M | E |                                    |
| SAMPLE: Sally Day          | F                               | 09-01-1985   | PT       | MA - University of South Carolina  | Director of Career Services                              | B           | 4                       | 0 | 2 | AD                                 |
| [REDACTED]                 | AD                              | 06-22-2006   | FT       | BS-Alderson Broaddus University-   | Director   | B           |                         |   |   | AD                                 |
| [REDACTED]                 | AD                              | 08-17-2015   | FT       | BS-Kaplan University-MOA/HA        | Financial Aid Administrator                              | B           |                         |   |   | FA                                 |
| [REDACTED]                 | AD                              | 07-05-2016   | FT       | AA-West Virginia Junior College-   | Admissions Representative                                | B           |                         |   |   | RA                                 |
| [REDACTED]                 | AD                              | 05-05-2015   | FT       | AA-University of Phoenix-          | Administrative Assistant                                 | AA          |                         |   |   | AD                                 |
| [REDACTED]                 | F                               | 05-22-2016   | PT       | BS-West Liberty University-        | Career Service Representative                            | B           | 2                       | 1 |   | SS                                 |
| [REDACTED]                 | AD                              | 08-01-2016   | PT       | AA-West Virginia Business College- | Evening Receptionist                                     | AA          |                         |   |   | AD                                 |
| [REDACTED]                 | F                               | 10-13-2013   | PT       | B.A. Fairmont State University     | General Studies/Psy                                      | B           |                         |   | 3 |                                    |
| [REDACTED]                 | F                               | 07-08-2014   | PT       | B.S. University of Florida         | Head of Business Dept.                                   | M           |                         |   | 1 |                                    |
| [REDACTED]                 | F                               | 03-25-2013   | PT       | JD Akron University School of Law  | Head of Legal Dept.                                      | JD          | 1                       | 3 |   |                                    |



# FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

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### Credential Level

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 OA = Occupational Associate  
 AA = Academic Associate  
 B = Bachelor  
 M = Master

| Name (Last, First, Middle) | (F) Faculty or (AD) Admin Staff | Date of Hire | Select One |  | Degree - Institution - Major/Minor  | Faculty - Course(s) Teaching Admin Staff - Position Held | Cred. Level | Faculty - Teaching Load |   |   | Non-faculty Duties or Admin Duties |
|----------------------------|---------------------------------|--------------|------------|--|-------------------------------------|--|-------------|-------------------------|---|---|------------------------------------|
|                            |                                 |              | FT or PT   |  |                                     |  |             | A                       | M | E |                                    |
|                            | F                               | 01-04-2016   | PT         |  | B.S. Davis & Elkins University      | Business Instructor/Acct.                                | B           | 1                       | 3 |   |                                    |
|                            | F                               | 02-22-2016   | PT         |  | McNeese State University            | Head of Medical Dept.                                    | B           | 1                       | 3 |   |                                    |
|                            | F                               | 01-14-2014   | PT         |  | JD, West Virginia University        | Evening Legal Instructor                                 | JD          |                         |   |   | 2                                  |
|                            | F                               | 04-07-2016   | PT         |  | B.S. Salem International University | Head of IT Dept.   | M           |                         |   |   | 5                                  |
|                            | F                               | 07-12-2016   | PT         |  | AA West Virginia Junior Coll.       | Medical Instructor                                       | AA          |                         |   |   | 4                                  |
|                            |                                 |              |            |  |                                     |  |             |                         |   |   |                                    |
|                            |                                 |              |            |  |                                     |  |             |                         |   |   |                                    |
|                            |                                 |              |            |  |                                     |  |             |                         |   |   |                                    |



**NUTTER FORT BRANCH CAMPUS**

116 PENNSYLVANIA AVENUE  
NUTTER FORT, WV 26301  
PHONE : 304-624-7695  
EMAIL : [swilmoth@wvbc.edu](mailto:swilmoth@wvbc.edu)

**WHEELING MAIN CAMPUS**

1052 MAIN STREET  
WHEELING, WV. 26003  
PHONE : 304-232-0361  
EMAIL : [jmagers@wvbc.edu](mailto:jmagers@wvbc.edu)

On the web @ [www.wvbc.edu](http://www.wvbc.edu)

**VOLUME TWENTY-THREE**  
Amended: August 31, 2016  
Updated: November 1, 2016

**EFFECTIVE DATES**  
01-01-2016 to 12-31-2017



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### **DISCLAIMER**

The information contained herein is provided as a service. It is solely intended for those persons interested in the educational programs offered by West Virginia Business College, Inc. All information should be independently verified. The College makes no guarantees or assurances or promises as to the contents provided within this format. The information and services so stated may change at any time and without notification. Students who wish to enroll at West Virginia Business College will adhere to all guidelines set forth within the catalog applicable to their date of enrollment.

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## West Virginia Business College Academic Calendar | 2016 – 2017

### Winter Quarter 2016

|                   |                        |
|-------------------|------------------------|
| January 4, 2016   | Registration Day       |
| January 4, 2016   | Quarter Begins         |
| February 15, 2016 | Interim Quarter Begins |
| March 24, 2016    | Quarter Ends           |

### Spring Quarter 2016

|               |                        |
|---------------|------------------------|
| April 4, 2016 | Registration Day       |
| April 4, 2016 | Quarter Begins         |
| May 16, 2016  | Interim Quarter Begins |
| May 30, 2016  | Holiday – No School    |
| June 23, 2016 | Quarter Ends           |

### Summer Quarter 2016

|                    |                         |
|--------------------|-------------------------|
| July 4, 2016       | Holiday - School Closed |
| July 5, 2016       | Registration Day        |
| July 5, 2016       | Quarter Begins          |
| August 15, 2016    | Interim Quarter Begins  |
| September 5, 2016  | Holiday – No School     |
| September 22, 2016 | Quarter Ends            |

### Fall Quarter 2016

|                   |                        |
|-------------------|------------------------|
| October 3, 2016   | Registration Day       |
| October 3, 2016   | Quarter Begins         |
| November 14, 2016 | Interim Quarter Begins |
| November 24, 2016 | Holiday – No School    |
| December 22, 2016 | Quarter Ends           |

### Winter Quarter 2017

|                   |                        |
|-------------------|------------------------|
| January 2, 2017   | Registration Day       |
| January 2, 2017   | Quarter Begins         |
| February 13, 2017 | Interim Quarter Begins |
| March 23, 2017    | Quarter Ends           |

### Spring Quarter 2017

|               |                        |
|---------------|------------------------|
| April 3, 2017 | Registration Day       |
| April 3, 2017 | Quarter Begins         |
| May 15, 2017  | Interim Quarter Begins |
| May 29, 2017  | Holiday – No School    |
| June 22, 2017 | Quarter Ends           |

### Summer Quarter 2017

|                    |                        |
|--------------------|------------------------|
| July 3, 2017       | Registration Day       |
| July 3, 2017       | Quarter Begins         |
| July 4, 2017       | Holiday - No School    |
| August 14, 2017    | Interim Quarter Begins |
| September 4, 2017  | Holiday – No School    |
| September 21, 2017 | Quarter Ends           |

### Fall Quarter 2017

|                   |                        |
|-------------------|------------------------|
| October 2, 2017   | Registration Day       |
| October 2, 2017   | Quarter Begins         |
| November 13, 2017 | Interim Quarter Begins |
| November 23, 2017 | Holiday – No School    |
| December 21, 2017 | Quarter Ends           |

Staff | Faculty and additional changes may have occurred since the published date of the West Virginia Business College Catalog.

## **CAMPUS INFORMATION**

The Main Campus is located at 1052 Main Street, Wheeling, occupying a multi-level building approximately 11,000 square feet in size. A new addition was added in the year 2002 enhancing the adjoining building. As new programs are added "specialty" rooms, if necessary, will be added. A state of the art Surgical Suite with classroom was added in 2011 as well as a Law Library in 2014 complete with Westlaw access for legal research purposes. There are general classrooms for business, and computer classes. Private study areas, student lounge and a meeting room/auditorium are available for student use. The building is a wireless environment that utilizes Smart Board technology, an Interactive Display Monitor, DVD, television, and overhead projector. Several offices for administrative use are located at the main entrance of the College. The campus is conveniently located in regard to restaurants, parking facilities and public transportation.

The Nutter Fort campus is located at 116 Pennsylvania Avenue, Nutter Fort, and occupies the first floor of a multi-level building. The campus is conveniently located in regard to restaurant facilities and public transportation. The building contains general classrooms, computer rooms, and a library resource center with a media room containing a DVD, television and an overhead projector. Computer rooms and the Law Library are internet ready. The building is also a wireless environment. In 2016, a medical laboratory and adjoining classroom were renovated and added to the expanded use of the building. The students have computer hardware as well as software for their use at both campuses. The hardware and software are periodically updated to meet educational requirements and local market needs. The computer and rooms have enough equipment to insure each student having his or her own work station during scheduled classes. The most recent update to student computers occurred in 2016.

## **ACCREDITATIONS, LICENSES, AND ASSOCIATIONS AND ACCREDITATION**

West Virginia Business College is accredited by the **Accrediting Council for Independent Colleges and Schools** to award Diplomas and Specialized Associate Degrees. The Council is located at **750 First Street, N.E. Suite 980, Washington, D.C. 20002-4241 (202) 336-6780**. The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the **Council for Higher Education Accreditation**.

West Virginia Business College, Inc. is authorized to operate as a post-secondary education institution in the State of West Virginia in accordance with its permit to operate issued by the **West Virginia Council for Community and Technical College Education** located at 1018 Kanawha Blvd., East – Suite 700, Charleston, West Virginia 25301 (304) 558-0265.

## **MEMBERSHIP-APPROVALS-ASSOCIATIONS**

WVBC is approved for training under the **The Workforce Innovation and Opportunity Act of 2015.**

**West Virginia** - Region V and VI: Barbour, Braxton, Brooke, Doddridge, Gilmer, Hancock Lewis, Marion, Marshall, Monongalia, Ohio, Preston, Randolph, Tucker, Upshur, Tyler and Wetzel Counties.

**Ohio** - Jefferson County Community Action Council | Belmont County Connections | Harrison County Family Services | Monroe County Works

- Approved for providing training for Veterans
- Authorized by federal law to enroll non - citizen U.S. residents
- Member - Wheeling Area Chamber of Commerce
- Member - West Virginia Association of Student Financial Aid Administrators
- Member - National Association of Student Financial Aid Administrators

## **HISTORY**

West Virginia Business was established in 1881 in Clarksburg, WV. Its original name was Elliot Commercial College after its first owner and President. The college's primary focus was Railroad Operation since it was the primary industry at the time. In 1911, the College changed its name to West Virginia Business College and also changed its focus of study to support small, one owner businesses. From 1881 to 1989, West Virginia Business College remained in the Clarksburg area continuing to adapt to the ever changing economic conditions focusing on the basic fundamentals of business. Classes focused primarily on Small Business Management and Secretarial Sciences. In 1972, West Virginia Business College was credentialed to offer Associates Degrees along with Diplomas. Over time, fields of study grew to include Medical Sciences, Computer Sciences and Legal Studies. In 1989, a branch campus was added in Wheeling, WV. The demand in Wheeling was so great and as the campus grew at a rapid rate, the Board of Directors decided to deem Wheeling as the main campus and Clarksburg as the branch. The Clarksburg campus moved to Nutter Fort WV, a suburb of Clarksburg, to occupy the historic Roosevelt Wilson High School. West Virginia Business College is the oldest private proprietary college in West Virginia spanning over 135 years.

## **STATEMENT OF LEGAL CONTROL**

West Virginia Business College, Inc. is a private co-educational institution incorporated under the laws of the state of West Virginia. The corporation operates a main campus in Wheeling, WV and a branch campus in Nutter Fort, WV. The College operates under guidelines and policies established by its Board of Advisors. The on-site Director is the campus Chief Executive Officer. The individual Campus Directors have the responsibility of managing all aspects of their individual campus and have authority to exercise policies established by the Board of Directors. The institution's corporate officers execute legal documents and perform functions as required of corporate officers by law.

**CORPORATE OFFICERS**

Mr. John A. Tarr, IV

Ms. Teddy Tarr

**BOARD OF DIRECTORS**

Mr. John A. Tarr IV, President

Ms. Teddy Tarr, Vice President/Secretary | Treasurer

**MISSION**

The mission of West Virginia Business College (WVBC) is “to enroll, train, and assist students in locating employment.” The objectives of WVBC are to: provide students with specialized skills necessary for employability and a productive future; develop in each student an understanding of the responsibilities and obligations involved in ethical, professional conduct; and build self-confidence in students through individualized and realistic goal selection and attainment.

In most cases, a high school education is not sufficient to equip a young man or woman with the specialized skills necessary to succeed in a vocation or profession. WVBC believes there is a need for specialized career training to prepare adults to successfully meet the challenges of the business world.

**GENERAL INFORMATION**

All students are encouraged and expected to read the catalog before and during matriculation. The catalog is offered on the web at [www.wvbc.edu](http://www.wvbc.edu) for review. The enrollment agreement supersedes the catalog in the event of a conflict. This catalog, student’s enrollment contract, and signed statement of understanding, shall be considered the only official documents of this institution.

General information is distributed through brochures, advertisements, or documents and/ or oral statements. These are to be considered general information only. These materials are subject to change with or without notice, and do not create any legally binding rights or responsibilities either implied or not implied on the part of WVBC or the student. The catalog is current at the time of printing; however, WVBC reserves the right to make changes, additions, or deletions or to waive or change any requirement or rule, where administration deems such actions to be appropriate as long as such change does not affect the student’s rights or responsibilities. All revisions to the current catalog are part of the current catalog and should be referred to where relevant. All benefits or services offered by WVBC (placement assistance, free auditing for graduates, etc.) shall end if the College terminates operation of either campus.

### **Discrimination Policy**

West Virginia Business College is committed to the principle of equal opportunity and providing educational and work environments free from discrimination. The College prohibits discrimination on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity or gender expression, age, disability, veteran status, and other legally protected statuses in the recruitment and admission of its students, the administration of its education policies and programs, and the recruitment of its faculty and staff. The College adheres to all state and federal equal opportunity laws and regulations.

### **Registration**

A registration is held the beginning of each quarter for all new and returning students. The purpose of the registration is to review policies, procedures and all other information necessary for successful matriculation in the student's chosen program. All new and re-enrolling students are required to attend. Students will receive books, supplies, and schedules as well as have interviews with mentors and meet instructors.

### **Late Registration**

Late registration requires that a financial aid interview must be completed and the student must be seated in class within seven days of scheduled start date

### **Living Accommodations**

Most WVBC students live at home and commute to classes. It is the responsibility of the student to find housing near the school in order to commute. If necessary, assistance is given to the student by the staff when at all possible.

### **Admission Requirements**

Applicants are considered for acceptance by the college only after meeting the following requirements:

1. Having earned a high school diploma or its equivalent.
2. Being interviewed by an Admissions Representative.
3. Completing the WVBC Placement Evaluation. Candidates for the Specialized Associates Degree must achieve a minimum of 20 on the evaluation in order to be accepted directly into the degree programs. Candidates for the Specialized Associates Degree - Surgical Technology program must achieve a minimum of 25 on the evaluation in order to be accepted directly into this program. Scoring below a 20 requires probationary admittance for the first quarter of a candidates enrollment; graduation may also be delayed. Any student who has graduated from a diploma program at West Virginia Business College may be accepted into any of the degree programs currently offered.
4. Being accepted by the Director.

Acceptance for admission indicates only that the applicant meets the minimum acceptance requirements. Applicants should not assume acceptance is an express or implicit guarantee or a representation of the likelihood of academic or career success or ability of the applicant to achieve the applicant's goal.

Prospective students should call or write the college to arrange an appointment for a personal interview with an Admissions Representative. At the time of the appointment, a parent or spouse should accompany the applicant. Upon completion of the interview, the formal Application for Enrollment may be completed.

Because of many changes that occur daily in both business and education, it is impossible to guarantee long standing particulars. The College, therefore, reserves the right to cancel, suspend, or permanently terminate educational programs for any reason, with or without notice. This policy will not affect the status of currently enrolled students.

### **Tuition & Fees**

Tuition is assessed on a quarter basis and payable in full at the beginning of each quarter. Payment may be deferred until receipt of financial aid in those cases where students are relying on such aid to pay tuition. All charges are based upon the fee schedule in force at the time of enrollment. The student is responsible for payment of all charges including tuition, fees and supplies. Books are separate from tuition and can be purchased at outside bookstores or the College's bookstore. Books are estimated at approximately 25% of the cost of the program, depending on current markets. See the Tuition and Fees Addendum for more detail on tuition and fees.

Payment is not contingent upon receipt of financial aid. The College does not guarantee the receipt or likelihood of receipt of any financial aid. The College shall have no further obligation to the student if the student fails to pay tuition or fees for any quarter, regardless of the reason. It is up to the college's discretion if the student can remain enrolled. Transcripts, diplomas, or any other documentation will not be issued if payment in full is not received. Delinquent balances may be turned over to a collection agency and/or other collection actions may be taken.

### **Refund Policy**

The refund policy for students not receiving Title IV funds will be made in accordance with the signed Application for Enrollment. Refunds for students receiving Title IV funds will be made in accordance with Department of Education guidelines and followed uniformly by West Virginia Business College as such:

1. Cancellation prior to the first day of class: If applicants, accepted by the institution, cancel within five (5) business days following the date an enrollment contract is signed, the school will refund all monies paid to the institution. In the event of a cancellation notification following this period, but prior to start of classes, the institution will refund all monies paid.
2. Withdrawal after the commencement of classes: Students who withdraw during the first 2 weeks of the quarter will receive a tuition refund of 50% of the charged tuition for the period. Students who

withdraw during the third week of the quarter will receive a tuition refund of 25% of the charged tuition for the period. After the third week, no refund will be made. Application and other fees are non-refundable. When a refund is due of \$25 or less to the student, the institution is not required to refund. All return of Title IV funds will be made in accordance with the rules and regulations of the U.S. Department of Education. Return of funds will be based on the amount of time a student spends in school. This will be determined by the number of calendar days completed in the period of enrollment divided by the total calendar days in the enrollment period (excluding scheduled breaks of five days or more). If the percentage is less than 60% the appropriate amount of aid is returned within the allotted time frame. If the amount is greater than 60% no return of monies is made. This formula determines the amount of tuition earned by the institution. Any unearned funds will be returned to the proper agency. There may be funds the student must return to the U.S. Department of Education. Those funds can be paid to WVBC within 30 days of the last day of attendance and the school will return the funds or the student can make arrangements with the U.S. Department of Education. Students are notified of this process via letter.

3. Refunds to Veterans will be made on a pro-rata basis as required by the Veterans Administration and appropriate state regulatory bodies.
4. The WVBC refund distribution policy adheres to the Department of Education Student Financial Aid Guidelines relating to the Return of Title IV Funds and is expressed as follows:
  - a. Unsubsidized Direct Loans
  - b. Subsidized Direct Loans
  - c. Unsubsidized Federal Direct Stafford Loans
  - d. Subsidized Federal Direct Stafford Loans
  - e. Federal Perkins Loans
  - f. Federal PLUS loans received on behalf of the student by a Parent/Guardian
  - g. Federal Direct PLUS Loans received on behalf of the student
  - h. Federal Pell Grants / FSEOG Program Funds / SMART Grant Program Funds, State Grants

### **Definition of a Quarter Credit Hour/Academic Year**

The institution will measure and award credits using quarter credit hours as its unit of credit. The institution operates on a quarter calendar year. A Quarter is 10-12 weeks in length. WVBC awards quarter credit hours for financial aid and for academic purposes. As such, the number of hours required to successfully earn a credit varies by the type of course. Specifically, a quarter credit hour is equivalent to a minimum of 10 clock hours of lecture; 20 clock hours of laboratory; or, a combination of the two. Each one hour of class requires two hours of out of class activity. The award of credit hours for lecture courses also assumes appropriate out-of-class learning activities, such as reading, field trips, the information research project, internship observations and similar activities, to support the credit awarded for courses. We note that the number of credits for financial aid purposes is calculated using a different formula and therefore may vary for financial aid purposes.

**Retention and Placement Rates [For reporting period of July 1, 2015 to June 30, 2016]**

Retention and Placement Rates as published by West Virginia Business College to ACICS, the national accreditation board, are as follows:

| WVBC 2015 Rates                   | Retention Rate | Placement Rate |
|-----------------------------------|----------------|----------------|
| Wheeling Campus (all programs)    | 63.0%*         | 64.0%*         |
| Nutter Fort Campus (all programs) | 59.0%*         | 70.0 %*        |

\*Rates for this period are tentative in the Fall of 2016. Retention and placement rates will be finalized as of November 1, 2016.

**ACADEMIC POLICIES AND PROCEDURES**

**Full-Time Student** - A student must attempt at least twelve quarter hours of credit to be considered a full-time student.

**Half-Time Student**- Students registered for eight (8) quarter hours of credit shall be considered as half-time students.

**Less Than Half Time Student**- students registered for four (4) quarter hours of credit will be considered less than half-time.

**Transfer Student**- The student shall abide by the same admission regulations as the non-transfer students.

**Grading System**

Grades are reported at the end of each quarter. The mid-quarter grades are issued as a report of progress of students doing below average work. The following scale is used for reporting grades and determining grade point averages:

| GRADE   | GRADE QUALITY | SCALE  | QUALITY POINTS |
|---------|---------------|--------|----------------|
| A       | Excellent     | 100-90 | 4.00           |
| B       | Good          | 89-80  | 3.00           |
| C       | Fair          | 79-70  | 2.00           |
| D       | Poor          | 69-60  | 1.00           |
| F       | Failure       | 59-0   | 0.00           |
| * WP/WF | Withdraw      | -----  | -----          |

\* Withdrawal is not calculated in G.P.A. but may affect satisfactory academic progress.

**Grade Point Average**

Grade point average (GPA) is computed by dividing the quality points earned by the number of classes.

**Withdrawal from Class Program or School**

If a student wishes to withdraw from WVBC, they may do so orally or in writing through the Director. Students may receive a Withdraw Passing (WP) or a Withdraw Failing (WF) dependent on the class grade at the time of withdrawal. As stated, this will not affect G.P.A. but may affect satisfactory academic progress. Changing schedules/programs may result in loss of credit, extension of program length or other adverse consequences. **All students receiving Title IV funds must complete an exit interview upon graduation or leaving the College.** This can be completed with the Financial Aid office, email, or at [www.studentloans.gov](http://www.studentloans.gov). Students who do not meet instructional guidelines and refuse contact from the College may be deemed as withdrawn from the College without notification and processed as such.



If at any time a student fails a class, drops a class, changes from day to evening classes, changes from evening to day classes, transfers in classes, or sits out a quarter for any reason, WVBC has no responsibility to assure fulltime schedules for the remaining time the student has in school. Therefore, the student's graduation date will be extended. Students who fail to meet individual class instruction guidelines and do not contact the college can be considered withdrawn without notification.

**Incomplete Grade**

A grade of "incomplete" is assigned when, in the opinion of the instructor, the student has not had time to complete the course requirements because of a just and legitimate reason. A student is given until registration day of the next quarter to remove the "incomplete." If this is not done to the satisfaction of the instructor, the "incomplete" automatically reverts to a "failure."

**Student Teacher Ratio**

The average overall student-teacher ratio is approximately 12 to 1.

**Transfer of Credit to WVBC**

No monetary remuneration is given for credits accepted from other accredited colleges. Students transferring to WVBC from another institution accredited by agencies recognized by the U.S. Department of Education will comply with the established admissions procedures. It is the responsibility of the student to request the official transcripts be mailed to WVBC by the end of the drop/add period. WVBC reserves the right to use its discretion with regard to transferring credits from another institution. Credits earned at other accredited post-secondary educational institutions may be accepted on the basis of an official transcript provided by the student with an "A" grade and course description of all classes they are presenting for acceptance. WVBC determines whether the prospective credits meet with the provisions listed below. This is determined by the Director. The College will accept credits earned at other accredited institutions as indicated below:

- A. Only those courses in which the student was awarded a grade of "A" (4.0) or better will be considered for transfer. (Grades and credits are transferable.)
- B. Only courses applicable to the program for which the student is enrolled will be accepted into their program. The student must have earned the equivalent of four quarter credit hours.
- C. No more than one half (1/2) the required courses and hours of program may be transferred from another accredited college or university.

The student is notified of which, if any, credits transfer once the College receives his/her official transcript.

**NOTE:** Total number of completed hours that a student must accomplish to complete his/her program does not change.

### **Transfer of Credit from WVBC**

Classes taken at one institution frequently will not always match with classes offered at another institution. Even if both institutions are accredited, it may still be difficult to transfer credits from one institution to another. Each educational institution has different missions, course designs, and curriculum. WVBC classes are not designed for students to transfer to other colleges; they are designed for students to get a job. The College has met academic and educational standards and is recognized by their accrediting agency. Since the determination of transfer of credit is made only by the institution at which the student desires to further their education, the student is advised to contact other institutions to which they may desire to transfer to determine transferability, BEFORE beginning classes at WVBC.

**West Virginia Business College makes no claim or promise that WVBC credits will be accepted by a school, college, university, or institution other than our articulation agreement with Salem International University (SIU).**

### **Final Examination**

A final examination is required in each course and is given at a specified time. Students eligible to be excused from their exams are as follows:

- A. Students will be excused because of extreme emergency circumstances as determined by Director, at which time students may be asked to present appropriate documentation.
- B. Students meets the criteria for the Honors Program.\*

### **Honors Program**

All students are eligible to participate in the WVBC Honors Program. An Honors Student at West Virginia Business College must earn a grade of an 'A' in all classes of their program to gain designation of "With Honors" as expressed on their official transcript.

### **Graduation Requirements**

To qualify for graduation, a student must:

- A. Pass all required courses in the student's program with a minimum 1.0 ("D" grade) on a 4.0 scale.
- B. Have an overall cumulative 2.0 ("C" average) on a 4.0 scale and meet all Satisfactory Academic Progress requirements.

If a student meets requirements for graduation but has not paid all tuition and fees, the student shall graduate but will not be entitled to placement assistance, diploma, transcripts or other documents.

**Internal Program Transfer**

A student who chooses to discontinue attendance at any time is entitled to be graduated in any program an through an internal credit transfer from their degree program to a diploma program by notifying the institution in writing. The West Virginia Business College Office of Financial Aid will conduct a degree audit to confirm the student has fulfilled all graduate requirements, and will then complete a program transfer and credential award recommendation to the Campus Director.

WVBC programs are not specifically designed to prepare students to obtain any outside certifications or credentials. Passing written examinations or meeting other requirements necessary to obtain state, national, industrial, or other types of certification, licensure, registration, or credentials available in the field of studies offered at WVBC will require additional out of class study and preparation on the student's part. The West Virginia Business College graduation ceremony is held once a year for all students who have met the graduation requirements as established by the College.

**Independent Study**

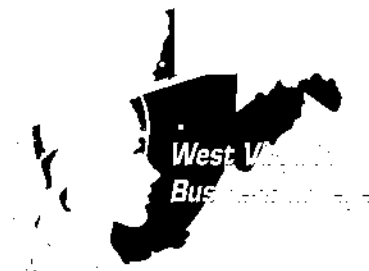
Independent Study may be utilized in appropriate circumstances, such as to resolve scheduling conflicts or difficulties. Each decision is based on individual cases. Independent Study students are expected to complete the same course work as in regularly scheduled course offerings. Independent Study involves a level of independence and self direction on the part of the student to read material, complete and submit projects, reports and other assignments on a timely basis and successfully pass examinations as if a student was attending a regularly scheduled class.

**Refresher Course**

A graduate of WVBC is permitted to retake any course they have completed at WVBC with no charge except for any books they may need. No grades or quarter hours are awarded nor does the student have to fulfill the regular course requirements. The teacher has no obligation to the graduate except to permit them to attend classes. Refresher courses are offered on a space-available basis.

**Leave of Absence**

West Virginia Business College does not grant leaves of absence.



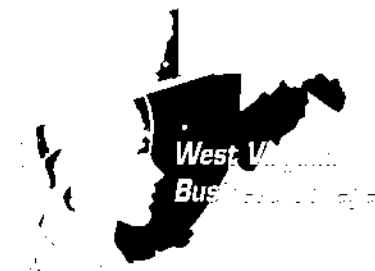
**SATISFACTORY ACADEMIC PROGRESS (SAP)**

The College has established satisfactory academic progress (SAP) standards that all students must achieve and maintain to be considered to be making measurable progress toward completion of his or her program of study. These standards define the quantitative -pace or percentage of completion ,qualitative measure - minimum cumulative grade point average (CGPA), maximum time frame (MTF) for completion of a program of study and other academic requirements. In order to receive and continue to be eligible for federal, state and institutional financial aid funds, a student must maintain satisfactory academic progress.

West Virginia Business College evaluates SAP applicable to the program of study in which the student is enrolled at the end of each academic year for programs that are longer than an academic year and at the end of each quarter for programs that are one academic year or less in length. All students must complete and graduate from their program of study within 150% of the published program length. Students not meeting these standards will be subject to dismissal from College. All students must have a CGPA of a 2.0 (Grade of C) for graduation from any program.

**SATISFACTORY ACADEMIC PROGRESS – QUANTITATIVE CHART (PACE OF COMPLETION)**

The quantitative component of SAP is the measure of the pace at which a student must progress through his or her program of study to ensure completion within the maximum timeframe allowed and provide for the measurement of the student's progress at the time of evaluation. The pace or completion percentage is calculated by determining the cumulative number of credit hours the student has successfully completed divided by the number of cumulative credit hours the student has attempted. Transfer credit hours accepted from other schools that are applied to a WVBC program of study are counted in the calculation as both attempted and completed hours. A student must complete 66.67% of attempted credits per evaluation period in order to complete program of study within the maximum time frame (150% of the published program length).



**QUANTITATIVE CHART (PACE OF COMPLETION)**

| <b>PROGRAM</b>               | <b>EVALUATION POINTS<br/>[INCREMENTS]</b> | <b>AT EVALUATION POINT, MIN. % OF<br/>WORK REQ. TO COMPLETE PROGRAM IN<br/>MAX. TIME</b> | <b>MAX. TIME TO<br/>COMPLETE PROGRAM<br/>[150%]</b> |
|------------------------------|---|--|---|
| DAY<br>48 CR HRS DIPLOMA     | EACH QUARTER                              | END 1 <sup>st</sup> Quarter 17% [8 credits]  | 5 QTRS [1.33 AY]<br>72 CREDIT HOURS                 |
|                              |   | END 2 <sup>nd</sup> Quarter 42% [20 credits]   |   |
|                              |   | END 3 <sup>rd</sup> Quarter 67% [32credits]  |   |
|                              |   | END 4 <sup>th</sup> Quarter 83% [40credits]  |   |
|                              |   | End 5 <sup>TH</sup> Quarter 100% [48 credits]  |   |
| EVEVING<br>48 CR HRS DIPLOMA | EACH QUARTER                              | End 1 <sup>ST</sup> Quarter 17% [8 credits]  | 6 QTRS [2.00 AY]<br>72 CREDIT HOURS                 |
|                              |   | End 2 <sup>nd</sup> Quarter 33%[16 credits]  |   |
|                              |   | End 3 <sup>rd</sup> Quarter 50% [24 credits]   |   |
|                              |   | End 4 <sup>th</sup> Quarter 67% [32 credits]   |   |
|                              |   | End 5 <sup>th</sup> Quarter 83% [40 credits]   |   |
| DAY<br>60 CR HRS DIPLOMA     | EACH QUARTER                              | End 6 <sup>th</sup> Quarter 100% [48 credits]  | 6 QTRS [2.00 AY]<br>90 CREDIT HOURS                 |
|                              |   | End 1 <sup>st</sup> Quarter 17% [10 credits]   |   |
|                              |   | End 2 <sup>nd</sup> Quarter 33% [20 credits]   |   |
|                              |   | End 3 <sup>rd</sup> Quarter 53% [32 credits]   |   |
|                              |   | End 4 <sup>th</sup> Quarter 67% [40 credits]   |   |
|                              |   | End 5 <sup>th</sup> Quarter 86% [52 credits]   |   |
| EVENING<br>60 CR HRS DIPLOMA | EACH QUARTER                              | End 6 <sup>th</sup> Quarter 100% [60 credits]  | 8 QTRS [2.5 AY]<br>90 CREDIT HOURS                  |
|                              |   | End 1 <sup>st</sup> Quarter 13% [8 credits]  |   |
|                              |   | End 2 <sup>nd</sup> Quarter 27% [16 credits]   |   |
|                              |   | End 3 <sup>rd</sup> Quarter 40% [24 credits]   |   |
|                              |   | End 4 <sup>th</sup> Quarter 53% [32 credits]   |   |
|                              |   | End 5 <sup>th</sup> Quarter 67% [40 credits]   |   |
|                              |   | End 6 <sup>th</sup> Quarter 80% [48 credits]   |   |
|                              |   | End 7 <sup>th</sup> Quarter 93% [56 credits]   |   |
| DAY<br>96 CR HRS DEGREE      | END OF EACH<br>ACADEMIC YEAR              | 33.3% [32 CR HRS] – 1 <sup>ST</sup> EVAL   | 9 QTRS [3.00 AY]<br>144 CREDIT<br>HOURS             |
|                              |   | 67.0% [64 CR HRS] – 2 <sup>ND</sup> EVAL   |   |
|                              |   | 100.00% [96-CR-HRS] - 3 <sup>RD</sup> EVAL   |   |
| EVENING<br>96 CR HRS DEGREE  | END OF EACH<br>ACACEMIC YEAR              | 23% [24 CR HRS] – 1 <sup>ST</sup> EVAL   | 12 QTRS [4.00 AY]<br>144 CREDIT<br>HOURS            |
|                              |   | 50% [48 CR HRS] _ 2 <sup>ND</sup> EVAL   |   |
|                              |   | 75% [72 CR HRS] _ 3 <sup>rd</sup> EVAL   |   |
|                              |   | 100% [96 CR HRS] _ 4 <sup>th</sup> EVAL  |   |

**SATISFACTORY ACADEMIC PROGRESS – QUALITATIVE CHART**

The qualitative component of SAP is the measure of the quality of the student’s academic progress by

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evaluating the student's CGPA. To meet the qualitative requirement, a student must maintain a minimum CGPA as specified in the chart below.

| PROGRAM                                   | EVALUATION POINTS<br>[INCREMENTS]    | MINIMUM CGPA                         | CGPA NEEDED TO GRADUATE<br>IN MAX. TIME [150%] |
|---|--------------------------------------|--------------------------------------|--|
| DAY<br>48 CR HRS DIPLOMA                  | EACH QUARTER                         | End of 1 <sup>st</sup> Quarter 1.00  | 2.00 CGPA                                      |
|   |                                      | End of 2 <sup>nd</sup> Quarter 1.00  |  |
|   |                                      | End of 3 <sup>rd</sup> Quarter 1.50  |  |
|   |                                      | End of 4 <sup>th</sup> Quarter 2.00  |  |
|   |                                      | End of 5 <sup>th</sup> Quarter 2.00  |  |
| EVENING<br>48 CR HRS DIPLOMA              | EACH QUARTER                         | End of 1 <sup>st</sup> Quarter 1.00  | 2.00 CGPA                                      |
|   |                                      | End of 2 <sup>nd</sup> Quarter 1.00  |  |
|   |                                      | End of 3 <sup>rd</sup> Quarter 1.00  |  |
|   |                                      | End of 4 <sup>th</sup> Quarter 1.50  |  |
|   |                                      | End of 5 <sup>th</sup> Quarter 2.00  |  |
| DAY<br>60 CR HRS DIPLOMA                  | EACH QUARTER                         | End of 1 <sup>st</sup> Quarter 1.00  | 2.00 CGPA                                      |
|   |                                      | End of 2 <sup>nd</sup> Quarter 1.00  |  |
|   |                                      | End of 3 <sup>rd</sup> Quarter 1.00  |  |
|   |                                      | End of 4 <sup>th</sup> Quarter 1.50  |  |
|   |                                      | End of 5 <sup>th</sup> Quarter 2.00  |  |
| EVENING<br>60 CR HRS DIPLOMA              | EACH QUARTER                         | End of 1 <sup>st</sup> Quarter 1.00  | 2.00 CGPA                                      |
|   |                                      | End of 2 <sup>nd</sup> Quarter 1.00  |  |
|   |                                      | End of 3 <sup>rd</sup> Quarter 1.00  |  |
|   |                                      | End of 4 <sup>th</sup> Quarter 1.00  |  |
|   |                                      | End of 5 <sup>th</sup> Quarter 1.50  |  |
| DAY<br>96 CR HRS<br>ASSOCIATE DEGREES     | END OF 1 <sup>ST</sup> ACADEMIC YEAR | 1.00 CGPA                            | 2.00 CGPA                                      |
|   |                                      | END OF 2 <sup>ND</sup> ACADEMIC YEAR |  |
|   |                                      | 2.00 CGPA                            |  |
|   |                                      | END OF 3 <sup>RD</sup> ACADEMIC YEAR |  |
|   |                                      | 2.00 CGPA                            |  |
| EVENING<br>96 CR HRS<br>ASSOCIATE DEGREES | END OF 1 <sup>ST</sup> ACADEMIC YEAR | 1.00 CGPA                            | 2.00 CGPA                                      |
|   |                                      | END OF 2 <sup>ND</sup> ACADEMIC YEAR |  |
|   |                                      | 2.00 CGPA                            |  |
|   |                                      | END OF 4 <sup>TH</sup> ACADEMIC YEAR |  |

The grades and their values in the grading system chart in this catalog are used in calculating the quarter and cumulative GPA (CGPA) for SAP purposes.

**Effect of Withdrawals, Repeats, Incomplete Grades, Transfer Credits and Lack of Remedial Courses**

- a. Course withdrawal, grade of “W”, has no effect on the student’s CGPA or successful completion of courses. However, the grade of “W” is counted in the credit hours attempted in the calculation of the pace of completion and maximum time frame.
- b. Repeated Coursework, a course that is taken and then retaken for the purpose of raising a failing grade. The highest grade earned from each course attempt will be used in the calculating the student’s cumulative grade point average. However, all credits attempted are calculated in the Maximum Time Frame (MTF) for completion and remain on the student’s academic record.
- c. Incomplete grades are counted as credits attempted for pace of completion and maximum time but are only included in the credits completed when the “I” grade is replaced with a final grade. The “I” grade is treated as an “F” grade in the CGPA calculation until the incomplete grade is replaced with a final grade. If the incomplete is not completed before the next Registration Day, it becomes a final grade of “F.”
- d. Transfer credits hours accepted for the student’s program of study are counted in both attempted and completed credit hours when measuring maximum time frame to complete the student’s program of study and establishing evaluation points for the measure of the qualitative standard, but has no effect on the student’s overall grade point average.
- e. Remedial courses are not offered for any program of study at West Virginia Business College.

**Change of Academic Program Prior to Academic Dismissal**

If a student changes programs or is seeking an additional degree/diploma, the qualitative and quantitative standards used to evaluate SAP will include all periods of a student's enrollment. Attempted credits and grades earned and transfer credits, which do not apply to a student’s new program of study, will not be counted towards the new program of study. If credits attempted and grades earned and transfer credits do apply to the new program of study then all grades and credits earned will be transferred into the new program.

**Academic and Financial Aid Warning, Probation, Appeal, and Dismissal Policy**

ACADEMIC AND FINANCIAL AID WARNING FOR DIPLOMA STUDENTS

An academic and financial aid warning status will be granted students enrolled in the Diploma program, who upon first SAP evaluation, do not meet the minimum qualitative and quantitative standards of SAP. The financial aid warning status will be granted for a period of one quarter. Diploma program students are eligible to receive federal, state, and institutional financial aid during while enrolled on a warning status. If at the conclusion of the academic and financial aid warning quarter the student meets the standards of satisfactory academic progress, he or she regains good academic standing. If students fail to achieve the minimum qualitative and quantitative SAP requirements at the end of the academic and

financial aid warning quarter, the student is subject to academic dismissal and financial aid suspension. Students will be notified by letter from the Campus Director of his or her academic and financial aid status. The Academic and Financial Aid Warning status is not available for degree-program students whose evaluation points are only at the end of an academic year.

#### ACADEMIC DISMISSAL AND FINANCIAL AID SUSPENSION FOR ALL STUDENTS

Students who fail to achieve the required cumulative GPA and/or completion percentage, or exceed the maximum timeframe of 150%, the student will be placed on academic dismissal status, under which financial aid eligibility is lost. A diploma student who has completed two academic years (six quarters) and whose academic standing is below the minimum SAP standards is not eligible for academic probation status and will be placed on academic dismissal status and financial aid eligibility is terminated. Students placed on Academic Dismissal Status or Financial Aid Suspension Status will be notified by letter from the Campus Director before the beginning of the next quarter. A copy of student notification is placed in the student's permanent academic record.

#### ACADEMIC AND FINANCIAL AID PROBATION AND APPEAL POLICIES

Students who fail to meet the SAP standards may appeal the academic dismissal status and financial aid suspension status by submitting a written appeal to the Campus Director within five calendar days after notification. An appeal must be based on significant mitigating circumstances that seriously impacted the student's academic performance. Mitigating circumstances include for example serious illness, accident or injury to the student, death of a family member or significant person in the student's life, or special other circumstances. The appeal must include the following:

- a. Detailed written explanation of the reason(s) the student failed to meet SAP standards;
- b. A detailed explanation of what has changed that will allow the student to meet SAP standards; and
- c. Supporting documentation for items 1 and 2.

The Director will review the appeal and the student will be sent a notification of the decision within seven business days after receipt of the appeal. The decision of the Campus Director is final.

If the appeal is successful, the student is considered on academic probation status for one quarter of enrollment and continues to be eligible to receive federal state and institutional financial aid funds. At the end of the probationary quarter, the student's CGPA and credit hours successfully completed are evaluated using the established minimum standards of SAP. If the student's CGPA and/or credit hours earned equals or exceeds the required minimum SAP standards, the student is removed from probationary status and considered to be making satisfactory academic progress. If the student's CGPA and credit



hours earned are below the required minimum, the student will be placed on academic dismissal and financial aid suspension. The student will be notified of his or her academic and financial aid status by letter.

If the appeal is not granted, or the student the student is not eligible to be placed on a probationary status, the student will be academically dismissed and may request an extension of enrollment.

### **Reestablishing Satisfactory Academic Progress and Eligibility for Financial Aid**

Students who have been academically dismissed from WVBC may re-establish satisfactory academic progress and eligibility for financial aid by:

- 1) Enrollment for one or more quarters at their own expense and retake previously failed courses, when offered, and achieve the minimum quantitative and qualitative standards of academic progress, or
- 2) Successfully appeal a failure to maintain SAP as described above.

### **Reestablishing Eligibility for Re-entry after Academic Dismissal**

To reestablish eligibility for re-entry, a student whose training is interrupted due to unsatisfactory academic progress and has been in receipt of Title IV funding, must remain out of school for at least 180 days, apply for re-admission, have approval of and have been counseled by the Campus Director. Counseling include identifying areas of academic weakness, a review of tutoring available to the student, and establishing an agreed upon written academic plan. Submission of a re-entry request does not guarantee approval for re-entry. A student who is permitted to re-enter must begin enrollment at start date of a quarter. The student must successfully retake courses previously failed to achieve or exceed the minimum quantitative and qualitative SAP standards. At the end of the first quarter after re-entry, if the student has demonstrated academic improvement and met the minimum SAP standards, he will be considered to be making satisfactory academic progress and will be re-instated in his or her program of study and is eligible to receive federal, state, and institutional financial aid.

If the student fails to achieve the minimum SAP standards, the student will be academically dismissed and will not be eligible for readmission. Students placed on Academic Dismissal Status will be notified by letter from the Campus Director

A student may also reestablish eligibility for re-entry by enrolling in a new program of study. The student may not re-enroll in the program from which the student was dismissed. Upon re-entry into a new

program, the student is eligible for federal, state, and institutional financial aid. All credits attempted and grades earned with a "D" grade or higher if applicable to the new program of study will be transferred to the new program of study and will be considered as part of the new maximum time frame for program completion. Students are limited to one such program of study change.

### **FEDERAL FINANCIAL AID PROGRAMS**

Federal assistance programs are administered through the Department of Education. Any U.S. citizen, or person in the U.S. for other than temporary reasons, who is enrolled or accepted for enrollment on at least a half-time basis may apply for these programs.

#### **Federal Pell Grant**

The Federal Pell Grant is an important source of aid for students who demonstrate financial need. Applications are available through high school counselors or WVBC Financial Aid Office. The amount of the award depends upon the student's determination of eligibility, the cost of attendance, and a payment schedule issued by the Department of Education.

#### **Federal SEOG**

The Federal Supplemental Education Opportunity Grant is for students who have exceptional financial need and are unable to continue their education. An eligible FSEOG recipient must be an undergraduate student and have financial need. If a student loses Pell Grant eligibility prior to disbursement of the FSEOG, the student becomes ineligible to receive FSEOG.

#### **West Virginia Higher Education Adult Part-Time Student Grant**

The HEAPS Grant Program is to encourage and enable needy West Virginia students who desire to continue their education on a part-time basis at the post-secondary level. Students may apply for the HEAPS Grant Program and/or the HEAPS Grant Program Workforce Development Component. The HEAPS Grant Program is available for students enrolled within any diploma program at the College.

#### **West Virginia Higher Education Grant Program**

Application for state-aid is required for all West Virginia state high school seniors. Other WV applicants less than 5 years removed from high school, and have not earned college credits are also required to complete application as well. Grants may be renewed as long as the recipient continues to meet all eligibility requirements or completes baccalaureate degree requirements. The HEAG program is available for students enrolled within any degree program at the College.

#### **Federal Student Loan Programs**

Federal Loans may be available to students and/or their parents. They include the Federal Family Education Loan, Subsidized and Unsubsidized Federal Direct Student Loans and the Federal P.L.U.S. Loans. The Financial Aid Office will provide information regarding these loans.

Veterans' Educational Benefits

If a Veteran has been honorably discharged from the Armed Forces, Educational Benefits may be available upon application to the Veterans Administration. Dependents of Veterans, who are totally disabled or died as a result of military service, may be eligible for benefits. Members of the Reserve Components may be eligible for VA Benefits under the G.I. Bill.

Career Search Assistance

Because of the proven competency of the College's graduates, area employers are in frequent communication with the school's Career Services Representative who maintains records of available positions and each student's qualifications. The services of the Career Services Representative are available to graduates of all programs. Every effort is made to place each graduate in the position for which he or she is most qualified. However, West Virginia Business College does not guarantee employment. Each student must register with the Career Services Representative during the last six weeks of the quarter in which he or she is scheduled to graduate.

**CAMPUS HOURS**

Mon., Tues., Thurs. 7:30am -10:00pm

Wednesday 7:30am - 5:00pm

Friday 9:00am - 4:00pm

Saturday 9:00am - 1:00pm

*Library is online and has 24 hour access at:  
www.wvbc.edu; access password is whg\_log*

**CLASS HOURS**

Day 8:00am - 3:00pm

Evening 6:00pm - 10:00pm

Class hours are no earlier than 8:00 am or later than 3:00 pm for day students. Class hours are no earlier than 6:00 pm or later than 10:00 pm for evening students.

Director List

A student is placed on the Director's List if he or she has earned at least a 3.5 GPA during any given quarter. The student must have attempted at least twelve (12) quarter hours for that quarter.

College Scholarship

West Virginia Business College will offer scholarships of \$1000.00 value and \$500.00 value when conditions and projected class schedules allow. Scholarships will apply to selected programs. To qualify, students in the normal trade area must (1) have achieved at least a 3.0 (out of 4.0) grade point average in high school, (2) currently be in the senior class of high school or a graduate of the most recent senior class, (3) receive the recommendation in writing of the high school principal or guidance counselor, thus giving the principal or guidance counselor the major role in the selection process. All other conditions for admission into the college still apply. This scholarship program is open to all applicants meeting the above conditions on a fair and equal basis. Recipients must meet all satisfactory progress standards and other conditions applicable to all students. The \$1000.00 scholarships will apply to the Specialized Associate Degree Programs. The \$500.00 scholarships will apply to all diploma programs. The only terms and

conditions which must be met to receive the scholarship are listed above. The scholarship is distributed during the student's last quarter before graduation. The application procedures are as follows: The applicant will obtain a letter from the high school principal or guidance counselor. Official high school transcripts are also required. Upon presentation of this letter to WVBC, the applicant will receive the scholarship providing the applicant satisfies all normal enrollment conditions, actually enrolls into and graduates from WVBC. The deadline for providing the letter is the midpoint of the applicant's first academic quarter at WVBC.

### President's Scholarship

WVBC offers to all high school seniors, a President's scholarship in the amount of \$20,200, which covers tuition, and fees. Textbooks are not included in the award. The applicant must be a high school senior and make the highest score on the test offered at the college. There is no charge for this test. All current high school seniors are eligible to participate.

### **STUDENT CONSUMER INFORMATION** *(access to current consumer information is located at [www.wvbc.edu](http://www.wvbc.edu))*

#### Procedures To Inspect and Review Records

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights to their education records. They are as follows:

- A. The student has the right to inspect and review his/her educational records within 45 days from the day the Director of the College receives written request for specific record(s) that the student wishes to review. The Director will set the time to review the records with the student and will meet with the student in the Director's office.
- B. The student has the right to ask that his/her educational records be amended if they believe they are misleading or inaccurate. It is the student's responsibility to write the Director clearly identifying the part of the record they wish to change and specify why it is inaccurate or misleading. If the College determines that it will not amend the record as requested, the College will notify the student of their decision and advise the student of his/her right to a hearing regarding the request for amendment.
- C. The student has the right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. This may include a person or company with whom the College has contracted (such as an attorney, auditor, collection agency or others). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.
- D. If student requests copies of item in his/her file they must be specific in their request and a fee will be charged, which is paid before copies are made. A minimum of 48 hours is necessary.

- E. The College reserves the right to provide without permission, academic information, student conduct, financial aid information, employment, and/or other relevant information to government agencies, to financial institutions, to prospective employers, credit reporting and/or collection organizations, guarantee agencies, and other relevant organizations for purposes of financial aid administration and student loan servicing/collection and to accrediting agencies for accreditation related purposes. The College will not disclose information about any current or former student or applicant, to any other individual entity or organization unless required to do so by a specific statute, regulation, or court order without student/applicant written permission.

### Student Services

Guidance is provided from the time of the student's initial admission interview. Personnel of the College recognize the need for providing this guidance to the student in all phases of his or her academic life.

Registration and subsequent mentoring sessions acquaint the students with the staff and faculty members and to services which are available to the student within our surrounding communities.

The Director helps the student resolve academic and personal problems, which may be interfering with satisfactory progress. A student who encounters difficulty in financing his or her education should consult the Financial Aid Manager for information and assistance. A student who desires employment should meet with the Career Services Representative.

### West Virginia Business College Crime, Security, and Substance Abuse Policy

It is the policy of this institution to maintain a drug free and alcohol free environment. Students and staff are urged to review and abide by the institution's policy. This institution has available information regarding drug abuse prevention and counseling. Any student or employee of the College seeking drug abuse information may contact the Director of the school for information regarding available literature, counseling services, and other assistance in the prevention of substance abuse. It is the policy of this institution that any criminal acts of any nature occurring on campus should be reported to the Director, and to the local law enforcement agencies. The institution maintains records relating to crimes committed on campus. Students and employees should also review the institution's policy regarding prevention and reporting campus crime. Copies of the institutional substance free policy and the campus security policy are posted throughout the College.

### Academic Performance Policy

WVBC places the responsibility of attendance upon the student. The student should approach his or her classes in the same light as he or she views the need to attend work. Not showing up for work generally means termination. Therefore, students who do not attend classes regularly and on time can expect

penalties. Whenever a teacher feels that a student has been absent or tardy to the extent it may endanger scholastic standing, the teacher reports, in writing, the information to the Director. The Director or his/her designee will then meet with the student concerned to work out problems that are causing the student not to attend. Accordingly, students are not permitted make up days. However, at the teacher's discretion, students may or may not make up work missed, class assignments or tests. Institutionally, WVBC maintains no attendance policy. Attendance policies rest solely with individual teacher attendance policy.

#### Appearance and Conduct-Dismissals

Recommendations for employment are based on conduct, attitude, scholastic results and attendance. The College reserves the right to place a student on probation or exclude the student from classes or school, when the student's conduct or academic standing is regarded as undesirable without assigning any further reason. Reasons that are more specific would be as follows:

- a. PERSONAL APPEARANCE - No shorts of any kind, halter-tops, sweatpants, or hats are permitted in the classroom. Shoes must be worn at all times. Non-compliance will result in disciplinary action.
- b. CONDUCT - Students are expected to be courteous to staff, faculty and fellow students and to conduct themselves in a manner appropriate for a school setting. Threatening, harassing, abusive and disruptive behavior of any kind is prohibited. Smoking in or around the building is prohibited. Cheating is prohibited. Possession of illegal drugs or alcohol on school property is prohibited. Violation of the above will result in disciplinary action and / or dismissal.
- c. NON-PAYMENT - Non-payment of tuition and fees may also result in disciplinary actions or dismissal from the College.
- d. ACADEMIC – Failure to achieve the required standards of academic progress and or conduct will result in disciplinary actions including possible termination from school.

#### Grievance Procedure

- a. FIRST STEP - Any student with a grievance or complaint may request an individual conference with the teacher.
- b. SECOND STEP - If a satisfactory resolution to the problem is not reached by both parties, a conference is then held with mentor.
- c. THIRD STEP - If the previous steps have not solved the grievance within 48 hours of the incident, the aggrieved party must schedule an appointment and present to the Director all facts of the grievance in writing.

Within 24 hours of the receipt of the written information, the Director will schedule a Grievance Committee hearing. The time of the meeting will be communicated in writing to all parties. The Committee will consist of the Director and two staff or faculty members not involved with the incident in question. All persons involved with the incident must be present at the time of the hearing. All parties involved will be given the opportunity to discuss the grievance. The Grievance Committee will excuse all parties involved in the grievance and immediately review and conclude the case. The decision of the Committee will be communicated to those involved in the incident within 48 hours. The Committee's decision will be final, and the student agrees to abide by the committee's decision. The Accrediting Council for Independent Colleges and Schools (ACICS) provides complaint procedures for the filing of complaints against accredited institutions. ACICS requires that the complainant to have exhausted all complaint and grievance procedures provided under the institutional policy. Should such a complaint be filed, ACICS will review the matter to determine whether there may have been any violation of its criteria and standards, and can take action only if it determines there to have been such a violation. ACICS can be contacted at: **750 First Street, NE, Suite 980, Washington, DC 20002. (202) 336-6780.**

#### Administrative Appeals and Arbitration

Any dispute regarding any matter related to the student's enrollment, classes, training, job placement, attendance, grades, services or benefits to be provided by West Virginia Business College, or any matter that has been the subject of a student grievance but has not been satisfactorily resolved by the grievance procedure set forth in this catalog, shall be resolved by the Administrative Appeals and Arbitration Procedure described herein. The matter which is the subject of dispute shall be submitted, in writing, to the President. If the dispute has been the subject of a grievance, the President shall review the record of the grievance procedure. In addition, the President, at his discretion, may interview and question any person who has previously provided any information to the Grievance Committee and may interview and question any other person who may have information related to the dispute. The President shall also interview the person who has submitted the dispute for consideration. Within seventy-two (72) hours from the time of the receipt of the dispute the President shall complete his investigation, and shall issue his written decision with respect to the resolution of the dispute. If the dispute has not been resolved to the satisfaction of the student, the student, at his or her option, may submit the matter to binding arbitration to be conducted by a single arbitrator chosen from a list of arbitrators maintained by West Virginia Business College. The student and the President of West Virginia Business College shall agree on an arbitrator. In the event the student and the President are unable to agree on an arbitrator, the Board of Directors of West Virginia Business College shall choose the arbitrator, provided that the Board of Directors may not choose the arbitrator who had been the choice of the President. At such arbitration, the cost of the arbitration shall be shared equally by the student and West Virginia Business College. The rules and procedures of the American Arbitration Association shall serve as a guide for the handling of the arbitration, but the

arbitrator shall be permitted to structure and conduct the arbitration in a cost effective and efficient manner in order to fully consider all relevant evidence and conclude the dispute. Efforts shall be made to conclude the presentation of evidence and argument within ten (10) working days from the time that an arbitrator has been chosen. The arbitrator shall issue his or her decision within seven (7) working days following the conclusion of the presentation of evidence and argument. The decision of the arbitrator shall be final.

- IF THE STUDENT CHOOSES TO SUBMIT ANY DISPUTE TO ARBITRATION, THE ARBITRATION SHALL BE BINDING AND FINAL, AND THE STUDENT AND WEST VIRGINIA BUSINESS COLLEGE SHALL BE DEEMED TO HAVE WAIVED ALL RIGHTS TO OTHER CIVIL RECOURSE, INCLUDING CIVIL LITIGATION, TRIAL BY JUDGE OR JURY, OR ANY OTHER CIVIL RECOURSE.

## **WEST VIRGINIA BUSINESS COLLEGE ADVISORY BOARD**

|                                |  |
|--------------------------------|--|
| <b>Ms. Charlene Jones</b>      | BN, Chief Nursing Officer, Peterson Hospital               |
| <b>Mr. Mike Safcsak</b>        | J.D., Attorney, Safcsak Law Offices, PLLC                  |
| <b>Ms. Ashley Johnson</b>      | M.P.S., Williams Lea, Inc.                                 |
| <b>Mr. Muhammad Sherazi</b>    | M.B.A., Finance - Founder, Computer Clinic Cyber Dimension |
| <b>Ms. Jennifer Hemplemann</b> | M.S. Phys. Asst. - UPMC - Pittsburgh, PA                   |
| <b>Mrs. Rebecca Bench</b>      | J.D., Attorney at Law, Bench Law Offices, PLLC             |
| <b>Ms. Christine Tarr</b>      | R.N., B.S.N., Bishop Hodges Continuous Care Hospital B.A., |
| <b>Mr. Christopher Tarr</b>    | M.Ed., L.S.W., Founder, S Case Co.                         |
| <b>Dr. Mark Vosvick</b>        | M.Ed., M.B.A., Ph.D., University of North Texas            |





## **DIPLOMA PROGRAMS**

Diplomas are offered for completion of all non-degree programs. Diploma programs are twelve or fifteen months in length, but may vary depending upon the number of credit hours carried each quarter, whether the student attends day or evening classes, and whether the student starts classes on an interim or full-quarter class start. If a student makes changes within his/her original contract, they may not graduate within the time frame noted on the original signed contract.

## Medical Assistant Diploma

This program is designed to provide students with professional skills sets in Clinical and Administrative areas. Students will be equipped to work under direct or in direct supervision of physicians, nurses and other medical health professionals. Students will gain valuable knowledge and practical applications in areas as assisting with measuring vital signs, administering medications, injections, venipuncture, physical exams, minor surgical procedures, and performing CLIA-waived laboratory tests. Students will also learn functional office duties such as scheduling appointments, coding, medical records and health insurance verification, which enables the medical assistant to become a flexible and valuable assets in the office or medical facility. This uniquely designed program provides the opportunity for students to demonstrate competencies by working in such dynamic roles as Phlebotomist, Pharmacy Assistant or in a Specialty Field. The curriculum reflects the latest skill development techniques and technology required for entry-level employment in a physician's office, clinic settings, pharmacy, hospital or physician's laboratory.

| <b>COURSE</b>                                 | <b>COURSE TITLE</b>                              | <b>QUARTER CREDIT HRS</b> |
|---|--|---------------------------|
| GS 120  | Theory of Mathematics                            | 4                         |
| BU 117  | Ethics   | 4                         |
| GS 124  | Interpersonal Communications                     | 4                         |
| BU 107  | Job Search Techniques                            | 4                         |
| DP 115  | Introduction to Word   Windows                   | 4                         |
| MD 135  | Medical Terminology I                            | 4                         |
| MD 236  | Medical Terminology II                           | 4                         |
| MD 239  | Medical Procedures I                             | 4                         |
| MD 240  | Medical Procedures II                            | 4                         |
| MD 244  | Basic Pharmacology                               | 4                         |
| MD 147  | Insurance Coding and Billing                     | 4                         |
| SC 151  | Keyboarding                                      | 4                         |
| SC 254  | Administrative Office Procedures   Transcription | 4                         |
| MD 137  | Anatomy and Physiology I                         | 4                         |
| MD 243  | Phlebotomy and Hematology                        | 4                         |
| <b>TOTAL QUARTER CREDIT HOURS FOR DIPLOMA</b> |  | <b>60</b>                 |

**PROGRAM LENGTH: DAY DIVISION – TWELVE MONTHS**

**EVENING DIVISION – FIFTEEN MONTHS**

## Administrative Assistant Diploma

This program is designed to prepare students for careers in business offices utilizing their training in computers and administrative skills. Other career opportunities are in industry and governmental type positions.

| <b>COURSE</b> | <b>COURSE TITLE</b>                              | <b>QUARTER CREDIT HRS</b> |
|---------------|--|---------------------------|
| SC 151        | Keyboarding                                      | 4                         |
| SC 254        | Administrative Office Procedures   Transcription | 4                         |
| AC 101        | Principles of Accounting I                       | 4                         |
| DP 115        | Introduction to Word   Windows                   | 4                         |
| DP 216        | Excel  | 4                         |
| DP 217        | PowerPoint   Web Page Design                     | 4                         |
| DP 218        | Computer Payroll Accounting                      | 4                         |
| DP 219        | Access   | 4                         |
| BU 106        | Business Law                                     | 4                         |
| BU 107        | Job Search Techniques                            | 4                         |
| BU 110        | Business Correspondence                          | 4                         |
| GS 120        | Theory of Mathematics                            | 4                         |
| GS 122        | Oral Communication                               | 4                         |
| GS 123        | Literature   Composition                         | 4                         |
| GS 124        | Interpersonal Communication                      | 4                         |
|               | <b>TOTAL QUARTER CREDIT HOURS FOR DIPLOMA</b>    | <b>60</b>                 |

**PROGRAM LENGTH: DAY DIVISION – TWELVE MONTHS**

**EVENING DIVISION – FIFTEEN MONTHS**



## **SPECIALIZED ASSOCIATE DEGREES**

Degrees are offered in the form of a Specialized Associates Degree. Length of time for completion is normally 18 months, but this time may vary depending upon the number of credit hours carried each quarter, whether the student attends day or evening classes, and whether the student starts classes on an interim or full-quarter class start. If a student makes changes within his/her original contract, they may not graduate within the time frame noted on the original signed contract.

## Computer Support Specialist Specialized Associates Degree

This program prepares students to provide technical assistance, support, and advice to computer users to help troubleshoot software and hardware problems. Students will learn skill set knowledge in computer concepts, information systems, networking, operating systems, computer hardware, the Internet, software applications, help desk concepts and problem solving, and principles of customer service.

| <b>COURSE</b>                                | <b>COURSE TITLE</b>                         | <b>QUARTER CREDIT HRS</b> |
|--|---|---------------------------|
| GS 120                                       | Theory of Mathematics                       | 4                         |
| GS 121                                       | Psychology                                  | 4                         |
| GS 123                                       | Literature / Composition                    | 4                         |
| GS 124                                       | Interpersonal Communications                | 4                         |
| AC 101                                       | Principles of Accounting I                  | 4                         |
| DP 115                                       | Introduction to Word   Windows              | 4                         |
| DP 216                                       | Excel                                       | 4                         |
| DP 217                                       | PowerPoint   Web Page Design                | 4                         |
| DP 219                                       | Access                                      | 4                         |
| IIT 101                                      | Windows OS Administration & Troubleshooting | 4                         |
| IT 202                                       | 123 A+ Hardware, Software and Network       | 4                         |
| IT 203                                       | Help Desk Concepts                          | 4                         |
| IT 204                                       | Computer Applications Support               | 4                         |
| IT 205                                       | Network Concepts                            | 2                         |
| IT 206                                       | Wireless Local Area Networks [WLAN]         | 2                         |
| BU 107                                       | Job Search Techniques                       | 4                         |
| IT 207                                       | Networking With TCP   IP                    | 4                         |
| IT 208                                       | Introduction to Network Security            | 4                         |
| IT 209                                       | Introduction to Routing and Switching       | 4                         |
| IT 210                                       | Linux Systems Administration                | 4                         |
| SC 151                                       | Keyboarding                                 | 4                         |
| BU 117                                       | Ethics                                      | 4                         |
| BU 105                                       | Business Management                         | 4                         |
| BU 106                                       | Business Law                                | 4                         |
| IT 102                                       | MS Applications Certification Preparation   | 4                         |
| <b>TOTAL QUARTER CREDIT HOURS FOR DEGREE</b> |   | <b>96</b>                 |

**PROGRAM LENGTH: DAY DIVISION – EIGHTEEN MONTHS**

**EVENING DIVISION – TWENTY FOUR MONTHS**

## Surgical Technology Specialized Associates Degree

In the field of Surgical Technology, you will work closely with the Doctor, surgeon, anesthesiologist, nurse anesthetist, and registered nurse to deliver integral patient care during surgery. Students will have the chance to learn the proper application of sterile surgical techniques and real-world operating room, clinics and physician office technology so you will learn to provide optimal care. Classroom theory and laboratory hands-on training are combined with clinical and externship experiences to give you the knowledge and skill you need to be successful in this vital field. **Program is offered only at the Wheeling Campus.**

| <b>COURSE</b>                                | <b>COURSE TITLE</b>                 | <b>QUARTER CREDIT HRS</b> |
|--|-------------------------------------|---------------------------|
| GS 120                                       | Theory of Mathematics               | 4                         |
| GS 121                                       | Psychology                          | 4                         |
| GS 123                                       | Literature / Composition            | 4                         |
| GS 124                                       | Interpersonal Communication         | 4                         |
| BU 107                                       | Job Search Techniques               | 4                         |
| DP 115                                       | Introduction to Word   Windows      | 4                         |
| MD 135                                       | Medical Terminology I               | 4                         |
| MD 236                                       | Medical Terminology II              | 4                         |
| MD 137                                       | Anatomy and Physiology I            | 4                         |
| MD 238                                       | Anatomy and Physiology II           | 4                         |
| MD 239                                       | Medical Procedures I                | 4                         |
| MD 240                                       | Medical Procedures II               | 4                         |
| MD 241                                       | Clinical Skills I                   | 4                         |
| MD 242                                       | Clinical Skills II                  | 4                         |
| MD 245                                       | Surgical Technology I               | 4                         |
| MD 246                                       | Surgical Technology II              | 4                         |
| MD 347                                       | Surgical Technology III             | 4                         |
| MD 244                                       | Basic Pharmacology                  | 4                         |
| MD 144                                       | Introduction to Surgical Technology | 4                         |
| MD 251                                       | Operating Room Techniques I         | 4                         |
| MD 252                                       | Operating Room Techniques II        | 4                         |
| MD 150                                       | Microbiology                        | 4                         |
| MD 800                                       | Operating Room Internship           | 8                         |
| <b>TOTAL QUARTER CREDIT HOURS FOR DEGREE</b> |                                     | <b>96</b>                 |

**PROGRAM LENGTH: DAY DIVISION – EIGHTEEN MONTHS**

**EVENING DIVISION – TWENTY-FOUR MONTH**

## Nurse Assistant | Patient Care Aide Specialized Associates Degree

This program prepares students to perform routine nursing-related services to patients in hospitals or long-term care facilities, under the training and supervision of a registered nurse or licensed practical nurse. The program, as a whole, prepares the student to take an optional certifying exam through the NHA.

| <b>COURSE</b>                                | <b>COURSE TITLE</b>              | <b>QUARTER CREDIT HRS</b> |
|--|----------------------------------|---------------------------|
| GS 120                                       | Theory of Mathematics            | 4                         |
| GS 121                                       | Psychology                       | 4                         |
| GS 123                                       | Literature / Composition         | 4                         |
| GS 124                                       | Interpersonal Communications     | 4                         |
| MD 135                                       | Medical Terminology I            | 4                         |
| MD 236                                       | Medical Terminology II           | 4                         |
| MD 137                                       | Anatomy and Physiology I         | 4                         |
| MD 238                                       | Anatomy and Physiology II        | 4                         |
| MD 239                                       | Medical Procedures I             | 4                         |
| MD 240                                       | Medical Procedures II            | 4                         |
| MD 247                                       | Nursing Assistant I              | 4                         |
| MD 248                                       | Nursing Assistant II             | 4                         |
| MD 249                                       | Long Term Care                   | 4                         |
| MD 148                                       | Physical Therapy Massage Therapy | 4                         |
| MD 149                                       | Hospice Alzheimers and Dementia  | 4                         |
| MD 147                                       | Insurance Billing and Coding     | 4                         |
| MD 244                                       | Basic Pharmacology               | 4                         |
| SC 151                                       | Keyboarding                      | 4                         |
| MD 243                                       | Phlebotomy and Hematology        | 4                         |
| MD 120                                       | Patient Care Techniques I        | 4                         |
| MD 121                                       | Patient Care Techniques II       | 4                         |
| DP 115                                       | Introduction to Word   Windows   | 4                         |
| BU 107                                       | Job Search Techniques            | 4                         |
| BU 117                                       | Ethics                           | 4                         |
| <b>TOTAL QUARTER CREDIT HOURS FOR DEGREE</b> |                                  | <b>96</b>                 |

**PROGRAM LENGTH: DAY DIVISION – EIGHTEEN MONTHS**

**EVENING DIVISION – TWENTY-FOUR MONTHS**

## Office Administration Paralegal Specialized Associates Degree

This degree program prepares the student to fill positions of trust and responsibility. Emphasis is placed on legal classes, but managerial and secretarial classes are included to eliminate limitations to just paralegal duties. Students are prepared for most office work from entry level to middle management.

| <b>COURSE</b>                                | <b>COURSE TITLE</b>                             | <b>QUARTER COURSE HRS</b> |
|--|---|---------------------------|
| LG 126                                       | Legal Terminology                               | 4                         |
| LG 227                                       | Civil Procedures                                | 4                         |
| LG 228                                       | Legal Analysis and Writing                      | 4                         |
| LG 230                                       | Corporations and Partnerships                   | 4                         |
| LG 231                                       | Criminal Law and Procedures                     | 4                         |
| BU 115                                       | Real Estate Ownership                           | 4                         |
| BU 117                                       | Ethics  | 4                         |
| LG 232                                       | Bankruptcy Law                                  | 4                         |
| LG 233                                       | Probate and Estate Planning                     | 4                         |
| LG 234                                       | Family Law                                      | 4                         |
| LG 235                                       | Immigration Law                                 | 4                         |
| LG 236                                       | Torts   Personal Injury                         | 4                         |
| SC 151                                       | Keyboarding                                     | 4                         |
| SC 254                                       | Administrative Office Procedure   Transcription | 4                         |
| AC 101                                       | Principles of Accounting I                      | 4                         |
| BU 106                                       | Business Law                                    | 4                         |
| BU 107                                       | Job Search Techniques                           | 4                         |
| DP 115                                       | Introduction to Word   Windows                  | 4                         |
| DP 216                                       | Excel   | 4                         |
| DP 217                                       | PowerPoint   Web Page Design                    | 4                         |
| GS 120                                       | Theory of Mathematics                           | 4                         |
| GS 121                                       | Psychology                                      | 4                         |
| GS 123                                       | Literature / Composition                        | 4                         |
| GS 124                                       | Interpersonal Communications                    | 4                         |
| <b>TOTAL QUARTER CREDIT HOURS FOR DEGREE</b> |   | <b>96</b>                 |

**PROGRAM LENGTH: DAY DIVISION – EIGHTEEN MONTHS**

**EVENING DIVISION – TWENTY-FOUR MONTHS**



## Small Business Management Specialized Associates Degree

This degree program prepares the student to fill positions of trust and responsibility in entry level to middle level management. The students are versed in administrative skills as well as computers. Emphasis is placed on secretarial skills.

| <b>COURSE</b>                                | <b>COURSE TITLE</b>                              | <b>QUARTER CREDIT HRS</b> |
|--|--|---------------------------|
| BU 105                                       | Business Management                              | 4                         |
| BU 106                                       | Business Law                                     | 4                         |
| BU 107                                       | Job Search Techniques                            | 4                         |
| BU 108                                       | Advertising                                      | 4                         |
| BU 109                                       | Money and Banking                                | 4                         |
| BU 110                                       | Business Correspondence                          | 4                         |
| BU 111                                       | Marketing  | 4                         |
| BU 112                                       | Public Relations                                 | 4                         |
| BU 113                                       | Personnel Management                             | 4                         |
| BU 114                                       | Economics  | 4                         |
| DP 115                                       | Introduction to Word   Windows                   | 4                         |
| DP 216                                       | Excel  | 4                         |
| DP 217                                       | PowerPoint   Web Page Design                     | 4                         |
| DP 218                                       | Computer Payroll Accounting                      | 4                         |
| DP 219                                       | Access   | 4                         |
| AC 101                                       | Principles of Accounting I                       | 4                         |
| AC 202                                       | Principles of Accounting II                      | 4                         |
| SC 151                                       | Keyboarding                                      | 4                         |
| SC 254                                       | Administrative Office Procedures   Transcription | 4                         |
| GS 120                                       | Theory of Mathematics                            | 4                         |
| GS 121                                       | Psychology                                       | 4                         |
| GS 122                                       | Oral Communication                               | 4                         |
| GS 123                                       | Literature / Composition                         | 4                         |
| BU 116                                       | Interpersonal Communication                      | 4                         |
| <b>TOTAL QUARTER CREDIT HOURS FOR DEGREE</b> |  | <b>96</b>                 |

**PROGRAM LENGTH: DAY DIVISION – EIGHTEEN MONTHS**

**EVENING DIVISION – TWENTY-FOUR MONTHS**



## **COURSE NUMBERING SYSTEM**

Each course offered by the College is identified by a unique five-character code. The first two alpha-characters are an acronym representing the discipline area of the course.

**AC - Accounting**

**BU - Business**

**DP - Data Processing**

**GS - Applied General Studies**

**IT – Information Technology**

**LG - Legal**

**MD- Medical**

**SC - Administrative**

A. The first digit represents the level at which the course is generally offered and the degree of difficulty.

B. "1" designates courses generally offered during the students first year of study and are considered entry-level classes.

C. "2" designates courses generally offered during the students second year of study and are considered advanced; some are "prerequisite required" classes.

D. The last two digits indicate a unique course title sequence, but do not necessarily imply a sequence of classes within a discipline.

# COURSE DESCRIPTIONS

## ACCOUNTING

### **AC 101 Principles of Accounting I**

**4 Credits**

Principles of Accounting I introduces the basic accounting concept and principles. This course includes the procedures for journalizing and posting, end-of-period adjustment, the work sheet, financial statements, receivables, and payables.

### **AC 202 Principles of Accounting II**

**4 Credits**

Principles of Accounting II is a continuation of AC 101. Topics include procedures of accounting for purchases, sales, accruals, end-of-year reports, and annual statements.

**Prerequisite: AC 101**

## BUSINESS

### **BU 105 Business Management**

**4 Credits**

Business Management is a complete coverage of small business operations with a proper balance between business and management functions.

### **BU 106 Business Law**

**4 Credits**

Students are introduced to the nature of law and to the courts. Topics include contracts, torts, sales, negotiable instruments, insurance, etc.

### **BU 107 Job Search Techniques**

**4 Credits**

This course emphasizes job search processes, resume preparation and individual appearance.

### **BU 108 Advertising**

**4 Credits**

This course is designed to aid students in planning and controlling and advertising program intelligently.

### **BU 109 Money and Banking**

**4 Credits**

All aspects of money-credit, the effect of investments and savings, marginal efficiency of capital and interest rates, and inflationary and deflationary pressures are thoroughly covered.

### **BU 110 Business Correspondence**

**4 Credits**

Standard Business communication methods are presented in this course, to include the standard business letter formats, writing good news, neutral news, and bad news messages.

### **BU 111 Marketing**

**4 Credits**

Students can quickly learn the relationship between marketing fundamental elements and recently developed techniques to solve contemporary problems.

**BU 112 Public Relations**

**4 Credits**

This course focuses on the role of those who work in the area of public relations as specialists in communication, analysis of public opinion, and as counselors to administrations in these affairs.

**BU 113 Personnel Management**

**4 Credits**

This course provides a complete introduction to major aspects of managing people. Issues as hiring, testing and evaluating employees are addressed. Wage, benefit administration, and labor relations are taught.

**BU 114 Economics**

**4 Credits**

This course will provide students with a broad range of economics on a large scale. It will show a history of how recession and depression occur and ways that it may be prevented. It will also explain the concept of supply and demand.

**BU 115 Real Estate Ownership**

**4 Credits**

Real Estate closings, landlord-tenant law and eviction procedures are discussed in this course. Students are introduced to liens, mortgages and issues involving transfer of estates.

**BU116 Oral Communication**

**4 Credits**

Students learn to communicate between each other, and the effect our communications have on others. Also, the impact that our individual beliefs have on his/her speech and action is covered.

**BU 117 Ethics**

**4 Credits**

Students are taught how to maintain an ethical professionalism, including issues of confidentiality and conflict of interest.

## DATA PROCESSING

**DP 115 Introduction to Word / Windows**

**4 Credits**

Students learn to create documents, newsletter, and graphs. Students are taught various editing techniques and formatting of a document. It serves as an introduction to computer terms and the computer system.

**DP 216 Excel**

**4 Credits**

This course instructs students to create worksheets using Excel. Students will learn various editing and formatting features of worksheets.

**DP 217 - PowerPoint/Web Page Design**

**4 Credits**

Students will begin this course with PowerPoint. This course will help the student create presentations, slide masters, organizational charts and adding tables. This course also covers several aspects of web design, from building a site to gathering information, and testing a site. This course introduces the student to hypertext markup language (HTML) standards to create and modify Web pages. Uploading Web pages to the Internet, linking to other Web sites, graphics, tables and forms that are included in Web page designs, will all be taught.

**DP 218 Computer Payroll Accounting**

**4 Credits**

Solving the problems contained in the workbook on a computer will enable students to learn accounting applications by coding and inputting data using a computer terminal, and to receive a print out of results. Students will utilize Quickbooks software in this course.

**Prerequisite: AC 101**

**DP 219 - Access**

**4 Credits**

In this course, students are to design and use Access tables, queries, forms and reports. This course will integrate all Microsoft Office Applications into one document, such as mail mergers budgets, etc. Using the current versions of MS Outlook, students will gain hands-on experience using address lists, developing and managing contacts, setting appointments, and sending attachments from various applications via email.

## APPLIED GENERAL STUDIES

### **GS 120 Theory of Mathematics**

**4 Credits**

This course will develop a student's mathematical ability in context of analyzing and solving meaningful application problems. A concentration in Algebra and Geometry gives the student a broad understanding.

### **GS 121 Psychology**

**4 Credits**

This is a survey of general psychology. Major topics include the introduction to emotion, motivation, perception, learning, personality development, cognition and normal and abnormal behavior. Current therapies, changes throughout the lifespan and biological states as they affect behavior will also be studied.

### **GS 123 Literature / Composition**

**4 Credits**

This class will emphasize two distinctive areas of English. The first area is the reading and discussion of a "classic" of American Literature. The second emphasizes on writing a paper on the same literature.

### **GS 124 Interpersonal Communication**

**4 Credits**

This course will enable students to understand the difficulties of human interactions and their applications. Also, the challenges students will find on a day-to-day basis in regards to socio-cultural environment, ethics, personal attitudes and customs.

## INFORMATION TECHNOLOGY

### **IT 101 - Windows OS, Administration & Troubleshooting**

**4 Credits**

This course offers in-depth coverage of the Windows operating system. Students will receive hands-on experience with Windows disk and file processing functions, using systems utilities, installing and troubleshooting, managing user profiles, using the command line environment and working with registry. This course helps to prepare students for the Windows operating system core exam for Microsoft certification tracks.

**Prerequisite:** DP 115

### **IT 102 - MS Applications Certification Preparation**

**4 Credits**

Students will use various resources. Practice Microsoft certification exam in Word, Excel, PowerPoint, & Access.

**Prerequisite:** DP 115, DP 216, DP 217, DP 219

### **IT 202 - 123 A+ Hardware, Software, and Networking Essentials**

**4 Credits**

This IT course covers physical computer hardware terminology and specifications. Students will learn principles of building, repairing and upgrading computers. Course will include hands-on tearing down, documenting, and rebuilding a personal computer. The course will also focus on the interface of hardware components with the PC networks and operating systems. hands-on experience includes the installation of PC operating systems, PC LAN workstation software, and TCP/IP internet software. It will also include troubleshooting of network hardware and software components.

**Prerequisite:** DP 115 and IT 101

### **IT 203 - Help Desk Concepts**

**4 Credits**

This course provides the student with the essential topics covering help desk operations, roles and responsibilities of the analysts, help desk processes and procedures tools and technologies, performance measures and help desk itself. This course will help students succeed as help desk professionals, developing particular skills required to provide effective customer support.

**Prerequisite:** IT 101

**IT 204 – Computer Applications Support**

**4 Credits**

This course provides instruction students need to build knowledge and skills necessary to support end users and computers running the Microsoft suite of productivity applications. In addition, this course will help students to prepare for one of the Microsoft Certified Desktop Support Technician exams.

**Prerequisite:** *IT 101 and IT 203*

**IT 205 Networking Concepts**

**2 Credits**

This course introduces the theoretical concepts behind today's networks. It outlines the framework of current network theory, explaining the Open Source Initiative (OSI) Model and the methods of carrying data over wire, fiber, and wireless media. Other topics include fundamental network design components such as topologies and access methods, basic administration of popular network operating systems, and troubleshooting methods for data transmission and recovery.

**IT 206 Wireless Local Area Networks (WLAN)**

**2 Credits**

Wireless local area networks (WLANs) fit well into today's business world, giving mobile workers the freedom they need to access network resources. Students in this wireless course have the opportunity to take a hands-on approach to implementing these WLANs. With step-by-step instructions, real-world examples, in-depth discussions, and hardware suggestions, the course introduces students to the configuration of wireless hardware and software, and explains the best techniques for creating and managing WLANs.

**Prerequisite:** *IT205*

**IT 207 Networking with TCP/IP**

**4 Credits**

This course provides a thorough examination of the protocols and services in the TCP/IP protocol suite. Students are given an overview of how network traffic is encapsulated and transported by TCP/IP on Local Area Networks (LANs) and on Wide Area Networks (WANs) including the Internet. Students will explore message addressing and forwarding, and how network errors are resolved

**Prerequisite:** *IT205*

**IT 208 Introduction to Network Security**

**4 Credits**

This course introduces students to the network security challenges organizations face today. Topics include network security technologies, business issues that drive technology decisions, technology implementation planning, and the detection and response to security threats.

**Prerequisite:** *IT205*

**IT 209 Introduction to Routing and Switching**

**4 Credits**

This course focuses on introductory switch and router configuration, network segmentation, and traffic management. Common routing and routed protocols will be explored. Experiences will be provided to continue the development of connectivity and communication troubleshooting skills.

**Prerequisite:** *IT205*

**IT 210 Linux System Administration**

**4 Credits**

This introductory Linux course prepares students to install, configure, and administer Linux as a network operating system. Students are taught both command line and graphical user interface administration with full-feature Linux distributions. Emphasis is placed on applied skills that address real-world challenges such as managing file structure, network services, and system security.

**Prerequisite:** *IT205*

**LEGAL**

**LG 126 Legal Terminology**

**4 Credits**

Students will be taught the fundamentals of the Legal Terminology used in today's attorney's office and judicial system.

**Prerequisite:** *None*

**LG 227 Civil Procedure**

**4 Credits**

Students learn procedures and documentation preparation and requirements for filing documents.

**Prerequisite:** LG 126

**LG 228 Legal Analysis and Writing**

**4 Credits**

Students will be taught to cite legal materials in a memorandum of law. They will learn ways to legally analyze briefings and applications of court opinions.

**Prerequisite:** LG 126

**LG 230 Corporations and Partnerships**

**4 Credits**

Students will study partnership agreements and how they are created, their operations and the possible ramifications of the disillusionment of an agreement. A study of the basic principles of corporation law, including the creation and operation of corporations is included in this course.

**Prerequisite:** LG 126

**LG 231 Criminal Law and Procedures**

**4 Credits**

Emphasis is given to the gathering of information for the investigation. Various ways of conducting an investigation will be reviewed. Crimes against property and persons are defined and explained. Safeguards and procedures necessary for arrest are reviewed.

**Prerequisite:** LG 126

**LG 232 Bankruptcy Law**

**4 Credits**

This course deals with Bankruptcy Law from debtor and creditor perspectives and other debt collection remedies. Chapters 7, 11, and 13 of the Federal Bankruptcy Code are covered. Hands-on work with forms, procedures, rules as well as up to date case studies.

**Prerequisite:** LG 126

**LG 233 Probate and Estate Planning**

**4 Credits**

Students will be taught how to handle common tasks and problems in probate and estate planning.

**Prerequisite:** LG 126

**LG 234 Family Law**

**4 Credits**

Family Law and legal formalities are studied. Annulments, divorce, child custody disputed, and visitation rights as well as adoptions are reviewed.

**Prerequisite:** LG 126

**LG235 Immigration Law**

**4 Credits**

This course will examine legal principals underlying immigration regulations, the history of immigration law in the United States, the source and scope of congressional and executive branch power in the realm of immigration, and the role of the judiciary in interpreting immigration law.

**Prerequisite:** LG 126

**LG236 Torts/Personal Injury**

**4 Credits**

This course is an overview of torts focusing on the paralegal role. The course will explore basic theory of tort law and the process by which negligence causes are developed in preparation for settlement or trial.

**Prerequisite:** LG 126

## MEDICAL

**MD 120 – Patient Care Techniques I**

**4 credits**

Students learn the fundamental components of direct patient care and the application of techniques and procedures to provide care to patients. Topics include introduction to patient care skills, basic therapeutic techniques, data collection, and communication skills, legal and ethical aspects that affect the practice of patient care technician, safety measures and vital signs.

**MD121– Patient Care Techniques II**

**4 credits**

Students build on their patient care knowledge and skills in such areas as patient vital signs, support of the nursing care plan, fundamentals of basic nutrition, and care specific to different body systems . Hands-on demonstration, practice, and validation of skills are conducted in the Nursing Skills Laboratory.

**Prerequisite: MD 120**

**MD 135 Medical Terminology I**

**4 Credits**

This course provides the student with the ability to recognize, define, spell, and correctly utilize the medical language to convey information about anatomy, physiology, disease control, and treatment of alterations in one's state of health. This course begins with the study of basic word structure and continues with the digestive, urinary, nervous, and reproductive systems.

**MD 137 Anatomy and Physiology I**

**4 Credits**

This course instructs the student on the structure and functioning of the human body. Topics include the fundamental concepts of cytology, histology and membranes, human development, skeletal system, the muscular system and nervous system and sensation.

**MD 144 Introduction to Surgical Technology**

**4 Credits**

This course introduces students to the broad field of surgical technology and is a prerequisite for entry into the clinical training sequence of courses. Students learn techniques and methods of aseptic technique, which is the foundation for all subsequent course material. For emphasis on employee safety and avoidance of exposure incidents, students receive instruction and earn certification in blood borne and air borne pathogens.

**Prerequisite: MD 135**

**MD 147 Insurance Billing and Coding**

**4 Credits**

Students will learn how to increase efficiency and streamline administrative duties using coding. Learn tips on billing and how to obtain the maximum coverage.

**MD 148 Physical Therapy / Massage Therapy**

**4 Credits**

This is an introductory course to teach the student the basics of physical therapy and massage therapy. The purpose of the course is to allow the student to follow physical therapy prescriptions as well as apply soothing massage to ease pain associated with non mobile patients. Physical therapy and massage techniques will be taught to help with circulation.

**MD 149 Hospice, Alzheimer's, Dementia**

**4 Credits**

This course focuses on effects of diseases of the elderly and how an assistant can aid in patients well- being and comfort. Understanding the disease will help the student relate to patients they are caring for. Death is a topic that must be discussed as it is part of the patients diagnosis. Hospice will be covered and how it is a tool to ease pain and suffering not only for the patient but the family also.

**MD 150 Microbiology**

**4 Credits**

This is a one-quarter course on the structure, physiology, reproduction and taxonomy of different microbes. Bacteria and viruses are considered in detail. Control of microorganisms, immunology and diseases caused by pathogenic organisms is also discussed.

**MD 236 Medical Terminology II**

**4 Credits**

This course provides a continuation of Medical Terminology I and instructs the student in the cardiovascular, respiratory, musculoskeletal, and integumentary systems.

**Prerequisite: MD 135**

**MD 238 Anatomy and Physiology II**

**4 Credits**

This course is a continuation of MD 137 and study of body fluids, blood, circulation, heart action, digestion, respiration, electrolytes, acid base balance, kidney function, reproductive function and human development. The basic concept of homeostasis is applied throughout and includes endocrine control.

**Prerequisite: MD 137**



**MD 239 Medical Procedures I**

**4 Credits**

This course is designed to provide the student with both theory and practical application of basic clinical procedures, specialty examinations, diagnostic testing and clinical or office surgical procedures. This course provides an introduction to the tools and skills used in the physician's office, clinic or laboratory. Tools that will be used include the microscope and centrifuge. Skills include blood specimen collection including: venipuncture and capillary puncture; injection procedures; basic hematological procedures; clinical chemistry, and immunologic testing laboratory.

**Prerequisite: MD 135**

**MD 240 Medical Procedures II**

**4 Credits**

This course is designed to provide students with both theory and practical application of advanced clinical procedures, diagnostic testing, and emergency medical procedures. Students will learn basic OSHA compliance with blood-borne (and airborne) pathogen training; urinalysis procedures; basic microbiological principles and procedures; diagnostic imaging; nutrition for health and disease; spirometry testing, and electrocardiography.

**Prerequisite: MD 239**

**MD 241 Clinical Skills I**

**4 Credits**

This course presents an overview of the preoperative milieu, emphasizing surgical asepsis, sterilization, and instrument and room preparation as well as microbiology and the process of infection and its role in the surgical arena. Content topics include principles of asepsis, decontamination, disinfection, and sterilization of instrumentation and supplies. Procedures for scrubbing, gowning, and gloving are discussed with demonstration. Patient care concepts include anesthesia, anesthetics, post-operative anesthesia and peri-operative pharmacology.

**Prerequisite: MD 135**

**MD 242 Clinical Skills II**

**4 Credits**

This course is designed to introduce the student to those theories and techniques that require more responsibility: the administration of medicines, a basic knowledge of laboratory testing, urinalysis, hematology, blood chemistry, and patient preparations for exams.

**Prerequisite: MD 241**

**MD 243 Phlebotomy and Hematology**

**4 Credits**

This is a study of collecting blood specimens from health care clients for the purpose of testing and analysis. This course is comprised of a series of lectures and helps the student prepare to sit for the National Phlebotomy Certification written exam. Certification as a Phlebotomist requires additional lab work within a specialized clinic or hospital setting. This course includes live venipuncture.

**Prerequisite: MD 135**

**MD 244 Basic Pharmacology**

**4 Credits**

This is a study of drugs commonly used in health maintenance and in the treatment of clients/patients with health problems. Calculations and administration of proper dosage is studied. Problems of drug abuse are analyzed. Anesthetics are also reviewed.

**MD 245 Surgical Technology I**

**4 Credits**

Principles covered in this class prepare students for work as non-sterile surgical technologists. The course focuses on pre-operative patient care through study of pre-operative patient care subjects and concepts. The course also gives students the opportunity to earn certification in Provider Level CPR and AED.

**Prerequisite: MD 144**

**MD 246 Surgical Technology II**

**4 Credits**

This course prepares students for their clinical rotation by providing a sound foundation in surgical case interventions and applications. The course also focuses on skills associated with back table organization, mayo stand organization, selecting the appropriate supplies, suture and equipment for surgery.

**Prerequisite:** MD 245

**MD 247 Nursing Assistant I**

**4 Credits**

The student will be introduced to the duties, techniques, and procedures for a nursing assistant wishing to work in the hospital setting for multiple departments. This class will begin the process for the student who wishes to take a certified or registering exam. Passing of the exam is not a requirement. Testing for certification or registration is solely up to the student and voluntary in nature.

**Prerequisite** MD 135 and MD 239

**MD 248 Nursing Assistant II**

**4 Credits**

This class is to complete and finalize the training of the nursing assistant. The student will demonstrate required competencies, learn and retain the duties, techniques, and procedures for a nursing assistant working within the hospital setting for multiple departments. This class will finalize procedures for the student who wishes to take a certified or registering exam. Passing of the exam is not a requirement. Testing for certification or registration is solely up to the student and voluntary in nature.

**Prerequisite** MD 247

**MD 249 Long Term Care**

**4 Credits**

This class will train the student to work primarily in home health care. It will teach the student to assist with home bound patients of all ages and levels of medical need. Areas of focus will be on aseptic practices as well as moving, cleaning, wound care, etc. Charting and record keeping will be incorporated in this class.

**Prerequisite** MD 135 and MD 239

**MD 251 Operating Room Techniques I**

**4 Credits**

This course will focus on the fundamental concepts of surgical technology. Topics covered will include floor plan design, the various support departments, equipment and supplies used during surgery, instrumentation, patient positioning, proper techniques for setting up a surgical case, and circulating the sterile field. Key concepts include surgical asepsis, consent, and case selection, instrumentation, and room preparation, preparation of the sterile field, performing the surgical count, and monitoring the sterile field.

**MD 252 Operating Room Techniques II**

**4 Credits**

This course is a continuation of MD 251. Students will not only discuss common Operating Room Techniques but will theorize on better and more efficient practices for future Operating rooms. Students are introduced to "mock surgery" and will demonstrate surgical procedure set up's for Various common and routine surgeries.

**Prerequisite** MD 251

**MD 347 Surgical Technology III**

**4 Credits**

This course is a continuation and completion of the surgical technology courses. It is a review of all material covered as well as prepares the student for the voluntary NCCT Certification exam.

**Prerequisite** MD 246

**MD 800 Operating Room Internship**

**8 Credits**

This course serves as an externship experience, with a focus on the integration of the theory and practical skills applied to the clinical setting. Students become familiarized with facilities, procedures, and practices of the working surgical environment. Students observe and begin participating in general, genitourinary, gynecologic, otorhinolaryngologic, and orthopedic procedures. Students are expected to maintain a weekly case log of all procedures, as well as detailed case reports of procedures where the student scrubbed in. All scrubbed cases are applied towards the documented cases required for successful completion of voluntary NCCT Certification Exam.

**Prerequisites:** MD 347

## **ADMINISTRATIVE**

### **SC 151 Keyboarding**

**4 Credits**

This is a basic course that presents the fundamentals of learning the keyboard, learning the numerals and symbol keys. Also, it teaches the development of keyboarding continuity, applying basic skills and building speed with control. Student must achieve 40 (wpm) words per minute.

### **SC 254 Administrative Office Procedures/Transcription**

**4 Credits**

This course provides students with an understanding of the various facets of the typical office routine, including basic hands on training performing transcription.

**Prerequisite: SC 151**



## **WEST VIRGINIA BUSINESS COLLEGE STAFF AND FACULTY DIRECTORY**

### **WEST VIRGINIA BUSINESS COLLEGE**

#### GENERAL MANAGER

Mr. James Weir – BA, Mount Union University

### **WEST VIRGINIA BUSINESS COLLEGE – NUTTER FORT BRANCH CAMPUS**

#### CAMPUS DIRECTOR

Ms. Sonya Wilmoth– BS, Kaplan University

#### ADMISSION REPRESENTATIVE

Ms. Cherae Robinson – AA, West Virginia Junior College

#### FINANCIAL AID

Ms. Sonya Wilmoth – BS, Kaplan University

#### ADMINISTRATIVE ASSISTANT

Ms. Amanda Lott - AA, West Virginia Business College

#### EVENING RECEPTIONIST

Ms. Amanda Lott - AA, West Virginia Business College

#### CAREER SERVICES REPRESENTATIVE

Ms. Kaitlin Ward - BS, West Liberty University

#### FACULTY

Mr. Keith Skeen (LG) – JD, Akron University School of Law | Head, Legal Department

Mr. Joe Goulet (GS) – BS, Fairmont State University

Ms. Becky White (MD) - RN, BS, McNeese State University | Head, Medical Department

Mr. Michael Colley (IT) - MBA, Salem International University | Head IT Department

Ms. Amy Wolfe (BU) - BS, Davis & Elkins University

Ms. Elizabeth Fitzgerald (BU) - MAEd, University of Florida | Head, Business Department

Ms. Alisha Yeager-Shaffer (LG) - BS, Fairmont State University

Ms. Donna Daniels (MD) - AA, Southern Community Technical College

Ms. Kaitlin Ward (IT) - BS, West Liberty University



## WEST VIRGINIA BUSINESS COLLEGE STAFF AND FACULTY DIRECTORY

### WEST VIRGINIA BUSINESS COLLEGE

#### GENERAL MANAGER

Mr. James Weir – BA, Mount Union University

### WEST VIRGINIA BUSINESS COLLEGE – WHEELING MAIN CAMPUS

#### CAMPUSDIRECTOR

Ms. Julie Magers – JD, West Virginia University

#### ADMISSION REPRESENTATIVE

Mr. Jared Isler, MSW, West Virginia University

#### FINANCIAL AID

Ms. Lorri Nabb - AA, Belmont College

Mr. Cole Hall - AA, West Virginia Business College

#### ADMINISTRATIVE ASSISTANT

Ms. McKenzie Hall – AA, (in progress) West Virginia Business College

#### EVENING RECEPTIONIST

Mr. Jonathan Pincombe - AA, (in progress) West Virginia Business College

#### CAREER SERVICES REPRESENTATIVE

Ms. Diane Camastro – Saus, JD

### FACULTY

Ms. Diane Camastro-Saus (LG) – JD, Ohio Northern College of Law | Head, Legal Department

Mr. Eric Weiss (IT) - AST, Ohio Valley College | Head, IT Department

Ms. Deb Feddersen (MD) – AST, Florence Darlington Technical College | Administrator, Surgical Technology

Ms. Melissa Coulter (MD) –AAS – West Virginia Northern CC

Mr. Thomas Grady (BU) - BA, West Liberty University

Mr. Andy Goletz (LG) - JD, University of Baltimore Law School

Mr. Brandon Kaufmann (GS) BA.Psych, Wheeling Jesuit University

Ms. Gisela Sattler, (GS) - BS, Fairmont State University | Head, Business Department

Ms. Linda Applegarth, (IT) (MD) - BS, Ohio University

Ms. Carol Lawrence (MD) - RN, CRRN, RAC-CT, AANAC, Deaconess School of Nursing | Head, Medical Department



**WEST VIRGINIA BUSINESS COLLEGE – CURRENT TUITION AND FEES**

**DIPLOMA – TWELVE MONTH to FIFTEEN MONTH PROGRAMS [\$12,500.00 Program Charge]**

1. Business Administration
  - a. Administrative Assistant Diploma
2. Medical Sciences
  - a. Medical Assistant Diploma

| Division | Quarters | Quarterly Tuition | Administrative Fee |
|----------|----------|-------------------|--------------------|
| DAY      | FOUR     | \$3125.00         | \$200.00           |
| EVENING  | FIVE     | \$2500.00         | \$200.00           |
| INTERIM  | FIVE     | \$2500.00         | \$200.00           |

**DEGREE– EIGHTEEN MONTH AND TWENTY FOUR MONTH PROGRAMS [\$20,000.00 Program Charge]**

1. Legal Office Administration
  - a. Office Administration Paralegal Degree
2. Business Administration
  - a. Small Business Management Degree
3. Medical Sciences
  - a. Nurse Assistant Patient Care Aid Degree
  - b. Surgical Technology Degree – WHG Campus Only
4. Information Technology
  - a. Computer Support Specialist Degree

| Division | Quarters | Quarterly Tuition | Administrative Fee |
|----------|----------|-------------------|--------------------|
| DAY      | SIX      | \$3333.33         | \$200.00           |
| EVENING  | EIGHT    | \$2500.00         | \$200.00           |
| INTERIM  | SEVEN    | \$2857.00         | \$200.00           |

Note: Current Credit Hour Rate = \$208.33 as of July 2016



## **WEST VIRGINIA BUSINESS COLLEGE – CURRENT TUITION AND FEES**

### **ADDITIONAL PROGRAM CHARGES AND FEES**

1. Medical Assistant Diploma Program
  - a. All students entering this program will be assessed a one-time medical lab fee of **\$250.00**.
  - b. All students are required to purchase a Medical Kit and Red Cross First Aid Kit for **\$260.00**.
  - c. All students will be required to purchase two sets of WVBC authorized scrubs. Additional scrubs may be purchased through the school for **\$45.00** per set. **Total = \$90.00**
  
2. Medical Degree Programs (NAPCA and Surgical Technology Degrees)
  - a. All students entering these programs will be assessed a one-time medical lab fee of **\$250.00**.
  - b. All students are required to purchase a Medical Kit and Red Cross First Aid Kit for **\$260.00**.
  - c. All students will be required to purchase two sets of WVBC authorized scrubs. Additional scrubs may be purchased through the school for **\$45.00** per set. **Total = \$90.00**
  
3. Paralegal Degree Program
  - a. All students are required to purchase a briefcase and two (2) legal reference guides for **\$250.00**.

### **GENERAL CHARGES AND FEES**

1. Any student wishing re-enrollment or a change of program after their initial enrollment will be charged a **\$200.00** Administrative Fee in addition to other applicable program fees.
  
2. Textbook fees are charged based on an estimate of book costs multiplied by the number of courses in a program. Generally new, current addition textbooks are estimated at 25% of the program tuition charged. Using that percentage, diploma programs have an estimated book charge of **\$3125.00**; degree programs, **\$5000.00**. Please see page 9 of current WVBC catalog for policy.
  
3. Students scheduled for AOP must have headphones. They may be purchased at WVBC for **\$5.00**.
  
4. Students scheduled to repeat computer classes will be charged a **\$50.00** lab fee per additional class attempt.

**COMPUTER COURSE CHARGES AND FEES**

Computer course fees are \$50 per course. The number of computer courses and the related fee are outlined by program below.

| <b>Program</b>   | <b>Number of Computer Courses</b> | <b>Computer Fees</b> |
|--|-----------------------------------|----------------------|
| Business Management Accounting Diploma*                          | 2                                 | \$100.00             |
| Secretarial Sciences Executive Secretary Diploma*                | 6                                 | \$300.00             |
| Secretarial Sciences Legal Secretary Diploma*                    | 4                                 | \$200.00             |
| Medical Assistant Diploma  | 2                                 | \$100.00             |
| Computer Applications Accounting Diploma*                        | 5                                 | \$250.00             |
| Computer Applications Secretary Diploma*                         | 7                                 | \$350.00             |
| Computer Support Specialist                                      | 16                                | \$800.00             |
| Surgical Technology Degree                                       | 1                                 | \$50.00              |
| Nurse Assistant   Patient Care Technologist                      | 2                                 | \$100.00             |
| Office Administration Paralegal Degree                           | 5                                 | \$250.00             |
| Business Administration Computer Applications Accounting Degree* | 5                                 | \$250.00             |
| Small Business Management Degree                                 | 7                                 | \$350.00             |
| Administrative Assistant Diploma                                 | 7                                 | \$350.00             |

\* Indicates programs no longer offered, yet may have students enrolled as of July 2016

**ALL TEXTBOOKS, PROGRAM SPECIFIC SUPPLIES, HEADPHONES, WVBC AUTHORIZED SCRUBS, AND THEIR REPLACEMENTS CAN BE PURCHASED THROUGH WEST VIRGINIA BUSINESS COLLEGE.**

[Pages 49, 50, 51]  
EFFECTIVE: August 15, 2016  
UPDATED: July 13, 2016





**ADVANCE SCHEDULING – NEW STUDENTS**

The following table represents an outline of the sequence of coursework a potential student may incur in a chosen program. The class listings are of use only to newly enrolled students

| <b>Medical Assistant Diploma Program</b> | <b>Nurse Assistant Patient Care Aide Degree Program</b> | <b>Surgical Technology Degree Program</b> | <b>Small Business Management Degree Program</b> | <b>Computer Support Specialist Degree Program</b> | <b>Administrative Assistant Diploma Program</b> | <b>Office Administration Paralegal Degree Program</b> |
|--|---|---|---|---|---|---|
| GS124-IC                                 | GS124-IC  | GS124-IC                                  | GS124-IC  | GS124-IC  | GS124-IC  | GS124-IC  |
| MD135-MT1                                | MD135-MT1   | MD135-MT1                                 | DP219-ACCESS                                    | DP219-ACCESS                                      | DP219-ACCESS                                    | LG126-LT  |
| DP115-WORD                               | DP115-WORD  | DP115-WORD                                | DP115-WORD                                      | DP115-WORD  | DP115-WORD                                      | DP115-WORD  |
| GS120-MATH                               | GS120-MATH  | GS120-MATH                                | GS120-MATH                                      | GS120-MATH  | GS120-MATH                                      | GS120-MATH  |
| MD236-MT2                                | MD236-MT2   | MD236-MT2                                 | BU106-BL  | BU106-BL  | BU106-BL  | BU106-BL  |
| MD239-MP1                                | MD239-MP1   | MD239-MP1                                 | DP217-PP/WEB                                    | DP217-PP/WEB                                      | DP217-PP/WEB                                    | DP217-PP/WEB  |
| MD147-ICB                                | MD147-ICB   | MD144-IST                                 | DP216-EXCEL                                     | DP216-EXCEL                                       | DP216-EXCEL                                     | DP216-EXCEL   |
| MD244-PHAR                               | MD244-PHAR  | MD244-PHAR                                | AC101-ACCT1                                     | AC101-ACCT1                                       | AC101-ACCT1                                     | AC101-ACCT1   |
| MD137-AP1                                | MD137-AP1   | MD137-AP1                                 | BU116-OC  | IT101-W/OS  | BU116-OC  | LG236-TORTS   |
| MD240-MP2                                | MD240-MP2   | MD240-MP2                                 | BU110-BC  | IT206-WLAN  | BU110-BC  | LG232-BANKRP  |
| SC151-KEY                                | SC151-KEY   | MD245-ST1                                 | SC151-KEY                                       | SC151-KEY   | SC151-KEY                                       | SC151-KEY   |
| Open                                     | GS123-LC  | GS123-LC                                  | GS123-LC  | GS123-LC  | GS123-LC  | GS123-LC  |
| BU117-ETHICS                             | BU117-ETHICS  | MD241-CS1                                 | AC202-ACCT2                                     | BU117-ETHICS                                      | Open  | BU117-ETHICS  |
| SC254-AOP                                | MD249-LTC   | MD246-ST2                                 | SC254-AOP                                       | IT202-123A+                                       | SC254-AOP                                       | SC254-AOP   |
| MD243-PHLEB                              | D247-NA1  | MD251-ORT1                                | DP218-CPA                                       | IT209-IRS   | DP218-CPA                                       | LG233-PROBT   |
| BU107-JST                                | MD238-AP2   | MD238-AP2                                 | BU108-ADV                                       | IT203-HELPDESK                                    | BU117-JST                                       | LG234-FAMILY  |
| --60 CH--                                | GS121-PSY   | GS121-PSY                                 |   |   | --60 CH--                                       |   |
|  | MD149-HOSP  | MD242-CS2                                 | BU111-MARKET                                    | IT204-CAS   |   | LG235-IMMGR   |
|  | MD148-PTMT  | MD347-ST3                                 | BU112-PUBREL                                    | IT102-MSAPP                                       |   | LG231-CRIM  |
|  | MD120-PCT1  | MD252-ORT2                                | BU113-PM  | IT210-LINUX                                       |   | LG230-CORP  |
|  | MD248-NA2   | MD150-MICRO                               | BU114-ECON                                      | IT207-TCP/IP                                      |   | LG228-LA/W  |
|  |   | BU107-JST                                 |   |   |   |   |
|  | MD121PCT2   | MD800-ORI                                 | GS121-PSY                                       | GS121-PSY   |   | GS121-PSY   |
|  | MD243-PHLEB   | [8CH-Internship]                          | BU105-BM  | BU105-BM  |   | BU115-REO   |
|  | BU107-JST   | --96 CH--                                 | BU109-M&B                                       | IT-208-NETSEC                                     |   | LG227-CIVIL   |
|  | --96 CH--   |   | BU107-JST                                       | BU107-JST   |   | BU107-JST   |
|  |   |   | --96 CH--                                       | --96 CH--   |   | --96 CH--   |

\*West Virginia Business College reserves the right to add/delete classes as needed.

\*\*Should a student alter their original program in any way, including but not limited to, failure of a class, dropping of a class, changing of a program, or changing day/evening divisions – the student will be offered classes as they are available.



**Definition of a Credit Hour and Externship**

**Definition of a Credit Hour**

The number of credit hours assigned to a traditionally delivered course consists of a minimum of 10 classroom lecture periods of not less than 50 minutes each and which assumes outside reading and/or preparation; 20 laboratory clock hours where classroom theory is applied and explored, or manipulative skills are enhanced; 30 hours of external discipline-related work experience with indirect instructor supervision or employer assessment; or an appropriate combination of all three. The number of credit hours assigned to a non-traditionally delivered course must be determined and justified by the institution and approved by the Council.

**Definition of an Externship**

Externship (West Virginia Business College labels this as an "internship.") A supervised practical experience that is the application of previously studied theory. Normally, three hours of work in a practical setting has the credit equivalence of one hour of classroom lecture. Under the supervision of a faculty member, a written agreement shall be developed that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria.



**Articulation Agreement**

**Articulation Agreement**

West Virginia Business College holds an active articulation agreement with Salem International University for online and ground classes. Wheeling features a predominately online agreement while the Nutter Fort Campus features an agreement for both online and ground classes. For more information, call West Virginia Business College or Salem International University (304) 326-1109 or visit online at [www.wvbc.edu](http://www.wvbc.edu) or [www.salemu.edu](http://www.salemu.edu).



August 21, 2016

ID CODE 00010484(MC)

**VIA E-MAIL ONLY**

Ms. Julie Magers  
Campus Director  
West Virginia Business College  
1052 Main Street  
Wheeling, WV 26003

*acicswhg@wvbc.edu*

Dear Ms. Magers:

WEST VIRGINIA BUSINESS COLLEGE, WHEELING, WEST VIRGINIA ID CODE 00010484(MC)  
WEST VIRGINIA BUSINESS COLLEGE, NUTTER FORT, WEST VIRGINIA ID CODE 00010868(BC)

**Subject: Renewal of Accreditation Visits Confirmation Letter**

An on-site evaluation of your institution has been scheduled for the following locations and dates:

WEST VIRGINIA BUSINESS COLLEGE, WHEELING, WV September 14-16, 2016  
WEST VIRGINIA BUSINESS COLLEGE, NUTTER FORT, WV September 12-13, 2016

The on-site administrator at each campus will subsequently receive further details about the visit, including the names and addresses of the team members. When this information is received one copy of the Self-Study Application for both campuses should be forwarded directly to the team members, the manner in which will be explained in the visit memorandum.

As a reminder, the Self-Study Application materials include:

**SELF-STUDY APPLICATION**

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update documents must be uploaded to the campuses' online applications:

Ms. Julie Magers  
August 21, 2016  
Page 2

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form

The above documents must be received, along with the appropriate application materials, by each team member according to the following schedule:

|   |                        |
|---|------------------------|
| WEST VIRGINIA BUSINESS COLLEGE, WHEELING, WV    | <b>August 31, 2016</b> |
| WEST VIRGINIA BUSINESS COLLEGE, NUTTER FORT, WV | <b>August 29, 2016</b> |

On our website is the aforementioned update documents as well as the list of materials that must be placed in the team's meeting room prior to the team's arrival. This information for both the update documents and the visit room materials can be found on the "Evaluation Site Visit" page at the following link: <http://www.acics.org/accreditation/content.aspx?id=2022>. Click on the listing that relates to the type of visit to be conducted. Please ensure that all requested materials are labeled for easy identification and provided in an orderly manner.

Each campus will be invoiced a fee for all site visit expenditures. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application.

Thank you for your cooperation. If you have any questions, please call me at (202) 336-6783.

Sincerely,

(b)(6)

Ms. Katie Morrison  
Accreditation Coordinator

- c: Mr. Robert Wright, Nutter Fort branch campus ([acicsnf@wvbc.edu](mailto:acicsnf@wvbc.edu))  
Dr. Corley Dennison, West Virginia Higher Education Department  
([corley.dennison@wvhepc.edu](mailto:corley.dennison@wvhepc.edu))



To: Ms. Julie Magers  
Campus Director  
West Virginia Business College  
1052 Main Street  
Wheeling, WV 26003

From: Ms. Katie Morrison, Accreditation Coordinator

Date: Friday, September 9, 2016

Subject: **Renewal of Accreditation Visit – September 14-16, 2016**

Listed below are the details for your upcoming evaluation visit. Please send each team member listed below, including me, an electronic copy (flash drive or e-mail) of the Self-Study Application.

As a reminder, the Self-Study Application materials include:

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update report documents must be sent to the team as well as uploaded to the campus' online application:

1. Faculty and Staff Summary
2. Inventory of Equipment
3. Catalog
4. Class schedule
5. Program Update Form
6. Library budget
7. Backup documentation for the most recent Campus Accountability Report (CAR)

The update report documents are available on the ACICS Web site at <http://www.acics.org/accreditation/content.aspx?id=2022>. Go to the "Accreditation Process" page and then click the "Evaluation Site Visit" page. The documents above must be received, along with the appropriate application materials by each team member no later than

Ms. Julie Magers  
September 9, 2016  
Page 2

**September 2, 2016. The campus must direct its attention to the enclosed Evaluation Visit Data Collection document for other required dates of receipt prior to the visit.**

We will need a private work area for the team's use during the visit. The materials identified on the enclosed list should be placed in the work area prior to the team's arrival. Additional materials may be requested during the visit. Details of the visit are outlined below.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application.

*Please contact me immediately if you have any concerns regarding any team member appointed to serve on the evaluation team or if you have any questions about the visit. Thank you.*

## **VISIT ITINERARY**

### **WEST VIRGINIA BUSINESS COLLEGE, WHEELING, WV**

ACICS ID Code 00010484  
West Virginia Business College  
1052 Main Street  
Wheeling, WV 26003  
(304) 232-0361  
acicswhg@wvbc.edu

#### **Visit Dates**

Wednesday, September 14, 2016 – Friday, September 16, 2016

#### **Visit Type**

Renewal of Accreditation

#### **Current Level of Accreditation**

Occupational Associate's degree

#### **Itinerary (approximate)**

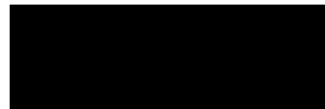
Arrive on Wednesday, September 14, 2016, at 9:00 a.m.  
Depart on Friday, September 16, 2016, at 5:00 p.m.

Ms. Julie Magers  
September 9, 2016  
Page 3

**Evaluation Team**

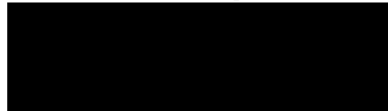
**CHAIR**

Ms. Pamela Bennett  
Director of Library Services/Campus Compliance (Retired)  
Dallas Nursing Institute



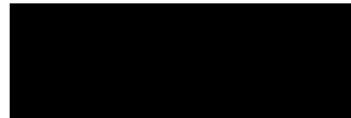
**RELATIONS WITH STUDENTS**

Ms. Kathryn Sellers  
Online Professor  
Everest University Online



**EDUCATIONAL ACTIVITIES / DATA INTEGRITY REVIEWER**

Mr. Brian Balsavage  
Director of Education  
Lincoln Technical Institute



**COMPUTER SUPPORT SPECIALIST / BUSINESS ADMINISTRATION-COMPUTER APPLICATIONS SPECIALIST**

Dr. Gail Robin  
Adjunct Faculty  
Baker College



**NURSE ASSISTANT-PATIENT CARE AIDE / MEDICAL ASSISTANT SPECIALIST**

Dr. Azam Rahman  
Instructor  
Dover Business College






Ms. Julie Magers  
September 9, 2016  
Page 4


**OFFICE ADMINISTRATION PARALEGAL SPECIALIST**

Ms. Karan Krna  
Owner/Principal Consultant  
Krna & Associates, LLC



**SURGICAL TECHNOLOGY SPECIALIST**

Dr. Amy Gray  
Associate Dean of Health Sciences  
Malcolm X College – City Colleges of Chicago



**ACICS STAFF REPRESENTATIVE**

Ms. Katie Morrison  
Accreditation Coordinator  
(202) 336-6783  
(202) 870-2976 (Cell)  
[kmorrison@acics.org](mailto:kmorrison@acics.org)

c: Evaluation Team

## **EVALUATION VISIT DATA COLLECTION Renewal of Accreditation Visit**

### 1. CAR Data Review

The campus must submit data for graduates placed during the January 1 to June 30, 2016 period to ACICS' Placement Verification Program (PVP) two weeks prior to the evaluation team's visit, in order to inform the team's data integrity review. The PVP is accessed by logging in to [www.acicspvp.com](http://www.acicspvp.com) with the campus' ACICS portal login information. Placement data must be submitted to the PVP by **September 2, 2016**. Please see guidelines on the ACICS website for completing the PVP submission process.

While onsite, the visit team will verify all placements confirmed by the PVP and contact all graduates and/or employers who did not respond to the PVP e-mails in an effort to contact and verify 100 percent of the graduate placements.

### 2. ACICS Call for Comment

ACICS seeks feedback from the faculty, staff and students of each campus undergoing an onsite evaluation visit, as a supplemental piece of information for the visit. The campus must send an e-mail communication to its faculty, staff and students with the link for ACICS' call for comment:

<https://membercenter.acics.org/Lists/Call%20for%20Comment/NewForm.aspx?isdlg=1&source=/>

The campus should send this communication by **September 2, 2016**, and copy the ACICS staff representative.

### 3. ACICS Student Survey

Each campus must proctor or support the ACICS staff representative in proctoring a student survey during the first day of the visit. At least 10 percent of students, across all disciplines and day/evening schedules, should be surveyed. This can be accomplished by sending in several classes to complete the survey in a room equipped with computers.

Students will login to the survey, which is located at <http://www.acicsvisit.com>, using the campus' eight-digit ACICS ID Code **00010484** and the daily access code, which will be provided to the campus by the staff person on the day of the visit.

## **EVALUATION VISIT MEETING ROOM MATERIALS**

### **Renewal of Accreditation Visit**

*Institutions are to place the following materials in the room provided to the evaluation team. Additional materials may be requested when the team is at the institution.*

#### 1. Current Information

- a. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the entire term/quarter/semester/module
- b. Student enrollment on day(s) of visit by program and by day and evening divisions
- c. Floor plan of facility
- d. Staff roster and organization chart
- e. Course syllabi for currently offered courses (For courses not offered in the current term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students)
- f. All admissions tests and test cut-off scores for each program
- g. If ability-to-benefit students are admitted, complete documentation evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes, as well as the contract for the independent test administrator
- h. Two copies of the most recently completed, and the prior year's, ACICS Campus Accountability Reports along with the complete back-up documentation. This must include information to support enrollment, graduate, and withdrawal numbers and placement information such as student name, program of study, graduation date, job title, employer name, and employer telephone numbers
- i. A copy of the current Campus Effectiveness Plan along with the progress reports and/or prior year's campus effectiveness plan
- j. Board of directors and administrative staff meeting minutes
- k. Faculty meeting minutes
- l. Documentation of in-service training sessions held and the schedule for upcoming session
- m. Schedule and documentation of community resources utilized for each program (organized by program)
- n. A copy of the Certificate of Attendance at an ACICS Accreditation Workshop for the chief on-site administrator or self-study coordinator
- o. Copies of correspondence with ACICS for any approvals or notifications for modifications since the last Renewal of Accreditation Visit (learning sites, new programs, distance education activity, substantive/non-substantive changes to an existing program, change of location, change of name, etc.)
- p. A copy of the approved and most current Academic Analysis for each program. If applicable, this includes approved Clock to Credit Profiles with corresponding letters of approval.
- q. Library budget
- r. A copy of an official transcript

#### 2. Official Documents

- a. Corporate Charter
- b. Articles of Incorporation, and Certificate of Incorporation or other appropriate documentation of legal structure and ownership of the institution and a chart outlining the ownership structure
- c. Certificate of good standing; relative to an institution's corporate statute and/or legal identity
- d. State license and authorization to award degrees (if applicable)
- e. Most recent state and VA compliance reports
- f. Documentation that the facilities are in compliance with local, state, and federal laws governing fire, safety, and sanitation
- g. Documentation that the institution is in compliance with copyright laws for instructional materials utilized
- h. U.S. Department of Education Program Participation Agreement and Eligibility and Certification Approval Report (if applicable)
- i. Reports from most recent reviews by agencies such as the U.S. Department of Education, Inspector General, and guarantee agency, as well as the institution's student financial aid compliance audit
- j. Third-party contracts with other educational institutions or contracts such as JTPA

3. Files

- a. Administrative staff personnel files that include updated ACICS data sheets
- b. Faculty personnel files that include updated ACICS data sheets, copies of administrative and student evaluations, and faculty development plans with documentation of their implementation

*NOTE: Student files will be selected randomly for review by team members.*

4. Inventories

- a. Library resource and reference materials including online materials (if applicable)
- b. Instructional equipment for all programs

5. Publications

- a. Most recent ACICS self-study or branch application
- b. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and flash drive or cd's of radio and television ads
- c. All current internal recruitment materials including admissions orientation packets, YTD admissions meeting minutes, copy of standard interview and phone scripts, and communication with external recruiters (if applicable)
- d. Student, faculty, and staff handbooks (if applicable)
- e. Current catalog with all addenda (if applicable)
- f. Previous two years' catalogs and addenda (if applicable)



To: Mr. Robert Wright  
Campus Director  
West Virginia Business College  
116 Pennsylvania Avenue  
Nutter Fort, WV 26301

From: Ms. Katie Morrison, Accreditation Coordinator

Date: Friday, September 9, 2016

Subject: **Renewal of Accreditation Visit – September 12-13, 2016**

Listed below are the details for your upcoming evaluation visit. Please send each team member listed below, including me, an electronic copy (flash drive or e-mail) of the Self-Study Application.

As a reminder, the Self-Study Application materials include:

1. Explanation
2. Future Plans
3. Campus Effectiveness Plan
4. Academic Credit Analysis
5. Self-study Narrative

Additionally, the following update report documents must be sent to the team as well as uploaded to the campus' online application:

1. Faculty and Staff Summary
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7. Backup documentation for the most recent Campus Accountability Report (CAR)

The update report documents are available on the ACICS Web site at <http://www.acics.org/accreditation/content.aspx?id=2022>. Go to the "Accreditation Process" page and then click the "Evaluation Site Visit" page. The documents above must be received, along with the appropriate application materials by each team member no later than

Mr. Robert Wright  
September 9, 2016  
Page 2

**August 31, 2016. The campus must direct its attention to the enclosed Evaluation Visit Data Collection document for other required dates of receipt prior to the visit.**

We will need a private work area for the team's use during the visit. The materials identified on the enclosed list should be placed in the work area prior to the team's arrival. Additional materials may be requested during the visit. Details of the visit are outlined below.

The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your application.

*Please contact me immediately if you have any concerns regarding any team member appointed to serve on the evaluation team or if you have any questions about the visit. Thank you.*

## **VISIT ITINERARY**

### **WEST VIRGINIA BUSINESS COLLEGE, NUTTER FORT, WV**

ACICS ID Code 00010868  
West Virginia Business College  
116 Pennsylvania Avenue  
Nutter Fort, WV 26301  
(304) 624-7695  
acicsnf@wvbc.edu

#### **Visit Dates**

Monday, September 12, 2016 – Tuesday, September 13, 2016

#### **Visit Type**

Renewal of Accreditation

#### **Current Level of Accreditation**

Occupational Associate's degree

#### **Itinerary (approximate)**

Arrive on Monday, September 12, 2016, at 9:00 a.m.  
Depart on Tuesday, September 13, 2016, at 5:00 p.m.

Mr. Robert Wright  
September 9, 2016  
Page 3

**Evaluation Team**

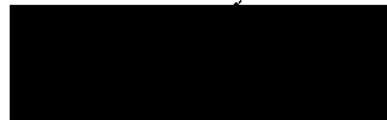
**CHAIR**

Ms. Pamela Bennett  
Director of Library Services/Campus Compliance (Retired)  
Dallas Nursing Institute



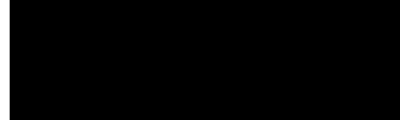
**RELATIONS WITH STUDENTS**

Ms. Kathryn Sellers  
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**EDUCATIONAL ACTIVITIES / DATA INTEGRITY REVIEWER**

Mr. Brian Balsavage  
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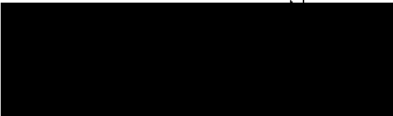
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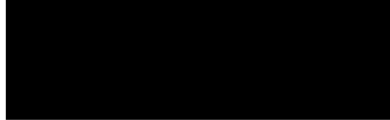
Dr. Azam Rahman  
Instructor  
Dover Business College



Mr. Robert Wright  
September 9, 2016  
Page 4

**OFFICE ADMINISTRATION PARALEGAL ASSISTANT SPECIALIST**

Ms. Karan Krna  
Owner/Principal Consultant  
Krna & Associates, LLC



**ACICS STAFF REPRESENTATIVE**

Ms. Katie Morrison  
Accreditation Coordinator  
(202) 336-6783  
(202) 870-2976 (Cell)  
[kmorrison@acics.org](mailto:kmorrison@acics.org)

c: Evaluation Team



## **EVALUATION VISIT DATA COLLECTION Renewal of Accreditation Visit**

### 1. CAR Data Review

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### 2. ACICS Call for Comment

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- d. Student, faculty, and staff handbooks (if applicable)
- e. Current catalog with all addenda (if applicable)
- f. Previous two years' catalogs and addenda (if applicable)

# Pre-Visit Meeting Orientation

Fall 2016

*ACICS Accreditation Coordinators*

# Pre-Visit Meeting Discussion List

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The accreditation coordinator **must** cover the following areas during the pre-visit meeting.

- ❖ Institutional Summary – review critical components of the summary, paying special attention to the Assessment of Risk section.
- ❖ Introductory Details – while many of you serve as consultants, it is important to focus and emphasize **ONLY** the aspects of your experience that relate to your area of review. It is important to demonstrate that you are qualified to provide curricula and experiential expertise in the areas you are identified with.
- ❖ Consulting: I know you've heard this once too many times but I need to reiterate the importance of eliminating the perception of consulting. The appearance thereof is just as unacceptable as the actual act itself. See item #6 on *Conflict of Interest Policy*.
- ❖ Conflict of Interest Policy: the policy has been revised and must be signed prior to serving on the visit. If you have not yet electronically signed the document and emailed it to [evaluatormanager@acics.org](mailto:evaluatormanager@acics.org), please do so and copy me.
- ❖ School Requests: do not ask anything non-programmatic/academic related of the institution and even then if you're not sure, speak with the chair or the staff person.
- ❖ Report Preparation: with the enhanced narrative component, our read-through will be critical to ensure consistency in the information and details on the responses.
- ❖ Team Discussions: in as much as you are all expert in your area, your expert opinions and perspective is welcomed and appreciated during this process. That being said, discussions/debates will be open, non-personal and constructive. The intent is to find alignment with the Criteria as well as to assess industry and academic conformity.
- ❖ Appropriateness. Again, for reiteration because this is **so** important: discussions on biased political affiliations, religious views and/or anything deemed inappropriate by any member of the team will not be tolerated.
- ❖ Discussions of general issues are great but once they get personal, they get touchy and out the window
- ❖ A “team” – that's what we are which means that all decisions made will be made by the team; we don't want (or need) consensus but we want buy in and to achieve this we will hear everyone's views, consult with the ACICS office, and a decision made.
- ❖ Criteria and Procedural changes
- ❖ Expenses – 30 day turnaround, including travel (airfare, train)

# Council Policies and Procedural Changes

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*This outline is provided as guidance to the ACICS staff during the joint facilitation of the pre-visit meeting. The meeting is led by the team chair but the staff is responsible for providing information on any applicable Criteria changes and Council directive that affects the evaluation process.*

## POLICY CHANGES

### 1. **CAMPUS EFFECTIVENESS PLAN (Sections 3-1-110 – 3-1-113 & Glossary)**

*The Council revised the current language in a number of areas including the deletion of “institutional effectiveness” since each and every campus should have its own plan; deletion of the language referring to “centrally controlled institution” since this structure has not been implemented by ACICS; and revision of the list of elements to be evaluated to include “level of student satisfaction”.*

#### **ONSITE APPLICATION: Section 1**

This change was finalized last year but campuses were given some time to collect sufficient data for inclusion in the 2016 plans (from July). Hence, all campuses are expected to comply. Team chairs will now include in their review the evaluation of the LEVEL of student satisfaction. Similar to the assessment of the campus's evaluation in the other areas (retention, placement, level of graduate satisfaction, level of employer satisfaction, and student learning outcomes), the team chair must ensure that the campus has collected, summarized, analyzed and used the data to improve its educational processes. A baseline level of satisfaction (and response rate) should also be set from which appropriate goals for the year are determined.

### 2. **RECRUITMENT ACTIVITIES REVIEW (Section 3-1-410)**

*The Council clarified its meaning related to the monitoring of admissions and recruitment. The modifications clarify that the Council requires these activities to be supervised by the institution. In addition, the institution may never delegate these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants.*

#### **ONSITE APPLICATION: Section 4**

This language change more accurately reflects current practices and as such, does not affect an onsite “change”. The expectation has always been, and followed, that any these activities were not tolerated.

### 3. **FACULTY PREPARATION AND LIBRARY STAFF (Sections 3-1-541, 3-4-401, 3-5-401, 3-6-701, and 3-7-701)**

*The Council revised the listing of acceptable agencies for the evaluation of foreign credentials to also include the American Association of Collegiate Registrars and Admissions Officers (AACRAO).*

#### **ONSITE APPLICATION: Sections 5 and 8**

Evaluation of foreign credentials can now be completed by AACRAO, in addition to using agencies who are members of NACES or AICE. As a reminder, the evaluation as well as the official transcript is required. The evaluation does not have to be original.

#### **4. GLOSSARY OF DEFINITIONS (Glossary)**

*The Council modified the language by removing dated terminology and clarifying the definitions of Laboratory, Lecture, and In-service Training.*

#### **ONSITE APPLICATION: Glossary**

The laboratory revision includes "...under the supervision of an instructor..." language which may affect the onsite evaluation of those programs with labs.

#### **5. FACULTY ASSIGNMENTS - APPLIED GENERAL EDUCATION (Sections 3-2-104 & 3-3-302)**

*The Council clarified its intent for general education teaching faculty at the non-degree level. This revision is consistent with the academic preparation requirements of applied general education faculty and standard general education faculty at the degree levels. This revision also includes the acceptance of completed doctoral coursework as qualifying credit hours to teach.*

#### **ONSITE APPLICATION: Sections 5 & 9**

Previously the language was inconsistent with the requirements stipulated in Sections 3-4-302 and 3-5-302 concerning faculty members teaching "traditional" general education. It said that only a bachelor's degree was required when in reality it meant only a bachelor's degree is required for APPLIED general education (term was added for clarity). To ensure clarity, the preceding sentence was added even though non-degree programs generally do not have general education courses. **(Section 3-2-104(a))**

Completed doctoral work, as evidenced by official transcripts, will now be considered for the credit requirement for teaching applied general education. **(Section 3-3-302(a))**

#### **6. TEACHING LOADS (Sections 3-2-101 & 3-3-303)**

*The Council revised the language that currently limits the teaching load of faculty at the non-degree and occupational associate's degree level to language that is consistent with degree programs. The expectation of reasonableness remains and should take into account and be justified by various academic factors.*

#### **ONSITE APPLICATION: Section 9**

Previously there as a MAXIMUM number of hours that non-degree and occupational associate's degree instructors could teach. That NUMBER has been revised to be a subjective "reasonable". Hence, the burden is on the team, through the review of documents, interviews, and

observation of classes to make the assessment of the reasonableness of the instructor's load that ensures academic quality..

**7. COMMUNITY RESOURCES (Section 3-1-512(c))**

*The Council has clarified the intent of this criterion by specifying the expectations of using a variety of activities in every program which should focus on student enrichment and career opportunities.*

**ONSITE APPLICATION: Section 9**

A constant source of inconsistent confusion on teams and at institutions, the revised language should now clarify the Council's expectations about the NUMBER and PROGRAM DISTRIBUTION. A "more than one so two" approach is minimalistic and does not reflect the Council's intent – to ensure that the student experience is enriched and career opportunities are provided.

**8. UNANNOUNCED VISITS (Section 2-1-805)**

*The Council may, at its discretion, decide to direct an institution to host an unannounced visit at any time. The Council determined that there is a need for a policy which would allow for the review of an institution without prior notice.*

**ONSITE APPLICATION: Special Visits**

With increased focus on identifying and investigating risks, the Council has expanded the purview of its ability to conduct unannounced visits as it deems necessary. This has already been implemented with a significant increase in these visits over the last four months.

**9. Definition of Academic Quality (Title I, Chapter 1)**

*Academic quality is in the context of an institution's mission. It is measured by the extent to which the institution achieves its student learning and student success outcomes.*

*Effectiveness of an institution is demonstrated by compliance with accreditation standards and continuous quality enhancement.*

**ONSITE APPLICATION:**

None

**10. Data Integrity Standard (Section 3-1-203)**

*The standard provides explicit requirement for truthfulness, reliability, and accuracy of data collected at submitted to ACICS. The Council has the discretion to independently review performance data any time, any reason, and require its verification. On-site visit teams will identify an evaluator with the primary role of verifying reported institutional data.*

**ONSITE APPLICATION: Section 14 (DIR)**



This criterion will to a large extent replace the use of Section 3-1-303(a) for a placement verification finding (record keeping) as the intent of the addition is to ensure that any data reported to ACICS is accurate – placement, retention, licensure, etc. This was initiated during the Spring 2016 travel cycle and has been augmented for the fall review. See the DIR Procedural Change below.

**11. Institutional Performance Disclosure (Section 3-1-704)**

*Student achievement must be disclosed at the campus (not institutional) level. At a minimum, campuses must disclose their retention, placement, and licensure exam pass rate (if applicable). ACICS has developed a disclaimer for performance information disclosure.*

**ONSITE APPLICATION: Sections 7 and 14**

To be a true reflection of the need for accuracy in the representations made by campuses on student achievement disclosure, campuses must disclose student achievement rates at the campus and program levels (their CAR reports). Since the Fall cycle is at the end of the CAR review period, evaluating the accuracy or reliability of the data (from the 2015 CAR) will be a challenge especially since the DIR's review is from 2016 (and not 2015). Hence, the disclosed information should be reviewed against the reported data (accessed via the CAR reports in Member Center).

**12. Admissions Requirements for Professional Master's Degrees (Section 3-6-601)**

*This revision clarifies the standard that a baccalaureate degree may not be required for admission for a professional master's degree program. This provision is allowed if master's degree is recognized by a specialized accrediting agency and leads to certification or licensure.*

**ONSITE APPLICATION:**

Those programs that hold specialized accreditation or licensing approval from a recognized agency and can evidence an alternate admissions requirement into a graduate program (Acupuncture, Paralegal Studies, etc.) as common practice would be accepted over the bachelor's degree threshold. This MUST be detailed in the report.

**13. Recruitment Activities Review (Section 3-1-412(a))**

*The Council maintains its requirement that each institution must ensure that any person or entity engaged in admissions or recruitment practices is communicating current and accurate information about the institution and its operations. The Council added the explicit requirement that the institution must ensure that student achievement disclosures (as described in Section 3-1-704) are accurate. Following comments from the field, the Council clarified the language which states that the institution must maintain documentation that it systematically monitors its recruitments activities.*

**ONSITE APPLICATION: Section 4**

Procedural changes are outlined below under *Recruitment/Admissions Monitoring Oversight*.

#### **14. Placement Definition (Glossary)**

*The Council has guidelines in which institutions must comply regarding the calculation of placement rates. The Council has included a succinct definition of placement within the Glossary of the Accreditation Criteria.*

#### **ONSITE APPLICATION:**

The interpretation of the placement has not changed – rather the addition of a definition served only to include that interpretation. Webinars were offered and verification procedures outlined below.

## **PROCEDURAL CHANGES**

### **Data Integrity Reviewer (DIR)**

Each campus visited during the Fall 2016 cycle are required to submit all students who were placed between January 1, 2016 – June 30, 2016 into the Placement Verification Program (PVP). The PVP process will send an automated e-mail to the graduate and employer for verification that the placement information is correct. The e-mail will be sent twice—two weeks prior to the visit and one week prior to the visit. Those graduates that confirmed placement via e-mail by the graduate and/or employer will be reviewed in-house by an ACICS staff member, prior to the visit. The staff member will make a determination based on the information received whether this was an acceptable placement. For those graduates that were not confirmed via e-mail, the Data Integrity Reviewer (DIR) will make phone calls while on-site to attempt to verify the placement information provided. The goal remains 100% attempt of all placements reported via the PVP process.

If a campus provides any invalid placement information or if ACICS is not able to verify any individuals reported in a program, a finding will be issued on the visit report requiring an institutional response.

### **Recruitment/Admissions Monitoring Oversight**

We have expanded our call for comment survey, which is required to be sent to all students one week prior to the visit to include questions with comment areas about whether the information in the admissions and recruitment process was clear, accurate, and without pressure. The visit team will continue to conduct an on-site student survey to gather further information about the students' experience. Furthermore, the Student Relations specialist will conduct on-site interviews with students to garner further feedback of their experience, particularly through the admissions and recruitment process.

We have also required all documentation related to their admissions and recruitment practices (including policies and guidelines, orientation packets for recruiters, interview scripts, etc.) to be

included within the room materials. This information will be reviewed by the Student Relations specialist on site, who will conduct interviews with the admissions directors and admissions representatives while on-site.

Furthermore, we are requiring the campus to provide their policies and processes for monitoring recruitment personnel. We will then request evidence of the implementation of this policy. For example, if the institution records admissions calls, we will request a random sample of these recorded calls. The depth of the review will be dependent on any at-risk factors, survey and interview responses, and documentation review.

## Financial Aid Review Enhancement (Checklist)

We will utilize a newly implemented checklist for financial aid review. The checklist will be included within the Evaluation Procedures and Guidelines and provided to the Student Relations specialist on campus. The checklist will serve as a guideline in order to ensure that the evaluator reviews Title IV eligibility, compliance audits, appropriate documentation for financial aid and consumer information, cohort default rates, scholarships, financial aid staffing, and student file review (include a file review check sheet).

## At-Risk Factors

We have been monitoring institutions for at-risk factors including complaints and adverse information, student achievement indicators, financial condition, enrollment growth, extensive changes, and previous visits. The coordinator will compile the at-risk factors for presentation and discussion at the pre-visit meeting. This information will help the team members be aware of current or previous issues at the institution.

In addition, the At-Risk Institution Group (ARIG) is meeting on a periodic basis to determine the necessary investigatory actions to take for institutions that have severe or multiple at-risk factors. In a number of instances, ARIG is directing special visits to the institution to further investigate the at-risk factors. In these cases, the team members will be provided with the "package" of at-risk information.

## REPORT TEMPLATES REVISION

***There were extensive revisions, to include the addition of a number of narrative-required questions, to all sections of the team report templates. Hence, evaluators MUST review and download the most recent version as published on the ACICS web site.***

00010868 Staff

WVBC pride themselves on how much their instructors push students to be independent thinkers, and how much they learn in just the first year at WVBC. As a staff member I pride myself in our uniqueness, to confront institutional problems in a mature way for the students to comprehend who are new to the learning aspects of their responsibility in the academic needs and the creation of a trusting and laid-back educational environment for our student body.

West Virginia Business College - Nutter Fort, WV (00010868)

00010868 Faculty

West Virginia Business College is a student centered campus, and truly values its staff. The classroom size is small enough for a personalized learning environment. We take the time to work with our students, and I have really seen the results. The office is organized and keeps everyone on schedule. Students are required to attend class, unless officially excused. The students are fully engaged in my class, and I keep them on the edge of their seats by asking multiple questions throughout the class period. I have noticed that the students would rather be bothered with questions, then to be strictly taking notes the entire class. Overall, I would state that West Virginia Business College (Nutter Fort Campus); takes the time and effort to ensure that every student gets the education that they are paying for. The environment provides the means for a successful learning environment.

West Virginia Business College - Nutter Fort, WV (00010868)

00010868 Staff

I deeply enjoy my job at WVBC as the Financial Aid administrator. Since I have taken this position at Nutter Forts' campus I pride myself in making sure that every student fully understands the advantages of furthering their education not just in college, but particularly at our college. I have had the advantage and benefit to work as a night receptionist, the CSR, as well as an instructor before settling into the FAA. The opportunity allowed me to get to know each student on a personal level, which better serves us to communicate and reach out to students when they are struggling to make sure they stay with their program and possibly come back for another program. WVBC, to me, is a small community/family. I truly enjoy my work and the people around me here at West Virginia Business College.

West Virginia Business College - Nutter Fort, WV (00010868)

00010484 Staff

I feel the Staff and Faculty work hard to demonstrate to the students that they care about the students' future and do their best to facilitate in the students' pursuit of a quality education.

West Virginia Business College - Wheeling, WV (00010484)

00010484 Student

It is a very good place. I have learned so much my first quarter.

West Virginia Business College - Wheeling, WV (00010484)

00010484 Student

Hello I am a student about to finish at the school. I will be done in September of this year. I can honestly say that for the most part it has been a joy to go there. I am happy with the instructors and the classes. I love the hands on in the classroom. there has been a few hick-ups along the way with communication but it is constantly aproving. Even with that being said I felt I made the right choice to go there. Thank you.

West Virginia Business College - Wheeling, WV (00010484)

00010484 Student

I love this school and they way the care about are education

West Virginia Business College - Wheeling, WV (00010484)

00010484 Student

██████████ is an excellent director. ██████████ has went above and beyond to teach me everything I need to know about Surgical Technology. Great staff, great environment, and great improvements since ██████ and ██████ started!

West Virginia Business College - Wheeling, WV (00010484)

00010484 Student

Instructors are informative and expect a lot out of students since curriculum is fast paced. Students are willing to help and tutor other students. I am please with my education this far and proud to be a student at this school.

West Virginia Business College - Wheeling, WV (00010484)

00010868 Student

I don't like how they try to withhold our loan money from us ITS A LOAN we should be able to get it as soon as it's credited to our account and any fees owed to the school is deducted.

West Virginia Business College - Nutter Fort, WV (00010868)

00010484 Student

I think it's a great school the staff is great and very helpful haven't had any problems I have really learned a lot here at this campus and I would recommend friends and family to come here as well any questions please feel free to contact me

West Virginia Business College - Wheeling, WV (00010484)

00010484 Student

I have had many issues obatinig my finanacial aid, let alone getting help to actually apply.

West Virginia Business College - Wheeling, WV (00010484)

00010868 Student

"I seriously want to drop out. We have no supplies for the medical students. Everything is out dated. Also we can not seem to keep a night medical teacher. This school is a joke. If I didn't already put so much time in the school cause of fake promises to get medical supplies I would have left already. Now I am to far into debt to transfer."

West Virginia Business College - Nutter Fort, WV (00010868)

00010868 Faculty

As a part time instructor I find the students to be very pleasant and teachable. They often face monumental challenges to completing their education such as transportation and affordable child care. For most of these students, this is the most positive educational interaction they have experienced. Instructors at the school are caring and communicate with their students in whatever way they can and are very encouraging to help keep them in school to complete their education and pursue a career.

West Virginia Business College - Nutter Fort, WV (00010868)

00010484 Student

More in depth classes

West Virginia Business College - Wheeling, WV (00010484)

00010484 Student

I absolutely love this school

West Virginia Business College - Wheeling, WV (00010484)

00010484 Student

I absolutely love this school.

West Virginia Business College - Wheeling, WV (00010484)

00010484 Student

I have been a student here since 2013. I finished my Associates degree in accounting and business management in June of 2015 with a 3.98 GPA. I am currenting an IT student and will be finished with this Associates degree at the end of December of 2016. I currently have a 4.0.

West Virginia Business College - Wheeling, WV (00010484)

00010868 Student

We need more students maybe a different location would help

West Virginia Business College - Nutter Fort, WV (00010868)

00010868 Student

I don't think it's right how they disburse our expense checks. I understand completely if you have poor attendance you shouldn't receive one, but for those of us that do come to school and take this seriously we are always waiting for money. personally I have yet to have enough to afford to buy dress clothes for school. This is money that we have to pay back so what is the big deal with letting us have it? I never seen or heard of any other schools operating this way. As far as the teachers go, they are great, anytime i need help or don't understand something they are there for me. I think it's silly that we have to go to our mentor, fill out a paper, and wait for an appointment to speak with financial aid. There should be an open door policy. There isn't that many students here so i can't see it being that big of an inconvenience. Furthermore, for those that don't show up for school half the time and want to complain about not getting their checks, they should be placed on a probation period and if they fail, kick them out. plain and simple.

West Virginia Business College - Nutter Fort, WV (00010868)

00010868 Student

To be quite honest, I love my fellow students and staff. However, there are some things I feel need immediate attention. For example our checks, the other WVBC campus has received them before we have. A portion of our money is used to pay teachers or pay for things that need fixed at the school and that's not right. That is my money that I get from the state to help with my transportation, rent, etc. Another thing is, the other campus gets away with A LOT more than we do. They have A LOT more supplies than we do. Please feel free to correct me but WVBC started here in Nutter Fort, not Wheeling. I do not wish ill on the students or staff there but I as well as other students at the Nutter Fort Campus feel in a sense cheated because we aren't given the same opportunities as the other and that's not right. We should all have the same training, supplies, etc.

West Virginia Business College - Nutter Fort, WV (00010868)

00010484 Faculty

Good working environment and qualified instructors teaching in area of expertise giving students a quality education that prepares students for their future careers.

West Virginia Business College - Wheeling, WV (00010484)

00010484 Faculty



Good working environment and qualified Instructors teaching in area of expertise giving students quality education to prepare them for future careers.

West Virginia Business College - Wheeling, WV (00010484)

00010484 Student

I enjoy going to this school. The faculty makes you feel like an individual and not just a number.

West Virginia Business College - Wheeling, WV (00010484)

00010868 Staff

"Everyone tries real hard. "

West Virginia Business College - Nutter Fort, WV (00010868)

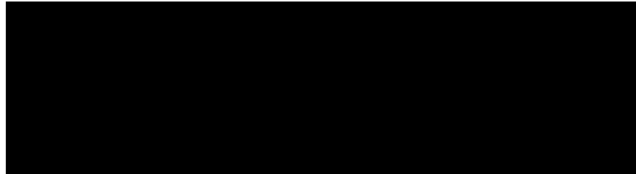
00010868 Student

I feel that our campus is nothing compared to the Wheeling campus. We do not have proper medical equipment that is needed to adequately learn and be prepared to go out in to the work force. We are charged money for a medical lab fee, yet we technically have no lab. We are unable to get our sticks for phlebotomy, yet Wheeling is able to. We all pay the same tuition amount but are unable to learn hands on. We have wonderful instructors but they're unable to teach adequately with the resources they have. Our school is completely falling apart. Paint is peeling off the walls, we do not have adequate heat or air. I also feel that the school officials shouldn't have any say so in our financial aid loans. They're loans, therefore we have to pay them back. Its our money.

West Virginia Business College - Nutter Fort, WV (00010868)



July 25, 2016



## **Official Complaint Letter**

Did you follow the campus grievance policy? **Yes**

Additional Details:



Do you wish to remain anonymous? **Yes**

School: **10868 - West Virginia Business College, 116 Pennsylvania Ave., Nutter Fort, WV**

Your relationship to the School: **Former Faculty**

**Complaint: I Have witnessed forging of students documents for Financial Aid. I have witnessed students being kept on paper instead of being dropped to keep money coming in and also to look good on paper for ACICS accreditation. I have witnessed lying to the medical students to get them to enroll.. ( internships that don't exist) I can provide names of the students who never went on an internship. They also have cheated students out of stipend checks due to attendance .. that is kept on the AA'S computer and a hard copy in her desk. I have also witnessed fake scholarship tests sent to wheeling, to make it look like NF is giving the tests.. ( all scholarships have been to wheeling for the past 10 yrs) They also follow a Procedural Manual that they don't want ACICS to find out about.. all employees are told to deny this.( its attached at the bottom) All students are also promised that they will have Phlebotomy,, they practice on a arm that has no veins and needs new skin.. NO LIVE sticks at all per Wheeling and the owners. All equipment has been purchased by faculty and faculty that had equipment donated to school from Heartland Assisted living facility ... No needles or anything has been purchased and some students they can't practice on the fake arm due to this. They have also been without an instructor and have had other faculty teach these classes that have no medical back ground what so ever. They have other faculty who have had to cover 3 classes at a time due to no instructor for the day. they have also had to have the AR to transmit FA due to no one else to do it. Emails sent out on stratuswave.com**

July 25, 2016

Page 2 of 2

**[REDACTED] I kept them all for 3yrs. Where we were told to do unethical things to the files in order to keep them updated.. ie forging students names and parents names. [REDACTED] is one of the students . [REDACTED] is another . [REDACTED] is also one. Plus to many more to name. Other staff have witnessed this as well and will testify or submit an affidavit. I hope this is helpful. Its a disgrace how the students are being mislead.**

### **BUSINESS HOURS**

|                          |       |      |                                      |
|--------------------------|-------|------|--------------------------------------|
| <b>WVBC Opens</b>        | 7:30  | a.m. | Monday, Tuesday, Wednesday, Thursday |
|                          | 9:00  | a.m. | Friday and Saturday                  |
| <b>WVBC Closes</b>       | 10:00 | p.m. | Monday, Tuesday, Thursday            |
|                          | 5:00  | p.m. | Wednesday                            |
|                          | 4:00  | p.m. | Friday                               |
|                          | 1:00  | p.m. | Saturday                             |
| <b>Break Week Opens</b>  | 8:00  | a.m. | Monday, Tuesday, Wednesday, Thursday |
|                          | 9:00  | a.m. | Friday                               |
|                          | 9:00  | a.m. | Saturday                             |
| <b>Break Week Closes</b> | 7:00  | p.m. | Monday, Tuesday, Thursday            |
|                          | 5:00  | p.m. | Wednesday                            |
|                          | 4:00  | p.m. | Friday                               |
|                          | 1:00  | p.m. | Saturday                             |

### **5-27-15(4-10-15) INTERIM- CLASSES/ADVERTISING/PROCEDURE-27**

Math and Interpersonal Communications are always taught at Interim. Begin with Math - 2 hours - 10 minute break after first class -IC is taught for 2 hours. **No other breaks are permitted.** Classes are 6 weeks in length. Same syllabus is used for 12 week course. DR advertises for Interim teacher with specialty classes in computer, medical, legal. Wed. after drop/add, AA posts on roster in PRC book, students class,name,teacher.

**Monday** before start, AA orders books for all expected starts. **Friday** before start, teacher emails DR handouts. **8<sup>th</sup> week** DR completes -27 Evaluation-Interim teacher.(see *qtrly.evalua.*)

FA Completes 32 Friday before start.(see *sign in sheet Verification etc.*)

### **5-27-15(3-3-14) APPOINTMENT SETTING-DIRECTOR /FINANCIAL AID**

DR/FA schedules appointments for interviewing new employees after 1:00 on Monday through Thursday or anytime on Friday and Saturday. FA schedules appointments with students on **Friday or Saturdays**. Appointments are given to DR/FA assistants to place on their calendars.

### **10-21-13 APPOINTMENT BOARD-COLOR CODE DR/AR-1**

**BLACK-AR:** -during morning meetings, AR posts on DR board under date, **all** appts. made to give presentations-“time, name, telephone #.

**GREEN-AR:** AR writes under date, applicant’s name, FA and time. AR gives completed application and -1 to FA. AR informs FA if student is in default now, if known. (*DR See DEFAULTER COUNSELING SESSION.*)

**BLU:** **DR** re-enrolling-write name under date, time. All “other”appts.-name/purpose.time under time. “interviewing/counseling”. End of each day, erase appts. change date at top.

### **5-18-15(3-15-13)APPOINTMENT BOARD –COLOR CODE-FA-1-98**

**GREEN-** (*Only FA writes on FA board.*)As FA receives a completed app., -1 and applicant has FSA ID#, FA writes applicant’s name and time of appt. FA writes applicant’s name on spread sheet (98) with pertinent information. (*If applicant is in default-counseling session is completed per DEFAULTER-COUNSELING SESSION*)

**BLUE-**Meetings scheduled for Friday/Saturday with current students.

**RED-**Any other appointment FA has that day. At end of day, FA updates their board.

### **5-22-15 (4-21-15) CALENDARS**

DRs, AA,FA,AR,CSR on Wednesday-6<sup>th</sup> week emails the GM stating “have a nice day”.

**8-5-15(5-27-15) ADVERTISING FOR TEACHER/STAFF POSITIONS**

DR verifies the WEB page has "positions open" section current, asking for resumes for teaching and administrative positions. If advertising must go in newspaper, DR sends copy of ad to GM with check req. seeking approval. Ad runs Sunday, Monday and Tuesday. All 4 year degree resumes are kept indefinitely for possibility of hiring for teacher.

**5-8-13 INITIAL INTERVIEW-BEFORE PREPARING-OBSERVATIONS-TEACHERS/STAFF**

DR/FA reviews resume before beginning interview noting applicant meets Teachers/Staff requirement-degree(s), certifications, work experience etc..(See "*Hiring Requirements Teacher Staff-Exception for medical teachers*")

**Interview-Preparing-Teachers/Staff**

- a) Identify most important knowledge areas that will be needed for position you are looking for and what skills and ability the ideal candidate should possess.
- b) Create some specific questions to ask all candidates that clearly and behaviorally demonstrate that they have these critical factors and skills. As applicant to demonstrate their skill, solve a problem that clearly and concretely provides proof you need, to make an "informed" decision.
- c) Be ready to ask specific and measurable questions of candidate
- d) Be ready to ask if they consider themselves successful. If "yes" ask for a specific example of their success
- e) Be sure to ask questions to know "enough" about a candidate before hiring

**Initial Interview-Observations**

The following observations must be noted as soon as the interviewing begins:

- a) Is appearance professional? Are they outgoing? (*offers to shake hands*)
- b) Does interviewee ask questions about their responsibilities? (*Aggressive*)
- c) Projects confidence? (*Posture "I can attitude" eye contact-cheerful*)
- d) Make notes, attach to resume.

**1-1-13 INTERVIEW-PRIOR TO SECOND INTERVIEW-REFERENCES**

Before setting a second interview, references must be called. Call at least two past employers and one personal reference (*notes in file*) and ask the following:

**Previous Employers**

1. Would you rehire this person if you had a position open?
2. Was he/she late for work? Did he/she miss much work?
3. How did he/she get along with other people on the job?
4. How did he/she get along with the general public if he/she met them?
5. How was his/her telephone manners?
6. Did he/she volunteer to stay overtime when warranted?
7. Did he/she always look and act professional?
8. Was he/she self-motivated?

If employers will not answer questions, note on application. (*you can ask any question you want but the applicant does not have to answer*).

### Personal references

1. How long have you know this person and in what capacity?
2. Do you feel she is trustworthy and dependable?
3. Do you feel she is professional in appearance and attitude?

Before offering the position to applicant, DR/FA asks “Would you care enough about a student to spend extra time with them if they asked for help?” DR/FA should give two or three scenarios asking how they would handle it. (*Staff position- applicant is given a timed writing. Applicant is expected to type a minimum of three minutes, 45 wpm with only 3 errors and must also be computer literate. Timed writing is placed in their file*)

8-1-13

### **HIRING REQUIREMENTS-TEACHERS/STAFF**

All **teachers must** have a minimum of a four-year degree. Medical teacher – 2 years degree with **written** certification(s) and/or **extensive written proof of experience in their file**. An **official transcript** (*not “issued to student”*) **must** be in their file before the end of their **first** month of employment. If it is **not** received by **end of the first quarter**, teacher **cannot** be asked to teach again. Teacher can teach only classes **passed** on their **transcript** (*highlight*). **Work experience** in class(s) to be taught, must shown on their **written documentation** what they do/did in this position. This documentation must come from their direct superior. Staff **must** have a **minimum** of an Associate degree.

9-30-13

### **TEACHER’S Ts-QUIZ**

**Monday, first week of each quarter**, DR makes a copy (*front and back*) of the **most current** Teacher’s Ts, if not already in file, and has each teacher, read and sign the last page of the “Ts” for their file. During the **7<sup>th</sup> week teachers meeting**, DR gives a short quiz on the Teacher’s “T”s. DR reviews the incorrect answer at the next teacher’s meetings. Quizzes are kept in teacher’s file.

9-21-14

**TEACHER'S "T"s COVERAGE**

TEACHER'S "T"s ARE TO BE READ AND FOLLOWED BY ALL TEACHERS.

DIRECTORS WILL GIVE A QUIZ ON "TEACHER'S T" ON THE **SEVENTH WEEK** OF EACH QUARTER. COPIES OF THE COMPLETED QUIZ ARE KEPT IN EACH TEACHER'S FILE.

**TEACHER'S T'S ARE CONFIDENTIAL AND ARE NOT FOR STUDENTS REVIEW!**

4(a)

T-1 1-27-14 **TEACHER PERFORMANCE EVALUATION-27**

DR evaluates new teachers periodically during the first 6 weeks and there DR evaluates All teacher in each class at least once a quarter. **Teacher will not be notified ahead of time**– classes are to proceed per syllabus. This enables the DR to monitor the progression of each class assuring the syllabus is being followed daily. Peer evaluations are to help assist teachers in improving teaching techniques.

6-2-15 (6-9-14)**LESSON PLANS – 41-LOCAL LIBRARY VISITS /GUEST SPEAKERS-93**

Teachers **email lesson plans-41 Monday morning before classes** to DR. Plan **must** indicate teachers are taking students to local library once a quarter for research or assigning research on the online “library”. Lesson Plan identifies homework, quizzes, test and assignments as well as guest speakers and field trips.

1-27-14 **TEACHER PROFESSIONAL GROWTH/DEVELOPMENT**

DR makes appointments with teachers during review/exam week firm up teaching schedule for next quarter. Books/syllabus for these classes are given to teacher. DR **strongly encourages** professional development for each teacher, i.e. taking **FREE** classes at WVBC or outside of WVBC, seminars, computer seminars, professional magazines, belong to professional associations and clubs to improve teaching techniques. Documentation **must** be given to DR showing their professional development, which is placed in teacher’s file. This information is needed for ACICS Date Sheets.

7-5-13 **EXCUSED ABSENCES**

Excused Absence definition – Means the student **can** make up their work **if it is the teacher’s policy but student still is marked A-absent. No exceptions.**

6-2-15(7-5-13) **UPDATED STUDENT CONTACT-84**

Second week of classes, teachers have all students complete-84 (*blank forms in mailboxes*) and gives -84 to FA directly after classes that day.

6-29-15(7-5-13) **STUDENT CONTEST**

AA posts by teacher’s mailboxes on registration day, a list noting date, name of the teacher/class that will be responsible to participate in the contest  
**WHEELING**-Class noted on “contest list”-displays on bulletin board located in the annex by student’s restroom. **NUTTER FORT**–Class on “contest list”, displays on bulletin board selected by DR. Second Tuesday of the quarter, teacher has designated class on list post their display. Monday of third week, teacher has students take down display during the first 10 minutes of their class. Tuesday, during class period, teacher has class prepares and posts a bulletin board which has a direct bearing on the class. Teacher interacts with class while preparing display and stresses the purpose is to help students learn to work **together** as a team and develop ideas for projects as if they were working. **Thursday** of the 10<sup>th</sup> week, **staff** votes on “best” display. If there is a tie, a drawing is held by DR **same** day. Winning class receives a pizza party **Tuesday of 11<sup>th</sup>**



week, before review/exam week. Winning class meet in student's lounge during class hour. 4(b)

## **T-2 SPECIAL QUIZ-CLASS PARTICIPATION**

All teachers give a "class participation" quiz on the black board Monday **every** week in **each** class (*except first and last week of a quarter*) beginning 2<sup>nd</sup> week and ending 11<sup>th</sup> week of a quarter. **Two** (2) questions are asked, based on previous Thursday's class. Teacher writes "QUIZ" on board and writes two questions. i.e. "Did we cover the entire chapter Thursday?" or "Did we have a test Thursday?" or "Was homework assigned Thursday?" etc. **No make-up is permitted for this test.** Absence on Monday has student earning an "F". Grade is averaged into final grades. **This is a pass/fail test.** Test **must** be easy to motivate students to attend class on Thursday and Monday to earn an "A" and help bring up their grades.

1-15-14

### **WVBC OFFICIAL FORMS**

Friday of break week, AA emails all current forms listed below to all teachers. (*These forms are always available on the CSR computer if teacher does not have their own computer*):

-28 Substitute Teacher -33 Repair Orders 35-Guest Speaker Thank You  
-41 Lesson Plans -44 Teacher Attendance/Call Log -54 Problem Solving  
-58 Class Format -77 Advising -84 Updated Student Contact  
-83 Field Trip/Guest Speakers -93 Library Visit/Guest Speaker -115 Input Staff/Teacher  
As these forms are completed, teachers email to AA.

1-20-15

### **REPAIR ORDERS-33**

Daily teachers notify DR by completing a -33 whenever anything in their classroom needs repaired.

1-1-13

### **INSERVICE-TEACHERS**

DR holds an In-Service on registration day each quarter and all teachers must attend.

7-1-13

### **ADVISING-54-77** **TEACHER/MENTORS**

During meetings with students, mentors are to explain "this is not a complaint session – we want to know about you – positive things about you as well as any issues you may have." Teachers help students with academic issues relating to their class(s). Once the issue has been rectified, teacher completes a -77 and emails to DR and student's mentor. If teacher was unable to handle this issue, teacher refers student to their mentor, emails student's mentor and DR a detailed -77 of the student's issue. Mentor must seek student out and make an appointment with them during mentor's free time or before/after classes. Mentor completes a -77 if issue is solved and emails all -77 to the DR. If mentor is unable to help the student, mentor completes a detailed -77 of their own and emails all -77 to DR. DR works with staff/faculty to solve the problem. DR emails a response to the mentor explaining the solution, if one is determined. Mentor meets with student and if mentor is unable to satisfy the student with response DR gives, **mentor completes a -54 emailing to the DR. DR emails the mentor designating a time all three can meet.** After meeting, DR completes -77. **Copies of all -54 and -77 are printed and placed in**

**student's file.** Immediate attention to the problem helps “save” students from ultimately giving up.

4 (c)

**T-3**

**MAKE-UP TESTS/QUIZZES/EXAMS POLICY**

Teachers are permitted to have their own policies on students making up quizzes/tests. **Exception-Monday Quiz on previous Thursday material-No make up.** During first day of class, teacher informs students of their policy and emails their policy registration day to DR and students. If the teacher permits students to make up tests/quizzes: teacher administers test/quiz after classes. This is given on teacher's own time-before/after classes, office hour, or Friday, Saturday. Make up tests **cannot** be taken during classes or given by anyone else. Teacher **cannot** send student out of class to take the make-up test. Student must attend the class to be counted present. Teacher must do a different test than the original test already given. Teacher must be consistent in applying their policy. No exams are given early without prior arrangements made with DR. This is done only under “very special circumstances” **Documentation must** be in file for taking an early exam. No one can give the exam or grade the exam but the teacher.

1-16-15 **TEACHER'S ATTENDANCE – 34a-FINAL GRADES**

WVBC teachers keep attendance for students academic standards of progress. Grades and teacher's attendance are kept daily on -34. Final grades are posted on -34a and registration cards by teacher at end of quarter no later than Friday at 1:00 of exam week. -34a is given to the office.

3-1-13

**TEXTBOOKS COPYING**

**No copies are made from textbooks for students.**

7-6-13

**FIELD TRIPS-GUEST SPEAKERS-83**

One field trip and one guest speaker is mandatory each quarter per each class. Teacher contacts a guest speaker and sets an appointment. Teacher requests the speaker to come 5 minutes before the class is to begin. Teacher meets guest and take to their classroom. Trips and guest speakers must be relevant to the class and supervised by the teacher. **Teachers do not drive students anywhere.** If a teacher drives students, they are responsible for any liability that may occur. Form -83 is emailed to DR 48 hours before trip/guest speaker is planned and an approval/denial will be received by email. If a student does not show up for a field trip/guest speaker, they are marked absent. Attendance is always taken on field trips/guest speaker. Field trips/Guest Speakers are not scheduled AFTER the 10<sup>th</sup> week. DR has teachers send a thank you note to the speaker/business.

**T-4 1-16-15 TEACHER'S DAILY ATTENDANCE - CALL LOG -44**

**WVBC has no Tardy Policy. This is up to the discretion of each teacher! Teacher must tell students their policy first day of class as to their tardy policy.** During the beginning of **each** class after registration day, teacher writes on -44 each student's name attending that class. At the end of the teacher's last class, -44s are given to the AA. Once drop/add period ends, teacher receives an **official** roster Tuesday and a -44 for each class, listing all students who are to be in their classes. Teacher's attendance is kept on -44 by teachers throughout the quarter **daily**. **No exception is made** for a student- when they are **NOT SEATED** in class, they are marked absent! (*excused absence only permits student to make up work/tests if that is teacher's policy only –student is still marked ABSENT (A)*) Individual makeup policy is enforced by the teacher. Teacher is responsible to call/email all absent students giving them homework assignments and show concern for the student being absent. A note is written on -44 before turning in to DR. (*Teacher notifies mentor that student cannot be reached*). Mentor attempts to contact student and completes a -77 which is emailed to the DR. Teacher encourages student to attend classes or call the office if unable to attend. Teachers need to make more than one attempt at different times to determine why student did not attend class. If the teacher does not drop off their -44 to the AA, AA contacts the teacher asking for the information and have them come in early the next day with their -44. DR reminds teacher that this is to be given to AA at the end of each day.

1-1-13

**CLASS FORMAT-58**

All teachers must follow -58 when conducting a 55 minute/75 minute class period. DR posts -58 near the teacher's mailboxes. Classes cannot be started late or dismissed early regardless of the reason. Class cannot be moved without prior approval from DR who is the only person permitted to cancel/shorten a class.

7-5-13

**PRE-EVALUATIONS**

WVBC monitors the quality of each class being taught and the quality of the teacher based on objectives listed on syllabus. Teacher determines what they want their students to learn by end of the quarter. Pre-evaluations-Teachers review syllabi once assigned a class, then write a pre-evaluation and lesson plan accordingly. True/false/multiple choice questions should be limited. This permits DR and teacher know if goals set have been accomplished. Teacher needs to determine 5 major goals they wish to cover during the quarter. Under five major goals, ten questions relative to these goals should be asked. (50 questions total). Pre-evaluation is given to DR by Tuesday of break week to review. Teacher administers pre-evaluation on Tuesday after registration day to all students in each class. Teacher explains "this is a guide to enable the teacher to evaluate each student and how they are progressing during the quarter. Teacher explains to student they should not expect to answer most of the questions correctly, since generally, they have never taken this class prior to attending WVBC. Teacher explains "this does not count in your GPA/CGPA". At end of class, pre-evaluations are collected, graded and given to DR by Friday, 3:00 p.m. at the end of drop/add week. (*Each time a book changes an updated Pre-evaluation must be made by teacher*)

4(e1)

4-15-15 POST EVALUATION - EXAM

The post-evaluation is to be similar to the pre-evaluation and given (day) Wednesday, Thursday for each class and (evening) Thursday during the 11<sup>th</sup> week of the quarter. This is the final exam. After posting all final grades, these evaluations are given to DR no later than Friday, last day of the quarter. DR completes a synopsis of the evaluations and meets/emails with teachers each quarter to review, determining if goals were met in each class and if not, how do they plan to meet their goals in the future. (DR completes -77 for each teacher's file for future referencing) A new pre/post evaluation (exam) is compiled by teachers each quarter for each class. Same evaluations already given are not to be used again. *(Each time a books changes the Pre Post Evaluation is updated by teacher)*

1-16-15 TEACHER'S ATTENDANCE POLICY34,a,b-44-72

A teacher will not fail a student based on attendance alone. A teacher may award a passing grade of "D" if merited. *(If a class is a pre-requisite for another class, the teacher must review the student's academic ability before awarding a "D").*

P = Present-Actually sitting in a seat.

A = NOT sitting in seat

E = Exam exemptions

H = Holidays in quarter per WVBC Catalog

C = Cancelled classes.

ONLY the DR can cancel/dismiss classes early. Staff members report to work, teachers do not. DR cancels when Community College cancels classes – "weather related only."

DR calls TV/radio stations by 6 a.m./5:00 p.m. If classes are dismissed early, Day-shorten each class 10 minutes. Evening-shorten each class 15 minutes. DR emails teachers when this is to happen. Teacher is **NEVER** to cancel a class or informs students they will be absent for class the next day. If teacher is absent, it is the teachers' responsibility to call a substitute. If no substitute is provided by teacher, **Director** will find a substitute by checking "substitute list" turned in by each teacher each quarter. If none on this list are available, DR assigns a teacher that has a free period at the time of the class to teach the class using current syllabi and taking attendance. DR will determine why teacher did not make their own arrangements as required. Note is placed in teachers file to refer to for future employment.

Many, if not all, students receive some sort of financial aid. Official verification of attendance is required of teacher by the Office of Education and other agencies.

Opinions are **not** accepted on attendance. The student is either **IN** the seat or **NOT** in the seat. Anyone falsifying a students' attendance, does so at their own risk and assumes all liability associated with the fraud, including employment termination.

**“P” and “A” are a factual record** kept on the 34a,b and 44 by teacher and are recorded on the Master Teacher’s Attendance Log (72). These are official documentations and **must** match the 34a, b and 44.WVBC has no (T) Tardy policy. Teacher handles whatever disciplinary action deemed suitable.

4e(2)

1-1-13 **TEACHER’S SCHEDULE/FREE CLASS-40**

DR reviews official transcript(s) of teachers, determining if a teacher has on their official transcript(s) classes assigned to teach each quarter. (*highlighted*) If work experience is to be considered in the equation, pertinent documentation **must** be in the teacher’s file. It is the teacher’s responsibility to get the documentation to DR before being assigned the class. As a benefit, WVBC teachers are permitted to take any class at WVBC at “no charge”. (*Teacher is required to purchase book/materials needed for the class-except scrubs*). Teacher is considered a “student” and follows all procedures students follow. An official transcript is issued upon passing the class. Once the official transcript is received by the teacher, they are permitted to teach the class they passed.

1-1-13 **EMPLOYEE HANDBOOK -146a-g**

All teachers are given a copy of the Employee Handbook day they are hired to read, implement and keep for their records. (*signature page signed and in employee’s file.*) **January, first week of each year**, DR has copy made for **ALL** employees. (*signature page signed and in employee’s file.*)

6-3-15(1-2-13) **MID-TERM GRADE POSTING-TEACHER PLAN**

**No mid-term exam** is required. A mid-term grade is posted on registration cards by Friday-6<sup>th</sup> week of the quarter. (*This shows student’s progress for SAP*) All posting is completed in the office. Formal notification to students of mid-term grades is **not** made. If student earned D or less, teacher makes a **written plan** by the following Monday-emails to DR. Plan is to help student bring up grade(s). Teacher speaks with student the next Tuesday explaining the plan to help student bring up their grade. Teacher **does not** tell student they earned a D or less. Students are informed they are not doing as well as they could and teacher has a “plan” to help improve their grade(s). Teacher -77 is completed and emailed to DR and student’s mentor. DR reviews and files.

6-3-15 **EXAMS/REVIEW/POSTING FINAL GRADES**

**EXAMS:** All students **must** take exams **except** those who have completed a class with an “A”. **REVIEW:** First two days of the 12<sup>th</sup> week are used for review. (Day) Wednesday and Thursday are exams. (Evening) Thursday is exams. Final grades are posted by Friday at 12:00 pm.

7-5-13 **HONORS PROGRAM**

Honors program is open to all students. This is based on individual class performance. Student **must** receive an “A” as a final grade in their class. By **Thursday before exam/review week**, student is exempt from attending the review and exam for **each class** they earned a final grade of “A”. DR emails/telephones students to excuse them from attending that particular class.

(Under no circumstances does the teacher tell students they earned an "A" and do not have to take the review and final exam. If this occurs, DR places -77 in teacher's file for future consideration for hiring)

4(f)

8-1-13 **SUBSTITUTE TEACHERS-28**

Teachers are **required** to give to DR on **registration** day, (1) one name and telephone number of someone with a 4 year degree. (**NOT** *currently working at WVBC*), who is available to substitute for them during the quarter. DR composes a list with these names and emails to all teachers to use. (*DR posts this list by teacher's mailboxes.*) Teacher is responsible for calling their substitute and make arrangements with their substitute. Teacher asks the substitute to arrive 15 minutes before the **first** class to pick up their material(s) from the DR. Teacher is responsible to email a -28 to DR the day before being absent. Substitute must actively "teach" per syllabi (*not just take attendance and monitor class*). Lesson plan and syllabi must be followed. (*When a teacher does not make arrangements for a substitute, DR completes a -77 for the teacher's file for future consideration of employment.*) It is the current teacher's responsibility to pay substitute teacher. (*If the current teacher did not get a substitute, when possible, if a current teacher is free, DR ask them to teach the class. DR adds to current teacher's pay deleting from teacher's pay who did not get a substitute.*) Note on Payroll if non-compliance.

4-15-15 **PAYROLL**

Employees are paid twice monthly 5<sup>th</sup> and 20<sup>th</sup>. Checks are distributed by DR at **12:00 pm/5:30 pm**. If the 5<sup>th</sup> or 20<sup>th</sup> falls on a Sunday/holiday, checks are given the next working day. The day an employee leaves WVBC employ, DR notifies GM who notifies accountant and check is mailed directly to the ex-employee's most current address on file. All questions regarding teacher/Dept.Head pay is directed to the DR. (*cc email to GM*)

8-1-13 **INPUT FROM TEACHERS-115**

If a teacher wishes to submit a change for books or make a suggestion to improve WVBC-115 is emailed to DR. Teacher suggestion must benefit the student and WVBC. Suggestion must be informative and completed in its entirety. If it is a class or program change, a survey of the community will be completed at both campuses by teacher and DR to determine if the community is in need of this class/program per ACICS criteria. If DR feels suggestion is acceptable, DR notes why they accepted the -115 and forwards to the Pres/VP/GM. Once received and decision is made, email is sent to the "other" campus DR and teacher to review and if approved/denied the DR at "other" campus replies to the Pres/VP/GM. When a decision is made, a reply is sent to both DRs to inform the teacher of the decision. (*-115 and all responses are kept in the Correspondence files.*)

4(g)

**T-7 STAFF AND TEACHER EVALUATIONS BY STUDENTS-29a**

Monday of 8<sup>th</sup> week of quarter, DR gives each teacher -29a to have each student in their 10:00 a.m./7:20 p.m. class to complete. Evaluation is given at the beginning of class while the teacher is taking attendance. Teacher is to **emphasize** that if student would like a change to be considered based on their responses, they must sign evaluation. If not signed, it is assumed that student is not serious and no consideration is given to their evaluation. Since only the DR reviews evaluations, student should not be “afraid” of any consequences. Teacher explains this is a tool to help WVBC get a general consensus of students attending now. WVBC feels input of students is valuable and will help WVBC grow. After completed, teacher collects and a student is asked to take to the DR now. This should take no longer than ten (10) minutes. There should be no discussion in the classroom concerning this evaluation. (*Teacher should never feel “threatened” by these evaluations.*) Once reviewed, if DR feels a teacher needs informed about anything in particular DR will notify them.

4-6-15 **MENTORING-77**

All students are assigned a new mentor on registration day. (*This enables all mentors to get to know all students*). AA emails mentors Friday before registration day, a list giving their student names and phone numbers. Mentor must mentor their student a minimum of twice a quarter. (*-77 completed and email to DR each time*). As new quarter begins, AA compiles a new mentor list. AA posts “mentor’s office hours” (*teacher’s free period*) on student board. Mentors email their “office hours” to students reminding students they need to email their mentor and make an appointment either during mentor’s free period, before or after classes or Friday/Saturday.

1-2-13 **CATALOG-WVBC**

All teachers have access to the current WVBC catalog via the college website at www.wvbc.edu. Teachers are responsible for reading the catalog in its entirety and all questions are to be directed to the DR. When students have questions about their catalog, teachers refer students to the website or the DR. Teachers **do not give their “opinions”** on the catalog to students. If teacher feels something is not “right” in the catalog, teacher meets with the DR expressing their concern.

5-3-14 **BEHAVIOR IN CLASSROOM-DRESS CODE**

If a student brings food or drink into the classroom, teacher asks student to leave and discard item in the student lounge – **not in classroom**. When student leaves and doesn’t return timely per teacher timeline, student is marked Absent. If student is not dressed per catalog dress code, they are sent to the DR and not permitted in class until DR emails teacher saying they are permitted back to class.

**ALL CELL PHONES MUST BE TURNED OFF BEFORE ENTERING THE CLASSROOM. STUDENTS ARE NOT EXCUSED TO LEAVE THE**

**CLASSROOM. IF STUDENT LEAVES, THEY SHOULD NOT BE PERMITTED BACK IN THE CLASS AND ARE MARKED ABSENT. EMERGENCY PHONE CALLS ONLY ARE ACCEPTED AT THE FRONT DESK FOR STUDENTS. STUDENT WILL BE CALLED OUT OF CLASS FOR THE CALL!**

4(h)

T-8 1-26-15

**TEACHER'S MEETINGS-68a**

Every Tuesday a mandatory teacher's meeting is held by DR at 8:30 a.m./5:30 p.m. DR assigns a teacher to take minutes during the meeting. **Second Tuesday** of the quarter, FA department attends the meeting explaining the FA procedure-how FA helps students obtain grants, scholarships and loans-explaining disbursement of checks. No individual student problems are discussed at teacher meetings. This weekly meeting is about **GOALS** – teachers setting goals and keeping goals. If anything needs discussed other than what the DR has planned, an appointment is made with DR. **The appointed teacher will type a 68a, listing teacher(s) names individually and their response(s) as to meeting their weekly goal, and what happened. Next, teachers name(s) are listed individually and beside each list what their goals for next week is and how are they going to reach them.** Form 68a is completed by appointed teacher and email to DR by the next day by 12:00. After reviewing, DR emails GM, VP, Pres. and all teachers. (*Copy of 68a is placed in correspondence file cabinet room "Meetings-Teachers Weekly"*)

7-5-13

**INTERNET USAGE**

Students are **NOT** permitted to use the internet during class for personal matters. Teacher is to verify students are using computers during classes for the subject being taught. Teacher do not use computers while teaching class for personal use. Class time is for teaching fundamentals of internet and computer programs per syllabi, not homework. **Computer teacher is to check weekly for computers not working properly and reporting to DR immediately.** No programs are to be uploaded to computers other than what WVBC DR has placed on them. **Computer teacher keeps computers "clear" of any information that should not be on the computers at least weekly after talking with the DR about what should remain.**

\*\*\*\*\*

6-22-15

**TOOLS FOR EFFECTIVE TEACHING**

**1. GOOD TEACHING PRACTICES ENCOURAGES GOOD STUDENTS:** First day of class teacher reviews class syllabus and class outline with students. Handouts are emailed to the DR and all each teacher's students first day of class. Teachers bring in current news items, current events and discuss. This keeps the class's interesting and encourages students to interact freely. Visual aids are necessary, reflecting the class being taught as well as teacher decorating their own room- (remember- no tacks, push pins or scotch tape. Get sticky-tape from DR if needed.)

**2. ENCOURAGE COOPERATION AMONG STUDENTS:** Teachers need to encourage students to form study groups and exchanging phone numbers.



**3. ENCOURAGE ACTIVE LEARNING:** Teachers need to assign group projects to students, not just lecture them.

**4. PROMPT FEEDBACK:** Teachers need to know if students understand what is being taught. Teachers email homework assignments/graded tests within **24** hours. Teachers needs to ask periodically for students to write a note at end of class as to what was learned that day and turn it in.

4(i)

**5. COMMUNICATE HIGH EXPECTATIONS:** Students need to know what is expected of them and what standards are set by teachers notifying them by e-mail/verbal notification.

**6. GOOD PRACTICE RESPECTS DIVERSE TALENTS:** Teachers need to explain to students education is becoming more and more important for employment. Business world expects good grammar/spelling. Teachers must always correct students if their grammar/spelling need to be corrected. Points are taken off of paper for grammar/spelling errors per syllabus. Teachers should always be aware of their own grammar/spelling.

**7. ONE OF THE MOST IMPORTANT ELEMENTS OF GOOD TEACHING IS THE TEACHER MUST GAIN RESPECT FROM THEIR STUDENT:** If a teacher permits a student to come in late/leave early, talk in class, interrupt while the teacher is speaking, sit anywhere they wish, leave to go to restroom during class, there is **no** respect for the teacher. Remind students they have 5 minutes between classes to use restrooms. Students **DO NOT** leave the classroom to “feed the parking meters”. This is your classroom/take control. Students are adults. Teacher has the right not permit the student back in class if they leave for any reason. If a “medical” problem exists, they need to tell the teacher before class starts. You must demand respect or you will lose control.

**CELL PHONES MUST BE TURNED OFF DURING CLASS-NO CELL PHONE USAGE IS PERMITTED DURING CLASSES!**

**8. PREPARING:**

- a. Review textbooks/materials and set up your lesson plan in advance.
- b. Prepare attendance sheets as soon as possible after orientation.
- c. Obtain students’ addresses & phone numbers the first day.
- d. Notify students on how to get in touch with you the first day of class.

**9. POSITIVE INFLUENCE:** Do not promote confrontations in your class. Focus on solving problems. Discourage complaints. Bring serious concerns to “Powers that Be”. 59a (1-17-14)

**10. BE FAIR, ATTENTIVE, REALISTIC, CONSISTENT, EXPLAIN THINGS:**

Clarify your expectations of your students and ask what expectations they have of you so each of your students understand fully from the start what direction your class is going. If you say you’re going to do something - stick to your word. Hold yourself accountable and impart this to students so they’ll accept responsibility. Always offer students a chance to explain themselves or offer input. If their presence is valuable, then so is their input. Speak/treat students like they’re professional adults. Seek feedback- stop once in a while to make sure you’re getting through to your students and making sense.

**11. LESSON PLANS:** Try to individualize lessons to touch upon specific needs of students. Take advantage of your own skills, intuition, judgment & trust them. Perform “assessment” of students-where they’re coming from & where they want to go-and help steer them in the right direction when they’re off course. Empower & challenge students

to improve & achieve; don't "spoon feed." Try to understand and accept the different types of students you have and adjust your lesson plans and instructional techniques to meet the needs as best you can.

**12. SHOW APPLICATION:** Students are paying for your presence and expect immediate results, so show them how and what they are learning applies to them and gives them what they're paying for. Teach students how to apply what they are learning  
4(j)

with real life examples and/or situations. Students lose interest if what they are hearing is not relevant to their personal/professional development. Avoid serious digression and discourage them from doing same.

**13. INDIVIDUAL MEETINGS:** Make time for individual meetings with students as a teacher and/mentor. Be accessible outside of class and provide them with work/home phone numbers. Maintain "open line of communication" policy with class. Contact students outside of class to "test" the waters letting them know you are sincere. Take time to prepare for everything and students will believe you are taking them seriously.

**14. LOOK FOR CREATIVE INSTRUCTIONAL OPTIONS TO SUPPLEMENT & ENHANCE TEXTBOOKS:**

- a. Utilize Internet information. Utilize public library and WVBC resources & video instruction. Conduct role-playing if it fits the subject. Assign responsibility-not just homework.
- b. Bring in interesting speakers
- c. Supplement instruction with handouts/visual aids.
- d. Ask students what they feel would enhance the instruction.
- e. Make up a game for a certain lesson or assignment

**15. ENCOURAGING STUDENTS TO THINK POSITIVELY:** When students openly complain, try to have them think positively. Don't listen to student complain about teachers/WVBC. By just listening, you are letting student think you agree with them. Let the student know you feel WVBC is a great school and all the teachers are just as great. If you don't feel this way you need to rethink why you are teaching at WVBC.

**16. SEEK RELATED PROFESSIONAL DEVELOPMENT OPPORTUNITIES WHICH WILL ENHANCE TEACHING ABILITIES:** Continuing education benefits teachers and students. Bring materials to class for students to review. Provide students with "mini-course" of something learned at seminar/meeting for their own personal professional use. Teachers give to DR documentation of seminars/meetings recently  
59b (1-17-14)

attended for their personnel file.

**17. ENCOURAGE STUDENTS TO BE PRODUCTIVE AND RESPONSIBLE:** Impart upon them the impact these qualities will have upon them in their professional lives. Make them take pride in their education and work. Provide students with applicable "real world" scenarios as to work quality and work place expectations. Have them maintain folders, calendars, etc., for class materials, homework, etc. Set deadlines for work, stick to them, and establish and uphold consequences for missed deadlines. Encourage students to apply/interview for jobs they might be interested in but wouldn't normally consider applying for.

## CHARACTERISTICS OF ADULT LEARNERS

- EMOTIONAL** - 1) Adults seek learning to cope with life changing events such as divorce, promotions, lay-off, firing, economic stress, loss of spouse, spouse's loss of job, kids grown up  
 2) 80% to 90% of adults are not motivated to learn for sake of learning-learning is means to an end, not an end to itself  
 3) Many adult learners have poor self-esteem and fear of failure  
 (4k)  
 4) School is not top priority in life  
 5) Takes errors personally
- SOCIAL** - 1) Adults bring multiple experiences to class which is a foundation to build on and potential barrier to learning.  
 2) Adults have multiple roles in life  
 3) Adult classes have students with diverse life situations  
 4) Off campus oriented  
 5) Little or no higher education experience
- MENTAL** - 1) Adults are ready to learn  
 2) Adults self-directed  
 3) Adults are problem oriented – they want to see real world relationships to learning  
 4) Adults want it now – life change is happening now and they want education to impact their life now, not four years down the road
- PHYSICAL** - 1) Eyesight declining  
 2) Hearing declining  
 3) Expect comfort seating, writing, temperature, noise  
 4) Memory declining

### **TEACHING ADULTS**

- CURRICULUM** – 1) Courses are oriented to a single concept, not broad survey and are oriented to apply to real world problems  
 2) Information contrary to what is already considered true needs to be integrated more slowly  
 3) Complex or unusual learning tasks need to be taught slowly  
 4) Courses are oriented to how-to, not just explanation of concept  
 5) Concepts need to be explained from more than one perspective
- CLASSROOM** - 1) Adult learner cannot be coerced or tricked to learn  
 2) Positive and continuous feedback is necessary  
 3) Comfortable surroundings-no long sitting (classes are 55/75 Minutes)  
 4) Do not put student on the spot to answer questions-draw them into conversations  
 5) Draw on student's experiences  
 6) Clarify expectations for course on first meeting  
 7) Be a facilitator, not a controller – use open ended questions, encourage discussion, allow student to practice in class  
 8) Protect minority opinions, allow disagreements but encourage

rational and logical responses, not emotional opinions, make connection between diverse ideas

- 9) Relate new ideas to student's experiences --integrate the new information with the old information

4(l)

- 10) Useful techniques-role playing-case studies-relate concepts to own experiences-team projects-group discussions-journals-one minute papers
- 11) Use email for handouts-paperwork gets lost
- 13) Employ both audio and visual formats
- 14) Allow more time-adults are more concerned with accuracy rather than speed
- 15) Use a variety of measures to grade students-essays, oral reports, papers, projects.
- 16) Be sure students know each other and you (what is your background) – introductions, small group exercises (be sure introductions are made each time)
- 17) Generate excitement towards topic and express interest in topic and student's learning topic.
- 18) **BE PREPARED AND TAKE CONTROL OF YOUR CLASS**

### **STANDARDS FOR STUDENTS IN THE CLASSROOM**

We must teach students the standards we hold in our classrooms. We can't expect students to know our standards by transference, by our reputations, or by trial-and-error experiences. Remember, there may be as many different standards in a school as there are teachers. In addition, what was acceptable in one teacher's room may be totally unacceptable in another teacher's room. Therefore, our definition of discipline must be accompanied by teaching students the standards held in our classrooms. It is a good idea for faculty to get together and do some deciding about expectations concerning appropriate behavior before addressing the issue with students. Expectations in the classroom must include the overall expectations of West Virginia Business College.

### **THREE VARIABLES OF A DISCIPLINE PROBLEM**

**TEACHER:** Too often, our thinking is totally in terms of student adjustment. Seldom do we think predominantly in terms of teacher adjustment. We should, however, because failing to do so is our first mistake in handling discipline problems. To be an effective disciplinarian, the teacher must become the primary adjuster. A teacher can be successful in getting students to adjust their behavior only by first adjusting his or her own behavior.

**PROBLEM STUDENT:** The only variable that you have 100% control of, all of the time, is you.

Teachers with the most discipline problems usually are those who do not control themselves. As a result, they make every situation worse – for themselves, the problem student and the rest of the class.

**THE REST OF THE CLASS:** Sometimes we forget that we can control and channel most classroom situations in a positive manner.

#### **FOUR RELATIONSHIPS OF STUDENTS**

**1.THE STUDENT AND HIMSELF/HERSELF:** A teacher can best begin helping a student by not writing the student off because of behavior, achievement, or personality. Our role as teachers is not to view students as we see them.

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Rather, it is to view them as they see themselves. This is the key to understanding behavior.

**2.THE STUDENT AND TEACHER:** All students enter class looking-consciously or subconsciously-for help and wanting, hoping, or wishing to be successful. A teacher's responsibility is to give help and cause students to be successful in class. If we fail in this responsibility, it is often because we are judging students are slow, ignoring their questions, overlooking their failures or classifying their interests as trivial. According to research, a person needs three things to be successful:

- One must feel successful
- One must believe that others feel that he or she is successful
- One must have ownership

The sense of ownership ties everything together. Anytime we deny ownership in a class, we increase the possibility of misbehavior.

**3.THE STUDENT AND PEERS:** The student who cannot relate to his or her peers is in trouble-and will generally cause trouble in a class. There is much a teacher can do for a student in order to fulfill the need for peer relationships. Such instruction techniques as peer tutoring and cooperative learning can help students interact positively with their peers. Lecture situations do absolutely nothing to help students develop peer relationships.

**4.THE STUDENT AND CURRICULUM:** We often think of the class and the curriculum rather than the student and the curriculum. Without a doubt, curriculum activities place some students in an impossible situation. Once a problem is detected, flexible in-class requirements, as well as proper teacher approach and attitude, can provide this student with fulfillment rather than frustration.

#### **THE FOUR MAJOR CAUSES OF MISBEHAVIOR**

If a teacher can learn to handle the misbehaviors resulting from these four causes, the majority of our classroom discipline problems would be resolved.

**ATTENTION:** Most students gain attention through normal channels. However, for some students, misbehaving is the only way of gaining attention. Most commonly, these students are the ones who speak out without permission, arrive late for class, or leave class to go to the restroom etc. They are all misbehaving for the purpose of gaining attention. Attention is the need which must be met. If they cannot get attention in appropriate ways, they will misbehave. Remember, giving attention reduces potential problems and cures current ones. You can identify attention as the cause for inappropriate behavior by the feeling the behavior generates within you. When attention is the reason for the misbehavior, you will generally feel annoyed.

**POWER:** We all have the need for power. Students express this need by open dissent, by refusal to follow rules, or by being controversial. Remember, these students usually feel defeated if they do as they are told. They truly feel that more power is the answer to all their problems. If they cannot gain power in appropriate ways, they will fight to gain it in inappropriate ways. You can identify power as the cause for inappropriate behavior by the feelings the behavior generates within you. When power is the reason for the misbehavior, you will generally feel threatened.

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**REVENGE:** There are some students who find their places by being disliked, feared or hated. Failure has made them give up trying to gain attention or power via socially acceptable methods. Unfortunately, they find personal satisfaction in being mean, vicious, and violent at times. The purpose of their misbehavior is revenge. They are also the students who write on desks and walls and damage others' personal property. If you have students who fall into misbehaving because they are seeking revenge, realize that only appropriate success will change them. You can identify revenge as the cause of inappropriate behavior by the feeling the behavior generates within you. When revenge is the cause of the misbehavior, you will generally feel fearful or angry.

**SELF CONFIDENCE:** Students who lack self-confidence honestly expect failure. They frustrate teachers because they are often capable of handling their studies successfully. Again, only success can change the students' academic self-image. You can identify lack of self-confidence as the cause of the inappropriate behavior by the feeling the behavior generates within you. When lack of self-confidence is the cause of the misbehavior, you will generally feel frustrated.

### EIGHT SECONDARY NEEDS

There are eight secondary needs and it is by meeting these needs that we can motivate students to study and learn, as well as to behave in appropriate rather than inappropriate ways. While these needs are also called derived needs, they are psychological and, most important from a teacher's standpoint, learned. Although the intensity of these needs varies from student to student, they are within us all. People are motivated to reach for goals-good or bad-to fulfill their secondary needs and raise their self-concept. Often failure to aim our teachers toward these needs lies at the core of our ineffectiveness. Many times, the problem is that we fight rather than fill these student's needs.

Worse, we may try to deny fulfillment of these needs and think such action is good. Yet, to be successful, one must search for the individual need-and then try to fill it in positive, constructive, and appropriate ways.

**GREGARIOUSNESS:** The need:

1. To associate with a group
2. Not to continually be alone in work
3. To avoid a solitary life
4. To be in the "inner circle"
5. To be a vital or intimate part of something

Students who have these needs are easy to identify. They:

1. Like organizing things
2. Often come to see you

3. Like to keep people informed
4. Would rather work with others than work alone
5. Often ask people if they can be of help to them
6. Will form their own clubs and cliques if their needs cannot be met otherwise.

**AGGRESSION:** The need:

1. To assert oneself
2. To be counted
3. To have one's say

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Students who have these needs are also easy to identify. They:

1. "pester" others to listen to their ideas
2. Tell people continually how they "feel" about everything
3. Would rather not do things "by the book"
4. Fight authority if they feel suppressed
5. Are often "anti" other departments-meaning they see no one's priorities as important

**AFFILIATIONS:** The Need:

1. For friendly relationships
2. To be close to "the boss"
3. To be liked by others
4. To work in union
5. To "possess" –to have a sense of place and/or ownership
6. To belong
7. To be sought out by peers and/or superiors

Students who have these needs are easy to identify. They:

1. Like belonging to clubs and especially like holding offices
2. Want to be in charge
3. Volunteer to work on committees
4. Love to plan social activities
5. Often exclude others from being part of the "inner circle"

**INQUISITIVENESS:** The need:

1. To know
2. To question
3. To pry
4. To even be a "busy body"
5. To obtain gratification by the pursuit of knowledge

Students who have these needs are easy to identify. They:

1. Question everything
2. Shoot holes in plans
3. Play devil's advocate
4. Like adding to other people's plans
5. Drive others crazy with their ideas
6. Want others to look at and praise everything they do

**ACHIEVEMENT:** The need:

1. To succeed
2. To be recognized

3. To progress and grow

Students who have these needs are easy to identify. They:

1. Plan and organize
2. Work hard to achieve goals
3. Try even when others won't
4. Are usually high achievers in the area of their interests
5. Often resort to tooting their own horns
6. Like showing others their plans, work and achievements

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7. Love to talk about what they're doing
8. Are often disliked and/or feared by others who feel inferior, diminished or "put down" in comparison.

**POWER:** The need:

1. To have the ability to act
2. To have control over one's own and/or other people's lives
3. To gain authority, responsibility and/or cooperation
4. To have certain rights and privileges

Students who have these needs are easy to identify. They:

1. Fight decisions
2. Want a title, authority, and/or responsibility and the rewards that accompany these positions
3. Speak out during class
4. Like to have the final say
5. Often think they "know it all"

**STATUS:** The need:

1. To be significant
2. To count, to be a "somebody"
3. To be a vital part
4. To change the status quo
5. To have one's say

Students who have these needs are easy to identify. They:

1. Are easily insulted
2. Think people look down on them
3. Want information before others get it
4. "go crazy" if decisions are made without consulting and/or considering them
5. Make themselves appear superior by making others appear inferior
6. Often put people down and attempt to put others in their place
7. Like to label others, prejudge those they meet, and judge everyone critically
8. Are joiners
9. Take on more than they can achieve
10. Are extremely concerned about personal appearance and what things they own

**AUTONOMY:**

1. To be one's own boss
2. To have a self-governing way of life
3. To do what one wants to do
4. To be a leader



5. To be able to provide input

Students who have these needs are easy to identify. They:

1. Like to make their own rules
2. Want a “say” in matters
3. Want to come and go as they please
4. Are often fighters
5. Will work toward goals and strive for maximum achievement

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#### NINE MOTIVATORS

There are nine basic human motivators. Some call them “people priorities” because they represent what is important to people. These motivators can be used with every student you teach. They are so effective that businesses use one or more of these needs in order to motivate people to purchase every product that has ever been sold. If you think not, read the newspaper or watch television tonight. See how many of these motivators are used in each advertisement. You may be amazed. You’ll probably see the need to apply them to your efforts to motivate pupils to exhibit appropriate behavior in the classroom.

**PERSONAL GAIN:** When you’re trying to get a student to change a behavior, always keep in mind that personal gain is the most powerful motivator. Whenever you’re trying to get a student to do anything, that student will consciously or unconsciously ask himself or herself “What’s in it for m?” or “What do I get out of it?” It’s called the primary question. If the student’s answer is “Nothing” your efforts to correct or change behavior may fall on deaf ears or even find resistance. Remember, students are constantly asking, “What’s in it for me to have this teacher, to follow this teacher’s advice, or to do as this teacher asks?” If you ask your students to work for you or to behave for you—the personal gain for you is obvious, but you have not answered the primary question. As a result, you cannot motivate students with your personal gain.

**PRESTIGE:** If you don’t think prestige is a motivator, just recall how students’ success in one subject or extra class activity often holds more weight with students than success in other subjects or extra-class activities.

59i (1-17-14)

Too, be aware how much prestige motivates people to be in specific groups or to wear specific clothing. The question is this: How can we use prestige as a motivator to get students to work hard, to follow class rules, and to behave appropriately in class? The rule of thumb is that giving students a sense of worth or making students feel important gives them prestige. Whenever we make students feel insignificant or powerless, the prestige motivator is taken away.

**PLEASURE:** The motivational value of pleasure is easy to recognize. It’s hard to make people want un-pleasurable experiences. Unfortunately, however, disciplining students can’t always be fun and games. But if you make changing behavior unpleasant or if you are a “You’ve got to pay the price” type person, influencing students to change behavior can be more difficult. Remember, learning how to behave appropriately and improving behavior are pleasurable. Becoming a more functionally successful human being is very pleasurable. The teacher who can keep unnecessarily unpleasant experiences out of correcting behavior will always be a more effective disciplinarian.

**SECURITY:** If we want to influence students to behave in appropriate ways, we must make them feel secure with us and with what we are asking them to do. Anything we do which makes students feel insecure may be counterproductive to changing behavior. There are already enough reasons in the classroom for students to feel insecure because of their inadequacies. Likewise, insecurity results automatically because of reasons ranging from poor behavior to poor academic achievement. At this point, we either choose to help students make things better so they can go on – or we decide to keep them insecure for a while. If we want to change behavior constructively rather than drive students further away, our course is clear.

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**CONVENIENCE:** Convenience is a big motivator and needs to be considered-not ignored-when approaching and trying to handle discipline problems. Unfortunately, when students misbehave we may think more in terms of teacher convenience than student convenience. That's why we need to ask ourselves a few questions if we want to use this powerful human motivator to correct discipline problems. Is it hard to talk to us? Do we ask students what they did and what they're going to do about it? Or do we ask why they misbehave? Do we offer simple or hard solutions? Remember, communication can make our task easier.

**IMITATION:** Imitation is the desire to be like others and to do what the majority-or minority-are doing. The idea is to use the imitation motivator to help students model the standards and behaviors we desire. Without the imitation model, we can have as many standards in the classroom as we have students. In addition, we need to know that if students model us in good deeds, they will model us in bad deeds as well.

**DESIRE TO AVOID FEAR:** Fear is a big motivator. It dominates the lives of many people, including students. We all have rational and irrational fears. A student's fear of trying is often the result of the motivator. Some students may misbehave rather than have classmates find out that they can't do a task even though they know misbehavior will bring big punishment. Make no mistake-some students misbehave and avoid us and academic to avoid fear of exposure – as well as failure. Therefore, if we use fear as a motivator to correct misbehavior and we think that it always works for us, we are mistaken. In fact, using fear may compound the problem.

**NEW EXPERIENCES:** New experiences include changes in what is done as well as in our way of doing anything. It is a powerful motivator and needs to be considered in all aspects of classroom managements. That's why the lack of new experiences may be the reason that always doing things in the same way when handling any discipline problem can work against our success. If we take new, varied and individualized approaches to correcting behavior, motivation can be enhanced. On the other hand, the "be nice; be mean; kick the student out of class" approach loses new experiences as a motivator.

**CARE:** Care is a motivator. It's easy to see why. It is the only emotion humans can't live without. Students must have it – and so must we. That's why teachers who try to correct misbehavior or get a student to choose appropriate behavior without demonstrating that they care will find resistance – and for good reason. The student will not think we care about him or her as a person. Worse, the student will believe our methods and desires are merely manipulations. Make no mistake: All people including students hate to be manipulated. Many will refuse to be manipulated. Remember, caring is a foundation for changing behavior.

## THE FOUR STEP DISCIPLINE MODULE

**BEHAVIOR:** Before you can try to change a student behavior, you must properly identify that behavior. The identification must be specific. For example, the talker, the cheater, the bully. Therefore, in the first step, you must specifically identify the behavior based on its characteristics. Pinpointing what the student does and says is vital because it will allow you to proceed through the process of changing the unacceptable behavior to acceptable behavior. It helps you avoid making generalizations about behavior and helps you zero in on the exact behavior you want to change. Once you get a clear picture of

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what you are dealing with, it will be easier to describe the specific behavior to the student and colleagues.

**EFFECTS:** Understanding the effects of the behavior is another vital part of your preparation for dealing with that behavior. It is important to be able to point out how the behavior actually affects the teacher, classmates and/or the learning environment in the classroom. To suggest any solutions, without first identifying which areas the behavior is affecting, is useless. If you first take the time to observe the effects of the behavior in question, you'll find it much easier to pursue workable solutions designed to bring about positive and constructive change. It should be noted that a student's behavior often affects only the teacher. If the student's behavior prevents the teacher from teaching, some changes in the behavior are necessary. Recognizing that the behavior affects only the teacher does prevent negative teacher action such as saying he or she is bothering the rest of the class.

**ACTIONS:** As the teacher you now decide methods, procedures or techniques that best fit each student's behavior. You may select one way to handle misbehavior and if it doesn't work, try another. If problem persists, WVBC is small enough that you can speak with your colleagues and listen to suggestions. Work the problem out together. Don't complain about the student. Develop solutions. Your professional responsibility remains and you must be open to all possible solutions.

**MISTAKES:** Often our solution in the classroom is to react personally rather than approach the problem professionally. By not being professionally, your actions will be destructive to the student and the rest of the class.

### **DISCIPLINE IS THE CHANGING OF UNACCEPTABLE BEHAVIOR TO ACCEPTABLE BEHAVIOR!**

Like academic content materials, our expectations of students' behavior must be taught to students and reviewed frequently. In the teaching process, we must realize that the only variable we can control 100% of the time is our own behavior. Therefore, we must be willing to make the first adjustment in our efforts to help students change unacceptable behavior to acceptable behavior. In handling discipline problems, we must keep in mind our relationships with students. How we treat one student can affect our relationships with all students. We must handle all situations in a caring and professional manner. This can be done by keeping in mind that the causes of student misbehavior are the following:

#### **Attention-Power-Revenge-Self-Confidence**

Misbehaving students have not discovered a positive means of gaining attention, power and self-confidence. Too, they have not realized that revenge hurts only the individual seeking it. Helping them discover these differences is part of our adjustment in teaching

the appropriate behavior. It is important for all educators to be good disciplinarians. However, effective discipline can't be achieved without understanding how student needs motivate students. Discipline and motivation cannot be separated.

**Cut here for file\*\*\*\*\***

**Sign and date that you have read and understand the teacher's "t"s dated 1-1-15 and will implement immediately!**

\_\_\_\_\_  
TEACHER'S SIGNATURE

\_\_\_\_\_  
DATE

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5-29-15(1-16-15) **NEW HIRES-AFTERWARDS- 4a-i/15a-d/42a-b/43/146a-f**  
DR/FA reviews with all new employees, WVBC Handbook, Catalog and Job Description. DR must review Teacher "T"s with all teachers Quarterly. Once handbook-146a-f, job descriptions, and signature pages are signed, they are placed in employee's file immediately. Copies of both all signed forms are given to the employee for referencing. No exceptions are made to this procedure. AR must sign Official Presentation-15a-d signature page before beginning work. DR files signature page only in employee file, giving Official Presentation copy to AR. **New employee information is completed BEFORE new employee's first day of work. (New hire paperwork is scanned to the accountant Friday BEFORE their first day of work!)** W-2 is sent to accountant's day employee begins work along with all new employee information that is needed for payroll. DR is responsible each quarter, to check teacher's pay scale according to new quarter's roster for employee file. (WVBC keeps applications on file for substitution teachers and or position opening if applicant is qualified in file labeled "Potential hires" and attaches interview notes to resume; note why applicant was not first choice. Keep indefinitely) DR begins personnel file as soon as applicant is hired. Daily update -42a,b until ALL material has been collected and marked off of 42a,b. **First day is critical. Don't have the new employee sit in an office/at a desk/classroom and leave them.** DR/FA must be prepared to spend **entire week** with new hires, explaining job duties, getting them started on tasks etc. **Make a plan for them and work the plan with them.** DR meets with AR every day, training on catalog, application, procedure manual, presentation and presentation book/computer first week. AR needs to know and understand these procedures so that it is a natural function when meeting with prospective enrollments. When doing tasks, DR/FA needs to explain that "this will be your task to do in the future" or "this is why WVBC does this". **New staff must know and understand how to answer the telephone per procedures manual and greet visitors.** (AR does not answer the phone, procedure must be followed by staff) New staff is given a list of employee's names, positions and extensions. DR/FA must stress importance of all employees knowing and understanding all material given to them. **Procedure manual and department calendars reviewing and implementing is mandatory and MUST be stressed.**

5-29-15(1-1-13)

**PRESS RELEASES**

As new employees are hired or important events occur-scholarship presentation, Director Lists etc, DR gives picture(s) and all pertinent information **Thursday** to CSR to do a

press release. (*DR should review all press releases prior to CSR releasing*). If employee has a picture they would prefer to have published, DR asks them to bring it in next day. If they don't have a picture, CSR takes one NOW. Special awards, promotion, etc. are emailed by DR to CSR to write an article. CSR takes a picture and sends- Items concerning students are sent to local newspapers-items concerning staff /faculty are sent to local newspapers as well as State Journal. CSR cuts articles out of papers, post on Director's board. After one quarter CSR removes and gives to AA to have filed in a "Promotion" file in correspondence files. Timeliness is important/CSR sends within one week to papers.

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1-1-13 **EMAILS-FAXES-STAFF & TEACHERS-25-60**

**Teacher**-homework assignments/projects/syllabus can be emailed to students.

**No tests are emailed to students.**

**Staff**-Emails between schools are addressed to DR. DR reads and researches the problem/question and is able to make an educated decision, after speaking with the employee(s) involved (*Exception: Whg. FA emails NF FA transfers-60 and information on the refunds that have been processed. NF FA emails Whg. list of WVHEG recipients*)-25 is used when faxing and a supply is kept along side of fax machine.

**8-5-15(5-7-14\_ ABSENTEEISM-STUDENTS EARLY DETECTION-44-62e-72-77**

Evening Receptionist posts attendance and emails daily attendance log-72 to GM/ DR, AA, FA, AR and **all Dept. Heads** to be reviewed every morning, daily. First week of class if student misses, DR calls/emails student (*copy for file*) reminding student importance of attending. (*First week-Teachers should be contacting students and noting on -44 daily*) DR reviews student's file-44/77 comments verifying mentors/teachers have attempted to speak with the student. DR speaks with teachers/mentors determining if there is a problem they are unable to handle. AR and Dept Heads. contacts student to encourage attendance and help work out their problem. DR identifies potential drops and takes action to encourage student not to dropout. (*See lost student letter-62e*) If student has not been reached after 3 days in a row, DR assigns employee responsible for opening the campus to call student at **7:30a.m. as soon as they open in the morning.** DR reminds staff at their meeting every Friday and teachers every Tuesday of their responsibility to contact students when they miss. DR emails FA to place on Daily Report potential dropouts. If student improves during the quarter, DR notifies FA to remove from the Daily Report.

3-2-15 **ADVISING STAFF/TEACHERS/MENTOR-PROBLEM SOLVING-54-77**

When student has an **academic** problem, student speaks with their teacher. If teacher has **resolved** the problem, teacher emails mentor and DR a -77 explaining problem and end result. DR prints -77 and places in receptionist's file bin who files in student's file. If teacher **cannot** rectify problem, teacher recommends student to their mentor. Teacher emails student's mentor a -54 explaining student's problem and mentor contacts student to meet. If mentor solves the problem, -54 is completed explaining what they "advised" the student and emails -54 to DR. DR reviews and if problem is solved, DR

prints for student's file and places in receptionist's file bin to file in student's file. If problem is not solved, mentor adds their comments to -54 and emails DR. DR reviews student's file and speaks with the Mentor personally. If problem is worked out with DR and Mentor, a **written** response is attached to a copy of original -54 and all responses. (*originals are placed in student's file*) **Copies** of DR response and -54 are returned to mentor. Mentor meets with student and discusses the solution. **If problem is not resolved, DR makes an appointment with student and mentor Friday/Saturday.**

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6-29-15(5-13-13)      **CONTEST-PIZZA-STUDENT-12**

Reg. day, AA posts by teacher's mailboxes who/when bulletin board is to be completed. Board must be directly related to each class. (*See Teacher's "T;s"-Student Contest*) **2<sup>nd</sup> Tuesday** of the quarter, class posts bulletin board. **3<sup>rd</sup> Monday of the quarter**, class removes old bulletin board. (*same procedure thereafter*). **Thursday of 10<sup>th</sup> week**, DR has staff vote on "best" display. **Thursday of 10<sup>th</sup> week** after winner has been selected, DR emails GM -12 with teacher, class, number of students to be issued a check. If there is a tie, a drawing is held by DR **same day**. (*2 slices of pizza per student teacher requested. If a morning class, 2 donuts per student teacher can be requested. DR's choice.*). **11<sup>th</sup> week on Tuesday, party is held in student lounge during class hour for winner.**

6-29-15(1-1-13)      **WVBC-LETTERS**

All letters that are not form letters are signed by DR. If not a form letter, DR must review before it is sent and copy made for file. Once a letter is printed, an envelope, original letter and a copy of original letter is given to DR. (*All letters that are not form letters are written in a professional manner and MUST be dated and referenced. i.e. RE: *what letter is in regard to**

1-1-13      **CANCELLATION/NO SHOW/APPLICATIONS-1**

One day after drop/add period ends AA discards all paperwork except app., -1 and HS Trans. AA staples these 3 sheets to front of evaluation. AA-notes N/S at top right of app. This is given to DR. DR/AR **both** determines what could have been done differently to assure applicant is committed to begin classes. DR re-works after 6 weeks contacting them asking why they changed their mind. DR tries to determine "real" reason they no showed. DR attempts to enroll without being too pushy. If they don't want to re-enroll, DR asks if they can call at a later date. DR writes month/year at top of application and why they can't enroll now. If **YES**, DR contacts them at a later date, keeping in DR office. If they say **NO**, DR discards all documentation after checking with FA to verify no money has been posted to TAC. (*If money was posted to TAC, it is kept, and FA*

*places in "Out of school" section of TAC book until refund is made and then is placed in special file marked "NS-Refunded" in Correspondence file room cabinet.)*

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5-27-15(6-17-14) **TENTATIVE ROSTER POSTING/OFFICIAL ROSTER-32-72**  
**103a,b,c,d, 148a,b-REG.CARDS,**

AA posts tentative roster Monday of tenth week of each quarter for students to review. (NO changes are made until DR discusses with VP) AA and FA reviews **OFFICIAL ROSTER** Tuesday of drop/add week- first thing in the morning, verifying Official Roster with -32/72/148a/103a,b,c,d-reg.cards.

5-12-15(1-1-13) **SEMINAR-FREE COMPUTER -FINANCIAL AID – 102**

Free Computer Class: DR writes a syllabus for a computer class covering basics of computer operations. No books/handouts are necessary. Free computer class is offered 2<sup>nd</sup> **Saturday of every month**-10:00 am until 12:00 pm. Compensation to teacher/DR is \$24 for 1 hour and 45 minute CSR sends a **press release monthly**-five days before class is offered to newspaper, radio and TV stations. (See below). This is "free" - it is a "Public Service" announcement. (People calling/attending, are **NOT** counted in "self-generated leads" section of Daily Report lead book.) Complete -102 as calls are received to register. Once class is completed, -102 place in back of lead book noting if they showed up. Before class begins, DR meets with the "class" stating who they are and introduce teacher. Welcome them to WVBC. A ten minute break occurs half-way through the session. AR speaks with all attendees. At end of class, **AR** thanks all and hands out a brochure. DR gives a copy of 102 to **AR who** contacts each name within one week. AR congratulates them on completing the class, asks how they liked the class/how they feel about possibly attending more classes to improve their status in life. Ask "Do you have any family or friends who could benefit from training at WVBC?" If yes, AR attempts to make an appointment. Referrals are given to FA for lead book and shows on D/R as "self-generated leads". **3<sup>rd</sup> Saturday of every month** FA seminar is offered to the general public. Same procedure is followed as "free computer class". FA helps attendees complete a FASFA during this time. **Press Release example- "West Virginia Business College is offering a FREE introduction to computers class/Financial Aid Seminar (date) 10:00 until 12:00 at the campus located at (address). Parents/H.S. Seniors are welcome to attend. Call (telephone #-)reserve a seat."**

5-28-15(6/18/13) **CORRESPONDENCE FILING & INDEX**

All correspondence are filed by the AA first thing every morning for 15 minutes. A correspondence file index is kept current on computer by AA listing each file

alphabetically that is filed in- **NF** fire proof file cabinet/**Wheeling** locked file room. **Both campus-** If “Correspondence” is not already listed on indexes, AA refers to DR to determine if a new file needs made and what to title the file. AA makes a folder and adds to index. Each time indexes needs to be changed, a new date is placed at top of index and AA forwards index to DR//GM/FA. DR and AA is responsible to keep files in order and filed properly. Files should not be kept on desks longer than 24 hours. Confidentiality is imperative.

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1-1-13 **FILES-EMPLOYEE- CHECKLIST -42a,b PAST CURRENT**  
All current employees files have a -42a,b attached to front/inside cover of file. Items are in order of -42a,b. Paperwork **must** be completed **before first day** of employment. Original “official transcripts” are kept in teacher’s file and must be received **by end of the teacher’s first quarter or the teacher is not re-hired**. DR reviews file as employees leaves WVBC noting why they left. Employees that did not perform well are marked “do not rehire” and notes reason by DR. **NF**-Keep current/past employees, adjunct teacher’s files and “do not rehire” list in file cabinet in DR office in back of current employee files. **Whg.** same as above except **past** employees files are kept in file cabinet in correspondence file room. **Both campuses** – yearly DR has AA call past teachers to verify they want to remain on WVBC adjunct teachers list. If not interested, Print **Not Interested in teaching** on front of file.

1-1-13 **FILES-ACCESS-STUDENT/EMPLOYEES/CHARGES -77**  
Students/employees are not permitted to “review” file until following is completed:  
a) DR/FA-reviews file together for accuracy and completion.  
b) TAC/FAC, PRC, -77 are not shown/given to students. If student wants a breakdown of charges/payments, FA completes from TAC/FAC. All paperwork belongs to WVBC and not to student/employees.  
c) **Students and employees are given copies of everything they have signed**  
d) Copies wanted, must be given to DR in writing specifying what student/employee wants, and **\$2.50** is charged for each copy. Copies are **not** made until total is paid by cash/money order. Once above is completed, DR has FA make copies within 72 hours. FA notes on items copied- what/when copies were made.

8-6-15 (6-22-15) **FILES DR OFFICE 29a,b/41/73/85/97/116**  
1) Payroll Reports- Employee files (see **File Checklist Above**)  
2) No Show” packets- Original senior lists (AR has “copies”)  
3) Handouts for quarter (discard every other quarter)  
4) Quarterly goals from quarterly meetings  
5) 29a-Staff & Faculty evaluations by students (Discard 29a once 29b completed- keep 29b indefinitely.)  
6) Resumes (people applying for jobs)  
7) AR Daily/Weekly Report/85-Weekly Planner/73.



- 8) Synopsis-Form 97 –Post/Pre-Evaluation (kept indefinitely)
- 9) Form 116-Student Body Survey-(Keep synopsis indefinitely-Discard -116)

9

6-23-14           **FILES- DROPOUT/SEATED STUDENTS -5/7/26/44 100a/b**  
DR must email staff and faculty when a student is terminated. Teachers marked on -44 student has been terminated and teacher no longer has to take attendance. Staff begins closing out student file. Official dropout files for current quarter are kept in fireproof file cabinet- 2<sup>nd</sup> drawer down- behind D/O section. As student drops out, FA reviews file verifying all required paperwork is in file with proper signatures. FA runs TAC/FAC and Reg.cards, verifying all charges and balances are accurate. Once verified, 100a,b are completed and TAC/FAC are notated following form 26 for formatting. Immediately after completing, TAC/FAC (*if charges were transferred to TAC from FAC*), 100a,b and -5 are stapled together and paper clipped to the outside front of file and given to DR for review. If correct, DR initials and gives/scans to GM for approval. If **NOT** correct, it is given back to FA to correct and sent back through process. GM verifies accuracy; if correct, GM gives to VP for a check. WHG-Check is written and given to DR to place in bank bag for immediate deposit. Immediately after deposit is made for refunds, FA posts to form -7 and proceeds to complete refund in FAME ESP. Once confirmation of refund has been received from FAME it is noted on Form 7. If refund is for NF then Whg FA emails notification to NF FA. If terminated/dropped student owes WVBC. (*TAC is **NOT** "0" out*), FA follows collection procedure. FA reviews dropout files at end of drop/add period, verifying students who did not sign in are terminated and 100a/b completed. Seated students files are filed in TOP drawer.

1-1-13                           **FILES-PACKET-STUDENT-(79)**  
FA separates files into packets once student has been terminated per -79-(*see student file checklist*) Everything is assembled-most current on top (*NF-keeps actual degree diploma for 3 months if graduate does not pick up-these along with files are taken given to Wheeling when employee goes to the other campus*). Whg-FA reviews **both** campuses files for completeness, accuracy-ready for FA "audit". Files are kept in fireproof cabinet.

3-6-15                           **FILES-FA YEARLY AUDIT**  
Whg-FA files past PELL award year (July 1<sup>st</sup> through June 30<sup>th</sup>) student files for NF/Whg. in fireproof cabinet bottom two drawers separately in alphabetical order with Whg in 3rd drawer and NF in 4<sup>th</sup> drawer. Once FA audit has been completed and report has been closed, packets are pulled verifying information is correct. Packets are filed in upstairs file room and balance of file in down stair's files by AA

1-1-13 **FILES-INCOMPLETE ENROLLMENT**

If any information is still needed to complete FA interview, the person is **NOT** considered enrolled. This applicant is not taken to DR for acceptance until all FA information relative to the interview is in the applicant's file. FA notifies DR what needs collected and FA will daily attempt to reach applicant to complete. **DR has AR follow up daily to with applicant to bring in paperwork needed.**

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7-30-15 (1-1-13) **FILES-END OF QUARTER-34a,b-40a,b-72**

**Friday of the last week of the quarter-** AA places in correspondence file cabinet, items shown below into a file marked "End of Quarter" (*put month & year*).

a. Winter-(XXXX) b. Spring-(XXXX)c. Summer-(XXXX) d. Fall-(XXXX)  
Include copies of roster, Teachers Grades & Attendance sheets - 34a,b. Teacher Schedule-40a,b, 72a, Teachers Attendance Control Log and roster for each quarter

1-1-13 **MAIL**

All mail is opened by DR, read/initial, gives to department it references. Departments reads/initials and returns to DR. DR discusses with each department if correspondence needs a response-copy of response is attached to top of initial letter. AA files.

1-1-14 **TELEPHONE MESSAGES**

DR emails staff/teachers that WVBC does not relay assignments/messages to students. .

6-30-15(6-2-15) **OFFICIAL WVBC FORMS-33/35/41/44/54/58/77/83/84/115**

Friday of break week, AA emails current forms listed below to all teachers to complete as needed.-28-Substitute Teacher; -33 Repair Order; -35 Guest Speaker Thank You; -41 Lesson Plans; -44 Teacher Attendance/Call Log; -54 Problem Solving; -77 Advising; -83 Field Trip/Guest Speakers; -115 Input Staff or Faculty. Teachers are responsible to complete all of the above form where applicable. As these forms are completed by teacher, teacher emails to AA who prints and files in the respective files. AA also verifies that form -58 is posted on DR board. **Friday** of break week, FA prints Form -84 and places in teacher's mailboxes to have students complete **second week** of a **new quarter** and give to the FA at the end of their last class.

5-13-15 (4-15-15) **CSS- FREE COMPUTER-Form 2/-12 CHECK REQ.**

Any **NEW** CSS student that has signed in for **2<sup>nd</sup> consecutive quarters**, has a minimum of **2.0 CGPA** and all balances **paid in full**, DR submits -12 to GM to order. Check req. **shows students CGPA and account balance**. Upon arrival **DR** gives to IT Dept. Head who gives to student(s), and has them sign-2. (*for student's file*). **RE-ENTRY-TRANSFER** students must complete a **minimum** of **52 credit hours in CSS** to be eligible for free compute, this includes classes transferred into program following the credit transfer procedure in PM. Upon completion of **1st quarter** and **signing in 2<sup>nd</sup>**

quarter, DR reviews TAC and PRC verifying CGPA of 2.0 and account balances are paid in full. -12 is completed according to same procedure as above. (Each -2 are placed in student's files.)

6-2-15 (8-9-13) **TELEPHONE CALLS- PERS./STAFF/STUDS./CELLULAR/PDA'S**

Employees are expected to refrain from excessive personal use of personal phones, computers and PDAs. Personal calls and any types of messaging interferes with employee productivity and is distracting to students and others. Employees are here to provide value and advancement to WVBC. You are expected to limit these interactions during work time. Non-work time is to be used for personal matters. WVBC asks you to notify friends and family of WVBC's policy. WVBC is not liable for loss of personal cellular phones, PDAs or other personal electronic equipment

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7-31-14

**EMPLOYEE OF THE QUARTER-12-123**

**Monday** week of **review and exams**, DR determines Employee of the Quarter. This employee is chosen based on **tasks accomplished over and beyond** what they were **hired** to complete. Employee **must** be a **returning employee**. **Tuesday** of review/exams week, DR completes-123- and AA completes a -12 emailing -12 and -123 to GM. (GM forwards to Corp. Office-Copy kept for employee file). Once approval is received, DR has AA order name plate. When plate is received, it is displayed. A gift card is issued employee. The intention is to have name plate displayed for the next quarter and to have DR announce and congratulate the winner on Monday, **current registration day**. **CSR will take a picture and submit for a news release in local newspaper and State Journal.**

5-5-15

**LEAD BOOK POSTING-TELEPHONE INQUIRIES-80-a,b**

FA/Rec. is responsible to answer the phone and is the **only** person(s) to **post** to lead book. **If FA/Rec. is not available to answer phone, AA/DR answers. AR never answers the phone. The following is taped beside FA/Rec/AA/DR phone:**  
STAFF – West Virginia Business College – How can I help you?”  
CALLER-“I need information-I'm interested” (any question asked staff responds:  
STAFF –“May I have your name?” Say person's **first** name and begin completing **all** lines on 80a. **After** completing 80a, if AR is **in**, transfer the call directly to AR. If AR is **not in** FA/Rec. states, “I'll give this information to our AR who will contact you and answer all of your questions. Thank you for calling”. FA posts **immediately** to 80b directly from 80a. 80b is given **immediately/as soon as AR is in** to AR. (FA Rec. has cell phone # of AR and will contact the AR directly after hanging up with lead, relaying information from the 80a). Lead book is **always** kept **on FA/Rec. desk and no one has access to this but the FA/Rec. and AA/DR**. If AR needs information about a lead, AR will get information from FA/DR. **Results of AR appointments/presentations are written by DR in lead book at the next day meeting with the DR.**

5-5-15

**LEAD BOOK POSTING-WALK-INS-80a,80b**

As people walk in, FA/Rec. asks if they had an appointment. If not ask “Did you ever attend WVBC?” FA/Rec. completes 80a asking **all** questions. **If AR is in office, FA/Rec.**

buzzes AR to come to lobby. Introductions are made. AR states "I was just on my way out for an appointment" and makes an appointment now with the person **and** their **support committee** ASAP. (*brochure is given now by AR*) **If** AR is **not** in the office, **FA/Rec.** explains "AR is out of the office on appointments" and follows same procedure as above. FA/Rec. attempts to make an appointment with applicant and asked them to bring with them their **support** committee. 80b is completed after applicant leaves and gives to **DR** who posts appointment on DR board. (*When FA Rec. is not in, AA DR will answer phone and follow same procedure*)

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### **2-13-13                    LEAD BOOK POSTING-HIGH SCHOOL SENIORS LISTS -80a**

All senior lists must have the year posted at the top of the list the year senior is expected to graduate and name of the high school. FA puts together the lead book having 5 sections. Label sections as listed below:

- 1) Advertisement leads-current year-call ins for information generated by paid advertisement.
- 2) WIA leads-brought back from WIA by AR
- 3) Internet leads-DR gives directly to FA immediately after receiving to post
- 4) High School leads AR brings in from career days, visits to H.S., etc. (senior list-copies made for DR who gives to AR and originals placed in back of book.)
- 5) Past years leads are placed behind HS leads and kept until notified by DR to Remove and place in "Leads File" in Correspondence Files.

### **8-14-13                    BRING A FRIEND DAY-80a,b/121**

AA posts **Monday** on DR board 2<sup>rd</sup> and 6<sup>th</sup> week of each quarter-invitation to students to bring a friend to class on Tuesdays of the 3<sup>rd</sup> and 7<sup>th</sup> week. Students are asked not to bring guests under 16. Student is required to bring a "friend" to DR **before** class. DR has "friend" sign -121/gives brochure. DR takes student/"friend" to student's first class-introduce "friend" to teacher. Teacher introduces them to the class. DR completes -80b, give to FA to post to 80a in lead book-place behind section 1). DR contacts "friend(s)" next day to see how they liked WVBC and if they feel they could benefit from attending WVBC. DR sets an appointment if "friend" is interested.

### **1-1-13                    VISITORS-ANNOUNCING/SIGNING IN**

As people enter the building, they must first check with the front desk person if they are not a current student or employee. They are required to sign the visitor's log and put their phone number on it. Visitors having an appointment are asked who the appointment is with and that employee is contacted to come to the front to greet them. **All other** visitors must meet with the DR. Past students and employees **do not** have access to the building. They **must sign in** and meet with the DR.

### **6-29-13(5-27-15)   SUGGESTIONS- PROCEDURE MANUAL/FORMS/ SYLLABUS/CALENDAR**

If an employee believes a change is necessary in PM/Forms/Syllabi/Calendars, employee highlights in **red** what is to be **deleted** and directly **beside** this, highlight in **green** what is

to be **added**. If suggestion pertains to Fed. Regs.-date and number is noted/FAME policy-date etc. If an ACICS regulation, cite date and actual criteria. Employee emails suggestion to DR explaining **why** the change is necessary. If DR **agrees**, same day-DR emails to "other" DR. If **both** DR agrees, **both** DR emails GM within 24 hours, who reviews for accuracy and acceptance/denial. If **denied**, GM emails both DRs an explanation. If GM **agrees**, GM forwards to VP within 24 hours. VP updates PM/forms/syllabi/calendar on network. **Wheeling FA** forwards network change to NF **DR/FA/AA/CSR/AR, Wheeling, FA-Notifies GM, Wheeling DR AA/CSR/AR. Be sure to use the CURRENT network when reading procedures/forms/calendar/and syllabus! NO HARD COPIES ARE MADE! Each dept. deletes previous item and uses most current.**

13

1-1-13

### **FAME FORMS**

Before each academic year begins, FAME sends campus FA updates to their FAME manual. These updates include new forms to be used for the upcoming academic year. If FA department does not receive the updated forms by March of the new year, FA contacts FAME.

4-3-15

### **PAYROLL 11a,b,42,43,144**

DR completes 11a twice monthly and emails GM for approval. If approved, GM emails Accountant, VP, and President 5 days before 5<sup>th</sup> 20<sup>th</sup>. (DR may need to send payroll to GM one day earlier than 5- depending on holidays and location). Checks are distributes no earlier than 12:00/5:45. **Daily** DR posts relevant notes, new hires etc. in payroll file for adjustment to payroll-raises, hours, positions, terminations, sick days, vacations, absences, trades, etc. These notes are posted to 11a before submitting. If payroll falls on Sunday/ holiday, checks are given next work day. DR notifies GM **the day** employee leaves WVBC. GM notifies accountant. Final check is issued and mailed directly to them. Complete paperwork and send to accountant **before** new employee goes on - 11a. (Only item that may not be collected yet- official transcripts. See Form 42) DR keeps employee files in their office. Detailed explanation is written on -43 when employee leaves WVBC. After 11a is sent to accountant by GM, DRs are notified by GM and DR prints copy for "Payroll file". All questions concerning payroll are directed to DR. (cc sent to GM of question as well as response)

**Teacher**-DR completes -43 **each** quarter for **each** teacher listing classes for the quarter by name-note "general" "speciality". Place in teacher's file. Salary is based quarterly (see 11b). List teacher name on -11a first pay period with semi-monthly salary. Thereafter, "regular pay" is written-11a. Once quarter is over, **new** -43 is completed/same procedure **Administration**-Yearly salary is noted on first pay period of employment on 11a directly from -43 which is taken from job description. Thereafter, "regular pay" is written.

All changes are noted under "History".

**Wheeling**- DR attaches the Payroll Transfer Notice to the top of the 11-a.

### **Hourly Employee -144**

Janitor/P.T. receptionists are hourly employees and must complete 144 after each day worked. 144 must be signed on 15<sup>th</sup> and 31<sup>st</sup> of the month or **last** working day of pay period. Attach -144 to back of -11a in file.

4-5-13

### **PAYROLL-SUBSTITUTE TEACHER – 11a-77-28**

On or before each every reg. day, teacher(s) give a name and phone # of a substitute teacher who meet requirements to teach at WVBC. DR emails list of names and telephone numbers to all teachers. Teacher(s) email/gives -28 to DR before/ same day they are to be absent. Substitute reports to DR to pick up lesson plans etc. DR places -28 in teacher's file. DR "notes" on form -11a "substitute/date". (*Teacher is responsible to pay sub. for their service.*) If **no prior** arrangements were made, **a written reprimand** on -77 goes in teacher's file. **Absent teacher's class(es) are cancelled**. Absent teacher does **not** get paid for class(es). **If DR gets a substitute from current teachers**, DR **adds** amount to -11a, paying sub. instead of regular teacher. Next quarter, absences are taken into consideration for rehiring. (*DR speaks with sub.e teachers asking if they are interested in teaching on a regular basis in the future if needed*)

14

1-1-13

#### **POSTAGE-12**

**Whg-** Postage-kept in FA office. **NF-** FA office. DR sends -12 when stamps are low and DR forwards to VP. (*VP notifies DR when check is sent. DR acknowledges receipt.*)

**6-30-15 (5-13-15) NO PURCHASE IS MADE WITHOUT PRIOR WRITTEN - APPROVAL BY DIRECTOR AND GENERAL MANAGER - SIGNED & DATED -12 MUST BE ATTACHED TO INVOICE! (a minimum of 3 different business quarterly MUST be contacted for best prices for items needed!) Order is then placed.**

#### **ORDERING MEDICAL/LEGAL SUPPLIES/INVENTORY**

##### **Check Req-12/W.A.R.22/FA Spread Sheet-98**

**Monday-10<sup>th</sup> week of quarter**-AA reviews Whg-22, 98 and *NF* -22 determining how many legal/medical supplies will be needed for next quarter. AA completes -12 (*taxes/shipping etc must be included on -12*) and prints hard copy (*separate -12 for each campus*), gives -12 to GM. GM signs/dates -12 if approves and gives both to Whg AA to place an order for medical/legal supplies from approved -12. (*Red Cross supplies are ordered with school's credit card from VP.*) **Whg.** AA orders each campus separately and ships items to each campus directly (*if there is no extra charge. If there is a separate charge, all is shipped to Wheeling and same day they arrive, AA packs up and sends to NF.*) Once all supplies are received, *NF* AA emails Whg AA what was received. If more supplies are needed, **day after drop/add period** AA at *NF* and Whg. follows same procedure and **SECOND ORDER IS PLACED!** After all supplies are received, and invoices are received, AA attaches/scans approved -12 to GM to pay invoice(s) for all orders. (*Inventory kept for all supplies on hand and locked in secure area in Whg-file room-NF DR office.*)

#### **ORDERING JANITORAL SUPPLIES/INVENTORY-12 check req.-39 quart.order**

**Monday 10<sup>th</sup> week of quarter**-AAs requests from Janitor what is needed for next quarter. (*AA needs to be making a running list throughout the quarter of what items may be needed for the next quarter.*) AA must have a **completed and accurate** inventory of supplies on hand at **end of each quarter**. AA meets with janitor 10<sup>th</sup> week of quarter determining what is needed for next quarter based on most current inventory. AA completes -39(*See above procedure*) based on inventory and need. AA gives -12 and -39

to DR and if approved, DR signs/dates -39/-12 and sends to GM. *(If check is necessary AA so notes on-12-all costs including tax, shipping etc. must be on -39 12)*

When approved signed/dated -39 and/or -12 is received by AA from GM, AA places the order. As invoices are received and stamped for payment, approved -12 is attached/ scanned to back of invoice.

**ORDERING OFFICE SUPPLIES-39 QUARTERLY ORDERS/SUPPLIES/  
INVENTORY -12 check req.**

**Monday 10<sup>th</sup> week of quarter**-AAs complete an inventory of what is on hand as of the 10<sup>th</sup> week of each quarter. AA completes -39. *(See above procedure)* Through-out the quarter, staff must be informing the AA of items they may need for next quarter. AA keeps a running list of items expected to be needed. *(see above procedure)*

15a

**ORDERING CLASSROOM SUPPLIES/INVENTORY-12 Chk.Reg/-39 Qtr.Order**

AA and Dept Heads meet and complete ONE-39/12 and prints a hard copy. *(See above procedure-AA D.H).* AA gives -39/12 to DR and if DR approves, DR signs and dates - scans to GM for approval. GM gives/scans -39/-12 to AA to order approved supplies.

**ORDERING BOOKS-REGULAR START**

AA orders books Thursday, last day of each quarter for next quarter. Total each class *(day night)* – take 80% of each total-then order *(Do not order for potential dropouts. Check PRC book for PDO)* A second order is placed day after registration day. 3<sup>rd</sup> and final order is placed day after drop/add period. *(DR reviews on Monday -9<sup>th</sup> week quarterly verifying books on -120 are still being published.)* If needing change, new book(s) must be reviewed decided upon and syllabi completed. Suggestion is sent to VP to update syllabi and -120.

**4-15-15 INVOICES-APPROV.12/QUARTERLY ORDER-39/CHART OF ACCT-81**

When -39 is NOT approved, DR submits a new -39 and -12. Supplies are ordered 11<sup>th</sup> week of each quarter. All supplies are locked in secure supply room and AA keeps an inventory. AA is responsible to distribute all supplies to students, Dept Heads, janitor and office. AA stamps invoices only if all supplies are received. *(If everything on order is not received-AA contacts company immediately.)* AA writes account # on invoice stamp *(adding 01 for Whg and 02 for NF)* same day invoices are received, gives to DR with approved -12 to initial/date/and check correct account number is posted same day. **DR scans/gives to VP for payment.**

**1-1-13 EVALUATION-NEW STAFF AND TEACHER-77**

After **first 6 weeks**, DR determines if a **new** employee should be kept. It is **mandatory** that DR evaluates **new** staff/teacher during **sixth week on Tuesday** as well as **eighth**

**week on Thursday.** -77 is placed in their file. Medical teacher-DR must verify students are NOT practicing on each other when drawing blood/give shots.

15b

1-1-13 **EVALUATIONS-STAFF AND TEACHER-BY STUDENTS-29a,b-77**  
**Monday** of **8<sup>th</sup>** week of qtr., DR gives each teachers-29a and has student in their 10:00 a.m./7:20 p.m. class complete 29a. Teacher emphasizes if student wants “suggestion” considered, they **must sign** evaluation. No signature on 29a, it is assumed student is not serious. No consideration is given to evaluation. DR asks teachers **not** to discuss evaluation in classroom. Teacher collects and a **student** takes to AA. DR reviews **same day**. **Negative** comments-DR speaks with student and teacher if appropriate-addressing concerns. DR completes -77 immediately for file and **copy sent to GM/Pres**. Student is assured no repercussions will occur. DR keeps 29a in DR office until new C.E.P. is completed. Once comments are addressed, DR completes -29b-copy sent to GM and President to update CEP. Once 29b is completed, discard-29a. -29b is kept in DR’s office in “CEP” file

1-1-13 **CRIME and SECURITY POLICY-30a,b-160a-g**  
**DRUG-ALCOHOL-SUBSTANCE ABUSE PREVENTION POLICY 161a-l**  
DR reviews 160-a-g every year in January and sends letters to local law enforcement 30a,b along with Form 160g by registered mail explaining and requesting the information required by the Jean Cleary Act by **February 28**. Policy and statistics are **posted** in a **common** area of the school and in the school catalog. **NF**-compiles their stats and sends to Wheeling FA who compiles crime stats. **Whg.** submits each campus results on line at http: surveys.ope.ed.gov SECURITY. **This MUST** be completed annually by **APRIL 1** by **Whg. FA**. **Confirmation printout is filed in “Crime Stats” in Correspondence file**. Form 161a-l Drug Prevention policy is reviewed biannually at the end of all even years by FA and DR. Changes are submitted to corporate for updating the procedures manual. 161a-l is posted in a common place of the school.

11-13-14 **PERSONAL EXPENSE REQ- EMPLOYEE - 10**  
**ALL** expenses must be pre-approved by DR **before** they occur. DR must get **prior written** approval from GM. No one has prior approval unless in writing. A personal expense requisition is completed and **receipt attached to -10**. If no receipt is **NOT** attached, no reimbursement occurs. Mileage is paid from college site



to destination site and back to college site when employees are required to attend meetings called by corporate. *(receipt must be attached).*

3-2-15

### **BOOKS-RETURN -19**

**Friday-end of drop/add week**, AA packs up **ALL** books that are being returned **except** "Mice and Men" and I.C. Complete -19. AA contacts book companies to request "return" postage stamp to return not needed books. AA completes a -19 showing the cost of the books from the most recent -120. *(be sure to take the discount off the expected price shown on the invoice) AA emails -19 to GM.* When invoices are received, AA verifies receipt of all items on invoice *(by reviewing packing lists that came with books with invoice)*, AA stamps and put Acct # and amt of invoice, signifying all has been received. DR reviews and initials. This is given/scanned immediately to GM for payment.

16

3-9-15

### **QUARTERLY PROJECTION SHEET – 72/77/86**

FA completes the -86 **MONDAY-FIRST DAY OF 10<sup>th</sup> WEEK!** All students expected to **return** names are listed alphabetically from current attendance log-72 which matches PRC/TAC books. For any student in default, place an \* beside their name to indicate monies not expected to be received in current quarter. *(FA and AA must verify accuracy of both books Both must match Attendance log and Reg.cards.)* FA reviews -86 and adds alphabetically all **NEW** and **REENTRIES** that have **COMPLETED FA AND HAVE BEEN ACCEPTED IN WRITING ON APPLICATION BY DR.** *(FA checks spreadsheet daily and adds to new -72 alphabetically. **Reminder-ALL money is due FIRST day of the quarter UNLESS FA covers EVERYTHING for that quarter!** If FA **does not cover everything, FA posts on TAC, monthly payment structure. FIRST MONDAY OF EACH MONTH IN EQUAL PAYMENTS IN ORDER TO "0" OUT TAC/FAC FOR THAT QUARTER!** Post **date** payments are due. FA notifies DR if student does not pay and DR notifies teachers to send student **immediately** out of class. Once satisfactory arrangements have been made, FA completes -77 and notes on TAC. Once arrangements are made, FA notifies DR and DR notifies teachers student can attend classes.*(Copy of 86 is email to GM.)**

1-1-13

### **WEB PAGE-WVBC**

If DRs receives information/hears of items of interest that should go on Web page, DRs reviews for appropriateness, accuracy and sends information/pictures to **Whg. DR** showing event and names of participants. Pictures must be **clear, close up and individuals must project a professional appearance.** If pictures of staff/teacher are sent, DR **lists names, titles and event.** Student **names and program is listed .** CSR takes pictures at **graduation** to give/send to **Whg. DR** for Web Page. Press release with picture(s) are sent. *(See Press Release)* CSR forms a working relationship with the paper's staff. CSR **visits graduate's** place of **employment**, takes a picture to post in lobby, lists place of employment. **WEB pages are updated quarterly by Whg. DR. Both DRs review weekly** WEB page verifying/ suggesting to add/delete items. Some items that can go on Web pages:

- a. "Director's List"- each quarter-put student's picture and list name-GPA

- b. Employee of the quarter-put picture, name and quarter
- c. All press releases-new hires, graduates,
- d. Graduation-special awards-picture, name and award, graduates with names
- e. Student council pictures of officers and names
- f. Alumni association – pictures of officers and names
- g. Guest speakers names and picture
- h. All noteworthy items letting public know about happenings at WVBC- weddings, promotions, babies etc. Items showing WVBC staff, faculty/students/mentors as a happy, dynamic place to go. Pictures where graduates are currently working legitimizes placement

5-3-14

**FOOD-DRINK-SMOKING**

Break week-Tuesday DR posts sign on all classrooms/library doors stating “**No Food or Drink Permitted In Classroom at any time**”.

17

5-5-14

**CLASSROOM MAINTENANCE-TEACHERS-77**

Teachers are responsible to monitor students, not permitting them to bring food /drink in classrooms. Teacher directs student to the lounge to discard items. Student lounge is **only** place food/drink can be consumed. If student is late because they were sent to the lounge to discard items, they are marked absent **per teacher’s timeline**. If teachers do not enforce the policy, DR speaks to them noting in their personnel file. -77. **All cell phones must be turned off in classrooms. No Exceptions!**

1-1-13

**DRESS CODE STUDENTS-77**

If students enter class with unsuitable clothing per school catalog, teacher must send student to DR. This includes medical dress code. DR speaks to student about WVBC dress code and if it happens again, student is sent home and marked absent. -77 must be written by teacher and DR. If it happens again, student **may** be dismissed. Head coverings/hats are not permitted in the class. If teachers do not adhere to policies and DR see students in a classroom with inappropriate dress, DR speaks with teacher and writes a -77 for teacher’s file.

1-1-13

**DRESS-UP DAY**

Medical Students do not participate in dress-up day, they have their uniforms on all the time. Teachers promote dress-up day for individual class each week. Students get “extra credit” if they dress up. If teachers work together, each dress up day will be a different day, i.e. Day- Monday is dress-up day for all classes for one/two teachers; Tuesday is a dress-up day for one/two different teacher; Thursday is a dress-up day for one/two different teachers; Wednesday no dress-up day. Night-Monday is dress-up day for one/two teachers; Thursday is dress-up day for one/two teachers; Tuesday no dress-up day. Students would be more “professional looking” on 2 out of 3 night classes and 3 out of 4 day classes. DR stresses this with all teachers at teachers meetings.

1-1-13

**SEMINAR-CONSTITUTION & CITIZENSHIP DAY-77**

Tuesday-2<sup>nd</sup> week in September, WVBC, WVBC holds one assembly commemorating “Constitution/Citizenship Day”. DR organizes assembly for all students/teachers at 11:00

class/day-7:20 evening. Classes are shortened by DR. Attendance is **mandatory** by teachers and students. Teachers are required to take attendance. Legal teachers/guest speakers speak about the Constitution. DR and teachers **do not announce** this seminar until the day of the seminar. DR must write a -77 and keep in correspondence file yearly under "Constitution Day".

#### 5-29-15(2-1-13) **COLLEGE SEMINAR-ARTICULATION AGREEMENT(S)**

During final quarter before student is to graduate, CSR notifies DR that on Tuesday during the 8<sup>th</sup> week, that arrangements have been made for the "seniors" to attend a seminar on WVBC campus with college(s) that WVBC has an articulation agreement with-current Salem University. Only current quarter "expected to graduate" students attend. CSR organizes so that day students attend AFTER classes and evening students attend BEFORE classes begin.

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#### 2-1-13 **INPUT TEACHERS-115**

DR emails blank -115 to all teachers quarterly for teachers to utilize in submitting a change/suggestion concerning curriculum/books/syllabus. Teacher completes and email to DR on Monday of the 6<sup>th</sup> week and Monday of the 10<sup>th</sup> week. DR prints copy of -115, reviews and emails the "other" campus getting their opinion. Once both DRs agree on the change, DR who originally received the -115 responds by email to the teacher submitting the -115. Original -115 that both DR have agreed to, is emailed to GM for official change in PM, forms, syllabi, curriculum with DR's comments on the original -115. Once DR receives response from GM stating no-DR responds by email to teacher submitting the -115 and also a copy is sent to the "other" DR. If approved, original DR sending procedure is emailed that a new procedure will be sent to each DR depicting change as soon as it is to go into effect. The DR who sent the "original" -115 will respond to the teacher. All emails are attached, corporate email on top of -115 and filed in correspondence file "Input-Teachers-115". No change can occur until GM approves the original Input.

#### 1-1-13 **REPAIR ORDER EQUIPMENT/CLASSROOM-12-33**

When equipment needs repaired during or end of quarter quarter, teacher emails DR -33 **same** day. No note is placed on machine. DR verifies **repair is needed** Monday of break-week and has AA contact local businesses for an estimate. AA submits 12 and 33 same day to DR noting what needs repaired/estimated cost. DR reviews with GM and if approved, places a note on "Equipment Inventory". Once repaired, AA posts date repaired, what was repaired, cost.

#### 1-1-13 **LOCKERS**

**Tuesday** of break-week, AA posts in student lounge, library, FA board and DR board a notice informing students they **must** empty lockers of all personal items at end of every quarter. Locks are removed and lockers emptied during break week. Staff discards contents. AA emails teachers **Monday** of 11<sup>th</sup> week to announce this during classes.

#### 1-1-13 **INCIDENTS-8**

If someone falls/has a physical/verbal altercation etc., **all staff and faculty observing incident** must have **all** witnesses complete –8. DR reviews and verifies **all witnesses** to the episode have completed-8. File in “Incident” file in the correspondence file cabinet.

1-1-13 **ARTICULATION AGREEMENTS**

If an articulation agreement with another college and WVBC is to be made, DR is required to **get written approval from President for file** and the following:

- a) **Letter of Intent**-both institutions specifying numbers and titles of courses to be articulated. (*Comparison courses-objectives of secondary post secondary courses with signed agreement from both institutions.*)
- b) **Written** description of standards for acceptable transfer of credit.
- c) Credits appear on secondary/post secondary transcripts.
- d) Agreement must be for a minimum of 5 years
- e) DR signs agreement/**Copies must be kept at both campuses.**

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7-15-13 **GUEST SPEAKERS/FIELD TRIPS-83**

One field trip and guest speaker is required **each** quarter for **each** class. Trips and guest speakers must be relevant to the class and supervised by the teacher. Attendance is taken and only allotted class time is used. Teacher emails-83 to DR 48 hours **before** it is to occur and DR emails approval/denial. -83 is filed in “Field Trip/Guest Speaker” file in correspondence file cabinet. Keep for past two years and purge the older ones.

**Teachers are responsible to have students dress professionally when going on a field trip! These are future employers of WVBC student. (see lesson plans)**

1-1-13 **WVBC DAY**

DR notifies teachers on Thursday of the 4<sup>th</sup> week of classes that Monday of the 5<sup>th</sup> week is WVBC Day- student can **dress down** without penalty. WVBC day is celebrated Monday of the **fifth** week each quarter. Shoes must be worn at all times.

1-1-13 **CONTACTING NEW AND RE-ENTRY STUDENTS**

**Monday, break week, FA** calls new and re-entry students verifying they are attending Registration. FA speaks **only** with student and **no messages** are left. If student states they **“changed their mind”**, FA notifies DR. **AR** calls student to **determine reason** they changed their mind and if AR can’t convince them to start, AR informs DR. DR contacts the applicant asking if “did AR answer all their questions satisfactorily” and if there is anything the DR can help them with. If applicant still cancels, DR **notes** on top right side of the application N/S and what student stated in regarding to not starting. **Friday, break week, AR** contacts **all** their students to determine if they need anything. If a student states, **“I changed my mind”** AR **must** follow the same procedure listed above. **Friday, DR calls all re-entries. Monday, break week, DR** calls all potential dropouts.

7-2-15(3-3-15) **DEFINITION-NO SHOW-CANCELLATION-1-32**

**No Show** –Names listed on spreadsheet that have **completed FA and did not sign-in on 32, are a No Show**. If applicant signs in at reg. but **does not attend a class**, they are a **No show**. (*These students are charged for reg. day.*)When a person on spreadsheet calls

in and cancels, they are also considered a **No Show**. (*See procedure for No Show files kept by DR*). If money was collected for the NS, it **MUST** be refunded, noted on TAC, Check # and NF-send to Whg FAM-WHG-put NF and Whg TAC in packet files.

5-18-15 (1-1-13)

#### **DEFINITION-APPLICANT-1**

A completed application/-1,FA appointment/completed procedure to get a FSA ID.

1-1-13

#### **DEFINITION-ENROLLMENT**

Completed an application/-1, FA appointment completed, applicant accepted by Director.

1-1-13

#### **DEFINITION-DROPOUT**

**Dropout-anyone** who attended WVBC and no longer attends. If a student attended **last** quarter and signs in and **attends at least one class**, they are a dropout for **current quarter** and charged accordingly. If a “returning” student from **last** quarter **does not** sign in, student is considered a dropout for the **last** quarter.

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1-1-13

#### **DEFINITION-RE-ENROLLMENT/RE-ENTRY**

A **re-enrollment/re-entry** is a student that attended WVBC previously and left. Once they sign a new contract and start classes at WVBC they are a re-enrollment/re-entry.

1-1-13

#### **DEFINITION -GRADUATE**

A **graduate** is a student who **completed all requirements** of WVBC to receive their diploma/degree per catalog (verify 2.0 CGPA).

2-1-13

#### **DEFINITION –EXCUSED ABSENCE**

An **Excused Absence** -means student can make up work if teacher’s policy states this but student is still marked absent. **NO EXCEPTIONS TO THIS POLICY!!!**

2-1-13

#### **DEFINITION COMPLETER-62f**

If a CGPA of 2.0 is **not** achieved, student is **not** a graduate. This is a completer. All completers are included in the C.A.R.to ACICS and must be given job placement assistance. DR contacts completer during break week explaining how they can graduate. DR explains 2.0 is required to receive a diploma/degree. They must return and repeat enough classes to bring up their CGPA. DR explains no tuition is charged but a book may have to be purchased. A 62f is given to student and copy placed in their file. **No** FA can be collected for this quarter

2-1-13

#### **CONTACTING-NO SHOW-CANCELLATION**

Monday, of the 4th weeks after the start, DR contacts no shows/cancellations to attempt to re-enroll. New application is completed and applicant goes through FA interview again.

3-1-14

#### **INDEPENDENT STUDY/APPLICATION-23-40a,b**

**There are no class substitutions**. DR asks a teacher who is qualified, if they agree to teach an I.S. class. If teacher agrees, DR and teachers must insure I.S. course is a significant learning experience for students. Teacher **must** give to the DR, first day of

the quarter, a written schedule showing how they intend to cover the current syllabi. Teacher must provide the DR and student with sufficient and appropriate course activities to fulfill the course description/objectives. **Student must complete all assignments.** Class is designated as an I.S on 40a,b. A -23 is completed for each I.S. class attempted. Student purchases necessary books/supplies. Most current syllabus is used. Mid-term and final grades are mandatory. Teacher salary is  $\frac{1}{2}$  their normal rate.

8-5-15(3-18-13)      **TEACHER TEXTBOOKS/SCHEDULE-40A,B**

Teachers receive their books, syllabi for each class they are to teach next quarter as soon as available. AA prints a 40a,b **Friday-break week**-class name, room number, amount of students in each class and teacher's name. Copy of final updated -40a,b is posted on DR board, one is given to DR one is emailed to GM and one is posted in the lobby. (No other copies are made).

21

1-1-13

**RETENTION**

**REPRESENTATIVE ASSESSMENT-1/77-BREAKDOWN-124**

**First question** an AR **must** ask applicant is listed on -1. AR writes answer in **front** of applicant. **Do not accept "To get a job"**. AR **must** dig deeper asking "What do you expect from college?" **No exceptions to this procedure!** DR reminds AR the more they listen to applicant, more information AR gets to complete -1. This helps DR, staff and faculty help retain students. At teacher's meeting, **second Tuesday after** start date, (day and night) AR meets with DR and teachers and reviews -1. AR gives their impression of student from conversations they had with them. This helps staff and faculty better understand students. This is an open discussion. AR mentions positive things they noticed during interview as well as negative comments. **Thursday, last week** of the quarter, DR completes -124 and during **break week** DR **reviews** to determine if anything could have been done **quicker or better** by teachers/administration to help student stay in school based on -1. DR does not write on -124 "lost contact with student". DR and teachers need "real reason" student dropped. After reviewing **all** -77, DR **must** place on -124, if each dept. addressed original problem(s) noted on -1. DR posts what each did to "help" student overcome original problem(s). DR writes an opinion as to why student **actually** dropped out. DR reviews to see if -1 could have helped WVBC work with student. If -1 has statements on it and no -77 have addressed these statements, than staff/faculty did **not** done their job. After one month of student dropping, DR contacts student asking if problem has been resolve and if they would consider returning.

1-1-13

**RETENTION-MOTIVATING STUDENTS**

During 3rd and 5<sup>th</sup> week of quarter, Tuesday teachers meetings, DR speaks about motivating students- how teachers help improve retention. **Weekly** meetings on Fridays, discuss how everyone helps improve retention. Below are ways all employees can help: **1. Everyone** must approach students when problems are recognized. Don't wait for them to come to you. They won't until it is too late. Be aware always. Report this to mentors/teachers/staff. Don't ignore them because they appear to have a problem. Get involved!

2. **Staff/faculty must** avoid discussing **school** problems/**personal** problems with students. Don't be an authority on everything. DR has a **list of agencies** that are able to **help**.

3. Take **every** opportunity to **talk** to students, **encourage** and **listen** to them.

4. Make **every effort** to work with students to find solutions to their problems.

5. Be **positive**—actions must reflect **confidence/commitment** to goals of WVBC

6. Consider this- loss of one student represents a **reduction of revenue**—less employees

7. Staff and teachers **must have “student oriented” philosophy**.

8. **Staff/teachers must help relieve students** of personal problems by teaching **effective thinking skills** to cope/deal with problems, managing changes and building self-esteem.

9. Teachers **must deliver** material with effective academic skill, techniques and methods. DR must help staff and faculty motivate students to **stay in school**. **Most important task staff has is building up student's morale**. Self-confidence is an important factor to student's success. Success in **daily tasks** usually leads to continued interest. Students need encouragement to begin using skills they learned, **now**—not just after they graduate. Staff must **always** be enthusiastic, energetic, flexible and must display a genuine caring interest in students. Don't just say you care—**show it**. “Actions speak louder than words”.

22

5-8-13

#### SPECIAL QUIZ -41

All teachers give a “class participation” quiz on the black board Monday **every** week in **each** class (*except first and last week of quarter*) beginning 2<sup>nd</sup> week and ending 11<sup>th</sup> week. Two questions are asked, based on previous Thursday's class. Teacher writes “QUIZ” on the board and writes two questions. “Did we cover the entire chapter Thursday?”/“Did we have a test Thursday?”/“Was homework assigned?” etc. **No make-up** is permitted. Student earns a 0 if student is absent. Grade is averaged into final grades. This is a pass/fail test. **Absence on Monday** has student earning an “F” on quiz. Quiz must be easy enough to motivate students to attend class on Thursday and Monday to earn an “A” and help bring up their grade. This is how students earn extra credit. (*DR verifies teacher do this by periodically checking and verify it is noted on lesson plan*)

6-24-13

#### RETENTION SEMINAR-CSR-77

DR works with CSR to obtain a guest speaker for this Seminar. Prominent people in the community are asked to speak. CSR explains to guest speaker ahead of time, WVBC's philosophy. Why WVBC feels attitude and attendance and professionalism is so important. Speaker will inform students on what to expect in the business/medical/legal community. Explain how graduates must be prepared to “sell themselves” to the prospective employer. DR meets with guest speaker before seminar and explains why WVBC is different from other colleges. DR reviews schedule and lesson plans to determine what time majority of students are to be in classes. Seminar is held 7<sup>th</sup> week of the quarter on Monday. CSR and DR write a -77 for the file on who the speaker will be, when it will be held and what is to be covered. Once this is completed, DR emails all teachers Thursday before seminar is to be held notifying them of the seminar. Teacher **does not** announce to students until the **time of the seminar and teacher will take their students to the seminar**. All teachers and students **must** attend that are schedule to be in the class at that time. DR places a -77 in “absent” teachers file if teacher does not stay (note on payroll). All absent students will be marked absent by teachers.

4-3-15

**NEW QUARTER DATES AND TIME**

AA checks catalog and types up a next quarter start date and times for evening and day students. Post on Director board in large letters on Tuesday of the 10<sup>th</sup> week.

23

6-24-13

**RETENTION-EVERYONE**

With DR/AR/AA/FA help, student stays in school. During first month of school, AR gives special attention to all seated students. All must help them feel like they belong and are cared about. Throughout the time student is attending WVBC, AR seeks out students and sees how they are doing. **Happy students give referrals.**

**RETENTION-WHOSE JOB IS IT TO PREVENT THE FOLLOWING?**

- |  |                   |
|--|-------------------|
| 1. Dropouts  | Everyone          |
| 2. Positive Mental Attitude                                | Everyone          |
| 3. Lack of strategic planning                              | Everyone          |
| 4. Poor reputation   | Everyone          |
| 5. Lack of profit  | Everyone          |
| 6. Poor curriculum and programs of study                   | Director/Teachers |
| 7. No continuous faculty and staff improvement process     | Teachers          |
| 8. Inadequate teacher training skills (poor methods, etc.) | Director/Teachers |
| 1. Graduates not getting jobs                              | Everyone          |
| 2. Poor recruitment  | Everyone          |
| 3. Lack of community support                               | Everyone          |
| 4. High student default rates                              | Everyone          |
| 5. Licensing and accreditation non-compliance              | Everyone          |
| 6. Poor internal communications                            | Everyone          |
| 7. Employees not understanding school is a business        | Director          |
| 8. Lack of team work                                       | Everyone          |

DR is the “team” leader. Everything each “player” does effects students, potential students and potential employers. If just one employee is **not** part of the “team”, “game” will be lost. As DR hires new employees, first consideration must be “Will this person work well with our “team” and do they meet our standards?”

1-1-13

**MEETING-ADVISORY BOARD -10**



DR makes arrangements 1<sup>st</sup> Monday in July and November for an Advisory board meeting to be held on last Friday in the month. DR/GM and AA attend with members. This is held at a restaurant close to the school. DR contacts members to invite them to a luncheon and set a date. DR/GM holds meetings. If board member frequently cannot attend, DR is responsible to find a replacement. Members should include, doctors, lawyers, accountants, medical and professional business people who can contribute to WVBC programs. WVBC pays for luncheon. (*No alcohol*) DR is reimbursed per Personal Expense Form-10. Ask for input as to how/if we should change our programs to fit community's needs. Minutes are taken by AA and typed. Copy is kept for file marked "Advisory Board Minutes". Copy is e-mailed to "other" campus DR, Pres., VP, GM and board members. Minutes **must** be accurate, **neatly written and informative**. **Spell check MUST be used before sending.**

24

9-11-14            **MEETINGS- STAFF MANDATORY -68b/72-WEEKLY**  
**Weekly Staff Meetings**—DR holds a meeting every (**NF-Wednesday-2:00** until 3:00 weekly) (**Wheeling-Friday** of each week at 10:00 until 11:00. AA, CSR, FA/AR **must** attend. During meeting, DR reviews -68b with each staff member. -72 is reviewed and potential dropouts are identified. (*cc: minutes to Pres VP GM*)

7-16-15 (9-11-14) **MEETING- QUARTERLY STAFF PLANNING**  
**Monday of the 11<sup>th</sup> week of each quarter** AA/FA/CSR/AR emails their in-depth plan/goals for upcoming quarter to DR. Plans and Goals are to include how they will be accomplished. (*DR will help each person set their goals before the meeting if necessary*). DR emails these to GM with their own plans/goals the **same day**. DR holds a quarterly meeting on **Friday of the 12<sup>th</sup> week of a quarter** at **10:00 am until 2:00 pm**. DR, AA, FA, CSR, AR, **must** attend. **Only accepted absence is hospitalization or death. Accepted Absence applies to immediate family only** and must be **cleared through DR** before meeting. DR is required to note in employee file absence and is considered for future employment. This is planning/brainstorming with all being involved for the up-coming quarter.. Everyone must participate. **No extensions are to be granted.** DR follows up continuously ensuring each department follow their calendar and achieves their goals. Quarterly plans for the past two years are kept in DR office in a file marked "Quarterly Goals". (*Quarterly goals are email to Pres. VP*)

8-5-15(1-26-15)            **MEETING-WEEKLY TEACHER'S- 68a-GOAL SETTING**  
**See Teacher T's "TEACHER's MEETING –Page 4i – Form 68a.** (*Copies of minutes to GM for filing in Correspondence Files*)

8-5-15-(8-4-15)            **MEETING-DEPARTMENT HEADS**

Every other Monday morning at 8:00, DR meets with day department heads. Every other Monday evening at 5:30 DR meets with evening department heads. Minutes are sent to GM for filing in Correspondence files. (See Page 45c "DEPARTMENT HEADS")

8-4-15 **MEETING -MORNING -AR WITH DR**

AR posts on DR board up-coming presentations etc. (See Page 1 "Appointment Board")

8-4-15 **MEETING WITH NEW APPLICANTS-FA APPOINTMENTS**

FA posts on FA board up-coming FA appointments etc. (See Page 1 "Appointment Board")

8-4-15 **MEETING – APPOINTMENT FOR HIRING NEW EMPLOYEES**

FA and DR make appointments after 1:00 with prospective employees (See Page 1 "Appointment Setting-FA DR")

25

4-6-15 **EVALUATING TEACHERS QUARTERLY-DR-27**

DR **MUST** evaluate at least once a quarter, each faculty member in each class beginning Monday 3<sup>rd</sup> week of each quarter. DR reviews -27 with each teacher within a week of -27 being completed. All evaluations become a permanent part of a teachers file. DR will evaluate again if it is necessary to improve on methods, motivation, professionalism, etc.. When a teacher is rated with a "5", DR is stating "there is no room for improvement". "5" rating must be used wisely. **When evaluating medical teachers, DR must verify students are being trained on the "medical arm" and ONLY HAVE 1 STICK ON OTHERS IN CLASS.**

12-18-14**HONOR CLASS/STUDENTS-REGULAR START/INTERIM STARTS**

Teachers email DR, students receiving an "A" for classes for current quarter by 11<sup>th</sup> week -Friday Morning by 10:00 a.m., **BEFORE** review/exam week. DR/AA is **only** person(s) emailing/notifying students of exemption status. If student does not attend review days and they are required to, they are marked absent. **All students must take final exams for all classes other than the one(s) they received a final grade of "A" ! Class with final grade of "A" is considered an honors class. (Student is exempt from taking that class's exam only!)** Students earning A in **ALL** classes are considered an honors student for that quarter.

6-3-15(7-2-13) **EXAM POLICY-61/-SCHEDULE-82**

AA posts- 61 permanently on DR's board in **January**. AA posts -82 **Monday, 2 weeks before** exam All students **MUST** take exams **except** Honors Classes (see Honors) If student cannot take exam when scheduled, teacher and DR **must** meet and documentation **must** be in students file denoting why exam will be taken at a different time.



Teachers email Lesson Plans –41, **Mondays before** class to DR. DR reviews, verifying lesson plan follows the class syllabi. (*Plan is to indicate teachers take students to local library at least once a quarter for research and once a quarter, utilize guest speaker*). Plan will identify homework, quizzes, guest speakers, field trips, tests and assignments etc. DR keeps last quarters' lesson plans and current quarter plans on their computer once reviewed.

1-1-13

### **HANDOUTS-TEACHERS.MAKE UP TEST**

Monday of break week, copies of all “handouts” are **emailed to DR.** DR reviews and approves/denies and files in their office. All past handouts are purged except most recent year. Teachers have their own “make up test” policy and inform students of their policy in their “Handout” at the beginning of the quarter. If teacher permits student to make up tests, it is **required** the teacher creates a **new** test and administer test **before/after class or on Friday/Saturday. Teacher** supervises student taking test. Makeup tests are **never** given in classroom with other students present. No one is permitted to administer or grade make-up test but teacher.

27

9-5-13

### **EVALUATION-PRE/POST EVALUATION/SYNOPSIS-97**

WVBC monitors the quality of each teacher based on objectives listed on syllabus. Teacher determines what they want their students to learn by the end of the quarter by administering pre/post evaluations. Teacher reviews the syllabus and course descriptions in current catalog once assigned a class, then writes a pre-evaluation and lesson plans accordingly. True/false/multiple choice questions should be limited. Teacher needs to determine **5 major goals** they wish to cover during the quarter. Under the five major goals, **ten questions relative to these goals** should be asked. (50 questions total). This permits DR and teacher know if goals they set have been met. Pre-evaluation is given to DR by Tuesday of break week for DR to review. AA makes copies Thursday-same week-to distribute to teachers on registration day. Teacher administers a pre-evaluation on **Tuesday after registration day** to all students in **each** class. Teacher explains this is a guide to enable the teacher to evaluate each student and how they should progress during the quarter. Teacher explains they should not expect to be able to answer all the questions correctly since they have never taken this class prior to attending WVBC. Students are told the pre-evaluation does **not** count towards their GPA or CGPA. At the end of the class, pre-evaluations are collected, graded (numerically) and given to DR by **Friday at 3:00** end of drop/add week. **Post-evaluation**-this is **similar** to the “pre-evaluation” and is given **(Day-Wed and Th.-Even.-Th.) 12<sup>th</sup> week** of the quarter. This is **the final exam**. Evaluations are graded/posted and given to DR **no later than Friday, last day of the quarter. DR completes a synopsis-97 first Friday of 3<sup>rd</sup> week-email copy** to Pres., VP, GM each quarter showing overall performance in all classes based upon scores of both evaluations. **Evaluations** are kept in DR office and one quarter later, discarded. (*GM keeps both campus synopsis indefinitely*) DR determines if goals were met. DR meets with teacher individually and if goals not met, how can they be met in the

future if they are to continue to teach at WVBC. -97 *Each time teacher is assigned a class, a new pre/post-evaluation must be developed. (these synopsis help the DR determine teachers eligibility for rehiring)*

1-1-13

### EMAILING STUDENTS-TEACHERS

Teachers email homework assignments/projects/syllabus noting due dates on projects/ assignments. Completed work is emailed to teacher. Notes are added to submitted assignment/projects with grade and emailed to student. Teacher is responsible to email student **48 hours** of receiving homework assignments/projects. **No tests are emailed.**

28

### 8-3-15 (4-10-14) ATTENDANCE-DAILY CALL/RECORDING-44-MENTORS/TEACHERS-77-POSTING-72

Attendance is taken first 5 minutes of class. If student is **not** in class they are marked **A-absent**. There is **No excused absences**. All teachers must make an asserted effort to contact (*call email*) to determine why student is absent. Complete comments on -44. Teacher places time attempt was made to contact student daily by phone/email. Teacher notifies student's mentor and mentor also attempts to contact student-emailing -77 to DR with results. (*DR at beginning of quarter emails blank form 77 to teachers*) When students call off, office emails teachers as soon as call is received. (*If teacher's policy to permit make up work, student can make up their work*).

**Regardless of the reason, student is marked (A) absent if student is NOT SEATED in the class!**

If teacher permits student to make up test(s), teacher **must** follow procedure in Teacher "T"s. If class is canceled "C" is marked. All teachers/mentors **daily** attempt to contact student to determine student status. Until "official notice" from DR by email is received that student is a dropout, attendance is taken every day. Once official notice is received, teacher **writes D/O by students name and not further attendance is take.** (*When student bring in slips from Doc. Jury Duty etc ,teacher give to DR after sending -77. slips is attached to back of -77 by DR.*) Teacher places -44 in Receptionist's basket who posts to 72-Teacher's Attendance Log.

1-1-13

### INTERNET USAGE-CLASSROOM

Students are **not** permitted to use Internet during classes **except** during Internet class. Teachers are **not** permitted to use Internet during class time.

4-10-14

### **SURVEY-ANNUAL STUDENT BODY -116**

DR gives –116 Monday-**third week of October** to all teachers during class-when most students are expected to be in attendance. Students complete survey first 5 minutes of class, teacher collects and has a **student** deliver to DR immediately. DR completes a synopsis on a blank copy of –116 within **2** days. DR places numbers and general comments, i. e. 30 students/happy, 26/not happy, 25 students/4 cars etc. DR keeps -116 in their office until synopsis is completed. **Copy of -116 synopsis is emailed to GM, President, Friday.** DR discards “individual” –116 after one quarter. Synopses are kept indefinitely and filed in correspondence file marked “Synopsis-116”. **Wheeling** –both campus –116 are kept in file marked “Synopsis-116-NF/Wheeling.”

2-1-13

### **LICENSE-STATE-AR**

One month after a new AR is hired, DR requests “Registration of Individual Solicitors” form from the State –WVCCTCE to complete. Yearly this is renewed by DR when applying for WVCCTCE Permit. (*Copies made for file*). Permits are posted in lobby and in their offices. Original CEO permit is posted in lobby. (*copy made for file*) .

29

1-1-13

### **WIA-VISITS-APPLICANTS LEADS**

Visiting-DR determines best time AR should visit WIA. If campus has more than one AR, AR alternates days they go to WIA office. AR gets to know WIA personnel on first name basis getting information on how they like to run WIA and what rules they must follow. Educating them on what WVBC does for their students, how long we have been in existence and how we can help the WIA employees by making their jobs easier. Ask what would make their jobs easier. AR puts brochures out at WIA and meets with “applicants” visiting with their case manager. WIA Applicants-AR asks what kind of job they would like, did they graduate high school, got a GED, ever attend college and would they be interested in getting a skill to get a job? Get name/phone number to contact them for an appointment. **Do not attempt to enroll them now!** Talks about WVBC, we know students on first name basis, been around over 100 years, help student with their financial aid paperwork, etc.

WIA LEADS- AR completes 80b and gives to FAM immediately upon returning to campus to be written in back of lead book the **same day**. After posting, FA gives lead(s) to DR who gives to AR **same day**. DR visits WIA, (unannounced) at least once a week to get to know WIA staff and observe AR procedures.

1-1-13

### **SINGLE CLASS-CREDIT**

If an applicants requests a single class to receive quarter credit hours, DR informs them they must attend **entire** quarter and pass class with a minimum of “D”. Contract must be completed. This student is treated as all other students-attendance, testing, posting grades, advising etc. Compute cost by dividing total tuition in a **Degree** program by 24 in current catalog. This is tuition cost of a **single** class. Application is completed, administrative fee and books are charged per current catalog. Class name is written on program line. This is

paid up front or three monthly payments made at the beginning of each month. **No Exceptions!** Student is eligible to apply for PELL but NOT Student Loans.

3-15-14 **EXTRA CLASS-CURRENT STUDENT-77**

Currently enrolled students wanting an **extra** class **not** in their program-compute cost by dividing total tuition in a **Degree** program by 24 in current catalog. This is cost of tuition for a single class. If supplies, lab fees and books are needed, these charges are added. DR and FA must inform student that **NO FA CAN BE COLLECTED FOR THIS CLASS! THIS CLASS DOES NOT EFFECT THE STATUS FOR FA! This is noted on -77**

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1-1-13 **INSERVICE -TEACHERS-14**

On registration day, day teachers attend an in-service with DR at 8:30 a.m. After In-service, teachers go to Registration. Evening teachers attend registration and in-service is held **after** registration 8:30 p.m. DR appoints a teachers to **take minutes** and copies are typed on -14, then emailed to DR. DR reads and emails to all teachers before end of week. DR files a copy for correspondence file marked "Teacher's -In-Service". These are kept for past **two** years and any -14 older than 2 years are purged. DR assigns office hours to teachers during this in-service and posts on DR board. DR gets speaker's "bios" before In-Service and CSR takes a picture as speaker come in. CSR sends picture and press release to **local** newspapers. DR gets **written** permission from speaker to do a press release. Speaker's topic **must** be on **methods of teaching, motivation, professionalism, etc.** If DR does not have a speaker, a video can be shown at this time, which can be gotten from local library on motivation, professionalism etc. Each video can be used **once during the year. Guest Speakers must be gotten for three out of four In-Services.** DR calls Board of Education to get a guest speaker to volunteer or any other agency that could contribute to teacher's ability to teach more effectively. It is **important** that DR secures a **good motivational speakers on above subjects.**

6-22-15 (6-1-15) **REGISTRATION REMINDERS & PROCEDURES - 54-57**

During break week, review procedures and forms to verify all information has been completed and ready for registration. DR holds registration and assigns duties to staff/teachers during and after registration. Registration is to **motivate students** to attend classes, stay in school, graduate. DR and ALL teachers **must** attend and stay for **entire** time. (AA *stays in lobby to answer phone and meet visitors*) Registration begins at 10:00

a.m./6:00 p.m. If campus has more than 60 day students, split orientation alphabetically. First set at 10:00 and the second set at 1:00. (1<sup>st</sup> set(A-M) 2<sup>nd</sup> set (N-Z)

### **REMINDERS-53/62d**

- a. DR gets current teacher's email addresses.
- b. DR prepares Mentor list-hand out to all teachers at in-service
- c. DR has 62d "Academic Probation letter to meet with students after registration. (DR has AA print up -62d for each student on academic probation during break week).
- d. DR compiles a "Student Contest" list for the bulletin board contest. DR emails to all teachers and posts by teachers mail boxes.
- e. FA completes sign-in sheet for the new quarter for all returning, new and re-entry students to sign.
- f. FA meets with any student needing to sign paperwork/bring in paperwork **BEFORE** books/schedule/etc can be picked up.
- g. AA posts current syllabi in proper classrooms-copies given to all teachers of classes they will currently be teaching.
- h. AA posts copy of Teacher's Schedule 40a, b in lobby (class name, Room #, Teacher Name and number of students in class.
- i. AA prints enough copies of Statement of Understanding for all students listed on sign-in sheet.

31a

- j. AA prints form 62e for all students on "Academic Probation" for DR to hand to them at their meeting directly after registration.
- k. AA prints blank copies of -84 "Updated Student Information" teachers to have completed by students.
- l. AA-Prints "Statement of Understanding" for all names on sign-in sheet.
- m. AA emails copies of the following forms to all teachers:
  - 1) 8 – Incident Report
  - 2) 28 – Substitute Teacher
  - 3) 33 – Repair Order
  - 4) 34a,b – Teachers Grades and Attendance
  - 5) 41 – Lesson Plan
  - 6) 44- Teacher Daily Attendance Call Log-(*Teachers are directed to write in each student's name until end of drop add week.*) AA will finalize after drop/add week.
  - 7) 54 – Mentor/DR problem solving
  - 8) 64a,b- Plan to remove student from Academic Probation –Student & Teacher
  - 9) 77-Advising Report
  - 10)83-WVBC Field Trip/Guest Speaker
  - 11) 115 – Input Staff/Faculty

### **REGISTRATION PROCEDURES**

**DR**-Welcomes students-writes name/position on board-announces to students all are officially registered at WVBC if they signed sign-in sheet. **Hold up Sign-in sheet.** Ask ALL new and re-entries to stand to welcome them.

1. DR speaks for a few minutes about WVBC Accreditation, which makes us eligible to participate in Federal Financial Aid programs. (*Explain transfer of*



*credits. No guarantees) EXCEPTION- WVBC has an agreement with Salem University-on line training Explain how students can receive 4 yr degree from Salem University-DR*

2. Speak about personal experience in college with counselors, schedules, books, FA etc. Nothing went smoothly. Don't be afraid to ask for help from mentors. Explain **each** student has been assigned a personal mentor.
3. Explain-academic problems-students go to their teacher **FIRST**. If teacher is unable to help, teacher gives a -54 to take to their mentor. If mentor is unable to help, Mentor gives -54 to AA to make an appointment with the proper administrative staff relevant to their problem.
4. Honors program-Eligible student does not have to attend review/exams week for the class. "A" must be earned. **Teacher's do not** notify students about class exemptions. DR officially contacts you if you do not have to take review/exam week by email/phone. **DR is only person to exempt student from exam!**
5. Explain teacher's attendance policy and how FA could be lost, lowered etc..
6. Explain students **must** attend classes with the attitude "**I am working and earning a salary!**" When Company rules are broken--dress improperly, use improper language, do not do your job (assignments) absenteeism, you will be fired. Missing classes will get you poor grades/failure. All students are capable of succeeding. It is up to each of you! Decide to go for your dream--now! Do YOUR BEST!

31b

7. Snow Days-announced on TV and Radio.
8. Student Council President is introduced and speaks **5 minutes**. This is a "fun" student council and if interested in joining, announce date of first meeting.
9. DR announces employee of the past quarter. (*See Employee of the quarter*)
10. DR Explains catalog is on Web site.
11. DR read to **all** students orally "Statement of Understanding"-53. (*Student MUST sign now and receive copy at end of drop ad week*). If student has a problem of any kind, DR meets with student immediately after registration to clear up any questions.-77 is written.
12. DR speaks with students about:
  - a. Dress code. Why important! Letters of recommendations from staff and teachers when applying for a job are needed. Always look your best.
  - b. "**Attitude, Attendance, Appearance**" is WVBC Motto.
  - c. Discuss policy-no food/drinking permitted on campus-student lounge only.
  - d. No smoking in building -only outside in designated area.
  - e. Drugs or alcohol **not permitted** on campus anywhere.
  - f. Call off when not attending. (*You do this on the job or get fired*)
  - g. **Teachers** will explain their individual make-up policy **Tuesday** morning in class and give out handouts.
  - h. Syllabus is posted in all classrooms for students to review.
  - i. Students may use lockers but **MUST** clean out at end of **each** quarter. Anything left in lockers at end of quarter will be discarded.

- j. Upon signing registration card after receiving books and supplies, they are **NOT RETURNABLE**. Review card **before signing**.
  - k. Med. students **MUST** wear scrubs to all classes daily. *(See teacher handout)*
13. DR calls out names of student DR needs to meet with directly after registration. *(students on academic probation.)*
14. Mentors call all their students names and takes them to a room assigned until students names are called to pick up schedules/books. Talk to students about their back ground and asks each student to tell a little about themselves. Ask what their plans are while at WVBC/after graduation. Mentor is upbeat/motivational encouraging student to join Student Council. Good for resumes. Attempt to get them to talk about what they felt they did wrong last quarter. How do they plan on changing. Ask students what their goal is for this quarter. *(Mentor makes a note for mentoring purposes during the quarter.)*

After registration, DR notifies FA and AR if student **did not** sign in. DR does **not** give student books if they show up **after** registration. Student **meets DR and** signs sign-in sheet. *(Follow procedure "See Reg. Card Pickup books Supplies and schedule below")*. Student goes directly to class. DR completes-77.

31b

6-1-15 (2-18-15)**REGISTRATION CARD REQUESTING/POSTING-77/120a,b,c,d**  
**Wheeling AA is responsible to have inventory of reg. cards (enough for 3 quarters).** **NF-AA**-requests reg. cards from Wheeling Monday 10<sup>th</sup> week of quarter. *(do not request for P D O students.)* Whg. AA mails NF AA reg. cards **Monday-11<sup>th</sup> week of qtr.** Both AA completes reg. cards from current "tentative" roster for new quarter. *(Tentative roster- \*represents P.D.O.)* AA posts last name first-post "X" by student's name for signature, campus, Day/Night. Qtr.-Post month and year of start-class name, book title *(list packets or workbooks by book title.* AA gives reg. cards to FA to post to right side of card **and** Line directly under 2:00 (D)and above 6:00 (N), cost of books from 120a,b,c,d. Total to right all costs *(if no number is to go in block write NA)* At top of Card write "previous balance" if due, plus balance this quarter. This total is what is still owed.

6-1-15(6-23-13)**REG. CARD-PICKUP/BOOKS/SUPPLIES AND SCHEDULE**  
 All students signing the sign-in sheet are considered registered and are charged accordingly. Directly after registration, students are individually called out of mentoring sessions. AR brings student to AA who has student's books and supplies explaining to student, reg. card is their schedule/grade card. Student **MUST** sign by "X" once getting their books. If student **did not want** a book, AA marks on card **DNW**/if student **did not receive, AA writes DNR** by item. If **DNW** is written, FA corrects FAC. If **DNR** is written, as items come in, AA has student initial on card and add date received. If student signs in **after** registration is over, DR **must** meet with student completing a -77

explaining to student why it is unacceptable to “miss” registration. They have missed one of the most important meetings of the quarter explaining procedures they are to follow. Student is taken to AA who completes the above procedure giving books etc AA gives student reg. card to FA. *(If student has questions about their schedule, AA will make an appointment next morning with DR. No books schedule is given to student until they meet with DR. AA writes student's name and “problem”. AA does not “fix” problem this is done by DR. List is given to DR who immediately e-mails: speaks to VP to see if “problem can be fixed)* **No books/supplies are returnable if card is signed by student!** DR, after speaking with VP, meets with student reviewing change or why it cannot be changed. AA alphabetizes student’s cards that have signed in-place in envelope- **BACK** of PRC book.

6-3-15 **POSTING MID-TERM GRADES-TEACHERS- -77**

**No mid-term exam is required.** A mid-term grade is posted on registration cards by **Friday-6th week** of the quarter at 1:00. *(This shows student's progress for SAP)* All posting is completed in the office. **Formal notification to students of mid-term grades is not made.** If student earned D or less, teacher makes a **written** plan by **Monday**-emails to DR. Plan is to help student bring up grade(s). Teacher speaks with student the next **Tuesday** explaining the plan to help student bring up their grade. Teacher **does not tell** student they earned a D or less. Students are informed they are not doing as well as they could and teacher has a “plan” to help improve their grade(s). -77 is completed and emailed to **DR** same day and student’s **mentor** same day. DR reviews and files.

32a

6-3-15 **POSTING FINAL GRADE/INCOMPLETES**

Teachers must post final grades by **Friday** after the end of the quarter exams at 1:00. Posting is completed in the office *(cards are never taken from office)*. If **Incompletes** are posted *(posted in pencil)* it is the teacher’s responsibility to keep in contact with student until the “I” is made up by **Monday-Registration Day**. If incomplete is **not** made up by this day, “I” is changed to “F” by teacher **Monday** of **registration day**. AA reviews CGPA and notifies FA if student **hasn’t reached SAP**. AA reviews all final grades and if a teacher has not placed a final grade on the card, teacher is called **MONDAY** of **break week** to come in/send email with final grade and class. If grade sent by email, AA posts the card and **attached** the e-mail to back of card. If student did not take the final exam and they were scheduled to, DR notifies teacher to post a “F” on card. *(If DR made special arrangements with teacher to let the student take the exam later, the exam **must** be taken during break week. -77 is written by teacher and DR for student's file)*. If teachers forgets to post a final grade AA notifies DR who completes a -77 reprimanding teacher. This is taken into consideration as to whether or not teacher will be teaching next quarter. DR makes this decision after reviewing the employee file.

**Final grades are not told to students by teachers or that they are exempt from an exam.** DR/AA will email students when exempt from review and exams. **NO ONE ELSE HAS PERMISSION!**

AA computes GPA/CGPA double checking for accuracy by **Monday** of **break week** and posts at bottom of PRC. GPA is written on **bottom** of registration card. (*While posting GPA, AA begins making a DR list*). Once posting is completed on registration cards do the following:

- a. **White** copy-place in student's file (Most **recent** stapled on **top** of all others)
- b. **Pink** copy-student to sign in-**receives registration day** when picking up new quarter books/supplies.
- c. **Pink** copy-**graduates, d/o will not return – discard**
- d. **Yellow** copy-old card with grades -students **expected to return**, are placed on top of **pink new quarter** registration card. This is given to students when picking up books.

#### 6-1-15(12-31-14) **REGISTRATION CARDS PROCEDURES**

**WITHDRAWAL FROM CLASSES:** When a student withdraws from a class, DR emails teachers and staff and reason. AA posts a "W" on reg. card and also PRC. (*DR informs AA reason. AA writes under "comments" on PRC month year and why.*)

**DROPOUTS/TERMINATIONS** -As student is **officially** terminated before end of the quarter, DR emails teachers and staff. AA posts "Ws" on card and PRC. (*DR informs AA reason and AA writes under "comments" on PRC month year and why student left.*) AA staples **most recent white copy** of card on top of **all "other"** cards in student's file and discards the others.

**QUARTER ENDED-**At end of quarter, AA reviews all cards, **verifying all** grades have been **posted** on cards and **PRCs** then staples most recent **white** card on **top** of **all "other" cards in student file**. Teachers **must have** posted final grades. Place yellow

32b

copies with the returning students "new quarter" cards. These are given to them when they pick up books/supplies on registration day.

**BOOKS NOT WANTED-**If a student states they **Do Not W** want a book, AA posts their initials beside the book title and beside the initials post **DNW**. AA notifies FA of "DNW" And FA makes adjustment to FAC.

**BOOKS BACK ORDERED-**If student **Did Not Receive** book/supply, AA posts their initial by book title/supply and **DNR**. When book/supply comes in, student initials/dates by **DNR**.

**GPA/CGPA COMPUTING-**AA is responsible for computing the GPA/CGPA.

**GRADE VALUE shown on PRC-**A=4 points; B=3 points; C=2 points, D=1 point F=0 points .

**PREVIOUS QUARTER WHITE COPIES-**AA reviews for accuracy and posting on PRC and filed in student's file. (*If there is an "I" white copy does not get filed until grade is changed by registration day*) Staple "most recent" white copy on top of all other white copies in file.

**NEW QUARTER WHITE COPY AND YELLOW COPY-**New quarter cards are kept in PRC book until student has been "official terminated" by DR. (*these cards are used for posting this quarter grades. If student no longer in school-yellow copy is discarded*)

**PREVIOUS QUARTER YELLOW COPY**-grades have been posted on yellow copy for previous quarter classes. (*at end of previous quarter- yellow copy is set aside to give to student when picking up their books on registration day.*)

**PINK COPY**- is given to student on registration day-it is their schedule for the current quarter.*(If there is a last quarter-yellow card it is paper clipped on top of new pink copy)*

**ONLY WHITE COPIES ARE IN STUDENTS FILES. WHEN A STUDENT IS NO LONGER A STUDENT ALL YELLOW AND PINK COPIES ARE DESTROYED.**

6-1-15(4-3-15) **STUDENT INFORMATION UPDATE CONTACT-84**

Teachers follows syllabi concerning completion of-84 per syllabi, collecting and giving to FA **after** teacher's last class. (*FA notes all new information on front of TAC and telephone - - then discard -84*)

9-5-13 **ADVISING-SECOND WEEK NEW QUARTER-77**

**Monday** of **second week** of class, DR begins calling new and re-entry students from class to have a 5 minute advising session. DR discusses problems student might be having at school/home. Concern is shown for student reminding them, if anytime they need to talk, see their mentor (*ask if they know who their mentor is*). DR reinforces WVBC cares for the student but emphasis reasons student came to WVBC-To make their life better – get the skill to get a job. This is achieved by daily attendance and following directions teacher give them. Print -77 for each student's file immediately after the session. Once all new/re-entry students have been met with, DR begins meeting with returning students. Cover all of the above again noting any problems they may anticipate.

32c

8-11-15(6-1-15) **INTERIM-REGISTRATION**

During the **6<sup>th</sup> week of the quarter** DR hires a teacher who is able to teach one of WVBC “specialty” classes. Teacher will begin teaching **Monday, 7<sup>th</sup> week of the quarter**. (*DR advises teacher they are permitted to sit in class anytime during the period before they are going to teach to sit in on the classes to observe*) **Math** at 9:00 until 11:00 then a 10 minute break and **Interpersonal communication** starts at 11:10. No other breaks are to be given. The same syllabi is used that is used for the 12 week course. (*Regular registration is followed - see Registration Reminders etc. See Interim-Classes Advertising Procedure-27 .*)

4-7-14 **SIGN IN SHEET VERIFICATION-32/TEACHERS ATTN. LOG72**  
**SPREADSHEET-98/ QUARTERLY GRAD./DO-194a**

FA completes -32(*sign in sheet*) alphabetically for new quarter on **Friday** of break week from last quarter's -72 (*Teacher's attendance log*). Type all names **except** students who graduated last quarter and any student(s) who were “**officially terminated**”. (*Double check 194a after drop add*) Add to -32 alphabetically, all new and re-entry students.

(shown on new quarter 98). Once student signs sign-in sheet -32 they are counted as a seated student and charges begin for the quarter. As **new/re-entries** are enrolled during drop/add week, FA adds their name to -32 and **must** have students sign -32. FA adds student name to -72. AA must match -32/72/98/194a verifying they match the day after drop/add week. (*Last quarter's -72 is placed by FA in basket to be filed in "End of Quarter file" which goes into the correspondence files cabinet. This is a permanent record.*) AA emails copy of -32 to GM Friday of drop/add week. **Sign-in sheet names match the following from last quarter:** Tuition Account Cards /Fees Account Card /Quarterly Grad./Dropout(last qtr)Seated student files/Teacher's Attendance Log /Perm. Rec. Card /Reg. Cards Total names on -32 is placed on Daily Report as seated students for each new quarter.

9-10-13 **GRADE SHEET POSTING-REG.CARDS-34a,b-77**

Blank 34a,b have been emailed to all teachers to add student's individual names for the next quarter for posting attendance/grades/comments. At mid-term teachers post to reg. cards Friday by 1:00 p.m.-end of first 6 weeks of the quarter. DR reviews all reg. cards and -77 for students with D or F. Same day, DR requests mentors and teachers to email DR a plan to help student improve their grade(s).

DR makes appointment with student(s) Monday of seventh week and completes a -77. (*no grades are mentioned by DR, Mentor teacher, only how they can improve with WVBC staff and faculty help.*) Teachers post grades (*including homework grade*)/attendance/comments on their 34a,b daily and on Friday, end of exam week, teachers gives their completed 34a,b to the AA who reviews for completion. AA places in the "End of Quarter" folder in the correspondence files.

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9-1-13 **OFFICIAL TRANSCRIPTS 46a-m/ GRADUATES/DO/COMPLETER/ CONGRATULATIONS LETTER 69a,b/ SCANNING/STUDENT REQUESTING**

Official Dropout/Completer/Graduate – Students who no longer attend WVBC must be "**Officially**" terminated by the Director! This means DR has notified staff and teachers and proper refunds/closing out of the file has been completed. At the end of each quarter, as grades have been posted; during break week, Monday, AA begins printing official transcripts for all graduates/ dropouts/completers. If student earned an "F" and retook the class, the higher of the 2 grades is posted to the transcript. AA places all information in the packet (*original transcript unsigned unsealed-Whg.scans now-When NF files are received, they are scanned immediately*). Before mailing, AA must verify transcript is correct before signing and sealing. **First** copy only of transcript(s) is **free**. There is a fee of \$5 per copy for second copy. (*once graduation ceremony is over and student did not attend, diploma degree is kept in packet.*) NF-Completes all 1-5 shown below. NF sends to Whg. DR 2 copies of the transcript (*if a graduate, send 69a or b with an enveloped addressed to student college. DR signs one copy to mail if no balance is owed*):

1. **TRANSCRIPT REQUESTS:** Money order/cash must be received **before** student's

file is reviewed determining if student owes money. If no money owed- (*If paid with check, check must clear bank before transcript is made and mailed.*) If money is owed, FA contacts person stating balance must be paid before releasing transcript. (*If request is before 1989 explain we may not have all those records-was under different ownership.*) If nothing is found, return check explaining nothing could be found.

2. **GRADUATE-No money owed:** Print name of program, student name/SS# with all final grades beside each class and 4 under credit hours. Total GPA and CGPA. Place in packet. Copy of signed/sealed transcript is sent with 69a. **Original** transcript is unsigned in packet. (*copy of 69a with date sent is placed in packet*)

3. **GRADUATE-Owing Money:** Transcript is made same as above-send -69b **only**. (*Copy of 69b in packet*) **WHG**-Place "copy" in packet with diploma/degree in front of files with PACKETS marked "Graduates owing money". (*NI*- When graduate calls asking for transcript, NF notifies Whg. FA who reviews file and FA informs NF there is a balance. Once balance is paid, same procedure for **Graduate-"No money owed"** is followed.

4. **DROPOUT/COMPLETER:** Transcript is made. **Delete** name of program. Type student name/SS# with all final grades beside each class and 4 under credit hours. Total GPA and CGPA. "Date Graduated"-print "N/A". If a completer print "Completer". Same procedure as above. Dropouts/Completers do not get copies of transcripts mailed unless they request and all balances have been paid. (*again initial one is free second one \$5.*) Write "Non-graduate" beside graduation date.

5. **Whg. FA notifies** NF by email if transcript has been sent or if the student owe money.

#### 5-1-15 **FINAL GRADES-SATISFACTORY ACADEMIC PROGRESS**

DR reviews SAP on PRC with regards to Pace of Completion, 150% rule and CGPA. If a student is in danger of failing SAP for either POC/150%/CGPA, DR emails student's new quarter teacher's and Dept. Head and has teacher complete form 64b indicating what student needs to do to improve their standing. DR also contacts student and meets with them ASAP. If student was in danger previous quarter or has failed SAP, they have an opportunity to appeal the decision. Any student not making SAP in any area is subject to termination. DR **must** meet with each student on **registration day** who are in danger of failing SAP to go over teacher's form 64b. Student is to complete form 64a. These forms **MUST** be in student's file. (*DR notifies FA of students in trouble*) **ALL** student(s) that are to be terminated for SAP reasons **must first be reviewed** by DR **and** GM. If student has circumstances in their career which caused them **not** to perform academically sufficiently, DR may provide enough classes next quarter to allow student to come into SAP compliance by end of that quarter. DR **must** notify GM of classes needed for compliance **before** quarter begins. If student **does not** come into compliance after that extended quarter, **they must be terminated immediately.**

5-21-15 (4-15-15) **INTERNSHIPS-NURSE ASSISTANT PATIENT CARE AIDE**  
Internships are required for both of these classes! (*see catalog for pre-requisites necessary for these two classes*) DR meets with medical Dept. Head 4 weeks before the end of each quarter to determine if internship(s) have been set up that are required for students scheduled to take either of these classes the next quarter. DR must verify this is set up by the time the new quarter starts. A copy of the agency's agreement is reviewed by the DR and GM. (*copy sent to GM.*) Once approved by GM, **signed** copies are sent to GM to be filed by Whg. FA in "Contracts" file. Internships are set up for outside of classes, generally on Fridays. **Twenty (20) hours internships are required for each class** and the entity offering the internship **must** keep attendance. In order for the internship to count towards the college's requirement, teacher must get a copy of the attendance record and give to the Dept Head to give to AA on **Friday** for the student's file. **Student cannot earn a final grade until the attendance sheet is given to AA.**

6-28-13 **SCHOLARSHIPS-PRESIDENT -\$19,200/WVBC SCHOLARSHIPS-\$500/1,000- -APPLICATION 51a,b,c-VISITING H.S-H.S. SCHOOL BOOK**  
Full scholarship-\$19,200-AR calls high schools, verifying spelling of principal's/ guidance counselor's name, high school name, address, phone numbers-place in "high school book". AR emails ALL G.C. 5/c last Friday in August. DR emails-51a to **all** H.S. principals within a 30-mile radius **1<sup>st</sup> Friday in Sept.** attaching-51b. **AR** begins visiting high schools **2<sup>nd</sup> Monday in Sept.** through April delivering -51b to G.C. and letting them know copies can be made or request more from the college by email.

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1-1-13 **PRES. SCHOLAR. PRESS RELEASE-PRESIDENTS GAS CARD-51c**  
**All** seniors are eligible to take the "President's Scholarship" which is administered every Saturday beginning second Saturday in September through second Saturday in April at the college's campus. (*CSR gives scholarship press releases week to DR who gives to newspaper, TV stations etc.*) DR contacts TV stations, radios and newspapers to make a "Public Service Announcement" (*there is no charge*) **at least once a month on Thursday before the Saturday testing. Announce where/time of testing. DR emails 51c MONTHLY to all counselors!!** Seniors/counselors/teachers can call the College for directions to register. (*see catalog for further description of scholarship*) Test takes approximately 90 minutes. There is no charge for taking test. A drawing is held at each testing for a \$25 gas card. Minimum of (2) **two** people must take the test to qualify for drawing. **AR** takes gas card to school the following week to **personally** present to winner. AR asks *G.C.* if they would make an announcement of the winner so AR can present the gas card in the office. If high schools have their own TV/Radio stations/bulletin board, AR asks counselor for permission to announce/post scholarship information. AR gives 51c to Counselor to post/announce. Print 51c on bright paper to post. **AR contacts counselors/teachers by email weekly, reminding them of Saturday testing.**



2-7-13 **PRESIDENT SCHOLARSHIP- REGISTERING SENIORS -80a,b, 51e**

DR reviews procedure with FA on how to respond and record high school seniors/ counselors wishing to register for test. Same procedure shown in the procedure manual for answering the phone is used-complete -80b entirely/write "**president's scholarship registration**" under comments. Connect senior/counselor immediately with DR. FA complete information on -80a. If DR is not in, FA takes name/number for DR to return call. As DR speaks/returns call the time, location of test and particulars are given. DR asks if senior is bringing any "other" friends with them to take test. If senior/ counselor gives another name, DR completes another 80b getting name/phone number/email address etc. and verifies this is a senior. Completed -80b is given to FA to post to -80a noting it was a referral from (?). -80b is returned to DR. DR meets with AR **daily**, gives 80b to AR and completes -51e. *(This is kept current and accurate by DR.* AR contacts senior and explains they were referred to take "President's Scholarship" test by (?) and attempts to register senior. **Friday before** test, AR calls or emails all seniors registered to remind them of next day-Saturday's testing. If applicant doesn't have an email address -AR contacts senior by telephone.

6-12-13 **PRESIDENT SCHOLARSHIP-ADMINISTERING TEST-GRADING-51e**

DR announces: No calculators are used during testing. Top of scholarship test is filled out now in its' **entirety**. Verifies students taking the test are seniors. Senior awarded "President's Scholarship" **must** begin matriculation quarter directly after graduating from high school. DR is only person to administer the test and grade the test. Test takes approximately 90 minutes. After testing is completed, DR informs seniors that they will be contacted by Admissions Department to make an appointment, giving them their final score and also to give information about all "other" WVBC Scholarships. No further information is given at this time concerning scholarships. Once seniors leave, DR draws from all participant's names for \$25 gas card. *(note gas card delivery procedure)* DR grades tests **Monday** afternoon after. DR posts grade to 51e, places copy in "scholarship file" *(kept in DR desk)* sends copy of 51e to corporate office. **DR gives AR name and score of each senior taking the test.** AR begins calling seniors for appointments to speak with the senior and their parent(s) explaining they would like to visit with them giving them their score. *(score means nothing other than a number because the AR has not idea who has the highest score)*

**No score is ever given over the phone to the senior/family!** AR explains college is still testing and as soon as a winner is known, an announcement is made in May.

6-13-13 **PRESIDENT SCHOLARSHIPS WINNER-AWARD LETTER**  
**PRESS RELEASE 51e,f,g,h**

DR contacts **winner** Tuesday evening after **final** Saturday test is given informing senior parent they won WVBC "President's Scholarship". DR contacts G.C. **no later than Wednesday morning**. Arrangements are made for a press conference at H.S./WVBC campus. **Parents, counselor, senior and DR are at the press conference.** - 51f is given to recipient/**DR gives 51g to reporter** including parent's names, name of siblings, honors in high school, name of high school, program entering, other pertinent information. Press release **does not** say it was accepted **-only awarded**. If "winner" does **not accept scholarship**, The campus gets publicity as well as students and high school. DR posts article on DR's board and WEB page. -51e are file in "Scholarship-20XX) file.

1-1-13 **PRESIDENT SCHOLARSHIP AWARDED-TIE BREAKER**

If a tie, DR selects a 3 member panel **Monday-F/A/DR/Teacher**, after final test is administered Saturday. DR contact seniors who tied and has them write an "essay" explaining how to "exemplify professional business practices and appearances." Seniors who tie turns in "essay" within **ten (10) days** for panel to review. Within **two days** announce winner. Press Release is written and sent **Friday**.

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10-28-14 **SATISFACTORY ACADEMIC PROGRESS-62a,b,c,d/64a,b/100a/b**

**Friday of 12th week**, DR & FA meet to determine eligibility of student to remain in school and/or to continue to collect financial aid. Satisfactory academic progress **must** be reviewed by DR & FA for **each** student. *(The only person permitted to officially terminate a student is the DR)*. WVBC policy is to place on academic probation, students who do **not** maintain a CGPA of 1.0. Once it is determined that a student is not achieving a CGPA of 1.0, DR places student on academic probation and emails their teacher **Monday of break week**, asking for a "plan" -64b to be emailed to DR **Wednesday of break week**. **Thursday of break week**, AA prints appropriate-62. DR speaks with student **Monday** directly after registration on **registration day**. *(DR hands original 62d to student for their records)*. DR reviews teacher's plan -64b (*teacher plan*) during the meeting and **copy** placed in file. *(AA notes "academic probation-month and year" on PR('))*. DR counsels student about not dropping out and shows them how to get off of academic probation with DR and teacher's help. DR has **student** complete 64a. Failure to earn a CGPA of 1.0 for the probation period requires DR to meet with student

and **again** follows the above plan. DR **must** write a -77 for the student's file stating what student plans to do differently to ensure they follow the plan(s) to get off of probation. *(When DR "officially terminates" a student for ANY reason, DR notifies FA who completes 100a/b and sends out the appropriate -62 within 24 hours.)*

5-21-15(1-15-13)**REGISTRATION-STUDS. NOT SIGNING IN-TERM.- 62a,b**  
Returning/New studs. not signed in-DR,AA,FA and AR attempts to contact student **until contact has been made during drop/add period**. If stud. doesn't sign in -62a,b is sent to **returning** students only. *(copy for file)*. DR terminates this student **day after drop/add period**-FA computes 100a,b **that day**. FA completes Exit Interview compiles new student NS files.

7-18-14

### **TERMINATION**

#### **"DSD""OWD"-EXIT INTERVIEW APPOINTMENT-7 -36-77-100a,b-122**

If student tells **anyone** they are dropping out, this employee **must** email DR **same day**. DR informs FA **same day** who completes a 100a,b **IMMEDIATELY** and gives to DR. On **Fridays**, DR contacts the student and attempts to make an appointment to do an exit interview. If student won't make an appointment, *(DR completes -77 and dates for student file)* -DR explains to student how much money they will owe if they drop out and DR also explains they need to meet in order to complete an exit interview. If student won't come in to complete this, explain their loans may come **due** immediately. DR reviews student's file before the meeting if one is set to determine "real" reason student is dropping out -Can DR "fix" the student's problem? If DR is unable to convince student not to give up, **this date** is student's **OWD** official withdrawal date*(date student spoke to DR or came in to complete FA exit interview-see -77)* **DSD**-Date school determined is the **same** date. DR completes -77 and placed in student's file. DR gives file to FA and exit interview is completed. FA reviews file verifying all documentation is **signed** and **in the file**. If student **will not/does not** come in for an exit interview FA mails *(date on the -77 is used as the DSD that DR wrote from their conversation on the phone with the student)* -122 and 36 is completed and mailed to the student. FA sends GM 100a/b along

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with the 148a,b showing if refund is necessary or not. GM reviews and gives to corporate to write checks. Wheeling FA department processes the refunds and posts Wheeling's refunds on 148a and also notifies the NF FA who posts to student's -148a. Both campuses FA completes -7 now and mails -36 and -122. This is posted on 148a showing these letters were sent to student. *(GM If FA does no receive refund notice within 7 working days, FA notifies DR who notifies same day.) (refunds MUST be completed timely or OE assess sanctions and interests against the college).*

As soon as DR officially terminates a student **DR, SAME DAY, emails staff to update their PRC and TAC books. DR also emails all teachers having them note on their records the student is a dropout. Until teachers receive "official notification of termination" by email from DR, teachers continue to mark student absent.** "Terminated" is noted by students name in attendance book.

8-21-13 **INVENTORY CLASSROOM EQUIPMENT/BOOKS/SUPPLIES -180**

An inventory of all classroom equipment/books/supplies is compiled on Friday, **end of each drop/add period**. Supplies are kept secure and DR/AA has the only key. As things are needed, they must be requested 24 hours in advance. WVBC **does not** keep a large inventory. DR scans copies of inventories quarterly to Wheeling GM. Friday at the end of drop/add period after books have been returned for credit.

8-21-13      **MEDICAL/ STUDENT REQUIREMENTS- MANDATORY-120**  
All **medical** students are **required** to wear scrubs what can be purchased at WVBC. Scrubs can be purchased elsewhere but must adhere to WVBC color. Students are **not** permitted in classes without their scrubs. Teachers are responsible to uphold this policy daily. If student isn't wearing their scrubs, they are sent to DR immediately. DR explains if they **do not** wear their scrubs, they will **not** be permitted in class. Student is warned in writing on -77 but can go back to class the **first** time. After 1<sup>st</sup> warning, student is **not** permitted in class without their scrubs. (*Only exception to this rule: If student purchased scrubs from WVBC and they have not come in yet. DR notifies teachers by email these students are permitted in class without their scrubs until supplies arrive.*)

1-1-13                      **STUDENT SUPPLIES REQUIREMENTS-120**  
Tuesday AA and DR review Master Book List for supplies for Medical and Legal Students during 7<sup>th</sup> week.

8-21-13                      **REPORTING-STATE, FEDERAL, VA**  
DR makes copies of report, completes a "draft" and gives/scans both to GM. GM completes both reports and discards "drafts". Copies are made of each report- Two are kept for Wheeling files and a copy is scanned to NF for their correspondence files.

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8-21-13                      **REPORT ACICS CAR-6-32-194a**  
**July**-ACICS sends C.A.R.to each campus DR who begins compiling information. DR **begins** a grid alphabetically, listing all students who attended their campus from July 1 through June 30 of the previous academic year. (*This information is gotten from the sign-in sheets-32.*) DR has the 194a showing all graduates and the 6-showing where graduates are placed. (*DR must have proof in writing if they wish to eliminate the graduate from being counted in the placement record-i.e .other college acceptance letter, letter from doctor stating grad. is unable to work, proof the grad. is in the military, etc. review ACICS criteria*). CSR completes -6 and give to the DR. Once rough draft of report is completed, DR gives/scans to GM to review and inputs the report. (*Documentation is sent with the report-6,32,194a and placement elimination letters notices used. These placement letters are not sent to ACICS*) Once GM sends both reports to ACICS 2 files are made ACICS-CAR (yr)NF, ACICS-CAR(yr) Whg. GM scans NF report and all attachments to NF DR. GM notifies DR when FINAL report is due usually in Sept.

1-28-14            **REPORTS-ANNUAL-WVCCTCE-RENEWAL APPLICATION**

WVBC completes annual report for West Virginia Council for Community and Technical College Education to receive a license to operate in the state of WV. DR is responsible to have paperwork completed **timely** by FA. Report should be requested by January each year, received by February 1 and is **completed and mailed** to Charleston office **by April 1**. If the report is not received, Whg.FA contacts Charleston. **NF** FA completes report on “scrap” paper/scans to Whg. FA to complete. Whg. FA completes for Wheeling and sends both reports to WVCCTCE. Make copies for corporate correspondence file and scan copy to NF FA to file. **Renewal Application** for WVCCTCE- WVBC is to be **bonded** in WV-completed by Whg. FA. **Whg FA** is responsible for processing bond- (copy of bond kept in Wheeling file).

1-28-14            **REPORT-ENROLLMENT-FAME-SSCR**

SSCR is completed by FA every 90 days beginning 3-1-14. FAME transmission notifies FA when SSCR is to be completed. Title is “SR7-Enrollment Reporting (SSCR)Rosters” followed by list of names and SS#. FA completes **All** WVBC students on the report. FAME software- click “Application”. Click “Enrollment Reporting”. Program opens with FAME blank screen. Click “File”. Click “Open”. Program opens information screen (see graph). If there is a report, names are on lower corner (box 4). Click “student’s name”. At top (box 1 & 2) appears information concerning student. Two boxes are: Box 1 “dept of Ed”; Box 2 “FAME info”. Below two boxes appears a 3<sup>rd</sup> box with information that needs applied, Box 3 lists same info as either Box (1) or (2). Lower right hand corner of Box 3 red rectangle reads “updates required.” Click “Box (1)” or “(2)” depending on most accurate information (usually 2”). Double check status box/enter correct status “F-Full time,” “X-no/show”, “D-withdrawn” “G-Graduate”, etc. with “status update date”. If proper information has been entered, **red** rectangle changes to **gray**-“Updates not required” appears. Click “next student” to continue report. Complete **all** students in report. WHEELING-Move mouse to lower right corner-click small square-looks like paper with lines drawn on it. This pulls up sub-files that say- MAIN-BRANCH-NONE - Click on “Branch”-Branch screen appears and shows-WHEELING BRANCH-

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**NUTTER FORT BRANCH:** Click one-Another report appears with same people on it if Wheeling Branch is chosen. If Nutter Fort is chosen, no names will appear. If they do, close program. (All changes are saved) Each campus is contacted verifying if these names are students at one of WVBC campuses. Complete sub-report as previously done. Click each student and apply their information. BOTH CAMPUSES-Close report once all students have been updated. Choose “file” then “export”. It may say “This batch contains unresolved exceptions”. If so, reopen file and rekey the information. If you click “export” and FAME says nothing, the report is ready. Transmit to FAME. After exported to FAME, error reports are returned within 10 days. If reports are not corrected, unresolved students appear on next Enrollment Report. This report is received through FAME and is sent to NSLDS (National Student Loan Data System). This is a **mandatory** report required by NSLDS! This informs NSLDS who is enrolled at WVBC and who is not. It can now be determined when loan repayment will begin-note: if

dates/status in FA input and SSCR reporting are not the same, report will be returned until it is corrected.

2-23-15

### **REPORT-ATTENDANCE -FAME**

FAME Attendance Report is taken from **registration cards** and sent **Monday-12<sup>th</sup> week of each quarter** **No Exceptions!** Open FAME Electronic Service Products software. Click “open”, then “Attendance”. “Attendance FAAT” window opens. Use down arrow to get to “year”. Type in: (year-year) (As years change be sure to **change these numbers**) Hit “enter” and you are asked if you want to print report. Answer “no”-use right arrow to move cursor-hit “enter”. You are prompted for student’s social security number. Hit “enter”. A list of student’s names and socials appears. Up and down arrows allow you to move red box and select a name.

Start first one and move through list up dating as you go. You will be prompted for “attendance effective” date. Enter date of next start month, day and year. Hit “enter”. Data for student appears. At bottom of window, word “update” is highlighted in red. Hit “enter” and cursor (red highlight) should shift to next quarter info section. Use new roster to complete report. In first box (status), use “F” if student is full time. If unsure about what letter to use, hit “enter” and a menu of letters appear-choose correct one and type, hit “enter” and cursor shifts to “progress” box. If student is PELL eligible enter “Y” – If not, enter “N”. For cumulative credits, total student’s credits to date (through end of this quarter) “enter”. For “Credit/Term” add student’s credits for **new** quarter from roster and hit “enter”. Cursor shifts back to “update”. Move, using right arrow to “save”. Hit “enter” and go to next student. **If not**, move cursor to “next” and try hitting “enter” again. If box appears saying “Date entered is invalid. Compare with student record.” Correct something in student’s master file-make a note of correction. Student’s name and click “ok”. Proceed through list, making note of **all** error messages. After completing list of students, minimize attendance window and open “Student Master” window. Review and correct any mistakes in master files by using the following steps:

Click on “locate”, use student’s social security number or last name to find their file Click on “edit” now. Check “expected graduation date” on page 3- if it’s earlier than next Quarter’s start date, it **must** be adjusted (a student cannot continue if they have already graduated). Next check page 4 screen. Student’s “terms in program” should  
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include current quarter with correct beginning and ending date. Make appropriate corrections then page down to page 7. A box asks “Do you want to perform COA and unmet need calculations?” – Select **yes**. **Remember to save changes**. If you have corrected error/s you are able to send attendance report now. When finished with attendance report, close window and a prompt appears warning “If you close you may lose info”- **disregard** this. There is no choice-just click “yes” and window closes. Go back to FAME electronic services screen/click on “tools”, “connect to FAME” Click on phone icon and computer connects to FAME. Send corrected attendance report. When you disconnect, you get a confirmation report that automatically prints “Keep this as documentation that our report was sent.”

Call Denise at FAME to verify she is aware our report was sent and she has received. Check with Denise until she states she received the report. **You are finished!** You will receive PELL **before** next quarter starts. If anything is wrong, call Denise at FAME

Ext 163 or Diane at Ext 146. Have them walk you through it. Do not be shy about this. This is what we pay them to do. **Call Fame whenever and as many times as you need to call them for assistance.**

1-1-13 **NON-HIGH SCHOOL GRAD./GED-FA APPOINTMENT**

If applicant is not a high school graduate or hold a GED, AR **does not** make a FA appointment. **Exception**-if student is a current H.S.Senior they do a FA interview. (*See AR responsibility to keep in touch with non-graduates*)

5-1-14 **PROOF OF HIGH SCHOOL GRADUATE/GED-5-12-50a,b**

According to U.S. Department of Education-(Deborah Marsh) and A.C.I.C.S. (Sarah Frazier) these two agencies **do not** require colleges to have copies of high school transcripts or GEDs in the student files. It is sufficient that high school credentials are verified through the FAFSFA and the attestation the student signs with WVBC. (*see form -5 and WVBC application*) These agencies recommend we **do not** keep additional paperwork in student's files if it is not necessary. This could cause a "lack of consistencies" citation. Therefore, all we will need in the file for these agencies is the -5 and WVBC application. **HOWEVER**, for **WV students only**, one of the eligibility **requirements** to receive a WVHEG (HEAPS grant also) is the college must have a copy of student's GED or high school transcript if they **graduated or received their GED in past 5 years**. As FA is calling applicant to verify FA interview, FA asks if applicant has graduated/ received their GED within past 5 years. If they have, FA requests they bring their transcript/ GED to their FA interview to have a copy made for their file. If applicant can't provide this, FA informs them they need to bring in \$5 for WVBC to request their transcript from the state. FA immediately sends for a copy of their GED / high school transcript by sending 50a,b

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6-3-15(5-18-15) **PRIOR TO FA INTERVIEW**  
**FAFSA REQUIREMENT-FSA-ID #**

It is a requirement of Federal Government that all applicants complete a FAFSA in order to qualify for Federal and State level financial aid for school. AR contacts FA to make a FA appointment for applicant. AR has already taken applicant to a computer and helps them get a FSA ID at [fafsa.gov](http://fafsa.gov) before they leave AR office and also make corrections to FAFSA if applicant submitted a FAFSA at another school online for applicable academic year. To correct a FAFSA, AR has applicant log on to [www.fafsa.ed.gov](http://www.fafsa.ed.gov), have applicant sign in and chooses "make FAFSA corrections" Applicant enters FSA ID and creates a password. Applicant selects tab "School Selection Summary" then go down to add school. Add WVBC 010861. It doesn't matter if it says Nutter Fort or Wheeling, click it, we are the same school for receiving funds. Applicant selects their appropriate housing

option and next. Applicant selects tab indicating Submit/Sign. Applicant enters their FSA ID# and checks box that they accept terms. Applicant selects sign.

5-29-15(1-1-13) **FA APPOINTMENT VERIFICATION FA-4506**

FA calls applicant day before FA appointment, reminding applicant to bring the following:

- 1) Signed tax papers for past year. If applicant starts in Feb., Apr., or May, they Need to bring in current year and previous year taxes. FA will make copies for file during appointment. If applicant can't access their tax information FA has them come to the appointment without them (*See Tax Request – 4506- where to fax to get copies of taxes*)
- 2) Untaxed income information and documentation – copy for file
- 3) Drivers License or State ID – copy for file
- 4) 2 references minimum – name, address, phone #-how they are related
- 5) If taxes are not filed yet, estimations are made.
- 6) Requests e-mail address
- 7) Requests if applicant has SAR, ISIR, DRN or FSA ID and if so bring in to FA interview. Explain that if they have this and don't bring it to the interview it will slow down the process.

10-27-14 **TAXES NOT COMPLETED YET-HIGH SCHOOL SENIOR-PARENTS**

FA calls applicant day before appointment explaining to applicant/parent it is important to do FA now in order to be submitted by March 1 to be eligible to apply for state grants. FA explains to parents who may not have completed taxes yet, estimated amounts are used to complete FAFSA. FA reminds them at least one parent and applicant must come to appointment. FA administers evaluation. Loan is completed but not submitted. Explain a second interview is mandatory near graduation date. FA notes on FA calendar date and calls applicant 1st week of month expected to graduate to set a 2<sup>nd</sup> interview. After 2<sup>nd</sup> interview is completed, ISIR is reviewed/signed and once ALL paperwork is completed, applicant is considered an enrolled student. FA explains that a high school transcript must be in their file in order to receive state grants.

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10-27-14 **ISIR**

**ISIR**-If applicant submitted a FAFSA to another school for same academic year they are to attend WVBC, FA asks applicant to bring their ISIR with them to the interview if they have one. ISIR correction can be made to add school code 010861. The day the ISIR is printed, FA calls student out of class to sign DAILY. If student is absent FA notifies DR who sends email and calls student to tell them their FA paperwork has arrived and they need to come in to sign as well as attend classes. Explain to student that they will have to repay all money issued to them if paperwork is not signed. They do not want a bad record with the Fed. Govn. DR must encourage student to attend classes as well as signing(ISIR) **ALL ISIR MUST BE SIGNED and dated for each academic year student attends!**

5-18-15(10-27-14)

**FSA ID**



FA calls applicant and explains they need an FSA ID before FA is processed. Applicant will have a FSA ID# if they went on line with AR. *(If they have a FSA ID- FA confirms appointment)*

10-27-14 **NSLDS-WVBC AWARD LETTER –(20) FIRST TIME BORROWER**  
FA checks NSLDS to see if applicant received FA **that award year** from other schools. If FA was received during award year they attend WVBC, **copy** of previous college's NSLDS record is printed. FA places in their file. *(This amount is used in FA package on - 20)* FA verifies if applicant has received a previous loan. If they have not they will be considered a "**First Time Borrower**". *(see First time borrower)* If **not** a first time borrower their qtrly loans will be sent to WVBC (10) ten days before the start date. This occurs each qtr. until the academic year is over. NSLDS report is placed in student's file.

10-27-14 **FILES-NEW PREPARED-(1)-(79)**  
One day **before** appointment, FA reviews app for accuracy and completion. App and -1 is filed in file with applicant's name **printed with black magic marker on tab**. Current file -79 is stapled to front/inside of new file. As work is **completed/received** place checkmark/date on line and place in file as received.

5-18-15(1-1-13) **FA INTERVIEW PROCEDURE**  
**DRN- DATA RELEASE NUMBER**  
If applicant does not have an ISIR:FA has applicant go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov) to "add school code" to FAFSA. FA gives school code to applicant to enter on FAFSA. If student has FSA ID already: FA department has them add WVBC school code in FAFSA now! This takes 3 business days to receive. ISIR will appear in FAME. If using DRN: FA department opens FAME program and goes to Student Selector. Find student's name. Open ISIR file: Click on corrections icon. Select SAR as correction. Enter student ID number-social security # plus first two letters of last name then 01 and DRN. If applicant brings in SAR, FA opens FAME, goes to Student Selector, enters DRN. FA opens ISIR file, clicks corrections, select SAR as corrections. Enter Student ID and DRN. Complete SS# on Page 1 and complete school code on Page 7. Exit using icon on Page 7. Print correction and hit transmit button to send correction to FAME.

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1-1-13 **DEFAULT-NSLDS**  
If NSLDS shows applicant is in default, FA explains what **must** be done to get out of default. *(Call 1-800-848-0979 in the FA office)*. If applicant is not willing make a payment plan, **immediately stop!** If applicant is agreeable to a plan, FA does a counseling session now. Monthly check is given to FA Dept. to mail. *(DEFAULTER-COUNSELING SESSION)*

1-5-13 **DEFAULTER-COUNSELING SESSION**  
FA interview continues, based on the following:  
Quantitative and Qualitative Analysis.  
Quantitative Formula: Amount of approved WIA (if eligible) or "other" funding,

i.e. VA etc.-Quarterly default payments minus fees-greater to or equal to zero.

If **no**-applicant receives a **minus** rating. FA stops FA process **now**. AR is called to the office and explains applicant is not eligible to attend WVBC currently because of their default status. AR decides now if they wish to spend any further time on this applicant. It is now the applicant's responsibility to get out of default with the help of the AR if the AR feels time would not be "wasted" with this particular student.

If **yes**-applicant receives PLUS rating from FA and may continue to Qualitative analysis. AR/FA/DR meets to discuss qualitative analysis. Qualitative Formula: If applicant's situation hasn't changed since default-i.e., no job, kids, abuse, drugs, principle amount owed is too unreasonable etc. even with a job; applicant receives, **minus** rating. If applicant has a job, family support, recent low default principle, good attitude, applicant receives **plus** rating. **Plus** rating in qualitative and quantitative analysis results in AR/FA aggressively helping student on a weekly basis to secure funding to get out of default. A+ rating results in FA doing required paperwork to help applicant out of default. FASFA is completed now. D/L is partially completed but not submitted until letter of "non-default" or ISIR stating "out of default" is in file. "Other" school loans (if any) are consolidated now. Once completed, applicant can begin classes **next start**. AR completes a new application now for new quarter. FA makes arrangements-dates and amount of payment to be made, this is when applicant will bring their monthly payments to be made to the agency and given to the FA to mail. (**NO EXCEPTIONS. PAYMENTS ON TIME OR STUDENT IS TERMINATED.**)

1-1-13

### **ENTRANCE EVALUATION – 66**

Before interview, FA administers -66. 2 pencils, scrap paper and -66 are in the file. FA tests applicant in FA office. AR/DR talks with parents, husband, etc. until completed.

1. Applicant writes their **full name** and **date** on front of evaluation
2. Explain there are two pages to the evaluation
3. Explain evaluation takes 15 minutes(if they finish early, review) Advise not to spend a lot of time on a question. Skip some then return to them.
4. Explain grading is based on number of **correct** answers. Don't try to do all.
5. Stop evaluation **after** 15 minutes, contact AR who takes them to their office.
6. FA grades evaluation. If AR is out, DR meets with applicant.

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7. Total **correct answers** are placed on **top right** side of evaluation.
  - a) minimum of **20 must** be made to enter **Degree Programs. Exception-** minimum of **25 must** be made to enter **OAMA/OANAA-HHA Degree**
  - b) If applicant did not score high enough for program enrolled in, FA informs DR. DR meets with applicant and explains requirement for degree programs. Applicant can enroll into the corresponding diploma program and after graduating can enroll into degree program corresponding with diploma program they graduated from. DR completes a new app. for diploma program. (discard old application) Applicant returns to FA and completes interview. There is no retesting

5-1-14

### PORTFOLIO-APPLICANT

FA makes copies of **everything applicant signs** and gives to applicant to keep for their own records. If they have to request copies, they will have to pay for them in the future.

1-1-13

### GRANTS-20-94

FA speaks of PELL Grant **only at** FA interview. Once applicant is accepted as a student and begins classes, FA applies for “other” grants student may be eligible to receive. If student is eligible for any grants not shown on the award letter -20 a new -20 is completed with student. Any grant received will be reflected on the students Tuition Account Card. If this “extra” grant causes an overpayment, the over payment is to be returned to the D/L program per catalog the day overpayment occurs. Students wishing to “change” their -94 must do so by appointment only during drop/add period with FA.

5-18-15 (3-6-15)

### GRANT APPLICATION

Applicants **must** apply for PELL. FAFSA is completed on line with applicant. FA searches FAME ESP Student Selector for applicant’s Social Security number. If applicant’s number is not in system

- a. FA enters applicant’s information to create entry. FA does not click on FAFSA link.
- b. FA clicks on ISIR then clicks green check mark to review.
- c. FA clicks F5 on keyboard to update change.
- d. Transmit changes
- e. Online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) confirmation page. Use FSA ID as signature
- f. If ISIR is not received within 3 days, FA contacts FAME! FA must remember deadline for submission to be eligible for WV grant is **MARCH 15<sup>th</sup>**.

1-1-13

### STATUS-LOANS-20-86

Applicants must be enrolled at least half-time to receive student loans. All applicants are independent or dependent. FA follows FAME manual to determine status. Applicant applies for un-subsidized loan if PELL/Subsidized loans do not cover charges on -20.

6-25-15 (4-15-15)

### VERIFYING PAPERWORK-IN FILE WITH ISIR

FA verifies **all** incomes of any kind that is shown on the ISIR matches with **all** information shown on signed taxes, **both student/spouse/parent**.

42b

8-27-14

### NON-FILER FAME FORM A-10

If applicant **did not** file taxes, they **must** complete a FAME form A-10 during FA interview.

1-1-13

### FIRST TIME BORROWER

FA explains if an applicant has never received a Federal Student Loan, they are considered a “first time borrower”. FA has reviewed NSLDS before applicant came to determine this. Applicant **must** be seated for 30 days before loan is received. School should receive loan money at the beginning of each quarter. FA explains until loan and grant comes in, applicant will not receive any “personal school expense”. FA reiterates

disbursement procedure at WVBC. **Students do not go to the office asking if their checks are in.**

1-1-13

### **FAME-CREATING STUDENT RECORD**

Double click "FAME" icon on desktop. When it opens choose student selector on toolbar (1<sup>st</sup> picture of a person). Click new student (picture of a blank page). Enter Social Security # and name. "ok". Add student to appropriate campus. "ok" until you see the student's name and picture of a folder. Click on folder (or -sign by folder) FA sees a list containing the following: name, a folder labeled WES052 for Wheeling or WES215 for Nutter Fort – FASFA, ISIR, Eligibility & Verification, FA input and direct loan. (Refer this as the "Student List". When referring to "student list" pull up this screen for student)

2-27-15

### **TAX REQUEST**

A **signed tax return must** be in student's file for **ALL** students to be **verified**. These are copied and placed in file labeled "Tax Verification (yr)" and kept in FA desk. If they are **unable** to bring in tax papers, FA goes into IRS.gov. **NOW** and complete the request. In approximately 30 days, tax papers will be received and FA is responsible to get from the student. **After 30 days FA IS RESPONSIBLE TO CONTACT STUDENT DAILY UNTIL TAX PAPERS ARE BROUGHT IN! NO MONEY CAN BE ISSUED WITHOUT TAX PAPERS IF VERIFIED!** As ISIR is received and needs **verified**, FA gets it signed and places in student's file and puts tax papers in student file. **Reminder:** taxes are needed for **applicant** as well as **parents (guardian)** if applicant is a **dependent**. **Only** student's who are to be "VERIFIED" have tax papers in their files. **AFTER TWO YEARS, TAX FILE IN FA DESK IS DISCARDED FOR STUDENTS WHO ARE NOT VERIFIED!**

### **8-27-14 VERIFICATION WORKSHEET-(FAME form A-8, FAME form A-9) DEPENDENT/ INDEPENDENT**

Applicants are **independent/dependent**. If all answers to Step 3 of FAFSA are **no**, they are **dependent** of their parent. If **yes** to **any** of questions, applicant is an **independent**. A-8 or A-9 **must** be signed and in file if ISIR is to be verified **each** academic year.

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### **8-27-14 DEPENDENT CLAIMING INDEPENDENCY (FAME form A-7); (169)**

If applicant is a **dependent** and **claiming independency**, FA proceeds per FAME manual. **Documentation must be in student's file!** If applicant states "Parent does not want to be responsible" this is **never** an acceptable reason to use a dependency override. Applicant must have a "parent's **letter of refusal to help student attached** to FAME form **A-7**. **No dependency override is awarded until documentation is in file to award override per FAME procedures.** FA sends all requests for overrides to **FA** in Wheeling to approve/deny in **writing**. Approval/denial is filed in **student's file**.

5-18-15(1-1-13)

**PARENT PLUS**

**LOAN**

Parents are responsible for their child's education per U.S. Government. If applicant is considered "Dependent", parent **must** apply for a **Parent Plus Loan**. FA enters parent's SS#, 1<sup>st</sup> two letters of last name, birth date, mm/dd/yyyy- FSA ID to [www.studentloan.gov](http://www.studentloan.gov). Select "request Direct PLUS Loan." (*should be 2<sup>nd</sup> item in bullet list*) Select "Parent PLUS" next screen, answer personal questions/school information. Choose WV in school's state, drop down box, choose "WVBC" for Whg. & NF. **Do not** choose WVBV-NU for either campus-no funding will be received.

1-1-13

**PARENT PLUS LOAN-DENIED:**

FA prints denial page-files. Applicant is eligible for full Un-subsidized loan in their own name. For official denial letter, FA clicks "PLUS Correspondence" link on left side of screen/main loan home page. Applicant is eligible for full loans as an independent. Copy of denial letter **Must be in student's before** unsubsidized Loan is applied for. **If accepted:** FA completes sub/unsubsidized MPN (Master Promissory Note) for applicant and a Parent Plus MPN for parent.

5-18-15)(3-6-15)

**ENTRANCE COUNSELING-**

**ONLINE**

Direct Loan recipients **must complete** entrance counseling. FA goes to [www.studentloan.gov](http://www.studentloan.gov) and has applicant enter SS#, 1<sup>st</sup> two letters of last name, birth date, (mm/dd/yyyy) and FSA ID. Select the following "Complete Entrance Counseling". First item in bullet list. Next screen, "I am an undergraduate student", and "Continue", choose WV- in school state-drop down box, chose "WVBC" Wheeling and Nutter Fort. **Do not** choose WVBV-NU either campus or **no funding** will be received. FA has applicant read and answer questions throughout the counseling entering the appropriate answer. If the answer is incorrect enter another answer. There is no limit to attempts. Questionnaire states "Correct or incorrect". Applicant works their way through all Tabs and questions. Enter FSA ID and select Agree then Select "Submit" at bottom. Print confirmation/file. Select "Submit" at bottom. Print confirmation/file.

5-18-15 (3-6-14) **MASTER PROMISSORY NOTE-APPLICANT**

Online Entrance counseling is complete. Click "Home" tab in upper left corner to main page. Click "view Master Promissory Note". Name/date must be printed at bottom of page if MPN was completed correctly. Printed name/date indicates student signed with their FSA ID. Copy of first and last page must be made for student's file. Last page MUST be signed.

1-1-13

**MAXIMUM LOAN AMOUNTS-SUB/UNSUB/PLUS**

In order to determine the maximum subsidized, unsubsidized and Plus loans, FA dept. refers to the most current Student Aid Handbook and/or at <http://ifap.ed.gov/sfahandbook>

1-1-13

**AWARD LETTER/COMPUTATION-20-94**

This forms must be completed for all applicants. While applicant is in school -20 must be updated **EACH** academic year and when there is a change of **any kind**. New -20 is attached to top of "old" -20. FA department posts all charges shown on current "Tuition cost" page in WVBC catalog. Medical applicants are asked their size to order scrubs and how many they wish to purchase from WVBC. A note on spread sheet in posted (*size and amount*). All charges are totaled and posted. Total amount of subsidized direct loan (maximized) to be received is posted directly under total amount of Pell to be received. "How much money have you put aside for your education" is asked and noted. The unsubsidized loan will **vary**. Again, at this time, remind students not to borrow more than they will actually need. Ask if they will be working while attending school or will they need money for "educational expenses". Explain it may be possible to get \$100/\$200 monthly for "educational expenses". Explain "Personal School Expenses" now. If after -94 is completed and -20 totaled, student **DOES NOT** want P.S.E., write "STUDENT DOES NOT WANT P.S.E.". If student still owes a balance, payment plan is worked out **NOW!** Payment schedule is written on bottom of -20 and TAC. Quarterly payment is made the first day of school directly before orientation. If payment is not made, books and supplies are not given to the student. FAM explains this to applicant. Student signs -20/dates. F.A. interviewer signs/dates.

5-14-15(4-15-15) **FA-PERSONAL SCHOOL EXPENSE CHECKS -20-63-94/**  
**DISBURSEMENT & ATTENDANCE**

Ask applicant **NOW** "how much money do you estimate you will need monthly for school related expenses?" Applicant completes -94 **now** listing items and money they anticipate will be needed monthly for educational related "personal school expenses" (P.S.E.) Complete line total amount for that academic year. Separate into equal monthly payments until end of academic year. Complete line showing monthly payments student will received. Explain this can be changed in the future but **CHANGE MUST BE MADE DURING DROP/ADD WEEK ONLY**. Student and FA interviewer **MUST sign and date -94**. A student disbursement roster-63 is sent to VP to write checks for students as soon as student has enough credit on their TAC. **FA department emails students when they are to come in on Friday 10:00 a.m. A to M 11:00 a.m. N to Z**. If student cannot make their scheduled hour, they can come in any

45a

time after 12:00 noon until 3:00 p.m. **same Friday or Saturday** 9:00 a.m. to 1:00 p.m. If student cannot make those days, they must make an appointment with FA for **Monday between 2:00 p.m. and 5:45 p.m.**

**NO EXCEPTIONS!** At this appointment the FA explain to student that in the future if they don't pick up their check on Friday/Saturday, they may not receive their check until the following Friday. Every **Monday** during the quarter, a new -63 is sent to VP if TAC warrants issuance of checks. FA must check -72 to verify student is making attendance

before requesting check. If student is **not** making attendance (70% first **2** weeks or 60% remaining weeks) no check is requested for student at that time. Pick up time is same as above. (Whg-Thursday-FA emails students to pick up checks Friday/Saturday. NI-FA doesn't email students until checks are received)

**ATTENDANCE and Financial Aid Check -77-**If a student misses 30% or more in first 2 weeks of their classes, (first day of schedule for new students, first day of quarter for returning and re-entering students), an **e-mail, a text, and or a phone call** is be made by FA to student informing them that financial aid will be put on "**hold**" **status** due to low academic performance/low attendance and they must meet with DR before checks are distributed. DR, during direct conversation with student, strongly tells student that their absenteeism is unacceptable and will not be tolerated by WVBC or future employers.

**DR tells student status will be released once they make at least 60% attendance to maintain academic eligibility. ONCE 60% IS ACHIEVED, STUDENT WILL RECEIVED CHECK(S).** All conversation is to be recorded on a -77 and placed in student's file **immediately!** (*Checks will be distributed under normal WVBC procedures*). i.e. if 60% is achieved on Monday student will not get their check until Friday/Saturday as long as 60% is maintained. **Anytime attendance is less than 60%, the above procedure will be applied.** Anytime during a quarter a student falls under the above procedure, their check will be distributed by the Director **ONLY**. At that time, Director reiterates the importance of attendance and how it defines them, not only as a responsible and conscientious student, but a future employee. If problem was corrected, congratulation is warranted. If attendance continues to be poor, drop out procedures should be considered by DR. It is the DR's responsibility, FA and Department Heads to monitor attendance and communicate with each other at all times. *(-77 completed)*  
**This entire policy will be explained to all students at every registration by FA dept!**

1-1-13

### **VOLUNTARY AUTHORIZATION (37)**

**Tuitions, fees, supply money must be paid in full before starting classes Cash/ Checks or money order are accepted at FA office. If other arrangements have been made with FA, see below:**

Government/agencies move slowly. Signing the "Voluntary Authorization", which is a good faith document permitting students to attend classes while waiting for FA. U.S. D.O.E. distributes money quarterly. If, after all tuition/fees/ supplies are paid in full, there is an overage on student's account, student may choose one of the following:

- a. WVBC holds funds to apply towards charges for next quarter, many times eliminating waiting periods for monies to be received.

**b. WVBC returns all excess funds to the proper agencies per catalog ASAP.**

*(If money is owed, Voluntary Authorization permits the college to do a "Post withdrawal" to draw down eligible money, to apply to student's account.)*

45b

- b. If student requests expense money, equally divided excess funds by number
- c. of months in their academic year/distributes excess money to student monthly. If student does not want to sign -37 or to rescind they can; however, **all money owed must be paid within 24 hours or they are terminated for non-payment. All**

**refunds due are processed immediately-no PSE checks are issued until account is paid in full.**

3-15-14

### **DEPARTMENT HEADS**

All Department Heads work with pay @\$12 per hour for 2 hours per week. Times are set at beginning of quarter and recorded. During these 24 hours per quarter, department heads focus on retention (*either direct conversation with student, monitoring appropriate teacher's conversations with students, teaching skills, or enthusiasm toward their classes*). Department Heads devise one (1) marketing idea for their program. They submit one (1) improvement idea for their program. Involve students in their program in one (1) community activity. This activity can be initiated by WVBC, in conjunction with outside agencies or other department heads. A written article is submitted to the Director for newspaper, web page and face book publication. (*See Calendars for meetings time with DR*).

1-1-13

### **AGENCY PAYMENTS**

If applicant states an outside agency will pay for tuition and fees/supplies or books, applicant is treated as a regular applicant until a written contract is received showing exactly what agency is responsible to pay to WVBC on behalf of applicant. FA explains loans and grants must be applied for to cover all charges. FA reviews charges verifying what the contract covers. Whatever contract does not cover, balance is covered with grants, loans and personal cash payments. Direct Loans are de-obligated by FA, once contract is sent to WVBC and it is determined there will be an overage paid.

1-1-13

### **AGENCY FOLLOW UP**

FA keeps in their phone log list of agencies and updates quarterly.

1-1-13

### **VETERANS**

If applicant is a Veteran and previously attended another college, academic transcript **must** be obtained from college previously attended. Applicant completes request during FA interview. FA mails **same day**. Veterans **must** complete a FAFSA and are processed as a **non-veteran** in regard to loans and grants. FA verifies on line, in order to certify veterans at <https://vaonce.vba.va.gov>. Once notification is received by FA that Veteran is approved for benefits, portion of Direct Loan that may not be needed to cover all costs are de-obligated. If changes occur while veteran is in school, graduation date/credits/change program, dropped out–Veterans Administration is notified of change **immediately** at the above address. College gets **notification** from VA **monthly** that a check has been issued. Once Veteran leaves WVBC, FA is **responsible to immediately**

**notify** the VA on line at the above address that student has been terminated on the day the DR terminated them. FA prints copy of notification for file. **NF- Original Veteran's**

45c

file is given to Wheeling and a "copy" is keep at Nutter Fort campus for review by the agency once the Veteran is no longer a student. Tuitions, fees, supply money must be paid in full before starting classes. Cash/checks or money order are accepted at financial aid office. If other arrangements have been made with FA office, see below: Government or agencies move slowly. Signing the "Voluntary Authorization", which is a good faith





Program. This must be reviewed by FA each year noting any changes. **FA MUST re-apply for this grant yearly for ALL seated students by March 1.** All new students must apply by March 1 also. FA organizes groups of current seated students by determining when student has a free period and the computer room can be used to submit a new FASFA. FA supervises the students answering questions if necessary. (*Organizing this should be started first week in February-students who are absent, the FA MUST call them telling them they need to come in a complete this or they will get no financial aid for the new academic year.*) **Whg.** FA requests status of eligible students 10 days before the start of the Fall, Winter, Spring quarter only. FA reports students who are no longer enrolled or who are academically ineligible by going to <http://wvhepc.org/dataxchange/>.

1-1-13

### **FEDERAL PELL GRANT**

Federal Pell Grant Programs provides need based grants to low-income undergraduate students to promote access to postsecondary education. Grant amounts are dependent on the student's expected family contribution (EFC); the cost of attendance (as determined by the institution); the student's enrollment status (full-time or part-time); and whether student attends for a full academic year or less. Applicant applies for PELL by completing and submitting a FAFSA each academic year to [www.fafsa.ed.gov](http://www.fafsa.ed.gov) website.

1-1-13

### **FEDERAL SEOG**

**FEDERAL SEOG**-If a student is less than halftime they cannot get FSEOG. This is a needs based grant to help low-income undergraduate students finance cost of postsecondary education. Three weeks after FAFSA has been completed, EFC determined and new/re-entry student has received first PELL disbursement, SEOG funds are awarded if there are funds available **after** returning students have been awarded. Eligible students are selected first from those with highest Expected Family Contributions (EFC) who are Pell eligible. If SEOG funds are still available, SEOG can be awarded to students with the highest expected family contributions (EFC) who are not PELL eligible. Matching funds of 15% from non-Title IV programs-Grants, WIA, TAA, TRA, REHAB, VETERANS, etc must be collected.

**SEOG PROCEDURE-0 to 1000-EFC**- FSEOG total award for academic year \$300

**1001 to 2000-EFC**-FSEOG total award for academic year \$750

**2001 or above-EFC**-FSEOG total award for academic year \$900

To determine awarded amount for each quarter, total amount awarded is divided by number of quarters left in student's academic year from their start date. EXAMPLE:  
WINTER START-3 quarters left in academic year-full amount divided by 3

SPRING START – student has 2 quarters left in academic year-full amount divided by 2

SUMMER START-student has 1 quarter left in academic year-full amount divided by 1

(Read Federal FA Handbooks for “other” problems with SEOG)

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8-21-14

### **CATALOG-57**

FA informs the applicant of WVBC catalog that is on the WEB page. Ask them to review it and if they have any questions to please contact the FA before registration. Explain that if the applicant prefers a hard copy they must sign a -57 requesting a printed hard copy. FA prints catalog and is given to the applicant at registration. Applicant must sign

-57 again acknowledging receipt of catalog. The receipt is filed in student's file. FA must verify the catalog the applicant enrolled under is the one printed. Once FA is complete, FA takes applicant to DR and introduces them.

12-5-13

**AFTER FA INTERVIEW**  
**ACCEPTANCE/TOUR-1-22-46a-o-75-79-98-125**  
**148a(1)(2)-148b(1)(2)**

FA reviews contract for accuracy-it must show previous colleges attended or NA is written on line, graduated high school/GED completed, (*copies of GED need for WV applicants- only graduating past 2 years*) references with different addresses -**all** lines completed and evaluation score appropriate for program on contract. Once **all** FA has been completed and DR is **IN THE OFFICE**, FA gives file to DR and introduces applicant. (*If anything needs brought to the attention of the DR, FA writes a note on -1 and places in front of the file for DR to review before beginning the acceptance procedure. (applicant misunderstands something attitude in general- DR must address the problem immediately )*) DR glances through the file verifying test score matches the program on application, DR speaks with applicant for a few minutes concerning their future at WVBC and specifically the importance of attending on a regular basis. Once DR is comfortable that the applicant is acceptable, DR signs and dates the application, makes a copy and gives to the applicant congratulating them on a wise decision for their future. DR informs them they will be receiving an official acceptance letter through email. DR tours the campus with student. DR adds to -1 if there is something they wish to note. File is given to front office who completes -22/46a-o/75/ 79/98/148a(1), 148a(2), 148b(1), 148b(2) and emails a -125 To participate in Title IV funding, an email address is required.

**DR IS NOT AVAILABLE-FA makes copy of contract and gives to applicant and takes** applicant to AR who take them on a tour. Once tour is completed, AR informs applicant they will get an acceptance letter from the DR and congratulates the applicant again about the wise decision they made to attend WVBC. FA places applicant's file on DR desk to review as soon as DR is available. (*Once DR is available DR reviews the file. If the note on the -1 needs addressed, DR calls applicant ASAP to clear up the comment*). When DR feels all has been addressed, DR congratulates applicant on being accepted to WVBC. DR notes on -1 addressing the "note" on -1 by FA.

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4-15-15

**REPORT-WEEKLY ADMISSIONS -22 (W.A.R.)**

On Monday morning at no later than 9:00 a.m., FA emails -22 to DR. DR reviews for accuracy and emails to VP, President, GM and Wheeling's AA. All names on the spreadsheet for the past week-including Saturday that have COMPLETED should be

shown on -22. (FA must verify that Spreadsheet-Thermometer-PRC-TAC-FAC match)  
AA uses -22 to order Medical/Legal Supplies.

6-3-15(5-22-15)PRC-49a-i/THERMOMETER-75/STUDENT INFORMATION-84  
SPREADSHEET-98

When A/R gives applications and -1 to FA dept., FA posts information on spreadsheet. (Quarterly when FA receives updated 84, new phone number and address is placed on TAC). **Immediately** after applicant completes FA interview, applicant is taken to DR for acceptance/denial, FA posts to spreadsheet -98 all information received at interview. (**Re-entries**-DR reviews evaluation in file verifying student score is appropriate for the program they are entering.) After DR "accepts" applicant on their application, DR prints in pencil on Thermometer student's name, when student will begin classes and AR initials. (If student cancels-name is erased by DR on -75 and notifies FA to "pink" out name on spreadsheet). DR gives folder to AA to process as a newly accepted student. AA makes a PRC, posts classes in pencil for next start if that is when the student will begin classes per application and places in back of PRC book. AA gives file to FA. FA prints a TAC & FAC, posts and places in back of TAC book. FA notes on Student File Checklist -79 items in file and files in black fireproof file cabinet behind the quarter divider this student will begin classes. Each Friday, DR reviews (75) verifying names are same as on spreadsheet. FA/AA verifies PRC, TAC/ FAC match students. (NF-AA scans 49a-i to VP for scheduling purposes.

1-7-15 FAME PROCESSING

Within 24 hours after FA has input loans/grants to FAME, it is **mandatory** FA checks with FAME to verify receipt of loans/grants application and if accurate. If FAME states there was an error, FA rectifies error immediately and processes that day.

1-7-15 ISIR SIGNED-SEATED STUDENT

Every morning, FA checks FAME for ISIRs. As ISIRs are received, FA completes eligibility and verification on ISIR for PELL payment. FA **must** review information in file verifying what is on the ISIR. FA **immediately** calls student out of class and has them sign ISIR. If ISIR shows student is in default, FA highlights in pink. (this student has already worked out with FA a payment schedule to get out of default-FA reviews file TAC verifying pmt arrangements). **SIGNED ISIR must always** be in student's file for **each academic year** or each time PELL grant (FAFSA app) has changed.

FA and DR need to review these WEB Sites at a minimum of **once weekly on Friday.**

ACICS-www.ACICS.org

DOE – http://ed.gov/

NF: User: acicsnf - Pass: wvbcnf7695

WHG:User: acicswhg - Pass: wvbcwhg1052

If any law changes by DOE or pertinent information relevant to the Criteria at ACICS effecting WVBC are released, DR and FA review manual to see if the procedure needs updated. (DR will follow "suggestion" procedure in manual.)

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1-7-15 DEOBLIGATING STUDENT LOANS-RE-PACKAGING

De-Obligating-(reducing loans by amount of funds expected to be collected that will be in excess of what student will owe WVBC and personal expenses). PELL and SEOG are entitlements and **cannot** be de-obligated. (Always check "other" moneys due to come in

from agencies) Un-subsidized loans are de-obligated **first** and if necessary, subsidized loans are de-obligated **second**. If student will collect excess money, FA de-obligates money **before** their **last quarter**. FA verifies student has applied for enough money to pay off all tuitions and fees that have/will be incurred. **Friday** of the **4<sup>th</sup>** week, FA determines if loans need de-obligated. When too much money is expected, FA de-obligates amount that will not be needed by cancelling the portion expected to come in from the Un-subsidized loan. As money is received, FA issues -198 to the student. Copy is kept in student's file. **Quarter BEFORE** a student is expected to graduate, FA **MUST review** ALL TAC/FAC verifying too much money will not be collected their final quarter. If it appears too much money will be collected their final quarter, FA de-obligates Un-subsidized loan in amount that would cause the overpayment. FA checks books expected to be purchased for the next quarter so that enough money will come in for tuition as well as books to zero out their TAC and FAC. Again, if there is still too much money coming in, this will cause an overpayment. Subsidized loan is now adjusted. **It is the responsibility of the FA to assure that no graduate has a credit or debit balance when they graduate. De-obligating seated student's money:** the same procedure shown above is followed except it is done the quarter **BEFORE** the student's **academic year** is up.

1-1-13

#### **REFUND COMPUTATION FORMS-7-12-100a,b**

100a,b are completed by FA using balances on TAC/FAC once DR notifies staff and faculty officially that a student has been terminated/has graduated at end of the quarter. FA gives to DR to review for accuracy then initials.

NF- DR initials, FA scans initialed, all 100a,b Email TAC/FAC to Wheeling FA.

WHG-FA reviews 100a/b from computer, initial and gives NF and Whg.100a/b to GM to review. GM has FA write a -12 listing each student's name, SS#, who check is to go to, and amount of check. This check requisition is emailed to the VP to write a check. Once check is received (*see Tuition Refund Log-7 procedure*) Refund checks are deposit in the proper federal accounts **by AA or DR** to D/L or ED PMT account.

FA at both campuses reviewing the entire TAC/FAC verifying charges are accurate as well as payments received. **NF** FA writes refunds due Title IV (*Pell, SEOG, DI*) in parenthesis on 100a and all refunds due on 100b in parenthesis. **Whg.** FA writes in Red

on 100a,b all refunds due Both FAA completes the check requisition at the bottom of 100b Not each agency the refund is to go to and the amount. Once TAC/FAC/100a,b have been completed, (*NF FA sends to Wheeling for processing*) both FAA attaches 100a,b to back of TAC/FAC and places in:

- 1) Dropouts - Drop-out this quarter section of PRC and TAC books
- 2) Graduates -Graduate this quarter section of PRC and TAC books
- 3) Once completed, Wheeling FA notifies NF FA as action is completed.

These TAC/FAC/PRC are kept in these sections until the end of next quarter's drop/add week. FA pulls PRC erasing all pencil marks, comments written in ink, DR list is noted

49a

under comments and honor classes, double check GPA/CGPA and write at top right side

if student graduated or not (*Post N A*) and places in student's file. Transcripts are made. (*see official transcripts procedure*) FA pulls TAC/FAC **EXCEPT** ones with a balance. These are reviewed for accuracy verifying student was charged for each quarter accurately as well as fees/books/supplies. FA notes payment arrangements were made with student if there is a balance due. All money due-refunds/balances owed WVBC- FA places in "out of school accounts" in TAC book. If no balance due, FA reviews for accuracy of charges and credits and files in student's file.

1-1-13

### **BILLING AGENCIES/STUDENTS**

WVBC does not send billings to students while in school. FA at each campus, is responsible to contact agencies their campus works with and determines what procedure they need followed. Tuition is due first day of each quarter and any books/fees/supplies are to be paid for upon receipt. FA explains once a signed "contract" is received from the agency, student is able to begin classes and receive books/supplies. FA is willing to work with all agencies. Some agencies WVBC deals with are:

- 1) **WIA-NF** -Workforce Investment Act – WV
- 2) **WIA-WHG**-Workforce Investment Act – WV and Ohio

**Both Campuses:** WIA students cannot be denied a loan due to receiving WIA. WIA discourages students from taking loans. FA **must** advise student "WIA is paying towards your education and the less loans the better off they will be after graduation". Loan must be paid back. WIA/Grants are not paid back. **Borrow as little as possible. Stay out of debt. IRS keeps refunds from your taxes causing bad credit.** FA completes -20/-94. Once WIA contract is received, FA **must** do a "**revised**" -20.

- 3) **NF-TAA/TRA**-Training Adjustment Assistance-Training Rehabilitation Act-WV
- 4) **WHG-TAA/TRA**-Training Adjustment Assistance-Training Rehabilitation Act-WV and Ohio

**TAA students can receive a loan for P.S.E. ONLY!**

- 5) **NF-VOCATIONAL REHABILITATION**-Student works with counselor at agency before coming to WVBC.
- 6) **WHG-VOCATIONAL REHABILITATION** – Student works with counselor at Agency before coming to WVBC.

1-1-13

### **RECEIPTS**

Write receipts for cash paying students **only**, unless student requests a copy. Remind students their cancelled check is their receipt. **All** original receipts are attached to **back** of deposit ticket sent to corporate office. Receipt must be numbered and completed in its entirety. Name of **student must** be listed on receipt.

6-2-15(1-1-14) **DEPOSITS/DEPOSIT TICKETS/REDEPOSITS**

Deposits are made **daily at 3:00**. FA department **cannot** make the deposits. Deposit ticket is written by **DR/AA only**. Original ticket and copy are taken to bank. **Original** is kept by bank and copy **MUST** be **VALIDATED BY BANK**, (*front band back of deposit slip*) receipts written for cash received are attached to copy of ticket, **NF-scans to VP-AA prints beside the bank stamp all info on stamp-WHG. give** to corporate office. Put the date the money is deposited on date line. When posting, students name/ss# must be on ticket and amount of cash, check or money order. **Print** student's name and to the right of the name, write amount of cash, check etc. Total at bottom. If there are more entries than lines, do not total. Begin another ticket post as shown above. After final ticket posting, place the total and staple the final ticket to the top of all tickets. Amount that the bank verifies and stamps the ticket with **must** be same as total. DR must, before leaving bank, checks the validated number matches total written. If bank gives a "other ticket", attach to front of deposit ticket. Immediately upon returning from bank, ticket is posted to CRR/TAC by FA. Once posted, deposit tickets are **Whg.** given to VP, **NF-placed** in corporate envelope mailing on **FRIDAY**. If a check is a re-deposit-write "**Re-deposit**" on deposit ticket. This is **only** item on ticket and not placed on CRR.

3-19-14 **ELECTRONIC FUNDS TRANSFER -60**

**Whg.-** FA does all transfers first thing in the morning **BEFORE** starting any other project. FA completes an EFT-60 based on FAME information and transfers to corporate account for both campuses. An individual -60 for each campus is completed now and roster is attached to back of individual -60. **Whg.** -60 and roster is posted to CRR/TAC. After posting, FA initials and gives -60 to VP.

**NF-** FA checks FAME for a roster and sends to Whg FA **immediately**. Once Whg FA receives the roster- FA completes transfer and attaches roster to back of -60 then notifies NF by email transfer has been made. FA **immediately gives NF -60 to VP**. **NF** FA posts to CRR/TAC.

6-24-15(1-1-14) **EFT NOTIFICATION-STUDENTS/BORROWERS -79-**

FA emails to borrower each time notification of Title IV disbursement is received. This is a **required** Federal regulation. Once sent, FA notes on -79.

3-19-14 **CASH RECEIPT REPORT-60, 99**

No re-deposits are listed on CRR. CRR is begun first of each month and completed from 1<sup>st</sup> to 15<sup>th</sup>. CRR is to began again on the 16<sup>th</sup> to the (30<sup>th</sup>) 31<sup>st</sup>. FA posts all transfers -60 and deposits slips on CRR immediately upon returning from the bank. If amount does not apply to a column shown, it is placed under **Miscellaneous**,

FA **must explain at bottom of CRR**, what this miscellaneous is. FA emails CRR to DR. After DR reviews verifying accuracy, DR sends to GM and VP by the 16<sup>th</sup> and (30<sup>th</sup>) 31<sup>st</sup>. This must be an accurate report – taxes are computed based on the CRR. To verify that the CRR is accurate after completing:

- 1) At the TOP – Total all **Deposits/Transfers and post under TOTAL**

## 50a

- 2) Post each name shown on 60 and deposit ticket amounts under proper column
- 3) Put total of 60/deposit ticket under TOTAL DEPOSIT column. (total must add up to the names on the left for that date.)
- 4) Page totals must be accurate.
- 5) **Grand Total**-last page- total columns vertically from each page.
- 6) All columns showing Grand Total on last page horizontally, must be the same as the TOTAL deposits at the top of the page.

If error is found on CRR **after** emailed to VP/GM, FA corrects and marks it **CORRECTED at the top** then emails corrected copy with an explanation to DR. DR emails corrected CRR to VP and GM asking them to void the previous one. CRR is kept on DR/FAA computer and after one year, it is deleted. No hard copies are made. This is a confidential report and no one other than the FA, DR, VP, GM has access to the CRR. **FA checks CRR at end of each month validating total deposited is same as shown on daily report. DR totals CRR at the end of each quarter verifying daily report shows accurate amount of quarterly collections.**

### 6-3-115(1-1-13) **EXIT INTERVIEW-GRADS/DO-36-37-122a,b-148a(1)**

**During drop/add period, no students are terminated. Every Friday, AFTER drop add period is over, FA determine if a student is dropping out after speaking with DR. Exit interviews are then scheduled. Whenever a student has an email address, notices/letters are sent via email. If student does not have an email address, notices and letters are sent via post. COPIES KEPT FOR STUDENT'S FILE. FA tells student their loans can become due immediately if they don't complete an exit interview.**

**GRADUATES-** FA calls graduates out of class the 3<sup>rd</sup> week before graduating to complete exit interview. **Graduates** receiving loans **must** complete electronic exit interview with FA. Acknowledgement is printed and placed in graduate's file. FA completes -122a at end of final quarter for all graduates- email/mail to graduate. FA posts TAC -148a(1) date sent "mo, day, yr -122a has been sent." When money is owed by student to WVBC and student is eligible for more financial aid, FA completes a -122b, (*post-withdrawal disbursement*), emails/mails to student, keeps copy and posts to -148a(1) date "mo, day, yr.-122b was sent".

**DROPOUTS-** Students dropping out must meet with FA and complete an electronic exit interview. Acknowledgement is printed and placed in dropout's file. FA completes -122a and email/mail to dropout. FA posts on TAC-148a(1) the date sent "mo-day-yr -122a has been sent". If money is owed to WVBC and student is eligible for more financial aid, FA completes a -122b, (*post withdrawal disbursement*), emails/mails to student, keeps copy and posts to -148a(1) date "mo., day, yr. - 122b was sent."

1-1-13

### **BALANCES DUE**

If student owes WVBC -entire balance is due **now!** If student cannot pay entire amount now, FA makes arrangements for student to make **monthly payments**. **Balance must be paid off within one year.** **FA notes arrangements on TAC,** which **include payment dates/amount.** Write in front of student on TAC. Explain if they **do not pay as arranged**, account is placed in collection **immediately**. FA explains if a problem with payment, **please call** and different arrangements can be made. By **not**



contacting the FA, student's account is red flagged to be placed immediately in collections.

50b

5-18-15(1-1-13)      **REFUND CHECKS-DEPOSITING-7-148a(1)148b(1)-100a,b**

**Whg.** FA is responsible to verify refund checks are deposited **same day received** by 3:00 into the D/L or ED Pmt accounts. No exceptions to this policy!

As refund checks are received by **Whg** FA, notification is emailed same day to **NF** FA for **Nutter Fort's students** as to who refund was for, SS#, what agency it went to and the amount.

**NF** FA posts to -7 and 148a(1). (see *TUITION REFUND LOG-7 and students TAC 148a(1)*).

**Whg.** FA As refund checks are received they are posted to TAC 148a(1) and -7 Loan log. (see *procedure in TAC for posting directions and Loan Log*)

1-1-13      **TUITION REFUND LOAN LOG-7-148a(1)**

After 100a,b have been completed, **Whg** and **NF** FA begins the posting to -7. If after 5 business days notification/checks have not been received, **NF** FA emails **Whg** FA a reminder. If **Whg** FA does not receive Wheeling checks after 5 business days, **VP** is notified again. Both **NF** and **Whg** FA are responsible to refund student's money within the 45 day time frame. When **Whg.** FA receives checks for **NF**, **Whg** FA sends notice to **NF** FA who completes posting to their -7. **Whg.** as soon as FA receives checks for **Whg.** students, -7 is completed. All refunds are posted on TAC. Date of refund, amount, who to and also check number.

1-1-13      **FAME NOTIFICATION-REFUND TRANSMITTAL**

Wheeling FA - Each time refunds are deposited, FA transmits to FAME the Refund Transmittal form for DL/ED. After the transmission, refund transmittal is printed, showing dates of transmission. A copy of this is attached to a copy of deposit slip and is mailed to FAME. Copies are made of all and filed in FA desk marked "FAME Refund Transmittals".

6-3-15(1-1-13)      **FAME ENROLLMENT STATUS VERIFICATION**

Monday of Week 9, FA determines which student is anticipated to graduate this quarter. This is based on student's PRC. If student has not passed all classes required, the student's expected graduation date needs to be adjusted accordingly in FA input in the FAME software. If student does graduate, FAME attendance record should already reflect this.

1-1-13      **SKIP TRACE-W.I.S.S.**

Skip Trace letters are letters requesting updated addresses from servicers for past student. **NF** FA –as soon as skip-trace letters are received, FA scans to Wheeling the same day. Discarded letters.

**Whg.** FA –When skip-trace letters are received, check student's file locating updated contact information and faxes the same day to the servicer. FA notifies W.I.S.S. the same day (Lillie Rodriguez at [Lillie@studentserviceint.com](mailto:Lillie@studentserviceint.com)). FA writes all updated information on top of TAC if not already shown, noting date of posting new information.

1-1-13

**COLLECTIONS-STUDENT RECORD SCAN-  
NEW ADDRESS 36-122a.b-148a(1)**

FA begins collection procedure as soon as Exit Interview is completed or letter -36 and -122a, (b if applicable) has been sent. (If letter is returned for inaccurate address, FA checks file and TAC verifying correct address was on envelope.) NF FA contacts Whg. FA asking to review file to see if address is correct on TAC. If address was correctly printed on envelope, envelope is placed in student's file and no further mail is sent to that address. NF-FA – if address was correct on envelope, envelope is placed in corporate envelope to go into student's file after Whg. AA follows scanning procedure for student records and places in student packet file in correspondence file cabinets after FA draws a line through the address on -148a(1) making note of wrong address. AA follows scanning procedure per above. **Anytime** a new addressed is received for a student, it is posted to the **TAC** and line drawn through the old address. **NF AA** will email any new addresses if received to **Whg AA** to update student's records. **NF-FA** contacts student by email or telephone 2 times from date of the letters 36-122a(b) is sent. If FA speaks with student, FA attempts to set up a plan for payment or follow up on the plan written on TAC that was discussed at the Exit Interview. FA notes dates attempted to contact student and note how attempt was made-email/phone call. If successful, FA, writes plan person agreed to pay on TAC. If contact was not made or the person did not comply with previously made arrangements, FA **immediately** turns account over to RAB. (*Regional Adjustment Bureau*) (*no message is left-call person 7:30 in the morning, once in afternoon and once in the evening*). FA writes "sent to RAB (date) and amount due" on TAC. **NF-Once** turned over to RAB, TAC/FAC/100a,b is placed in the corporate envelope. **Whg.** FA receives TAC/FAC/100a,b that has been given to RAB, FA verifies Amped is updated and it is prepared to be placed in the student's packet. FA scans the information and places in the student's packet.

9-12-13

**RAB COLLECTIONS -197**

TAC's that have a balance on it is **not** filed in student's file until it is zeroed out or turned over to RAB. Both FA completes -197 and mails to:

Regional Adjustment Bureau  
1900 Charles Bryan Suite 110  
Cordova, Tenn.38016  
Email:Shall@rabine.com

**NF-FA** sends copy of -197 to Wheeling FA in corporate envelope same day. **Whg:both** -197ares kept in "Bad Debt" file. **Whg.** FA contacts RAB at end of year asking for a printout of "bad debt". **Whg** FA gives copy to the VP. RAB payments checks are sent directly to the Wheeling campus from RAB. **Wheeling** FA notifies **NF** FA of any checks received for NF "out of school" students that have made payments to RAB to be posted on D/R "out of school accounts". All **RAB payments are posted to student TAC and Amped when received by Whg.** FA If balance is less than \$100, do not turn over to

RAB. NF-sends TAC/FAC/100a,b to Wheeling. **Whg.** FA places name/amount on “end of year Bad Debt” report 4-b for the accountant.

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6-2-15(1-1-13)

### **REMOVAL FROM RAB COLLECTIONS**

If payment is received at the campus(s) from an “out of school student” **after** it was sent to RAB:

**NF-FA** immediately contacts **Whg.** FA with amount of payment and student’s name. **NF AA** deposits check and FA posts to CRR and D/R.

**Whg.-** FA contacts RAB for Wheeling students as well as NF students removing student’s name from collection process. **Whg.** FA posts payment to TAC and Amped. If payments stop, **Whg** FA turns over to RAB again.

### **1-1-13 RE-ENROLLING GRADUATE-DEGREE /DIPLOMA-77/SEATED/DO**

DR is the only person permitted to re-enroll a student. When AR meets with a prospective student they are to ask “**Have you ever attended WVBC?**” If the person says “yes”, the AR must take the person to the DR. DR speaks with them for a short period of time then makes an appointment within the next 3 days. Once the person leaves the DR pulls their file. **NF** DR request this file from the **Whg** FA. **DR does not automatically accept a re-enrollment.** The particulars of the file, PRC, TAC,100a,b and any -77 that is deemed negative is scanned to the **NF** DR within **24 hours**. If the DR determines the negative information in the file is too negative, the DR will contact the applicant and cancel the appointment explaining that their “behavior” or whatever happened cannot be overcome. If the applicant can convince the DR they can rectify what ever the problem is the DR will keep the appointment. During the appointment the DR must address this “problem” and write the solution on a -77 and have the applicant sign if the DR wishes to accept this student. DR writes on the -77 that as a student they will be observed daily and if any rules are broken, no second chance will be given. If applicant agrees to this it will be the DR decision as to whether or not they can attend WVBC.

1-12-13

### **POTENTIAL GRADUATES**

DR meets potential graduates during beginning of their last quarter to explain why they should consider re-enrolling into another program. If in OAPA program and graduate enrolls into the Medical Degree programs they may be hired in a hospital, insurance company, legal firm-large or small. This enhances their chances of getting hired. If in MEDICAL program and graduate enrolls into the OAPA program their opportunities also are in attorney’s offices, insurance offices, hospital offices etc. If graduating in the BUSINESS program and graduate enrolls into Medical or Paralegal programs they also could be hired in attorney’s offices, hospitals, insurance offices etc. If student would like to re-enroll, DR has graduate complete new application and DR completes new-1 and sets a FA appointment up for the graduate. Standard enrollment procedure is completed. All new paperwork is stapled to front of each “old” paperwork. If applicant doesn’t start, **new** paperwork is discarded. At both campuses- FA verifies applicant has correct score on entrance evaluation for

program they want to enter. Once students signs in, **NF DR** writes “duplicate file” on front of student’s file. . If applicant **does not** sign in at orientation, **NF FA** discards duplicate file-notifies **Whg.** FA not to send student’s file. If re-enrollment signs in, **NF FA** notifies **Whg.** FA re-enrolled student signed in- **Whg.** FA scans entire file and sends to **NF FA**. **NF FA** compiles a new file for this student, puts all information in their file. (*discard the file folder saying “duplicate file”.*)

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2-1-13 **TUITION STATEMENT-IRS-1098T**

All 1098T **MUST** be **completed** by **January 15** and **sent out** by **January 31**. DR has FA requests these forms from local IRS 1<sup>st</sup> of **December**. FA **begins** compiling information the **first week in December**. This is completed for every student that attended WVBC during the year. **NF** -does 1098T for **all seated** students. Originals and one copy are sent to FA in Wheeling by **January 15**. (copy is handed out to seated students immediately).

**Whg.** FA-mails both Wheeling and NF originals to IRS. FA has both campuses past students and is responsible to complete 1098T for all NF and Wheeling **PAST** students. Copies of 1098T for Wheeling and NF are bundled together and placed in a file marked “IRS Tuition Statement-1098-T- NF & WHG” (Year)

3-23-15 **DAILY REPORT-91a,b,c,d/99**

**NF-FA** completes **daily report (D/R) daily** -emails **daily (Monday through Friday)** to DR, VP, GM after deposit has been made at 3:00. **Saturday** D/R is completed and emailed to DR, **President**, VP and GM before leaving at 1:00. (*If not emailed Saturday, email Monday morning at 7:30*). **All money is deposited by 3:00 p.m. DAILY Monday through Friday-No money kept in school. Default section-student’s last name/month and year expected.** FA checks **daily**, lead book, counting leads coming in that day. **Monthly**, DR totals lead book and verifies total is same as shown on D/R. **Quarterly**, FA verifies CRR -99 matches Daily Report Year to Date collected. It is campus’s DR responsibility to verify D/R is accurate **daily**. FA corrects **next day if error(s) occurs**. When beginning new D/R in January use D/Rs from previous year for posting “Last Years” info. Only Pres., VP, GM FA and DR have access to the D/R.

3-27-15 **POTENTIAL DROPOUT-LOST STUDENT LETTERS-62e/72/77**

To determine a potential dropout, DR reviews -72/77 every Friday. DR reviews all teacher’s/staff emails and 77 sent to DR for student’s file showing response from student/lack of response. *If student has been absent 3 consecutive class days and emails sent by teachers/staff with no response, DR emails “lost student letter-62e. Weekly-* DR will notify FA when and **IF** to remove/add potential d/o from D/R and update TAC/PRC books. (*See PM-Absenteeism-Student Early Detection*) Potential dropouts must be spoken with by DR at least once weekly until the DR is comfortable in knowing the student is on the right attendance track. (*DR must record on -77 for file*)

9-7-13 **QUARTERLY-GRADUATE/DROPOUTS -72-194a**

FA completes-194a day after drop/add period.-194a information is gotten from previous quarter teacher’s attendance log -72 and this quarter sign-in Sheet..

(graduates and do have been identified on the log already by FA. FA writes reason for dropping out after meeting with DR determining reason but "lost contact with student" is not an acceptable reason.) -194a is printed and copy is sent to DR. NF-DR scans to Whg FA. **WHG**. DR scans to FA. FA files both reports in "Graduate/ Dropouts Quarterly" file.

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#### 10-28-14 QUARTERLY GRADUATE/DROPOUTS -194b-W.I.S.S./PROG/RPTS.

FA completes-194b from 194a and reviews NSLDS determining servicer. After completing, DR scans-194b to W.I.S.S. [Lillie@studentserviceint.com](mailto:Lillie@studentserviceint.com). **NF-DR** sends copy of 194b to Whg.FA .**NF DR** –file in "W.I.S.S.Qtrly Def.Mgt file and **Whg FA** files NF & Wheeling's copies in "W.I.S.S. Quarterly Default Management". As W.I.S.S. bills are received, **NF DR** notes N.F. beside their campus students (before scanning to **Whg FA** who places Whg beside their campus student names and files in "W.I.S.S. Progress Reports" file.

3-13-14

#### STUDENT VOLUNTEERING

Volunteering helps students get into the workforce. Many graduates don't have experience and this adds to their resume. DR has teachers, mentors and CSR talk to students about volunteering at local business. CSR, when calling business about job interviews for graduates, CSR informs them of WVBC "student volunteer" program. Students can work as a volunteer **after classes** or Friday/Saturday. When students get their foot in the door, if a position opens, business may consider interviewing student once they graduate. CSR talks to student before they volunteer, guiding them on **Always** looking and acting professional. If students are interested, they need to stop and see CSR. Students are reminded they will always need "letters of recommendations" from staff as well as faculty and places where they have done volunteer work. CSR **must** actively help students get into volunteer programs. This helps the placement effort once student graduates.

6-25-15

#### VERIFICATION OF IDENTITY

FAME issues for a Dependent Student A-21, which needs completed and notarized if the responsible person cannot make it in to the campus. This is a very rare occurrence since the person who is the "guardian" needs to be there to complete a PLUS loan for the dependent student.

#### 8-5-15 (1-1-13) ASSIGNING TEACHERS CLASSES-77

Teacher's official transcript(s) are reviewed by AA and classes are highlighted teacher can be assigned. If class to be taught is **NOT** on transcript, AA collects in writing, several pieces of documentation of work experience pertaining to each class they are to teach. Documentation **MUST** show previous job titles, previous boss recommendation(s) and/or description of their duties, etc. (*This information goes in teacher's file.*) DR then determines class(s) teacher is **qualified** to teach. Wednesday of the 9<sup>th</sup> week of the quarter, DR reviews teacher's file and reviews all -77 as well as payroll reports noting

absenteeism and evaluations. If DR wants teacher to return for next quarter, DR emails them Monday of 10<sup>th</sup> week asking if they are planning to teach next quarter and if there are any restraints. Teachers without negative remarks/time restrictions are considered first for rehiring. Once DR knows who wishes to return, DR meets with teachers informing them of their schedule. *(As soon as books are available, DR gives to Teacher with Syllabi)*

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6-18-15

### **WARNING/PROBATION – 24**

Every employee at West Virginia Business College is an at will employee. All employees are required to follow their job description, CEP, Procedures Manual, Personnel Handbook and direct communications from their superiors. All of the above is expected and required to be completed in full and according to the established or directed time tables. The following is the reward and consequence schedule.

#### **Definition of Terms**

Warning: A written admonishment based on the competency and or timeliness of the employee in performing their above described job duties.

Probation: A period of time in which an employee will be monitored for required improvement from official warning.

Termination: Official end of employment and all benefits of West Virginia Business College.

#### **Sequence of Events**

If an employee is deemed by its superiors to have not completed or not completed timely a required task, or their conduct, attitude or professionalism (including appearance and attire) is not appropriate based on standards set by West Virginia Business College Board of Directors, and set forth in the personnel and procedures manual or directed by a superior, a written warning will be given to the employee and placed in their file. The warning will describe the deficiency and give a corrective action plan with start and end dates.

If the warning is not corrected as corrective action plan states, the employee will be placed on probation. The probationary period will not exceed 20 days.

If at the end of the probationary period the warning has not been corrected, the employee will be immediately terminated.

If an employee receives 3 or more warnings in a quarter, the employee will be placed on probation beginning the first day of the following quarter not to last more than 30 days accompanied by a corrective action plan. If at the end of probation the corrective action plan has not been successfully completed, the employee will be terminated.

If a higher ranking superior has to give a lower ranking employee a formal warning, the said warned employees direct superior and above will receive a warning for improper supervision.

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At the end of the administrative staff first completed calendar year they will be awarded a raise from 1% to 3% of their annual salary if they have received 3 or less warnings. If faculty has 3 or less warnings during a quarter, they will be asked to return for following quarter. If they complete the quarter with 0 warnings and asked to return they will receive a 3% increase in “per class pay”.

All raises and terminations must be presented with supporting documentation to the GM for approval. Directors and GM raises and terminations must be presented with supporting documentation to the Board of Directors for approval.

1-1-13                    **CIVIL SERVICE EXAMINATION-GRADUATES**

Three (3) weeks before quarter ends, CSR meets with expected graduates for that quarter and informs them of the necessity of taking the Civil Service Exam. CSR gets application at local Job Service Office or local library and is responsible for giving each graduate an application and making the arrangements to go to the exam. Students must be reminded to take personal identification with them in order to take the exam. CSR follows up, verifying student took the exam-if no, why not.

1-1-13                    **GRADUATES-CONGRATULATIONS 69a,b,c,d**

DR sends congratulations letter-69a during break week once student graduates or -69b, graduates still owes money. Students that are "expected" to graduate the quarter graduation ceremony is being held, will not have their diploma/degree in their envelope- form 69c is placed in their envelope. If this "expected graduate owes money, -69d is placed in their envelope.

1-1-13                    **GRADUATION- CEREMONY PLANNING-12-194a**

Six (6) weeks **before** ceremony, NF DR emails **Whg DR** a, typed list of all graduates as well as "expected" graduates and what program they are graduating from. Both campuses DRs reviews all --194a for past Fiscal Year to compile their graduate list verifying all graduates in the time frame are invited. **Wheeling** DR is responsible to review inventory if enough diplomas/degrees are on hand or do a check requisition to order enough for the up-coming graduation ceremony. DRs and CSRs must verify accuracy of spelling of name and proper program before submitting list to FA. On certificates directly beneath program title "**WITH HONORS**" is written if student had honors classes. NF DR requests diplomas/degrees one month before graduation. DR sets a date for annual graduation. Ceremony is held in last week of May/first week of June on a Wednesday at 7:30 p.m. DR notifies **all** teachers attendance is **mandatory**. CSR begins organizing in December by contacting places to locate a room that is sufficient in size for ceremony and most cost effective. DR sends check requisition to corporate office. CSR requests all teachers help with planning and implementing ceremony. **All** teachers participate in some role in the graduation ceremony. CSR assigns duties to **each** teacher. Two months **before** graduation, **Wheeling** DR verifies if number of diploma/ degrees on hand are adequate by checking previous --194s and "anticipated" graduates in correspondence file of both campuses.

1-1-13                    **GRADUATION-PROGRAM-GUEST SPEAKERS**



CSR puts together a graduation program similar to past year programs. Program is completed at each campus on computer. DR and CSR **must** check for content and correct spelling. A former graduate who is now working in their field is asked to speak at the ceremony. Have them take a few minutes talking about how they chose WVBC to attend and how they have succeeded in their position. What WVBC did for them to change their life. If possible, ask previous years Ambassador to speak. Another speaker, one from either the business/medical or legal community is asked to speak for approximately 15 minutes informing graduates what to expect in the business world. CSR also looks for a minister/priest/rabbi to give the benediction.

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1-1-13 **GRADUATES- BALANCES-69b,c,d**

FA makes a list, noting graduates who are **not** eligible to receive diploma/degree due to account balances. FA calls these graduates to make arrangements for an appointment to discuss payments. Graduates owing money are permitted to participate in ceremony but receive an envelope with 69b. "Expected" graduates are permitted to participate, but receive an envelope with -69c or -69d. Their names are included in program. Graduate wanting to pick up their degrees/diploma after the ceremony must call FA making an appointment. **WVBC does not mail diploma/degrees.**

1-1-13 **GRADUATES-SPECIAL AWARD-AMBASSADORS**

Five weeks before graduation ceremony, DR determines if a graduate is eligible to receive ambassador award based on WVBC criteria- attitude, appearance, attendance and **overall professionalism-not on popularity** among students and teachers. Graduate **MUST** be currently working in their field of study. DR chooses **two** Ambassadors, one from diploma program and one from degree program. Once DR selects two winners, CSR calls both award winners and verifies they will be attending ceremony. Once graduate informs CSR they will attend ceremony DR completes -12 for two (2) Ambassador Plaques. *(DR first verifies selections are attending ceremony)*. **If the "chosen" Ambassadors cannot attend, next person in line will receive the award.**

1-1-13 **GRADUATION-EMPLOYEE OF THE YEAR-12-117**

Second Monday in April DR chooses an Employee of the Year based on attitude, professional appearance and **overall extra contribution** to the college and students above and beyond their job description. DR completes -117 and attached to back of -12 to order a plaque to present at graduation. *(CSR See Press Release)*

1-1-13 **GRADUATION-INVITATIONS-16-194a**

CSR sends -16 to graduates listed on -194 at least **one month before** ceremony. When -16 are returned, DR gives to CSR to keep track of who is coming to ceremony. **One month** before ceremony, DR meets with CSR to decide who will be sent "special" invitations to attend ceremony. Past teachers, employers of WVBC graduates, Advisory Board members, Military personnel are sent -16.

4-1-14 **GRADUATE/EMPLOYER SATISFACTION-3-6-45a-45b**

**Wednesday** of break week, CSR completes 45a and 45b. Info is taken from Form-3 & 6. 45a and 45b are given to DR with typed envelopes for each letter. DR makes a copy and mails originals with a **stamped** self-addressed envelope. **Copy** is placed in file in the correspondence files labeled "Survey-Employer Satisfaction-(year)-"Wheeling/NF" and/or Graduate Satisfaction (year)-"Wheeling/NF". **Copy** in file is discarded **once the original is received**. If no letter is returned, **copy** is **left** in file for documentation. DR reviews with CSR determining what if anything will be done from info received.

**SYNOPSIS**

Each DR does a synopsis for their campus one month **AFTER** 45a,b have been sent. A copy of the synopsis is sent **GM**. **GM** does a synopsis of **both** campuses and sends a copy to each DR, VP and President. Synopsis For each campus is **stapled on top of letters** and filed in correspondence file cabinet in file marked "Survey-Employer Satisfaction/Graduate Satisfaction." The overall synopsis is attached to the top of these letters. DR uses this synopsis when writing a new CEP. All synopsis are kept indefinitely.

4-1-13 **GRADUATE PLACEMENT INFO-3-REPORTING**

The 12<sup>th</sup> week on Friday, CSR prints a -3 for all graduates listed on -194 and keeps in a 3 ring binder in their office. Graduates are listed by name **originally** enrolled under at WVBC. If any "other" name is used, "original" name on app. is first and "other" name comes directly after **original** name. i.e. Original name-Smith (married name)-Jones. List Smith-Jones, Mary. -3 is kept **current by CSR**. Once graduate is placed, -3 is given to DR. If graduate has not been placed within (1) one year, CSR gives -3 to DR. DR keeps only past 2 years and discards all other -3. **NF** files in correspondence file "Graduate Placement Info-3". **Wheeling-** File is labeled "Graduate Placement Info-3".

1. Graduates **must** be employed for 3 months to be considered a placement.
2. Self-employed graduates **must** give WVBC a **business card** or an **ad** with their **business name/letter** verifying they own their own business.
3. Graduates that accept a job then quits-WVBC **must** have documentation from employer stating graduate did work there but quit.
4. Graduates continuing education or joining the military- need a **letter from school/military** stating they are **accepted**.
5. Part-time/Full-time is **whatever** the employer advertises the job.

CSR must attach above documentation to -3 when giving to DR for C.A.R.

**NF-sends documentation to corporate office. DR must send ALL documentation to VP and attach to -6. NO EXCEPTIONS!**

1-1-13 **GRADUATES EXPECTED-CSR-77**

DR gives CSR a list of potential graduates Monday of the **tenth** week of student's **last** quarter before they are expected to graduate. CSR sets up interviews with expected graduate during **last three weeks** of student's final quarter. Current resume is requested by CSR and *questions* concerning any limitations, expectations graduate may have, how much money they need to make and where they would like to work, etc. are asked and noted on -77 by CSR. *77 is* emailed to DR, initialed and placed in student's file.

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1-1-13 **GRADUATE-PICTURE**

CSR takes a picture of "potential graduate". CSR gives to DR who places in student's file. Camera is kept in DR's office for security purposes. NF-CSR keeps "*potential graduates*" pictures for **1 quarter in their desk**. If graduate is not employed by then, CSR gives picture to FA to place in corporate envelope. Whg. FA files in students file.

1-11-13 **GRADUATE-OFFICIAL WVBC RESUME-88**

DR has teachers using **Official WVBC Resume-88** CSR requests from JST teacher, **10<sup>th</sup>** week of the quarter, copy of resumes for JST students. When interviewing expected graduates, CSR requests updated resumes if necessary. *CSR does not make copies of resumes*. Graduates are reminded to have extra resumes and when possible have them professionally printed. Resumes are discarded after 6 months. Updated ones are now requested. CSR must meet again with the graduate. CSR posts copy of -88 in JST classrooms for students to review

1-1-13 **GRADUATE TRACKING-6**

Thursday of 11<sup>th</sup> week, CSR completes-6 on computer from -194. Information is typed on -6 for **all** expected graduates and **completers for the current quarter**. As graduates are placed, -6 is updated as information is posted on individual -3 for each graduate. (*See Graduate Placement Information*). As graduates are placed, on Fridays, CSR emails DR student's name and where they are placed. DR notifies FA to add to D/R. CSR gives **final** -6 to DR no later than August 31 and DRs emails Wheeling FA. DR **must** use -6, with **all documentation attached** for verification to complete annual C.A.R. for ACICS. If graduate listed on -6 is placed **after** August 31, CSR notifies DR and DR decides if there is still time to add placement to statistics for C.A.R. A new -6 is completed and emailed to Wheeling FA. To updated C.A.R. All documentation is faxed/given to Wheeling FA to attach to file copies. **Wheeling** FA makes copies of final C.A.R. for each campus. (*one of each for Wheeling and one to be sent to NF for their files.*) NF DR calls Wheeling DR if this information is not received.

1-1-13 **EMPLOYER WEEKLY CONTACT-119a,b**

CSR calls a **minimum** of 20 employers a day from yellow pages **every** week. (*-119a,b must be completed in its entirety*). As enrollment goes up, amount of graduates goes up and CSR has to be contacting more employers as needed. **CSR completes -119a,b daily-CSR spends Friday hours visiting employers, collection information for**

**placement, suggestions for new classes, etc. CSR returns to campus and completes their -119a,b with Friday information and gives to AA.** DR reviews and notes suggestions for new classes/ programs etc., AA places form in "Employer Weekly Phone Contacts" file. AA keeps this information in correspondence file cabinet for three years, then purges. This information is used for implementing new classes or programs.

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1-1-13 **GRADUATE HIRED/NOT HIRED/LOST JOB-77**

If graduate is hired, CSR calls employer and thanks them for hiring a WVBC graduate and ask them to please call WVBC when in need of an employee. CSR calls graduate and congratulates them. CSR requests picture from DR and prints label with student's name and place of employment if CSR does not already have the picture. (NF) Post picture on placement board in lobby with "**CONGRATULATIONS-JOB WELL DONE**" posted over pictures. Whg. post on tripod in lobby. (When a new graduate is placed, previous picture is moved to placement board and new picture is posted). If graduate **did not** get the job or **lost** their job, CSR contacts employer asking in confidence, what WVBC can do to help graduate to be successful on their future job interviews. CSR calls graduate to **come in to speak with CSR** on how to improve their **next interview/work with them on how to keep their next job**. CSR writes a 77 on how student can improve their interviewing techniques/job performance. i.e. - retake classes **in their program** that may help them do a better job when hired-at **no charge**. After meeting with graduate, ---77 is emailed to DR who meets with graduate assigning a class to re-take if they wish to brush up to improve their skills in their program. DR recommends graduate should re-enroll into another program that may better suit them if DR determines this will help student be more employable. DR does a -77 and files.

1-1-13 **GRADUATION- SPEAKER LETTERS-17-18**

Once guest speakers have agreed to speak, CSR mails -17. One week after graduation ceremony is over CSR mails -18 to each speaker.

1-1-13 **GRADUATION-SEATING**

Faculty are assigned to seat graduates from front row to back, **seated together**. **Current staff/faculty** are seated directly **opposite graduates** in front row. "Special guests" are seated **behind** current staff faculty. **Head table is reserved for DR, FA,CSR, AR and guest speakers.** All family members are seated **behind graduates**.

1-1-13 **GRADUATION-CEREMONY-101**

CSR takes -101 to ceremony-graduates names typed on form. CSR assigns faculty member to guide graduates to table to "sign-in" (101). If graduate is not working they note, "not working". Faculty member in charge of -101 verifies student completes -101.

Graduates **must** sign -101 if they want to have their name called during ceremony. (CSR gives -101 to DR after graduation). NF-copy of 101 is faxed to **Whg**. FAA posts all new addresses on TAC. Upon completion, -101 is discarded. DR is responsible to take all diplomas/degrees and programs to ceremony in alphabetical order. All diploma/degrees are taken in case a graduate shows up 'unexpectedly' even if not registered. DR takes "ambassador" awards to ceremony. DR welcomes graduates, friends, relatives, honored guests etc and announces "this is the \_\_\_\_\_ graduation for WVBC". DR introduces person giving invocation. Once completed, CSR introduces staff, faculty and other noteworthy guests asking them to stand. "Graduate" guest speaker is introduced by CSR. CSR talks a few minutes -telling graduate speaker success story and introduces them. Speaker has approximately ten minutes. CSR introduces main guest speaker and gives their bio. Guest speaker is expected to speak for approximately 15 to 20 minutes. CSR

61a

introduces DR. CSR announces graduate's name and **Guest Speaker** shakes graduate's hand and gives them their "envelope". Once graduate begins leaving "stage" next graduate's name is called. If the graduate **did not** sign in, their name is **not called**. This helps the process go smoothly and no embarrassing silence occurs. Once diploma/degrees are handed out, DR asks if anyone was missed. Once determined all graduates attending ceremony has received their envelope, DR explains special awards for Ambassadors. DR speaks about graduate and announces Ambassador for Diploma program. **DR** presents award. DR speaks about Ambassador and announces Ambassador for Degree program. **DR** presents award. DR speaks about Employee of the Year award and why this person was chosen before calling employee forward to receive their award. **DR** presents award. Employee is asked to speak a few words no longer than 5 to 10 minutes. DR gives closing remarks. "Thank you graduates, families, Advisory Board members, guests, guest speakers, staff and faculty for being with us. Feel free to enjoy some refreshments. Graduates are asked to come to the front for picture taking. This concludes our ceremony." Punch and cookies have been arranged by Student Council for all. CSR takes **pictures of the following:**

- 1.(2) Ambassadors and Guest Speaker-1 sent to local newspaper, 1 for campus.
- 2.(2) Group photo of all graduates. 1 sent to local newspaper; 1 for campus
- 3.(4) Employee of the year with DR. 1 sent to local newspaper 1 to State Journal 1 picture of group and Ambassadors is placed on placement board and Employee of the Year placed on Staff and Faculty Board.

CSR calls newspaper and TV stations to ask them to cover graduation. Pictures are sent to newspapers **immediately**. CSR will build relationship with local newspapers.

8-21-14

### **A/R-APPEARANCES-DRESS**

A successful AR recognizes the importance of good grooming, courtesy and respect for others. WVBC attempts to teach students to be professionals in attitude and appearance so our AR **must** set the example. AR must be prepared before their interviews. A positive mental attitude "daily" is the way to success. Morning meetings end on a positive and up-beat note. A dress shirt and tie is **mandatory** for men, **dress slacks** and **blouse/professional dress/outfit** for women. Tennis shoes sandals are not acceptable. DR determines if attire of the AR is appropriate. AR is sent home to change if DR feels AR appearance is not professional -77 is written by DR for AR personnel file. If this happens

more than once, AR may be dismissed. **First impressions** are impressions that prospects have of WVBC. A successful AR must know and understand the **Personnel Handbook**, **Official** Presentation, catalog, procedures manual, application, and if AR has a presentation book/power point presentation keep it **current**. If the same presentation is given over and over, AR is able to give a presentation professionally and with assurance.

61b

8-4-15 (6-24-13) **A/R DAILY PLANNER-73/AR WEEKLY REPORT-AR -85**  
**Weekly Report**-AR completes -85 **daily**. Place slash in proper box **each time a call is made**. AR/DR meet every **Monday** morning-AR brings -85 to meeting and it is **reviewed**. This helps **improve performance**. DR **must verify** AR is completing -85 correctly. DR creates a formula to **determine number of** phone **calls/presentations needed to achieve** a predetermined performance level. (*50 calls daily 35 contacts 1 appt. 5 appt wkly. 5 appt less 2 No shows 3 enrollments a week*). If more calls need made, DR encourages more calls. DR helps determine **best time of day to call** prospects. If -85 is incorrectly completed, DR is not be able to help AR to improve.

**Daily Planner** -AR completes -73 and brings to **Monday** morning meeting with DR to review. This plan is for the new week to **set goals** and determine how to **hit goals**. DR helps AR determine how to get leads, spending AR time **wisely/profitable**. **Less time spent in the office** means AR is **generating leads and enrolling**. AR writes **how they plan to speak with current students to encourage** them to stay in school as well as generating **referrals** from them. DR helps determine why AR is not getting their own leads.

1-1-13

#### **INFORMATION CARD-196**

AR request --196 from AA when going to career days to have potential applicants complete. AR attempts to get as many completed as possible to be able to contact these students concerning appointment making/scholarship testing. **Completed** -196 are given to FA to post in lead book. After posting, FA gives to DR to give to AR.

1-1-13

#### **HIGH SCHOOL BOOK -87**

Friday-, AR update their H.S. book . As AR visits high schools, **immediately** after leaving the high school while sitting in AR car, complete -87 in detail and keeps in high school book. This book is reviewed with the DR at the morning meeting. **This book must be updated after each visit.** Add/delete names of counselor, teachers, secretaries --all contacts.

2-1-13

#### **AR-PRESENTATION BOOK/COMPUTER**

**Monday** of Break Week, AR puts together a 3 ring binder as a presentation book or computer following 9 Step Plan. Use to have applicant see material/inspire them to want to enroll. **No copies of pages from catalog are placed in book!** Put pictures of graduates working at their job, press releases about successful students, special awards to teachers/ student/ graduates, student council events. Get involved with current students. These pictures shows applicants what going to WVBC is about. Get a list of graduates/where they are working from CSR and place in book/on your computer. Book/computer must be clean/ neat /updated at all times. All statistics collected, **must be** noted at bottom of page where they came from. Bring book/ computer to morning meetings. Magazines in the library can be used for “Wish list” applicant may want. New house, boat, car, cloths, vacations, etc. Book/computer is used at every presentation as a personal tool helping you follow the 9 steps. Catalog is on WEB page to review. AR must know the catalog- be able to answer any questions applicant asks. **Tuesday 2<sup>nd</sup> week of the quarter** AR updates the presentation book/computer.

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1-1-13

### **OFFICIAL PRESENTATION-15a,b,c,d**

The **only** presentation to be used is the 15a,b,c,d. AR signed **last** page and a copy was given of 15a,b,c,d. Presentation must be given **exactly** as written- steps 1 through 9. This plan provides a sound structure and format to make sure presentation keeps AR on track. Plan is important because it helps AR guide applicant through a predetermined system that is specifically designed to **increase** the intensity of the prospect’s desire to enroll. Plan gives AR flexibility to use AR individual style without sacrificing the use of a proven structure and losing track of **key points that must** be covered. Experience has shown that AR who won’t use this plan must rely on **winging it** and is less likely to have an opportunity to get an enrollment. Using this plan, also assures WVBC that no “**untrue**” or **misinformation** is distributed. **After 3 months, DR sits with you at least once a quarter to verify you are using Nine Step Plan consistently and systematically.** Once applicant is comfortable, they are open to listen. Inform applicant immediately you make a recommendation to Director as to whether or not they should be considered to take entrance evaluation and apply for acceptance into WVBC. AR states in order to make an informed recommendation, you need to take the time to get to know them. First question AR asks is “What do you think college can do for you?” This is the first question on the Rep Assessment form –1. It is necessary for AR complete this before doing anything further. Remember people only remember about 17% of what they “hear” but they remember with great accuracy how they “felt”. If there is no opportunity to establish trust and develop rapport at the **beginning** of the interview, interview will probably end without an enrollment. When AR do not enroll an applicant, AR is missing

one or more important steps of the presentation. Most common mistake AR makes is to develop rapport (break the ice) then jump to features/benefits of attending college. This results in the prospect believing this is a **sales pitch** giving them the option to **buy** instead of realizing this is a **life style change** decision. When AR substitute **information** for **motivation**, control is lost at interview and AR fails to establish a sense of urgency. Get applicant motivated then proceed with presentation. Applicant must feel they **want** to be

accepted by WVBC. They need to impress you so you will recommend them to the DR. **A sense of excitement and self-worth must be established at the very beginning.**

1-1-13

### AR-SUCCESS

Meet with DR at 9:00 a.m. Wednesday and Friday-Monday, Tuesday and Thursday at 10:00. This is to review leads you have received or generated, motivate, teach and advise. DR will review what you did the day before. DR writes results of the call/appointment on 80a at the meeting for future information. You and the DR help determine goals you need to meet. Your most important goal should be identifies "A" You need to invest your time in attaining this goal. Items ranked "B" or "C" will carry a lower priority. Begin your day by concentrating on the most important goal-"A". Concentrate on achieving your goals and avoid irrelevant activities. Setting goals develop positive directions. You are responsible to keep yourself on track.

1. Enrollment goal for the week?
1. How will you achieve enrollment goal for the week?(See Form 85.)

63a

2. Call X amount of leads and makes X appointments daily
  - a. How many presentations do you have to give daily to attain the enrollment goal for the week?
  - b. Are you speaking daily to current students to get referrals?
  - c. How many self-generated leads do you have to get to achieve 3 enrollments a week?
  - d. Weekly, how many visits to agencies/ businesses restaurants churches bowling alleys/YWC, etc. has to be made weekly to get "X" self-generated leads?

Bring your "daily task list"-calendar-to morning meetings. Follow this "daily task list". Do not procrastinate and **not** make a "daily tasks list". **Complete** one task **before** starting on the next. Follow through with your Daily Task List. As time moves on and circumstances change, priorities may need to be revised. DR and you work on this together. When the unexpected occurs, you need to remember, this provides a challenge to adjust to the "unexpected". Handle the unexpected-then get back to the plan. Don't make the same mistakes over and over. Say **NO** to interruptions and requests that are not related to your goals. These interruptions distract you from what is important. Keep your activities directed **constantly** toward your goals that you set. Not adhering to these goals, will have you living and working for the goals of others. Avoid temptation to stop and start. Each job and each piece of paper should only be handled once. Deal with the task and be done with it. TIME IS VALUABLE! Record appointments, schedule events, timetables and deadlines. You can achieve your goals by the following:

- a. Pinpoint **primary goal** in life. It is not enough to want happiness or money. Determine **exactly** what you want. Writes it down with a specific goal and use your imagination – don't just daydream. Be creative.
- b. **Expect to pay** for what you get-**work** as directed, take chances, make sacrifices and endure set backs.



- c. You cannot afford luxury of **laziness** or **frequent distractions**. Remember this as you set goals, unless you are willing to “pay the price”, they are wasting their time as well as WVBC.
- d. Send **right signals** to your subconscious mind. What you send to your brain is what your brain computes and returns to you-positively or negatively.
- e. Be willing to **accept rejection** and **failure**. You need to be exposed to failure in order to succeed.
- f. Believe in power of thoughts to change things. Most powerful thing in the world is an idea that has taken root in the human mind. The sad part is, people have **great** ideas but never **do anything about them but talk**. **AR MUST TAKE ACTION!**
- g. Never build a case against yourself-never think negatively about what you do for a living. You must be **proud** to be in this profession.

63b

- h. **Never get in the habit of making excuses:**
  - 1) FA department lost my enrollment because they didn't give enough FA
  - 2) If only I had more leads
  - 3) It's a short week (or the wrong time of the year)
  - 4) Weather is too bad for me to go out or people to keep appointments
  - 5) We need more programs
  - 6) Our programs are too expensive
  - 7) Other colleges have better equipment or campuses

A good AR will:

- a. Work smart-**Smart** work is a good investment
- b. Study Hard-Knowledge enables you to work intelligently and effectively
- c. Love your work-You will find pleasure in mastering it
- d. Be democratic-Feel right towards your fellow man or you will never be a successful leader
- e. In **ALL** things, do your best. People who have done their best have done everything. People who have done less than their best have done nothing.

Ways to make people like you:

- a. Become genuinely interested in other people
- b. Smile-all the time
- c. Remember that a person's name is, to that person, the sweetest and most important sound in any language
- d. Be a good listener. Encourage others to talk about themselves
- e. Talk in terms of other person's interests. Make the other person feel important-and do it sincerely.

How to win people over to your way of thinking:

- a. Begin with praise and honest appreciation
- b. Call attention to their hesitancy to make a decision “gently”

- c. Talk about your own hesitancy in making decisions
- d. **Ask questions** instead of giving information all the time.
- e. Let the other person “save face” about decision-making or lack of it, but don’t let them make excuses.
- f. Praise the slightest “dream”. When there are dreams-there is hope for a better future.
- g. Use encouragement. Show how their situation is easy to “fix”.
- h. Make the applicant happy about making a decision with your help.

**Never give information on the telephone.** Giving information is for face-to-face contact. Support committee **MUST** be there **always**. If you answer any questions on the phone, you did not do your job and you **lost control of the conversation**. Prospect must understand that WVBC is a **private school**. Retention is as important **as enrolling** a student. Once applicant makes the decision to start classes, they **MUST finish**. They have made a **commitment** to WVBC and more importantly they have made a commitment to themselves and their family for the next 9 to 24 months to graduate and get that job they have been looking for to make a **better future**.

AR must **understand reasons** students drop out of College:

63c

- a. **First month-** because you did **not** do your job and **explain the** program entirely. AR must **never exaggerate** the benefits of attending WVBC. Give only the **true facts**. Know everything you can know about WVBC. Student is obviously unhappy with what they bought. They thought they bought something else because of **something** you said in the interview or **not said**.
- b. **You did not commit the student.**

Give **special** attention to your students the **first** month. Make student feel like they belong and you **care** about them. **Always seek out your students** and see how they are doing. If the student has a complaint do **NOT sympathize** with them. **Empathize**. Listen to the problem and **ask** them if they **spoke** with them **mentor**. They must speak with their mentor if they feel something is wrong. You need to send a -77 to the DR informing DR of the problem.

Remember, if the student is happy, they will be happy to give you a **referral**. No lead is **dead lead** unless the prospect died, moved away or if they asked you not to call them again. WVBC **does not** coax students to enroll. If a lead states they are not interested, **don’t** just say “thank you” and hang up. You need to have a conversation with the person pleasantly, **not trying to “sell” anything**. Ask if they ever went to college, are they working, where did they hear of WVBC. Ask them what they plan for their future and if there is anything WVBC can do to help them. Be **sincere**. If can help them with something, help them. Before hanging up, ask if they know of anyone else who may benefit by getting a skill to get a job. If you do not **like working with people you will not succeed**. You will be spending most of your time with dealing with people. A successful AR enjoys dealing with people and is good at it. Those who dislike dealing with people will eventually stop doing their job and their enrollment volume steadily decreases. **Majority** of your time should be **asking** questions and not **answering** questions. If the appointment is at **their home**, this is the time for you to “**prospect**” in that area. This should **NEVER** be a wasted trip. You need to take with you every time

you go on an appointment, any **leads** from **that area** so you can “drop in” just to drop off a brochure and possibly make an appointment. If you go to the home, you need to say “I am on the road with appointments to enroll students and thought I’d drop you this information. Can we set an appointment for **later**?” Many times appointments will get “cold feet” and just cancels appointments. If the appointment was at the home you go to home and drops of a brochure and attempt to make another appointment. Realize it doesn’t mean the person has changed their mind since they initially called in. Maybe **something did come up** and they can’t make appointment or sometimes they just are “**afraid**” of the idea of going to school. **They called WVBC and asked for help. WVBC must help them.** People are afraid of change even when they know they must make a change. If appointment is not there, wait 15 minutes. Go to a nearby restaurant and have a soda/coffee. Drive back to their house. If an appointment is at the campus and they don’t show up, call within ½ hour after scheduled appointment and continue trying until they are reached that day. In either case, once appointment is missed do not try to demand to know “why”. Don’t put them on the defensive. You will only alienate them. Try to make another appointment by saying “Sorry we missed our appointment. Can we make another at \_\_\_ or \_\_\_?” There are two reasons appointments don’t show up:

**1. THEY CAN’T - 2. THEY DON’T WANT TO**

63d

1-1-13

**AR-GOALS**

You will not be able to successfully enroll students if you do not work with people **outside** of the school. Your goals should be at least 3 new appointments per day – 2 presentations a day and 3 enrollments a week. Once this is accomplished, your goals will be met.

1-1-13

**AR-PRESENTATION-PREPARING**

Meets with the DR and discusses how to get prepared to go on an interview/hold an interview. Ask yourself the following questions:

1. Did I do enough planning and right kind of planning before I have the interview?
2. How effectively do I manage my time?
3. Do I understand the importance of rapport during the interview?
4. Do I expect to get an application when I go on an interview? If not, what is my **objective(s)**?
5. Did I offer **information on the phone** resulting in **fewer shows** for interview?
6. Who will **control** the interview-the prospect or me?
7. Am I prepared to **ask the right questions** to discover the prospect’s **true needs**?
8. Will I be able to **relate the educational programs**, features and benefits to the prospective **student’s needs** and desires?
9. Do I know how to close at end of interview and am I able to close

1-1-13

**A/R- TELEPHONE SCRIPT-NEW LEAD**

When you are returning a call to a “new” lead, state; “Hello (lead’s name), my name is (your name) from West Virginia Business College and I am following up on your request for information concerning WVBC. How can I help you? **No matter what they ask**, listen to what they say then ask, “**How did you become interested in WVBC?**” “**Are you currently working?**”\*\* **YES** response – Ask “**Where do you work?**” “**Are you**

happy on your job? Do you live with your parents, husband, boyfriend, girlfriend?" Once answered you respond by asking- "What we need to do is get together with you and your family to find out how we can help you or even if you need college. I'll be (in your area)/(available) on \_\_ or \_\_. What day and time would be best for (me to visit you and your family)(you and your family be able to visit the campus)? I'm sure you have lots of questions and we will be able to determine how WVBC can help you. How does that sound? Great"! NO response – Ask "Are you looking for work? Are you having a hard time because you don't have skill the employer is looking for?" You respond the same way as above for the YES response.

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1-1-13

### CONTACTING OLD CALL IN LEADS

When calling "previously called in leads", state-

"Hello (prospects name), my name is (your name) from West Virginia Business College. I'm following up on your request you made for information on WVBC. Did you receive it?"\*\*YES-AR replies "Great-Are you attending college? What's your major? It sounds like you know where you are going. If you need any information, please don't hesitate to call WVBC. Do you have any friends who might benefit by going to school?" (Mention WVBC several times during the conversation). \*\*NO-AR replies "I'm sorry you didn't receive information. May I make an appointment now with you to answer all your questions about WVBC and how we can help you with your future?"-"I don't see you on our enrollment list. Are you currently attending college?"

\*\*NO-ask "Why not?" AR listens then states, "I see many people like you every day. Most of them, after meeting with me, decide to go to college somewhere because I can answer questions they might have. I would like to meet with you and your family to discuss if our college is right for you and possibly help you choose a school for your future. I will be(available) (in your area) on \_\_ or \_\_. What day and time is best for me to (Make an appointment)(visit with) you and your family to answer your questions?"

1-1-13

### AR-TELEPHONE APPOINTMENT SETTING

Using the telephone is not the most palatable part of your tasks. Surviving alone on leads generated by WVBC advertising (call ins) won't work. By using the telephone daily, it will **consistently** aid your productivity. The telephone should not be an activity of the "dreaded last resort". **Never** get caught in the trap of using the telephone to play "catch-up" when they are desperate and need enrollments. Consistent use of the telephone will ease pressure you feel to produce enrollments. Persistence is the key to keeping and having a positive mental attitude. Telephoning prospects is a primary part of your daily activities. You cannot allow it to slip to secondary status. Doing so costs you time and

money and produces frustration and mental anguish. High performance results are attained by the following:

- a. careful planning of your time for telephone usage
- b. setting and achieving a goal for minimum number of scheduled appointments.
- c. repeat these activities **daily**

Do not stop until you have achieved planned number of calls and appointments. Avoid allowing yourself to stop until you have reached your goal. You must avoid wasting time by shuffling, stacking and separating leads and placing them on the computer. Spending time “playing” with leads diffuses the commitment and delays your progress and results. You are just “stalling” which takes your enthusiasm away and it reflects in your voice on the telephone. When you speak on the telephone, you must use prospects name frequently. In order for the “customer” to overcome their fears, they must feel they can trust you and WVBC. You need to compliment the prospect:

“Mary, what a great question!” or

“Mary, that is an excellent questions”.

“That is why I need to make an appointment to answer all your questions Mary”.

This kind of dialogue is going to build trust into relationships and instills confidence in the prospect and yourself. You must take you time to show prospect you are sincere about

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providing **assistance** to help him/her meet his/her needs and make them knowledgeable about WVBC. You must ask questions. Prospect becomes more trusting if you ask questions showing your concerns are associated with person’s needs or problems enabling you to set more appointments. You must be aware when a prospect states a concern, you must take caution **not** to react with an overwhelming response. You must **think before speaking.** As you are speaking on the telephone prospect is developing a mental picture of you as you are developing a picture of them. Remember you should not be on the phone longer than 3 minutes. Do not answer question-ask questions. You must:

- a. avoid putting telephone down and quitting because of too many “no” responses- **KEEP ON GOING**
- b. don’t take a break - **KEEP ON GOING**

When you set an appointment you get excited. When this happens, you may want to take a break, roam around the office telling others of your latest accomplishment. You need to get right back on the telephone and make another appointment while your excitement, commitment and conviction levels are high. You must read your notes, if you have any, **before** contacting prospect to know what questions to ask. Call most **current lead first.**

1-1-13**DO NOT PROCRASTINATE!** Your job will never get done if you do. If you are not making 2 to 3 presentations per day because of lack of appointments, question has to be asked:

1. Do you use the right tone of **voice** on the phone?
2. Do you use proper **rate of speed** in speaking?
3. Do you use the telephone for the wrong purpose-“Selling the **product** instead of the **appointment**?”
4. Do you **tell** the prospect **too much**?
5. Do you **offer** the prospect **reasons for** making an **appointment**?
6. Do you **probe** their **needs** effectively?

7. Do you **assume** you **understand prospect** correctly when you do not?
8. Do you **assume** prospect **hears** you correctly?
9. Are you **enthusiastic**?
10. Do you really know **how** to **make an appointment**?
11. Do you make **enough** phone calls? Do you get **discouraged** after so many "turn downs"?
12. Do you make phone calls a certain **time** of day?
13. Do you know what time of day seems to get the **best results**?
14. Do I **need** to record my phone calls to check for improvement?
15. Do I take **notes** when making calls?

**Don't answer any questions.** Response always is "**When can we meet to answer all your questions?**" "Do you need directions to WVBC/your home?" is (Monday) at \_\_\_\_ a good time or (Tuesday) at \_\_\_\_ better?"

16. Do you make **excuses** as to why you don't make calls?
17. Are you **afraid** of failure?
18. Are you **afraid** to **ask** for appointment?

Constantly ask questions and improve on each. If person states "Do not call again" **WE DO NOT CALL AGAIN.** Give lead to DR stating person did not want called again.

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### **A/R-HANDLING OBJECTIONS ON THE PHONE**

At 10:00 a.m. AR and DR work with AR on how to handle objections when trying to make appointments:

**OBJECTION:** I'm checking out all schools and just want some general information.

**RESPONSE:** That's great, it's always nice to talk with someone who's concerned enough about their future to really dig in and get the facts. Since you're the type of person who wants to get the complete picture, wouldn't it make sense for you to meet with me and get a first-hand look at WVBC? If our programs don't meet your specific needs, I'll help refer you to another school that may offer training in your area of interest.

**OBJECTION:** I work most of the time and don't have time to see you.

**RESPONSE:** I know what you mean when you say you don't have much time? A lot of our students are in the same position. Many of them hold down full-time jobs and also attend school. That's why we make appointments at your convenience either at your home or WVBC.

**OBJECTION:** I need a job before I can come to school.

**RESPONSE:** That's a good idea. What are your job prospects? (you will find that they'll usually say, "not very good" or "I don't have any", or "I'm still in the process of looking") You now respond, "The fact that you mention "you need a job" is really what we're all about. That's the same position everyone in school is in. We're here to help people like you get the training you need to get and keep that good job with a future and good prospect for advancement and security."

**OBJECTION:** Community College as opposed to private school!

**RESPONSE:** Programs in our college deal with only work related subjects. Classes are small with individual attention. You will be on a one on one basis with each of your teachers as well as staff. Individual attention helps you complete college so much easier. At WVBC you can finish college in a short period of time compared to what it would take years to finish in a community or four year college. In addition, income potential

starts earlier along with all the benefits employment brings: financial independence and security. Why don't you set an appointment with me so I will be able to let you know of all the benefits of WVBC. How about tomorrow at 1:00 or 3:00?

**OBJECTION:** Applicant calls for programs WVBC doesn't teach.

**RESPONSE:** First determine how strong the interest is for that particular program. Start by asking questions. "Is this for you?" and "How is it you happen to be interested in (Program)?" On occasion, their reasons for wanting other programs may not be strong, well-founded reasons. It is important when they ask if you teach programs not offered at WVBC, not to come back immediately with **No, we don't**". Once said, this is an immediate turn off. It's better to ask some questions **FIRST** to determine their interest in that program and then try to match their interest with WVBC programs.

**OBJECTION:** Any type of objections.

**RESPONSE:** (Mary), these questions are far too important to be answered in the limited time available now. Since the answers could affect your future, they should be explored in detail to be absolutely sure you understand every facet. Let's set aside an hour on \_\_\_\_ or \_\_\_\_\_. Let's find out whether a (program) career is a good choice for you. We'll be able to find out by going further into your background then advising you on whether (program) is a field you can handle.

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**OBJECTION:** Just send me a brochure.

**RESPONSE:** I'll be happy to send a brochure; however, it is so general in nature that it usually ends up lying around like a telephone book. We find most people have so many questions dealing with individual situation that by taking time now to make an appointment, you'll have the opportunity to make plans based on information relative to your needs and circumstances. (Mary) can you see how this approach would be more helpful? Explains a brochure will be brought to the appointment. (*AR must hand them a brochure at the appointment*.) If you don't make an appointment or if you get stood up, in about a week, go to the home with the brochure and say you were in the area and thought you would drop off some information and explain the programs. If you sees them personally, speak for a few moments and try to make an appointment when the "family" will be there. If no one is there, drop off the brochure and call the **next** day to ask if they received the brochure. Get an appointment.

**OBJECTION:** I want to attend college, but I have to work another year to save money.

**RESPONSE:** (Mary), Before making any definite career plans, let's make sure you are on the right track. We have financial aid available to those who qualify and I am sure we will be able to work out any financial problems you may have concerning college and finances. Will \_\_\_\_ or \_\_\_\_ be a good time to visit with you and your family to see what career you would best be suited for?" **OR**

(Mary) there are many different schools, all serving different needs in our community. WVBC is looking for students fitting a specific description. At this point, it is impossible to tell which kind of training would be best for you. By permitting me to make an appointment, I feel confident I'll be able to help you make an intelligent choice of a career. I'll be able to give you advice when I know more about you after our interview. We do have FA available to those who qualify. Will \_\_\_\_ or \_\_\_\_ be a good time to visit with you and your family to see what career you may be suitable for? Do not be afraid of objections. Asks for reasons the person doesn't feel they can enroll. This is the only way

you will be able to help the person. "Objections" is one of the 9 steps. Objections show the need for more information. Objections identifies what the person is questioning and what they really are interested in. Most people have "pat" objections as a **defense**. If it is a real objection, they will bring it up again. Do not ignore objections. Give a solution. Objections are **excuses** as to why they can't enroll. Overcome these "excuses" **before proceeding**. **Ask** questions until **real** objection is determined. **Let prospect do the talking**. The more the prospect talks, the more you will know what they need. When a prospect gives an objection, do not argue, listen. Question and/or confirm by restating objection as to why they can't enroll. Give them a solution. i.e.

**OBJECTION:** "Before I enroll, I want to think about it. I'll call you when."

**RESPONSE:** "Let's not think about enrolling in school right now, (Mary) we're still pretty far from determining whether or not you will be accepted into a program at WVBC. The reason for this visit will give us an idea of your qualifications and it will let you have an idea of what it is like in the (program) field. **One thing you do need now is** frank advice on your career goals and whether or not you fit in the (program) field. By evaluating your background and motivation, we'll be able to determine whether or not you should pursue this career. **Where do you see yourself a few years from now? Will you still be here wondering how you can better yourself or will you be working in a field**

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that you enjoy and bringing home money to pay for your new (car)? The longer you wait to decide the longer it will take for you to start getting ahead in life. If you feel they do not have the full attention **stop** and **ask** "do you want to enroll in school"? If the prospect says something like "yes, I want to go to school but I can't afford it, I don't have transportation, I don't have a babysitter, it is too far, I'm not smart enough" etc.-you must overcome these objections. Get to the heart of the matter. Be observant of everyone in the room to determine if your getting through to everyone. **Ask** questions until you get to the "real" problem. Let **them** talk. The more they talk the more you know what they need. Ask these questions after they have talked about "why they can't enroll": "If I recommend you and you are accepted into WVBC

- a. What would you do once you graduate from WVBC?
- b. Would you want to work full/part time?
- c. Would you want to begin in the day or evening program?
- d. Our program begins on \_\_\_ (Next start date). How does that sound?
- e. Can you see yourself working as a (program)?

This will put the prospect in a positive mood.

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### MAILINGS-AR

Brochures or letters are not to be mailed by AR. If AR is unable to contact a lead, AR can go the leads home and attempt to get an appointment or leave a brochure with their name for the lead to contact them. Once a lead is received, give to the DR who records and returns to AR. This is your lead. If lead calls in/stops in and asks for the you by name and the you are out of the office the DR makes an appointment for whoever initially had the lead.

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### LEAD FOLLOW-UP



AR-Use your own organizing method for leads. Keep notes on lead sheet itself with **Month and Year and time contacted**. **Write** what was said. Note when to contact again. Follow up on lead once a month or when it is noted. This is consistently done until the lead states "Don't call again". If the lead has moved and no new number or address is available it is given to the DR as an unworkable lead.

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### **DEAD LEAD**

Only lead that is dead is leads that states "do not call me again". When calling "leads" and they state they are not interested, do not say "thank you" and hang up. AR asks if they could keep their name and contact them on a later date in case their circumstances change. You do not "twist arms" or "coax" students into enrolling at WVBC.

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1-1-13

### **LEADS-PLACES TO GO TO GENERATE -92a,b**

You need to think of places to go to get their own self-generated leads.. **ALWAYS** post -92a,b at these places once permission is received:

Hand out brochures everywhere you go!

1. **Armed Forces**- recruiting offices-they have all senior lists for past years as well as current and future years. Invite recruiters out for coffee/pop or take to their office. **Build a professional relationship**. Explain what you do and how you can share lists with them and how sharing list is confidential. We do not identify where leads come from as we exchange the list. Recruiter's jobs are the same as AR job; recruit people. Invite them to your campus to speak with DR about giving a presentation to WVBC **current graduating class**.
2. **Army Reserve Centers**-This organization will pay for tuition for many of their people to go to college. **Build a professional relationship!**
3. **Referrals**-obtain names from **currently** enrolled students as well as **current** enrollments not yet having started classes. **Always** ask for referrals at the initial presentation per 9 Step Plan. New enrollments like to give a name to have someone ride with them, study with etc.
4. **Business Organizations** – speak to organizations, ladies groups, Junior League, YWCA, business classes in high schools, etc. Hand out flyers.
5. **Band Directors-Coaches**- Speak with these people, they always have prior years/current/future lists of members of their group. Juniors and seniors.
6. **Health Clubs** – Visit and ask for former or current members-post *92a,b*
7. **Ministers-Priests-Rabbi**-Visits and give them flyers and ask them to pass out to their congregation. Ask if anyone in the congregation could benefit from training at WVBC. These people know their congregation and who may need to get jobs and should get training to help their family. *Leave flyers*

8. **Job Fairs**-Find out where any are being held and go. Mingle with the people looking for jobs. They need the skills we teach to get a job.
9. **High School Career Days**-Find out when they are held and get invited
10. **College Dropout lists**-If you know anyone working in local college office, ask if we could share lists with assurance of confidentiality.
11. **Bowling Alleys**-Visit and talk to people while bowling.
12. **GED Testing Center**-Find out when they are giving the test and where. Visit and speak to the people taking the test with the permission of the person administering the test. Get to know administrators so they can let you know of people WVBC can help.
13. **Restaurants/Grocery Stores/Department Stores/Doctors Office/Beauty Shops**-Talk with individual people at these places to see if they attended college. If not, are they interested? **DO NOT** try to enroll them **NOW!** Give them a brochure and your business card and tell them you will call them. Get their name and number and call within 24 hours to set an appointment. -93
14. **Softball Games**-Get from the city where and when games will be played. Go to these and meet the attendees-wives, girlfriends, families. Hand out flyers and business cards. Get names and number - **do not try to enroll at the game.**

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15. **Old Lists**-Get from DR old lists and begin calling. It is important you disregard any notes made on the call in list card and recall them. People's lives change every day. (think of your own life) If they were not interested before things could have changed and they may be interested now. Former employee may not have made proper notations.
16. **Cold Calls**-get the telephone book and begin calling, beginning with A and ending with Z. Go to homes and knock at the door stating "I'm \_\_\_\_\_ from WVBC and we are canvassing the area to see if anyone in your home could benefit from college. We are letting people know that there is financial aid available to them if they qualified. Get a name and number. **This is the toughest form of lead generating but it can be productive. When all else fails and your goals for the week are not being met you need to cold call.**
17. WIA-Per schedule DR sets for the AR.

To be a **successful** Admissions Representative you **must motivate yourself**. You know when you are sitting and waiting for someone to call in, your production will go down. **Don't put yourself in this position.** If this is the career you want, you must do this routinely and faithfully. You will succeed if you do the above.

**Pass out brochures-business card everywhere you go!!!**

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### **LEAD GENERATING-ADULTS**

Understand the differences between Adult Market and High School Market. Adults are people over 21. Think about how many under-skilled, unemployed, dissatisfied individuals over 21 are in our city and surrounding area? Adults generally have more baggage to bring with them if they decide to enroll. Personal problems-children, husbands, money, haven't been in school for ages, health, jobs are some of the "baggage" they will bring with them. High School seniors are used to getting up to go to school,

studying, “listening” and “following” directions from teachers and parents. Think of the size of our market area-30 mile radius of the city. This is a large area with many, many adults and during the 5-1/2 days of prospecting you should be able to “find” many adults who can benefit from training at WVBC. Constantly thinking of places you can “find” these people-employment offices in each counties, churches, ball games, hockey games, any gatherings. Everywhere people gather. A **small portion** of WVBC leads begin as an inquiry generated by advertising. WVBC can help **all** of these people calling in. These people are already asking –begging- for HELP! They know they need to do something different in their life to get a job or even a better job. When you don’t enroll these people, you are **not** helping them change their lives. **You have failed to do your job.** By getting an appointment with these call-ins and following the 9-step plan, there is no reason why you cannot succeed. You need to look into yourself and ask “Am I really doing what I should be doing to be successful?” “Am I doing **all** that WVBC asks of me to get the lead and enrollment or am I doing only **part** of what WVBC asks?” “Am I trying to do it my way”? Adult market comes to us with so much baggage that, if you do not work the 9 step plan, even if you enroll the person, chances of them showing up, starting and staying in school are 50%. If the 9-step plan is used faithfully, you would enroll, start and keep more students enabling you to achieve your goals. You need to consider if you are “prospecting” or are just “talking” at people not to them and

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walking away without sincerely finding out if the person(s) need help? Are you getting names and numbers; did you give out business cards or brochures? Do not be afraid to talk with people. Ask people questions. Don’t just walk up to someone and say “Would you like to go to college?” You must first “visit” with people for just a few minutes. “Hi, how are you? I love this store. How long have you worked here? Have you ever gone to college? Did you know there is financial aids available to help pay for college? Have you heard of West Virginia Business College? I don’t want to take up anymore of your time so here is my card and a brochure. What is your name-phone number? I’ll call you in a couple of days to give you some information to help you get into a new field”. This will only take two to three minutes at the most. Never stay longer and try to **sell** them. You only want to get their name and number. In order to get leads for the Adult market regularly go to Armed Forces offices/Reserves Offices in local counties within a 30 mile radius. Build a relationship with the Armed Forces/Reserves recruiters.

#### 1-1-13 **LEAD GENERATING-HIGH SCHOOL STUDENT-21a,b**

After visiting high schools and AR has a senior list, as soon as AR arrives on campus give list to FA and it is recorded in lead book. A copy is given to AR same day to begin calling seniors attempting to make an appointment. If no appointment can be set, AR informs senior of the scholarship test and attempt to register them. When AR calls senior lists and senior **did not** request information, use 21a,b. Don’t just memorize 21a. Complete form 21b in its’ entirety and give to DR Saturday by 1:00. Write “why” senior is **not** going to college. This is considered a **survey** and protects WVBC/AR from breaking FTC’s Rule-“Do not call” list. If person states “Do not call me again”, highlight name and write “Do not call” give to DR. When senior asks questions, response is, “That is why we need to make an appointment with you to determine if you are eligible to

attend WVBC, what program you are eligible to enter, what the costs will be". AR asks "What time would it be better for me to come to your home/you to come to our campus to meet with you and your parents \_\_\_ or \_\_\_"? Anytime a prospective student is called, be firm rather than overly friendly. AR's voice should represent a degree of authority. Impressions are formed within the first minute. You should not be on the phone for more than 3-5 minutes. Never **give** information -**ask** for information. To get more H.S. seniors to enroll **build a relationship with teachers and counselors.**

1. Ask groups of seniors to sit in on WVBC classes (*clear with DR first*)
2. Inform counselors and teachers about all scholarship opportunities:
  - a. President's Scholarship \$19,200
  - b. Take WVBC Scholarship applications to them - \$500 and \$1000
  - c. Extend open invitation to visit WVBC campus.
  - d. Notify Teachers/Counselors of their graduates who are attending WVBC. If graduated- where working
  - e. Inform counselors/Principals DR and FA gives programs FA on Saturdays to parents/students.

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### **SENIORS ENROLLMENT NOW!**

**IF A SENIOR ENROLLS, MORE THAN LIKELY THEY WILL GIVE A REFERRAL**

You need to tell seniors to enroll **NOW** and not wait:

1. Summer enrollment-Tell seniors to be a leader and set goals early. July enrollments get a head start on finding jobs. If enrolled in a diploma program, you graduate in March getting in to the job market sooner than all the large colleges who graduate in July. Degree graduate in December giving them a head start over the large colleges.
2. Senior are to be told when they make an early decision they can stop worrying about their future. Enjoy their senior year.
3. Financial Aid can be applied for immediately and senior will know what they are eligible for now.
4. Ask senior "If this is what you want, why wait?"
5. Remind seniors they will get bored during the summer. July gives them something to look forward to instead of loafing. Friends will be going on family vacations, planning for their college experience etc. Friends may get a part-time job, purchase a "cheap" car-which always needs repairs-gets them in debt causing them to put off starting in Fall in order to continue working to pay off their debt. This could go on for a couple of years. College takes a back seat. Be **strong** in **convincing** them **NOW** is when to enroll.
7. Remind seniors that they have a pattern of going to school and studying and they are still used to the routine of school and classes.

### **ENROLL NOW FACTS**

To feel comfortable speaking to women about going to college, know:

- a. Divorce-65% of marriages end up in divorce court-women must work.

- b. Death or disability of the husband-women must work.
- c. Today's economy-two people have to work to pay bills and buy things they need and want for the family.
- d. Husband makes enough money-Children leave home-wife gets bored at home and wants to work.

All these women will need a skill to get a job. WVBC is short-term which enables them to get in the workforce quickly. Number one reason for divorce is argument over lack of money. At the presentation, compares training at 4 year colleges and WVBC:

| <b>WVBC</b>   | <b>FOUR YEARS</b>                             |
|---|---|
| <b>9 Month or 18 Month College</b>                                | <b>Four Year(Usually 5 to 6 years)</b>        |
| Start using skills <b>quicker</b> on the job                      | Liberal Arts classes first 2 years            |
| Start work 3 years <b>sooner</b>                                  | <b>Minimum</b> of 4 years to graduate         |
| Small Classes   | Large Classes                                 |
| Individual Attention  | Students are numbers (sometime 200 per class) |
| Placement-WVBC helps students who want to work get job interviews | Placement Department seldom helps with jobs   |
|   | Usually posts notices on bulletin boards      |

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1-1-13            **ENROLL NOW-COMPARE NEXT 5 YEARS OF YOUR LIFE**

| <b>WVBC</b>   | <b>FOUR YEARS(5?)</b>                 |
|---|---------------------------------------|
| 1 <sup>st</sup> year-Learn Skills                   | Liberal Arts Classes-2 years or more  |
| 2 <sup>nd</sup> year-Begin Working earning a salary | Learn more liberal Arts               |
| 3 <sup>rd</sup> year-Still working-raise            | Emphasis placed on your major         |
| 4 <sup>th</sup> year-Still working-raise            | More emphasis placed on your major    |
| 5 <sup>th</sup> year-Still working-raise            | Finish classes not previously offered |
| 6 <sup>th</sup> year-Still working-raise            | Begin working-No experience.          |

1-1-13            **NO SHOWS/CANCELLATIONS**

AR/DR meet- reasons why no shows/cancellations happens and why AR can't hit goals. No shows/cancellations usually are reason AR doesn't hit goals. AR needs to enroll "extras" because of no shows/cancellations. When applicant completes FA and decides not to attend, AR must ask "why"? Reasons applicants no show/cancel":

- a. AR did not create enough **need**.
- b. AR did not uncover the "**real**" **objections** at the interview
- c. AR did not create enough **urgency** to start now.
- d. AR did not convince him/her of the **benefits** of attending WVBC
- e. AR did not respond with a good enough **solution** for their **objections**
- f. AR **did not commit student and support committee** that they **need** WVBC

Review 9 step to see what you did not do. If AR wants to be successful and make this a career, AR has to face **real facts** that it is AR **failure to do something** when an enrollment does not show up for classes. If prospect initially called WVBC, they called for **help**.

AR did **not** find their **need** and respond to their need. AR have to be **open to corrective criticism** and not feel “**persecuted or picked on**”. Keeping an **open mind** will help AR **improve and succeed**. Success is dependent upon number of people AR sees. If AR wants positive results, AR must make a commitment and take action.

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### AR-PRESENTATION QUESTIONS

Questions you can ask during the presentation:

1. What are you looking for in a career/What would you like to be doing 3 years from now
  2. What do you do in your spare time? Will college take away from this?
  3. What is important to you, not only career-wise, but personally for yourself?
  4. What are you doing now? Working, going to school, unemployed?
  5. What prior education have you had?
  6. How were your grades in high school? Could you have done better.
  7. If you were accepted at WVBC, do you feel you would do better? Why?
  8. What type of work do you do? Do you enjoy it? Do you earn enough money to cover expenses? How long have you been there?
  9. How much money would you like to earn per year?
  10. If you were accepted to WVBC, how do you plan to pay for your expenses?
  11. Are you aware how the federal financial aid programs work?
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12. Do you have a dependable car? How could you get to/from school daily?
  13. How does your family feel about you going to college?
  14. Why do you want to become a \_\_\_\_\_? What about this field interests you?
  15. How long have you been interested in becoming a \_\_\_\_\_?
  16. Are you willing to sacrifice time/effort necessary to complete your program?

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### BENEFITS FOR WVBC STUDENTS

Some benefits of WVBC you need to appraise prospect of:

1. **Transportation**-help student get bus pass-helps getting rides with other students
2. **Free** lifetime refresher courses – Graduates only
3. **Free** lifetime placement assistance – Graduates only
4. **Day/Night** classes – explain schedule 4 days a week; 3 nights a week
5. Starts every **6 weeks**.
6. **Individual attention**-Mentor program-teacher advising-Small classes
7. **Relevant classes**-classes pertaining to your career
8. **Bookstore**-on campus
9. **Out of State Tuition-NONE**
10. **Tuition**-never raises after starting classes
11. **Qualified Instructors per accreditation requirements**
12. **Financial Aid Assistance**-individual meetings with financial aid manager
13. **Jobs**-show list of working graduates and where they are working
14. **Short term training**-on the job sooner
15. No Application Fee

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### REJECTIONS

One of the most consistent traits among high achievers in Admissions Department is their ability to bounce back from rejection and to be relentless in their pursuit of an enrollment. “Knock me down eight times, and I’ll get up the ninth” time.” DR and AR meet daily.

**1. No pain-no gain** – Most people say “no” many times before they say “yes”. AR must always call back with a positive attitude and help the prospect change their mind. Some people are just not ready to commit to an appointment. Make a note on lead card when to re-contact and also note why they did not enroll. Do not twist arms.

**2. Success breeds success** – Talk to their enrolled students, not to just keep the relationship intact and help keep student in school but also to create a testimonial that can be used when talking to new prospects when they are saying no. Remember what your enrolled students said when they decided to enroll. Hearing positive comments from students will boost your enthusiasm and that enthusiasm is all-powerful when facing most adversity. When you lose an enrollment you have worked hard for, your attitude suffers. Great success is based on resilience-how fast you can get back on your feet-brush yourself off and get your attitude back on track.

**3. Move-On-Make** up your mind to enroll prospect or move on. You cannot waste time with prospective enrollments who will never enroll for a variety of reasons. Sometimes you create setbacks by setting yourself up for failure from the start. Setback happen many times because you may not be listening to prospect or you do not ask the right questions. They are asking you for advice. Be honest and give it to them. Moving on to new

69b

prospects will increase your enrollment numbers and this is one of the best ways to deal with setbacks. What really matters is learning one of the most powerful lessons in life: “Within adversity, setbacks, obstacles and failures lies the richness of experience and the ingredients for future success.” **Always** be honest with yourself. Do you use your presentation, reviewing constantly to verify you use the 9 steps in order. Always look and act professionally. Use a briefcase if going on outside visits. Do not take paperwork that will get sloppy or looking helter-skelter hoping your “great personality” will enroll the prospect. Never pre-judge your prospect. Looks and voices are deceiving. There is no reason to assume because of their home, what they look or sound like, that certain person(s) shouldn’t be told about our program.

You **cannot** accept applicant, **only recommend** to DR to accept applicant. DR is the **only** person who accepts applicant. Be aware as soon as you meet a prospect they are observing you. Your entire demeanor is being observed and must depict you as a **professional** right from the start. They are expecting a “college type” professional person not someone who looks like their friends. You must check your appearance **before** meeting with your appointment. Make sure all forms and materials necessary for an enrollment are on your desk (in your briefcase for a home visit). If you have just completed an appointment and are going to another, verify everything is in order for the next appointment. Is your paperwork neat, clean and orderly in a briefcase/portfolio? Immediately identify yourself and extend your hand to for a friendly handshake. This relaxes both of you. If on a home visit, if offered a coffee, soda, etc., always **accept** even if it is a glass of water. This makes prospect feel more comfortable-this is a “welcome” to you. **Never** accepts an alcoholic beverage. You are ready to begin the first step of breaking the ice and completing 9 step plan.

1-1-13

### AFTER PRESENTATION

After presentations are given, DR and AR review the results at their morning meetings:

1. What points did you **waste** your **time** on?
2. What **points** should you have spent **more time** on?
3. What did you **miss** altogether?
4. What **objections** were expressed and how did you handle them?
5. What **improvements** do you need to make for your next presentation?

You have to be totally honest and open to corrective criticism. Everyone always want to think it is really not their "fault" that something didn't happen. You need to realize that someone was sold at the interview –prospect, **they enrolled** or AR- **prospect convinced AR they should not go to WVBC**. Take a hard look at all the facts and learn from them. Some reasons you may not succeed are as follows:

1. 80% lack industry-fail to go after business **immediately**-you want to do it your way, not the way you are directed to do it.
2. 75% fail to follow directions
3. 20% have inadequate knowledge about you product. If you don't know the answer, make a note and tell the prospect you will get back with them. **When you get back to the office, find the answer and get back with them immediately!**
4. 25% lack fighting spirit-gives up when things don't go their way
5. 15% lack enthusiasm

69c

All the previous items have to be worked on daily if you expect to succeed at WVBC. How nice it would be to enroll all contacts on the first visit. Since it doesn't always happen this way, you need to follow up on **ALL** interviews that **do not** enroll. If you keep enough notes, you will be able to ask questions of the prospect like: "Did you get the job you thought you were going to get?" "Did you get your new car?" "Did you have your baby?"

1-1-13

### WHY LEADS DON'T ENROLL

Think about why you feel the prospect did not enroll directly after the presentation:

1. Did the prospect have self-discipline?
2. Did the prospect have a low self-esteem?
3. Did the prospect seem motivated?
4. Did the prospect seem to have high standards?
5. If prospect works, were they confident continuing work while enrolled?
6. Did the prospect seem afraid of change?
7. Did the prospect attend other schools and are to afraid to try again?
8. Did prospect have a support group?
9. Did prospect have job skills but they are outdated?
10. Did prospect appear to not have confidence? Felt they could not succeed because of peer pressure-friend/family don't want them to succeed ? (because they have failed previously)
11. Did prospect have personal goals?
12. Did prospect have knowledge on how to study?



13. Did prospect do poorly in high school?
14. Did prospect have reliable transportation?
15. Did prospect have reliable child-care
16. Did the prospect appear to think they can't pay for their education

Anyone of these "reasons" could cause a person not to enroll or to be a cancellation. What can you do to overcome these problems?

Below are ways to achieve success and happiness.

1. Don't be afraid to set goals- money oriented or promotion oriented.
2. Appointments set with support committee present generally are kept.
3. A positive mental attitude is the best tool for enrolling prospects. Read motivational books from the library or tapes and videos. Tapes can be listened to in your car as you are driving to/from/work, going to high school visits, etc. just to get your PMA up.
4. Be consistent in all aspects of your job.
5. Never try to enroll a prospect over the phone
6. Never try to enroll self-generated leads immediately. Get name and number then call
7. Organize/Schedule your day. Saturday is best day for planning/setting appointments.
8. Try to have FA set every Monday to start week out on a positive note.
9. Generally, if AR sets 8 appointments weekly, 5 are kept. Out of 5 presentations a minimum of 2 will enroll. Along with DR, Form -85 will help you determine where your weakness is. Using this form faithfully, accurately, minute by minute will help you attain your goals. Get into a routine to make a slash in that day's box immediately

69d

after hanging up. After each call put a slash under day you called. (Do not wait until you make a "bunch" of calls) If you are making 50 calls a day, actually contacting 41 you should be able to make an appointment. If you aren't, you need to review your technique on the telephone. Are you talking too much/not energetic? Are you being stood up for appointments? Are you giving presentations/getting enrollments? Are they not showing up for FA appointment? Are you getting referrals? Have DR listen to your calls. Ask DR to sit in your presentations. Ask for help! Enrollments should come from referrals/self-generated leads (75%). Advertisings-(25%)

#### 1-1-13 COMMON MISTAKES OF ADMISSIONS REPRESENTATIVES

1. Low performers focus on the product rather than the customer. Don't devote your effort to "force feeding" information about WVBC. Top-performers devote their efforts to **listening** to the needs of each prospect.
2. Low performers "Talk too much". Top performers **elicit feedback** and allow the prospect to be completely involved in the process.
3. Low performers do not understand the **prospect's needs**. Top performers do not assume what the prospect needs or wants; instead, you must ask open-ended questions to uncover needs and wants.
4. Low performers **promote features**. Top performers focus on **relating benefits**. Speaks about benefits graduates get after graduation, not features of each program
5. Low performers do not establish **competitive edge** and does not know how WVBC gives **better value** than other schools in the area. Top performers

- research the competition** and understand how WVBC **beats the competition**.
6. Low performers are not **adaptable to change**. Top performers anticipate upcoming job market changes and adjust work schedules to accommodate change.
  7. The motivation and/or endurance levels of low performers are weakened. Top performers become resilient to setbacks-they spend little time and pay little attention to the “**I give up**” syndrome.
  8. Low performers “sell” without having any specific objective in mind. Top performers move toward their objectives in a methodical and systematic fashion.
  9. Low performers prospect only when they **need** enrollments. Top performers **constantly** develop new leads and ask for referrals.
  10. Low performers **waste their time** with unproductive activities. Top performers achieve high standards.
- You **must** set goals and maintain a **daily schedule** comprised of required activities.

5-29-15(5-1-13)      **SENIOR PICTURES**

AR will request a senior picture from all seniors as they are enrolled and give to DR. DR gives senior picture to CSR. CSR contacts senior to get personal information from them (or parent of senior) for a press release. This is announcing the senior has been accepted into WVBC. If AR did not get a picture, immediately after accepting the senior, DR requests a high school picture. If the senior does not have one DR has CSR take a picture. (DR is responsible to follow up and request senior picture for the press release.)

69e

5-8-14

**VISIBILITY REPORT-AR**

AR does a **visibility** activity **weekly**. This can be anything that exposes WVBC to the public **except** WIA activities. A report will be given to the DR by **Monday end of day**. This report will **describe** the activity and **expected results**. DR and AR will **track** activities and **DR** reports to GM with **monthly** results. AR will give **one speech** to a group **Monthly**. Any group. (excluding WIA). All contents must be **approved** by DR **prior** to speech. Any materials needed are the responsibility of the employee to **follow** procedure manual and request and order on time, and correctly. **No** exceptions will be made because materials are unavailable. Prepare early and have a contingency plan!

7-1-14

**CHANGE OF PROGRAM -74a,c-103b,c**

Before meeting with a student to change their program, AA checks WVBC evaluation **score** to **verify** student has **met requirements** to enter the program. If student is eligible, AA completes a **new application now**. (If student is a graduate of WVBC, evaluation requirement is not necessary) Administrative fee is charged as well as **current** tuition. Student **must** sign 74c after AA completes. (copy to student-original to file) **Attempted credits** and **grades** earned which **do not** apply to student’s **new** major, will **not be counted** towards **new** major **nor transferred** to new PRC. Grades earned and credits attempted that are in the **new program DO apply to new** program. AA completes -74a with **grades** and **monetary** value and posts **attempted** classes and **grades** to PRC. Any “F” earned in a class in **old** program and is **required** in **new** program is transferred to **new** PRC. (No monetary credit is given for this class). Students can

**retake** a class **one** time if they earned a **B** or **less** (*to improve grade*) and **get FA** for that class the **second** time **only**. (*AA notifies FA immediately if a class has been taken more than 1 time*). AA notes on 74a classes transferring in and gives to DR for review. (*AA and DR reviews old TAC to determine monetary value to be given per class*) DR **must** review -74a and **accept application before** student goes through FA. (*See 103b,c-PRC posting*)

10-30-14

#### **CHANGE DAY TO NIGHT/NIGHT TO DAY 74c**

Student changing day/night status meets with DR. DR completes 74c-student signs-and a new contract is completed. DR **must** accept student's application again. Another Administrative fee is charged. Appointment with FA is set immediately. (*See PRC note*)

8-11-13

#### **CREDIT CONVERSION**

In order for DR to convert semester hours to quarter hours multiply semester hours by 1½. Example: 3 semester hours would convert to 4.5 (3x1.5=4.5) Specific ACICS guidelines must be referenced if converting trimester or credit without term.

5-8-14

#### **VISIBILITY – DR**

DRs. do **one** outside visibility activity **quarterly!** Since done quarterly, they are **more in depth** than A/R requirement. All activities must be **approved** by GM **before** attempting. Any **expenses** must first be **approved** properly **before** purchase. Any materials needed are responsibility of employee to **follow procedure** and request/ordering on time. No exceptions will be made because materials are unavailable. Prepare early and have a contingency plan!

70

5-11-15

#### **MEET AND GREET STUDENTS**

All staff and faculty should daily meet students and greet them expressing they are happy to see the student that day or say they missed them (*if student has been absent*). All staff receive the attendance log and faculty know students who have been absent. WVBC advertises that "WE CARE". It is the responsibility of **all** to show that we do care.

5-29-15

#### **EMPLOYER VISITS-119**

Every Friday at 9:00 CSR makes visits to employers which helps the CSR promote WVBC and also determines if a business may have employment opportunities for our graduates. CSR also asks enough questions to understand the needs of local employers, whether it be expertise in certain fields or certain "modern" equipment. CSR returns to the campus at 12:30, completes the 119 and emails to the DR. DR reviews and if it appears from the report that WVBC needs to update equipment and/or add new programs, DR notifies the GM to discuss further. This should involve both DRs. Surveys will be done if a "change" needs to be made based on the majority of employers needs.

This is important to follow up on quarterly in order for WVBC to be visible to the community. DR will keep -119 on their computer but a back-up hard copy is kept in correspondence files under "Employer Visits".

8-6-15

#### **WHEELING ONLY!**

**APPOINT. SETTING-45/POSTING ATTEND.72-RECEPTIONIST**

On Monday, Tuesday, Thursday:

Attendance is posted from 6:00 to 7:00 (-72) and if necessary from 8:30 until 10:00. (8:30 until 10:00 *As attendance is caught up entries are posted to AmpEd per DR directions*)

Calls and appointments (-45) are made from 7:00 to 8:30 to “old” leads attempting to make appointments for Admissions Department per directions from DR.

On Saturday:

AmpEd is posted from 9:00 until 10.

Calls and appointments are made from 10:00 to 12:00 to “old” leads attempting to make appointments for Admissions Department per directions from DR.

Posting to AmpEd per DR directions 12:00 to 1:00.

DR gives all “old” leads to Receptionist-Reception makes calls to all noting at top, right side of paper Month and year the lead was spoken with and the results.

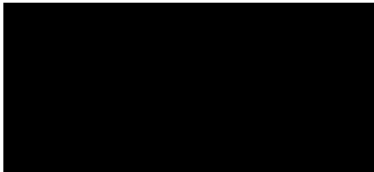
-45 is completed as calls are attempted. Every Saturday before leaving, -45 is given to DR. DR distributes leads to A/R during Monday morning meeting.





January 27, 2017

**VIA E-MAIL ONLY**



Dear [REDACTED]:

The Council has reviewed your complaint and the response to the complaint submitted by the campus president at West Virginia Business College, Nutter Fort, West Virginia. Based on this review, it appears that the institution may not have been in complete compliance with the standards outlined in the Accreditation Criteria. For this reason, this matter was referred to the evaluation team scheduled to visit the institution in the fall of 2016.

The Council asked the institution to prepare a written report on these matters and took further action. From this point forward, our review must proceed on a confidential basis. If more information from you is required, we will contact you.

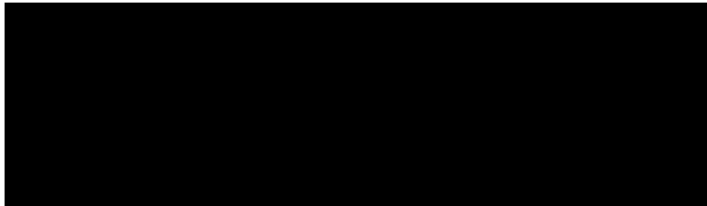
Thank you for reporting your complaint to the Council.

Sincerely,

Jan A. Chambers  
Senior Coordinator, Complaints & Adverse Review



August 10, 2016



## **Official Complaint Letter**

Did you follow the campus grievance policy? **Yes**

Additional Details:



Do you wish to remain anonymous? **No**

School: **10484 - West Virginia Business College, 1052 Main Street, Wheeling, WV**

Your relationship to the School: **Former Faculty**

**Complaint: I chose "other" because there are multiple issues. I was fired from the college last year. I am one of nine women that have lost their job at this college. We are currently discussing our legal options due to discriminatory hiring/firing practices due to gender.**

**During my employment with the college, I was asked on multiple occasions to "doctor" paperwork and the CAR report to indicate that the school is successful in training and placement. I have also witnessed other staff being instructed to do the same.**

**They are also padding the students' financial aid and refuse to prove where the extra charges came from. They will not give receipts or statements detailing charges. The website states that the programs are \$20k but students graduate with twice that amount of debt.**

**██████████ has constantly tried to sabotage the Nutter Fort campus. He seems to want to see this campus fail. I was in charge of the graduation and he made me change the venue with less than a month to work with. I sent him an email and he stated it was not his problem. He instructed ██████████ to get rid of anyone that he did not like. Every female employee has felt extremely uncomfortable in his presence. He made a rule stating that if you got 2 write ups that you would be terminated. He also stated in this policy that if you did not get any write ups then you would get a raise. No one has ever seen a dime increase in pay.**

**The facility is falling apart and the Wheeling office refuses to invest any money to**

August 10, 2016

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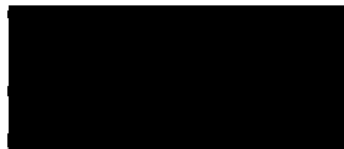
**bring it up to the standards they have at their campus.**





September 2, 2016

VIA E-MAIL ONLY



Dear [REDACTED]

The Council has reviewed your complaint and against West Virginia Business College in Nutter Fort, West Virginia. Based on the information provided, there is insufficient evidence to determine whether or not the institution is in compliance with the standards outlined in the Accreditation Criteria. For this reason, this matter has been referred to the evaluation team scheduled to visit the institution in September 2016. In addition, the Council requests that you provide the following information:

1. Additional details to support your claim that the campus made multiple requests of you to "doctor paperwork and the CAR report to indicate that the school is successful in training and placement". Please identify the type of paperwork, name(s) of the individual(s) who made these requests, and the timeframes in which these requests were made.
2. Specific details, including student names, and any available documentation to support the claim that the campus has overcharged students.
3. Specific details, along with any documentation to support the claim discrimination. At a minimum, names and dates of any occurrences of perceived discrimination against yourself and/or colleagues should be detailed.
4. If available, a copy of the employee disciplinary policy described in your complaint.

You are welcome to submit any additional documentation to the Council regarding your complaint prior to the visit. Please keep in mind, however, that this complaint will not be the only issue on which the evaluation team must report. The evaluation team has no obligation to confer with you directly, although it may contact you if it has any questions. The team will speak with members of the administration, student body, and faculty in the normal pursuit of preparing its report. The report of the evaluation team is confidential and will not be provided to you.



If you have any questions about this matter, please contact me at [complaints\\_adverse@acics.org](mailto:complaints_adverse@acics.org).

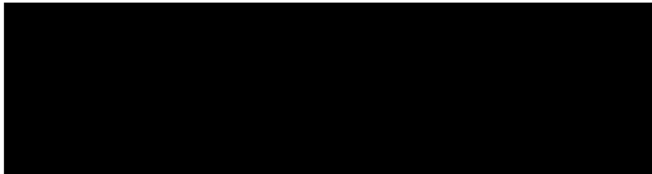
Sincerely,

(b)(6)

Jan A. Chambers  
Senior Coordinator, Complaints & Adverse Review



August 10, 2016



## **Official Complaint Letter**

Did you follow the campus grievance policy? **Yes**

Additional Details:



Do you wish to remain anonymous? **No**

School: **10484 - West Virginia Business College, 1052 Main Street, Wheeling, WV**

Your relationship to the School: **Former Faculty**

**Complaint: I chose "other" because there are multiple issues. I was fired from the college last year. I am one of nine women that have lost their job at this college. We are currently discussing our legal options due to discriminatory hiring/firing practices due to gender.**

**During my employment with the college, I was asked on multiple occasions to "doctor" paperwork and the CAR report to indicate that the school is successful in training and placement. I have also witnessed other staff being instructed to do the same.**

**They are also padding the students' financial aid and refuse to prove where the extra charges came from. They will not give receipts or statements detailing charges. The website states that the programs are \$20k but students graduate with twice that amount of debt.**

**██████████ has constantly tried to sabotage the Nutter Fort campus. He seems to want to see this campus fail. I was in charge of the graduation and he made me change the venue with less than a month to work with. I sent him an email and he stated it was not his problem. He instructed ██████████ to get rid of anyone that he did not like. Every female employee has felt extremely uncomfortable in his presence. He made a rule stating that if you got 2 write ups that you would be terminated. He also stated in this policy that if you did not get any write ups then you would get a raise. No one has ever seen a dime increase in pay.**

**The facility is falling apart and the Wheeling office refuses to invest any money to**

August 10, 2016

Page 2 of 2

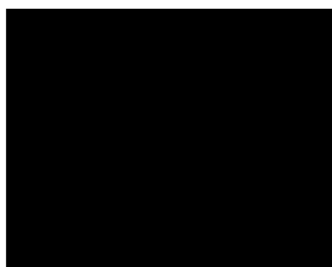
**bring it up to the standards they have at their campus.**



January 27, 2017

ID Code 00010484

**VIA E-MAIL ONLY**



The Council has reviewed your complaint and the response to the complaint submitted by the campus president at West Virginia Business College, Wheeling, West Virginia. Based on this review, it appears that the institution may not have been in complete compliance with the standards outlined in the Accreditation Criteria. For this reason, this matter was referred to the evaluation team scheduled to visit the institution in the fall of 2016.

The Council asked the institution to prepare a written report on these matters and took further action. From this point forward, our review must proceed on a confidential basis. If more information from you is required, we will contact you.

Thank you for reporting your complaint to the Council.

Sincerely,

(b)(6)

Jan A. Chambers  
Senior Coordinator, Complaints & Adverse Review



January 19, 2017



## **Official Complaint Letter**

Did you follow the campus grievance policy? **Yes**

Additional Details: [REDACTED] had spoken to [REDACTED] from ACICS Wednesday January 18th, 2017. [REDACTED] advised for [REDACTED] to fill out this form and submit it as soon as possible.

Do you wish to remain anonymous? **No**

School: **10484 - West Virginia Business College, 1052 Main Street, Wheeling, WV**

Your relationship to the School: **Former Student**

**Complaint: July 6th, 2015 I started my first day of classes at West Virginia Business College to complete an 18 month program in Surgical Technology to receive a specialized associate's degree. Over the course of the first six months, I had three different teachers attempting to teach medical terminology. One of the teachers was not certified in surgical technology and only held a degree in registered nursing. The other two teachers were there for approximately one week to three weeks. However the final teacher in those six months, never showed back up to teach the classes. When this took place, the teacher that is a registered nurse was attempting to teach the surgery classes that I was in at the time. [REDACTED] began teaching my classes in January 2016 when I started back for my winter quarter. The books that were ordered for my surgery classes were outdated and as old as 1997. The school claimed they had no clue who had ordered the books and wasn't taking the blame for not having the correct books. They were outdated and had poor quality. During our hands on experiences in the classroom, we were limited to supplies, instruments, and equipment. For approximately two months, we had to use the same brush to scrub in everyday, because the school would not order extra supplies for the classroom. Daily we would have to soak our brushes in Iodine solution to prepare them for the following day of class. After using a gown to demonstrate how to dress for surgery, we had to fold the gowns back up and put**

them in the package with our names on them. The school had a limited supply of gowns at the time and we were told those had to be reused as well. The gloves that we were using to put on after scrubbing in were sometimes dry rotted. When we would go to put them on, they would instantly rip. At times, we also had to put powder in the gloves and put them back in the package as well. Not to mention the same thing had to be done with our hair cap and shoe covers as well. While setting up the may stand, the teacher always had me refold the mayo covers to the correct folding, because there was a limited supply of those as well. The school never had enough of any of the supplies we needed to scrub in. Class time was not always used as class time either. There would be days that the teacher would tell us to do what we wanted and she would sit and play on her phone and talk about how she hated her relationship with her husband. There were no facilities that the school was contracted with to do the externship for the surgical technology program at the time of enrollment, until later on when they established a contract with Wetzel County Hospital. No contract had been put into place with any facility other than Wetzel County Hospital in New Martinsville, WV, until my father [REDACTED] took it upon himself to contact [REDACTED] an Oral Surgeon in Moundsville, WV to get something put into place for the school to have another facility. [REDACTED] refused to send a pamphlet to Wheeling Hospital in Wheeling, WV to try and establish a contract because she believed that the hospital would not be a good environment for her students to be in. She claimed they were mean and she did not want us treated that way. She sent a pamphlet into Ohio Valley Medical Center in Wheeling, WV. After a couple of months, she claimed she had to take another pamphlet back to Ohio Valley Medical Center because she had said she was contacted and they had lost the pamphlet and the contract. No contract was ever established with this hospital as of this time. During the time of my externship, I received multiple oral surgeries and a select few general surgeries, along with multiple colonoscopies. However, I did not receive anything else to put towards my scrub ins due to not being able to get into any other facility during the externship. My travel time to Wetzel County Hospital from my home in Cameron, WV is an hour and two minute drive and approximately 32 miles. My travel time to [REDACTED] in Moundsville is roughly 37 minutes and approximately 21 miles. The schools Job Placement administrator [REDACTED] has contacted me on multiple occasions via email asking me about job placement opportunities and trying to get me to apply at Mon General Hospital in Morgantown, WV. Mon General Hospital is an hour and twenty minute drive and 57 miles away from my home. She also was telling me about Weirton Medical Center in Weirton, WV. Weirton Medical Center is one hour and twenty one minute drive and 58 miles from my home. When ACICS came to visit the school, I along with some other students had talked to a lady about the surgical technology program. A small conversation turned into almost a two hour conversation. [REDACTED] claimed that it was

unacceptable and she thought her job was being put on the line. The school had told the students to be professional when ACICS visited and to be positive about everything. They did not want us telling the bad and negative things that were going on at the school, because in the long run it was going to hurt the school and they did not want that. During the externship, I was contacted by [REDACTED] via text stating that I was not to report to the clinical site until I had a scheduled meeting with the Director [REDACTED]. When I went in for my meeting with the director, she told me that she thought there was a problem between the teacher and I and the problem needed resolved. From my knowledge, there was never a problem, however the other female that was doing clinical rotations with me had been talking to the teacher for a period of time and telling her everything that was going on at the clinical sites. I told the director that I did not want the teacher walking into the room while I was in with the doctor and patient, that I would like for her to wait on me to come out of the room so she is not a distraction. The director claimed that the doctor at both facilities wanted her coming into the rooms to check on us. The director also stated that the patients signed papers before coming back stating that the students and the teacher were allowed to be in the room for the procedure. When I had brought this up at the oral surgeon's office, none of the patients had signed any papers stating we were allowed to be back there. The doctor had told the patients that we would be in there, but no papers were ever signed. The director told me the day that I was in there for my meeting, that the papers were none of my concern or my business and I needed to let them take care of everything. During the last two weeks of clinicals, I did sign a paper stating that I would just stay at the oral surgeon's office, instead of driving to Wetzel County Hospital, since I was not getting very many surgeries while I was down there. I was only scheduled to go down to Wetzel County Hospital three times a month. I believe that if the clinical scrub ins are not able to be completed in the 18 month program, the school needs to switch to a 24 month program for a better time period. I completed my 18 month course in December 2016.





February 14, 2017

ID Code 00010484

**VIA E-MAIL ONLY**

*acicswhg@wvbc.edu*

Mr. John A. Tarr IV  
President  
West Virginia Business College  
1052 Main Street,  
Wheeling, WV 26003

Dear Mr. Tarr:

Enclosed is a copy of a complaint against West Virginia Business College, Wheeling, West Virginia from [REDACTED]. As explained in the *Procedures for Resolving Complaints*, located on the ACICS Web site at [www.acics.org](http://www.acics.org), the Council is required to review all matters such as this.

Within 14 calendar days of the date of this letter, you must provide a detailed response to all allegations outlined in the attached complaint submission. This response should include copies of appropriate materials to support your statements. In addition, the campus must submit the following:

1. A detailed response to [REDACTED] claim that she was referred to placement opportunities that were not within a commutable distance; i.e., Weirton Medical Center which is approximately 58 miles from her home and 30 miles from the campus, and Mon General Hospital which is approximately 57 miles from her home and 78 miles from the campus.
2. Documented evidence that appropriate employment assistance was provided to [REDACTED] including referrals to placement opportunities that would meet her needs in terms of location and skills utilized.
3. A copy of the campus catalog in effect at the time of the [REDACTED] enrollment.
4. A copy of [REDACTED] enrollment agreement.

Please respond via email at [complaints\\_adverse@acics.org](mailto:complaints_adverse@acics.org) on or before **February 28, 2017**.



The Council strongly encourages you to communicate with the complainant to attempt to resolve this matter internally. In the event that you are unsuccessful, the Council urges you to document your attempt(s) and the result(s). Please include any such documentation in your response.

Your immediate attention to this matter will be appreciated. If you have any questions, please contact the Council office.

Sincerely,

(b)(6)



Jan A. Chambers  
Senior Coordinator, Complaints & Adverse Review

Enclosure



January 19, 2017



## **Official Complaint Letter**

Did you follow the campus grievance policy? **Yes**

Additional Details: [REDACTED] had spoken to Jan Chambers from ACICS Wednesday January 18th, 2017. Jan advised for [REDACTED] to fill out this form and submit it as soon as possible.

Do you wish to remain anonymous? **No**

School: **10484 - West Virginia Business College, 1052 Main Street, Wheeling, WV**

Your relationship to the School: **Former Student**

**Complaint: July 6th, 2015 I started my first day of classes at West Virginia Business College to complete an 18 month program in Surgical Technology to receive a specialized associate's degree. Over the course of the first six months, I had three different teachers attempting to teach medical terminology. One of the teachers was not certified in surgical technology and only held a degree in registered nursing. The other two teachers were there for approximately one week to three weeks. However the final teacher in those six months, never showed back up to teach the classes. When this took place, the teacher that is a registered nurse was attempting to teach the surgery classes that I was in at the time. [REDACTED] began teaching my classes in January 2016 when I started back for my winter quarter. The books that were ordered for my surgery classes were outdated and as old as 1997. The school claimed they had no clue who had ordered the books and wasn't taking the blame for not having the correct books. They were outdated and had poor quality. During our hands on experiences in the classroom, we were limited to supplies, instruments, and equipment. For approximately two months, we had to use the same brush to scrub in everyday, because the school would not order extra supplies for the classroom. Daily we would have to soak our brushes in Iodine solution to prepare them for the following day of class. After using a gown to demonstrate how to dress for surgery, we had to fold the gowns back up and put**

them in the package with our names on them. The school had a limited supply of gowns at the time and we were told those had to be reused as well. The gloves that we were using to put on after scrubbing in were sometimes dry rotted. When we would go to put them on, they would instantly rip. At times, we also had to put powder in the gloves and put them back in the package as well. Not to mention the same thing had to be done with our hair cap and shoe covers as well. While setting up the may stand, the teacher always had me refold the mayo covers to the correct folding, because there was a limited supply of those as well. The school never had enough of any of the supplies we needed to scrub in. Class time was not always used as class time either. There would be days that the teacher would tell us to do what we wanted and she would sit and play on her phone and talk about how she hated her relationship with her husband. There were no facilities that the school was contracted with to do the externship for the surgical technology program at the time of enrollment, until later on when they established a contract with Wetzel County Hospital. No contract had been put into place with any facility other than Wetzel County Hospital in New Martinsville, WV, until my father [REDACTED] took it upon himself to contact [REDACTED] an Oral Surgeon in Moundsville, WV to get something put into place for the school to have another facility. [REDACTED] refused to send a pamphlet to Wheeling Hospital in Wheeling, WV to try and establish a contract because she believed that the hospital would not be a good environment for her students to be in. She claimed they were mean and she did not want us treated that way. She sent a pamphlet into Ohio Valley Medical Center in Wheeling, WV. After a couple of months, she claimed she had to take another pamphlet back to Ohio Valley Medical Center because she had said she was contacted and they had lost the pamphlet and the contract. No contract was ever established with this hospital as of this time. During the time of my externship, I received multiple oral surgeries and a select few general surgeries, along with multiple colonoscopies. However, I did not receive anything else to put towards my scrub ins due to not being able to get into any other facility during the externship. My travel time to Wetzel County Hospital from my home in Cameron, WV is an hour and two minute drive and approximately 32 miles. My travel time to [REDACTED] in Moundsville is roughly 37 minutes and approximately 21 miles. The schools Job Placement administrator [REDACTED] has contacted me on multiple occasions via email asking me about job placement opportunities and trying to get me to apply at Mon General Hospital in Morgantown, WV. Mon General Hospital is an hour and twenty minute drive and 57 miles away from my home. She also was telling me about Weirton Medical Center in Weirton, WV. Weirton Medical Center is one hour and twenty one minute drive and 58 miles from my home. When ACICS came to visit the school, I along with some other students had talked to a lady about the surgical technology program. A small conversation turned into almost a two hour conversation. [REDACTED] claimed that it was

unacceptable and she thought her job was being put on the line. The school had told the students to be professional when ACICS visited and to be positive about everything. They did not want us telling the bad and negative things that were going on at the school, because in the long run it was going to hurt the school and they did not want that. During the externship, I was contacted by [REDACTED] via text stating that I was not to report to the clinical site until I had a scheduled meeting with the Director [REDACTED]. When I went in for my meeting with the director, she told me that she thought there was a problem between the teacher and I and the problem needed resolved. From my knowledge, there was never a problem, however the other female that was doing clinical rotations with me had been talking to the teacher for a period of time and telling her everything that was going on at the clinical sites. I told the director that I did not want the teacher walking into the room while I was in with the doctor and patient, that I would like for her to wait on me to come out of the room so she is not a distraction. The director claimed that the doctor at both facilities wanted her coming into the rooms to check on us. The director also stated that the patients signed papers before coming back stating that the students and the teacher were allowed to be in the room for the procedure. When I had brought this up at the oral surgeon's office, none of the patients had signed any papers stating we were allowed to be back there. The doctor had told the patients that we would be in there, but no papers were ever signed. The director told me the day that I was in there for my meeting, that the papers were none of my concern or my business and I needed to let them take care of everything. During the last two weeks of clinicals, I did sign a paper stating that I would just stay at the oral surgeon's office, instead of driving to Wetzel County Hospital, since I was not getting very many surgeries while I was down there. I was only scheduled to go down to Wetzel County Hospital three times a month. I believe that if the clinical scrub ins are not able to be completed in the 18 month program, the school needs to switch to a 24 month program for a better time period. I completed my 18 month course in December 2016.



February 14, 2017

**VIA EMAIL ONLY**

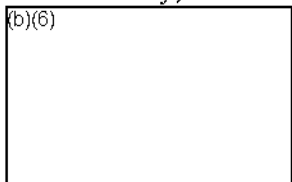


Dear 

This office has received your complaint against West Virginia Business College, Wheeling, West Virginia. The Council has forwarded a copy of your complaint to the campus president and has asked for an immediate and detailed response.

You will be advised of our findings within approximately 60 days. If you have any questions or wish to submit additional information, please email me at [Complaints\\_Adverse@acics.org](mailto:Complaints_Adverse@acics.org)

Sincerely,



Jan A. Chambers  
Senior Coordinator, Complaints & Adverse Review



March 8, 2017

ID Code 00010484

**VIA E-MAIL ONLY**

*acicswhg@wvbc.edu*

Mr. John A. Tarr IV  
President  
West Virginia Business College  
1052 Main Street  
Wheeling, WV 26003

Dear Mr. Tarr:

The Council has reviewed the campus' response to the complaint made by [REDACTED]. The complaint included a number of allegations; however, it was determined that the focus of the complaint would be to investigate [REDACTED] assertion that she was not provided with a substantial amount of working hours within the surgical technology field to qualify for professional certification.

The campus did not provide all requested materials, specifically the catalog in effect at the time of [REDACTED] enrollment; a revised copy was provided. Further, the campus did not provide substantial evidence to support claims made against [REDACTED] in its response, which includes repeated usage of the terms "bad attitude" and "poor work ethic". However, upon review of the campus' explanation that certification is not required to obtain employment in the field, along with verbal confirmation of this from [REDACTED]; there is no substantive evidence that the institution is violating the applicable set of standards (Section 3-1-502) within the *Accreditation Criteria* as it relates to the nature of this complaint. Therefore, unless additional information and documentation are received, this matter is considered closed.

Please keep in mind, however, that this matter has been made a part of the institution's permanent file.

Sincerely,

(b)(6)

Jan A. Chambers  
Senior Coordinator, Complaints & Adverse Review



March 8, 2017

**VIA EMAIL ONLY**



Dear 

The Council has reviewed your complaint and all information responding to your complaint submitted by **West Virginia Business College, Wheeling, West Virginia**. Based on this review, there is no evidence that the institution is violating the applicable standards (Section 3-1-502) set by the *Accreditation Criteria* as it relates to your assertion that the campus did not provide a substantial amount of working hours within the surgical technology field to qualify you for professional certification. Therefore, unless additional information and documentation are received, this matter is considered closed. However, several allegations included in your complaint were also identified by an ACICS evaluation team during a visit to the campus in September 2016 and have been brought before the Council for further assessment.

Your complaint and the institutional response have been made a part of the institution's permanent file, which will be included as part of the reevaluation review process.

Thank you for taking the time to communicate with us. If you have any questions, please email me at [Complaints\\_Adverse@acics.org](mailto:Complaints_Adverse@acics.org).

Sincerely,

(b)(6)



Jan A. Chambers  
Senior Coordinator, Complaints & Adverse Review





October 12, 2016

**Evaluation Team Report –RENEWAL OF ACCREDITATION VISIT REPORT**

ID for Campus Visited: 00010868

Main Campus ID: 00010484

Staff Contact: Ms. Katie Morrison – Phone: (202) 336-6783

**Application ID: 68344**

**VISIT RESPONSE DUE DATE: October 24, 2016**

Mr. Robert Wright  
Campus Director  
West Virginia Business College  
116 Pennsylvania Ave.  
Nutter Fort, WV 26301  
acicsnf@wvbc.edu

Dear Mr. Wright:

A copy of the report prepared by the Council's evaluation team that recently visited your institution is attached. The Council invites you to respond to this report in two ways before it takes formal action on your institution's application for accreditation. **First, please acknowledge that you have received and read the report and include any comments about the report or the visit by uploading your acknowledgment and comments in the online application and selecting the label "Acknowledgment of Visit Report."** Second, please submit your response to the findings in the report via your online application under "Citations." The Council offers the institution ten days to formally respond to the report; therefore, your response should be uploaded by the date indicated above.

We look forward to receiving your response. You will be notified in writing of the Council's decision following its next meeting.

*Visit Response*

Your response should pertain to the findings notated in the report or letter. The following information provides suggestions for developing your response. Please include information on any significant changes that have taken place at the institution since the site visit.

*Web-Based Submission of Campus Response*

ACICS has implemented a web-based submission process for all visit responses. The response to each finding must be uploaded under the application ID number associated with the visit (this is noted on the cover page of the team report). Each finding must include a narrative and supporting documentation (if applicable). If supporting documentation covers more than one finding, the campus is required to duplicate the documentation and upload it in each finding. Submission of a current catalog need only be uploaded

once and only if referenced in the response. If you have any questions, please send your inquiry to Linda Lundberg at [lundberg@acics.org](mailto:lundberg@acics.org).

*Process:*

Once the campus logs on to the ACICS membership website, go to the “In Process Applications” heading, select the application name and ID. The campus will then click either “Citation Documents” and upload each response document as described below. (Please see the attached “Preparing the Institutional Response” for step-by-step visual instructions on how to upload your response into your institution’s Member Center Account.)

**IMPORTANT: Document Labels**

The institution may name the document any appropriate file name. However, each document must be labeled with the corresponding ‘Document Type.’

Example: the document type submitted to satisfy response:

**Finding 1 Narrative** task must be labeled *Narrative 1*.

If a campus needs to submit multiple pieces of information to support one citation response, this information should be combined into one document prior to uploading. Note: The capacity size for each upload task is 100MB, if this combined document exceeds this limit, then the campus may separate the document and upload each of these documents separately with different file names, as long they are labeled with the correct “Document Type.”

*Response Tasks*

Below is the format for how the listing of “Document Type” will appear once the document is uploaded. Each visit type will have a standard amount of visit *Response* tasks. Upload your response document and label each one accordingly. Ignore tasks that exceed your response requirement.

Narrative 1  
Supporting Document 1  
Narrative 2  
Supporting Document 2  
Narrative 3  
Supporting Document 3

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

*Linda J. Lundberg*

Linda J. Lundberg  
Accreditation Content Editor  
Accreditation and Institutional Development

Attachments



## RENEWAL OF ACCREDITATION VISIT REPORT

### WEST VIRGINIA BUSINESS COLLEGE

116 Pennsylvania Avenue

Nutter Fort, WV 26301

ACICS ID Code: Campus Code: 00010868

Mr. Robert Wright, Campus Director (rwright@wvbc.edu)  
(acicsnf@wvbc.edu)

### MAIN CAMPUS

West Virginia Business College

Wheeling, West Virginia

ACICS ID Code: Main campus code: 00010484

September 12-13, 2016

|                       |  |                                       |                      |
|-----------------------|--|---------------------------------------|----------------------|
| Ms. Pamela K. Bennett | Chair  | Campus Compliance Director (Retired)  | Coppell, TX          |
| Ms. Kathryn Sellers   | Student-Relations Specialist                   | Everest University Online             | Franklin, TN         |
| Mr. Brian Balsavage   | Educational Activities/Data Integrity Reviewer | Lincoln Technical Institute (Retired) | Yardley, PA          |
| Dr. Gail Robin        | Computer and Business Specialist               | Baker College                         | McLean, VA           |
| Dr. Azam Rahman       | Medical Specialist                             | Berkley College<br>New York           | East Elmhurst,<br>NY |
| Ms. Karan Krna        | Paralegal Specialist                           | Attorney (Retired)                    | Lawrence, KS         |
| Ms. Katie Morrison    | Staff Representative                           | ACICS                                 | Washington, DC       |

**PROGRAMS OFFERED BY WEST VIRGINIA BUSINESS COLLEGE  
NUTTER FORT, WEST VIRGINIA**

| CREDENTIAL<br>EARNED                | ACICS<br>CREDENTIAL         | APPROVED PROGRAM<br>TITLE   | Clock /<br>Contact<br>Hrs. | Qtr.<br>Hrs.                | Enroll:<br>Full-<br>time/<br>Part-<br>time | CAR<br>Retention & Placement (%) |      |           |      |
|-------------------------------------|-----------------------------|---|----------------------------|-----------------------------|--|----------------------------------|------|-----------|------|
|                                     |                             |   |                            |                             |  | 2015                             |      | 2014      |      |
|                                     |                             |   |                            |                             |  | Ret.                             | Pla. | Ret.      | Pla. |
| Specialized<br>Assoc. Degree        | Occupational<br>Associate's | Nurse Assistant/Patient<br>Care Aide                                  | 1128                       | 96                          | 13/0                                       | 70                               | 100  | NA        | NA   |
| Specialized<br>Assoc. Degree        | Occupational<br>Associate's | Computer Support<br>Specialist  | 1128                       | 96                          | 3/0  | 67                               | 100  | NA        | NA   |
| Specialized<br>Associates<br>Degree | Occupational<br>Associate's | Office Administration<br>Paralegal Assistant                          | 1128                       | 96                          | 10/0                                       | 71                               | 75   | <b>62</b> | 100  |
| Specialized<br>Associates<br>Degree | Occupational<br>Associate's | Business Administration /<br>Computer Applications /<br>Accounting ** | 1128                       | 96                          | 5/0  | <b>57</b>                        | 100  | 86        | 100  |
| Specialized<br>Associates<br>Degree | Occupational<br>Associate's | Office Administration<br>Medical Administration#                      | 1152                       | 96                          | 0/0  | <b>50</b>                        | NA   | 100       | 60   |
| Specialized<br>Associates<br>Degree | Occupational<br>Associate's | Small Business<br>Management  | 1128                       | 96                          | 4/0  | <b>50</b>                        | NA   | NA        | NA   |
| Diploma                             | Diploma                     | Medical Assistant   | 705                        | 60                          | 1/0  | <b>46</b>                        | NA   | NA        | NA   |
| Diploma                             | Diploma                     | Administrative Assistant *  | 705                        | 60                          | 0/0  | 100                              | NA   | NA        | NA   |
| Diploma                             | Diploma                     | Secretarial<br>Science/Executive<br>Secretary #                       | 564                        | 48                          | 0/0  | NA                               | NA   | NA        | NA   |
| Diploma                             | Diploma                     | Secretarial Science/Legal<br>Secretary #                              | 564                        | 48                          | 0/0  | 100                              | NA   | NA        | NA   |
| Diploma                             | Diploma                     | Secretarial Science /<br>Medical Secretary #                          | 564                        | 48                          | 0/0  | NA                               | NA   | 100       | NA   |
| Diploma                             | Diploma                     | Business Administration/<br>Accounting #                              | 564                        | 48                          | 0/0  | NA                               | NA   | NA        | NA   |
| <b>TOTAL ENROLLMENT</b>             |                             |   |                            |                             | 36   |                                  |      |           |      |
| <b>CAMPUS RETENTION (%)</b>         |                             |   | <b>63</b>                  | <b>CAMPUS PLACEMENT (%)</b> |  |                                  | 93   |           |      |

*Notes:* Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 year in length) and any placement rates below 70 percent.

\* Program with no enrollment.

- The Administrative Assistant program is currently enrolling students as of August 15, 2016.

\*\* Program will be discontinued once the last graduate has completed his/her program.

- The Business Administration/Computer Applications/Accounting program has four students remaining: two of whom are to graduate at the end of the quarter, and two who have one or two remaining non-core courses.

# Program has been discontinued in the past, and the campus is in the process of submitting program termination applications to ACICS for these programs.

## INTRODUCTION

West Virginia Business College (WVBC) was established in 1881 in Clarksburg, West Virginia, as Elliot Commercial College, which was focused on railroad operation as that was the primary industry at the time. In 1911 the college adopted its current name and focused on preparing students for small, sole-owner businesses. From 1881 to 1989 the college remained in the Clarksburg area offering courses on small business management and secretarial sciences. In 1972 the college began offering associate degrees along with diplomas, adding medical assisting, computer sciences, and paralegal programs to its offerings. In 1989 a branch campus was added in Wheeling, West Virginia; but since the demand in Wheeling was so great, the board of directors named the Wheeling campus as the main campus and the Clarksburg campus as the branch campus. The Clarksburg campus moved to Nutter Fort, West Virginia, which is a suburb of Clarksburg, in order to occupy the historic Roosevelt Wilson High School building where it currently resides. The main WVBC campus is a member of the ACICS Century Club as it has maintained its accreditation since 1912. The Nutter Fort campus remains a branch campus, and does not have any learning sites.

On the day of the visit there were 36 enrolled students, and the 2015-2016 Campus Effectiveness Plan (CEP) indicates a student population from the Clarksburg area that is 71 percent female, with most students caring for children at home and working while attending school.

The college is located in an historic building, occupying the first floor with nearby street parking available for students. The team found the small staff, faculty, and student body to be friendly and engaged. All classes are conducted on campus with no distance education courses being offered. Mr. Robert Wright is the campus director, who has been at the campus for more than 12 years; however, due to the large number of findings and the negative comments from students, the team found that the campus administration is ineffective and inefficient. The campus is led by a director who also supervises the program directors and is supported by the admissions representative, career services coordinator, and the program lead to whom the faculty directly report. Support for the director and faculty and staff is provided by day and evening administrative assistants. Many students voiced the opinion upon interview that they do not feel heard, and that there is an adversarial relationship between the administration and them. Students must fill out a communication form in order to make an appointment to speak to an administrator, and they must ask permission for a copy of documents as there are no printers available to students or faculty on campus. Both faculty and students reported to the team that they are directed by administration to use the copying / printing facilities available at the local library that is one block from campus. There were several closed complaints from the past against this campus as well as several open complaints reviewed by the team while on site as discussed below.

The team found that adequate records are not maintained by the campus with regard to community resources and faculty credentials. There was evidence of some late refunds among the records reviewed by the team. Students reported difficulty in obtaining copies of their financial records, syllabi, and catalogs. Some advertising does not meet Council standards. The library was closed for renovation during the on-site visit; and staff, faculty, and students have not been trained regarding library services. Course prerequisites are not being followed in some programs, some faculty do not appear to be qualified to teach their assigned classes, and there were not appropriate learning objectives, instructional equipment, resources, and personnel for some programs.

Call for Comment: Prior to the visit, a call for comment was conducted, and issues and concerns were raised that were echoed by the feedback heard while the team was on site, the team's findings, and the complaints submitted to ACICS. The results of the call for comment are summarized below:

Student finances: Students indicated that they do not understand or agree with how their financial aid money is withheld from them, citing issues with having enough to afford to buy dress clothes for school or transportation to school when their financial aid is kept by the school for tuition and fees, etc.

Equipment/facilities/personnel: Students cited concerns with the lack of supplies available and the state of equipment used in the medical programs. They also indicated issues with the condition of the school, such as peeling paint and a lack of adequate heat or air conditioning. Some students addressed the turnover of faculty, specifically in regards to the maintaining of an evening medical instructor. In addition, students indicated frustration in feeling that there is a tangible discrepancy between the facilities and equipment and training or experiences (such as phlebotomy sticks) that students at the Nutter Fort campus have in comparison with the students at the Wheeling main campus.

Student relations: To continue, students addressed dissatisfaction in having to involve their mentor and go through a process to set up an appointment to meet with financial aid or other administrative staff. They desire an open-door policy, especially given the smaller size of the student body.

Open Complaints: The following is a summary of the concerns addressed in the open complaints to ACICS against the WVBC Nutter Fort campus, along with results of the team's investigation. Some complaints indicated multiple concerns, and some complaints had overlapping concerns:

- 1) Final exam exemptions - a student provided a complaint in regards to having to take finals, as the school has a policy that if grades are at a certain level and the student's attendance is at 60% or higher, then students are exempt from finals. The team's review identified that the student missed more than 60% of her classes and she had to take her finals.
- 2) Timely disbursement of financial aid money – a student identified not receiving reimbursement checks on time. For this student, there was a gap between a reimbursement in March 2016 and the following reimbursement in July 2016. The student failed her courses in the April term, but the campus was still unable to explain why there was a five-month period between disbursements.
- 3) Discriminatory firing - former faculty maintained that a recent firing of multiple female faculty members occurred based on gender and personal preferences of the campus administrators, which is out of the team's purview.
- 4) Doctoring of paperwork - former faculty indicated that they were asked to doctor paperwork such as the CAR. No clear evidence was found to support this.
- 5) Padding of student's financial aid - no evidence was found to support this.
- 6) Student receipt of account information – students indicated that they were not given or would not be given documentation on their finances. The campus admits to not giving the internal, handwritten ledger card to students, but stated that they will provide a statement of accounts if requested by the student.
- 7) Students borrow much more than the tuition amount - no evidence to support this.
- 8) Facility falling apart – while the campus is very aged and lacking renovation, there is no evidence of any safety concerns with the building.
- 9) Forging students' and parents' signatures for parent-plus loans - no documentation was found supporting this and file review found no parent-plus loans.
- 10) Hiding of an internal procedural manual from ACICS – faculty indicated that the campus has a separate employee handbook/procedures manual, of which the faculty was told to deny the existence. The individual provided ACICS with the handbook, which had formatting and some structuring similar to the very shortened handbook presented to the team. The handbook provided to ACICS contained much more detail but only a few instances of questionable content, such as “Encouraging Students to Think



## REPORT QUESTIONS

### 1. MISSION

- 1.01 What is the mission statement of the institution?  
**The college's mission is to enroll students, train students, and assist students in locating employment**
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes  No
- 1.03 Are the objectives devoted substantially to career-related education?  
 Yes  No
- 1.04 Are the objectives reasonable for the following:  
(a) The programs of instruction?  
 Yes  No  
(b) The modes of delivery?  
 Yes  No  
(c) The facilities of the campus?  
 Yes  No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available to the public?  
 Yes  No
- 1.06 Describe how the campus demonstrates its commitment to successful implementation of its mission.  
**Mr. Robert Wright, campus director, discussed the three elements of the campus mission including enrollment of the right student into the right program, adequate educational training, and the placement of graduates into related employment. Mr. Wright encourages his admissions, educational, and career services staff to remain committed to the success of each student throughout their time at the campus.**

### CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes  No
- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?  
 Yes  No
- 1.09 Does the CEP describe the following:  
(a) The characteristics of the programs offered?  
 Yes  No  
(b) The characteristics of the student population?  
 Yes  No  
(c) The types of data that will be used for assessment?  
 Yes  No



(d) Specific goals to improve the educational processes?

Yes  No

(e) Expected outcomes of the plans?

Yes  No

1.10 Are the following six required elements evaluated in the CEP:

(a) Student retention rates?

Yes  No

(b) Placement rates?

Yes  No

(c) Level of student satisfaction?

Yes  No

(c) Level of graduate satisfaction?

Yes  No

Level of employer satisfaction?

Yes  No

Student learning outcomes?

Yes  No

If *No* for any item, insert the section number in parentheses and explain:

**(Section 3-1-111):** The campus does not evaluate a level of student satisfaction in the CEP. Upon interview, the campus director indicated that students are surveyed at the end of each term; however, neither this data nor analysis of such data is included in the 2015 or 2016 CEP that the team reviewed.

1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed.

The campus uses a pre-and post-test system to evaluate student learning outcomes. Tests are administered during the first week of class and at the end of each term. The results of these tests are submitted to the campus director for analysis, and then the analysis is discussed with the program directors. As a result of this analysis, more tutoring has been made available to students, faculty are mentored by seasoned faculty, and increased Internet access has been made available to students.

1.12 Are the following identified and described in the CEP:

(a) The baseline data for each outcome?

Yes  No

(b) The data used by the campus to assess each outcome?

Yes  No

(c) How the data was collected?

Yes  No

(d) An analysis and summary of the data collected?

Yes  No

(e) An explanation of how the data will be used to improve the educational processes?

Yes  No

If *Yes* for (d) and (e), describe the types of data collected and how the campus is using the data to improve the educational processes.

Statistics regarding campus retention, placement, graduate and employer satisfaction, and student learning outcomes are collected and analyzed by the campus. If negative trends are noted, new processes are put into place to ensure that students are successful. Regarding retention, additional contacts with students have been implemented when students are absent. Regarding placement, the career services personnel are out in the community speaking with employers. Feedback from graduates and employers has resulted in more training in soft skills being provided to students to ensure they are prepared for entry-level jobs and meet local employer expectations.

- 1.13 What are the published annual student achievement (retention, placement, licensure if applicable) goals, and how does the campus demonstrate its ability to maintain or improve the outcomes?

The campus has set a retention goal of 75 percent and a placement goal of 77 percent. There are no licensure requirements for the programs offered at the campus. Retention and placement are closely monitored by the administration, and meeting minutes reflect ongoing discussions with staff and faculty to ensure activities are being supported for the successful matriculation and job placement of students.

- 1.14 Describe the specific activities that will be undertaken to meet goals established for all elements. Activities to meet retention goals include closely monitoring student attendance and reaching out to any students absent from their classes, and involving students in school and community events to foster a sense of belonging at the campus.

Activities to meet placement goals include better identifying local employer priorities, enhancing the information technology (IT) classes to shore up the confidence of those program graduates, and encouraging participation in community events to better network with the community.

- 1.15 What documentation does the campus maintain, and that the team reviewed, to evidence the following:  
(a) That the CEP has been implemented?

The campus collects data regarding retention, placement, student learning outcomes, and graduate and employer satisfaction. New goals are established annually.

- (b) That specific activities listed in the plan have been completed?

No periodic progress reports were available that would indicate that the specific activities listed in the 2015 CEP have been completed.

- (c) That periodic progress reports have been completed?

No periodic progress reports were available that would indicate that the specific activities listed in the 2015 CEP have been completed.

If there was no documentation, or if insufficient documentation was available, for any item, insert the section number in parentheses and explain:

**(Section 3-1-112):** The campus does not complete periodic progress reports to ensure that the CEP's planned activities are implemented.

- 1.16 Who is responsible for implementing and monitoring the CEP? If a committee is utilized, describe the committee.

A CEP committee is used to implement and monitor the CEP. The committee is the Continuous Improvement Committee (CIC), whose members are the campus director, the admission representative, the financial aid manager, the career services representative, and the faculty department heads.

Describe the process of implementation and monitoring utilized by the campus.

The campus reviews retention and placement information periodically to ensure they are on track for the reporting period. Graduates, employers, and students are surveyed regarding satisfaction. Meeting minutes reflect discussion among interested parties.

- 1.17 Describe the documentation that evidences that the CEP is evaluated at least annually.

The team was presented with a CEP for 2015 along with other campus documents prior to the visit, and an updated CEP for 2016 was presented to the team while on site. The team reviewed meeting minutes where metrics were discussed and plans were made for maintaining or improving those campus metrics.

## 2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog:

(a) Governance, control, and corporate organization?

Yes     No

(b) Names of the trustees, directors, and/or officers?

Yes     No

(c) Names of the administrators?

Yes     No

- 2.02 Describe how the campus trains its employees, provides them with constant and proper supervision, and evaluates their work.

[REDACTED] campus director, is responsible for the running of the campus and the program directors report to him as the chief academic staff person. He also has oversight of student admissions.

- 2.03 Identify the campus administrators and list their positions and duties.

[REDACTED] campus director, is responsible for the running of the campus and the program directors report to him as the chief academic staff person. He also has oversight of student admissions.

[REDACTED] admissions representative, is responsible for enrolling students into the programs of study.

[REDACTED] financial aid, is responsible for processing financial aid for students.

[REDACTED] administrative assistant, is the staff administrative assistant who is also the library assistant.



2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

- Yes     No     Not Applicable (initial applicants only)

2.09

[REDACTED]

2.10 Describe the organization of the campus and what evidence there is that the administration of the campus is effective and efficient.

**(Section 3-1-202(a)):** The campus does not place emphasis on the efficiency and effectiveness of the overall administration of the campus. The team found that adequate records are not maintained by the campus with regard to finance issues including late refunds as well as community resources and faculty credentials. Some advertising does not meet Council standards. Staff, faculty, and students have not been trained regarding library services. Course prerequisites are not being followed in some programs, some faculty did not appear to be qualified to teach their assigned classes, and there was not appropriate instructional equipment, resources, and personnel for some programs.

The campus is led by a director who also supervises the program directors and is supported by the admissions representative, the career services coordinator, and the program director to whom the faculty directly report. Support for the director and faculty and staff is provided by day and evening administrative assistants. However, many students voiced the opinion upon interview that they do not feel heard, and that there is an adversarial relationship between the administration and them. Students must fill out a communication form in order to make an appointment to speak to an administrator, and they must ask permission for a copy of documents as there are no printers available to students or faculty on campus. Both faculty and students reported to the team that they are directed by administration to use the copying / printing facilities available at the local library that is one block from campus. There were several closed complaints from the past against this campus as well as three open complaints that were reviewed by the team while on site.

**3. ADMINISTRATION**

3.01

[REDACTED]

3.02 Does the campus list degrees of staff members in the catalog?

- Yes     No

If Yes, is appropriate evidence of the degrees on file?

- Yes     No

3.03 Is there evidence that the campus keeps adequate records to support the following administrative operations:



- 3.12 Are student records protected from theft, fire, water damage, or other possible loss?  
 Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-303(f))** The campus does not adequately protect student records from water damage. Although the records are stored in a fire proof cabinet in a locked room, there is a sprinkler head above the file cabinet and no provision has been made to ensure protection from water damage. At this time, all records are maintained in paper format and not scanned to provide digital back-up files.

- 3.13 Does the campus maintain transcripts for all students indefinitely?  
 Yes  No

- 3.14 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?  
 Yes  No

- 3.15 Describe the training the campus administration provides to staff to carry out administrative functions. Upon hire, staff receive training from the campus director regarding their duties and responsibilities. This includes admissions, administrative, and career services training as appropriate. Faculty receive training from the campus director and the program directors, and they are mentored by seasoned faculty. In addition, faculty are directed to a faculty procedures manual for additional information on duties and responsibilities.

- 3.16 Describe how effective recordkeeping is at the campus.  
The team found appropriate admissions and career services documentation for students as well as appropriate guidance and attendance records and progress reports. However, student account information is maintained on an internal document referred to as a ledger card which is a handwritten document and several contained corrections and reversal entries. There was no documentation of the training of admissions personnel. Faculty files did not contain official transcripts for some faculty; however, there was evidence of faculty in-service and professional development activities. There was no adequate documentation regarding the use of community resources available to the team. The campus also uses handwritten ledgers for student finances, which demonstrated some errors that the campus had to correct and some late refunds issued.

#### 4. RELATIONS WITH STUDENTS

##### FOR ALL PROGRAMS

- 4.01 How many student files were reviewed during the evaluation?  
The team reviewed 22 student files classified on the 2014-2015 Campus Accountability Report (CAR) as either withdrawals (5), graduates (5), re-entries, new starts, or continuing enrollment. Student account ledger cards were reviewed for each of the 22 files.

## 4.02 How does the campus ensure that its student relations reflect high ethical standards?

The campus takes some steps to address student relations practices to reflect ethical standards in the admissions process by having students initialize their understanding of the policies, including the first statement, "I understand that, should my financial aid package qualify me, attendance and good academic standing are mandatory in order to receive expense monthly checks." Other items address student understanding that jobs are not guaranteed or promised, that the catalog is available online, and the various safety policies of the campus. The enrollment agreement, which is signed and per the signature on the form, provided to the student, indicates all tuition, fees and program information.

If student relations do not reflect high ethical standards, insert the section number in parentheses and explain:

**(Section 3-1-400)** The team, through review of files, and interviews with faculty, staff, and students, found that the campus does not ensure its student relations reflect high ethical standards. During various team interviews with students, concerns were raised regarding disbursement of financial aid funds, availability of hard copies of the catalog, admissions paperwork, financial obligations (i.e. balance, how funds are applied, debits and credits on their account), syllabi for classes, and the lack of an open door policy with administration. Additionally, the campus was unable to provide any documented evidence of the training or supervision of the admissions representative to assure proper information is being provided to prospective students. As detailed in Section 4 of this report, the team noted several cases of late refunds due to administrative errors.

In addition, the team's review of the course syllabi indicated that for all programs, 50 percent of the student grade is based on the final exam. Plus, students who have an A in their classes are exempt from taking the final. Thus, some students are being graded on only 50 percent of the course, which would not be an adequate assessment of the content of the course. Although only 50 percent of a course measurement is completed, it accounts for 100 percent of the grade, making it impossible to adequately measure learning outcomes and to ensure student success in their subsequent courses and potential career after graduation.

## 4.03 Describe the admissions criteria.

The admissions criteria are stated on Page 8 of the academic catalog. These requirements include:

- A high school diploma or its equivalent.
- An interview with an admissions representative.
- Successful completion of the college entrance exam, which includes specific scores based on program of study to be entered.
- Acceptance by the campus director.

Is the admissions process appropriate?

Yes       No

## 4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes       No

## 4.05 What evidence is there to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?



The team's review of student files found signed enrollment agreements outlining that all students enrolled in the same program at the same time were charged the same tuition and fees. In each student file reviewed, documentation was available of all admissions criteria, including a high school diploma or equivalent, passing scores on the entrance exam, interviews by the admissions representative, and final approval by the director.

4.06 Does the admissions policy conform to the campus's mission?

Yes  No

4.07 Is the admissions policy publicly stated?

Yes  No

4.08 Is the admissions policy administered as written?

Yes  No

4.09 Does the campus use an enrollment agreement for each enrolled student that:

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes  No

(b) Outlines all program-related tuition and fees?

Yes  No

(c) Has a signature of the student and the appropriate school representative?

Yes  No

How does the campus evidence that a copy of the agreement has been provided to the student?

The enrollment agreement has a check box under the student's signature indicating, "Signature indicates copy of contract supplied to applicant." In the team review of files, this box was checked and each agreement included a signature.

4.10 Who is responsible for the oversight of student recruitment at the campus, and what are this person's



responsibilities? [Redacted]

4.11 Describe the recruiting process for new students.

During the visit and interviews with administration, the only current recruiting tool is television advertisement. The admissions representative does work with a local work force organization, helping their clients with resume writing. During this time, she represents the campus and may provide information on the various programs available.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes  No

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following:

(a) Courses and programs?

Yes     No

(b) Services?

Yes     No

(c) Tuition?

Yes     No

(d) Terms?

Yes     No

(e) Operating policies?

Yes     No

If *Yes*, describe how communication to students of the above items is documented:

During the admissions interview, students sign a "Student Statement Of Understanding" as described in response to Question 4.02 of this report. This document includes 21 statements that students initial indicating they understand the various policies. Many of these items are related to financial aid; however, other items addressed include attendance, homework, satisfactory academic progress, security and crime, and the alcohol and substance abuse policies. The enrollment agreement covers program information including tuition, number of hours, and anticipated date of graduation.

4.13 How does the campus supervise its recruiters to ensure that their activities are in compliance with all applicable standards?

The admissions representative was recently hired by the campus in July 2016. During her first month, she observed student interviews conducted by the campus director. She then began conducting the interviews while the campus director observed her. At the time of the visit she was conducting interviews on her own. However, the director's office is outside of her office, and he can listen to the conversation.

If the institution does not maintain this documentation, insert the section number in parentheses and explain:

**(Section 3-1-412(a)):** The campus was unable to provide any documentation supporting the training or ongoing supervision of the admissions representative.

4.14 Describe how the institution maintains documentation that demonstrates that it systematically monitors its recruitment activities (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).

**(Section 3-1-412(a)):** The campus was unable to provide any documentation supporting the training or ongoing supervision of the admissions representative.

4.15 Has the campus developed and demonstrated implementation of a recruitment training plan that allows for sufficient monitoring and oversight?

Yes     No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-412(a)):** The campus was unable to provide any documentation supporting the training or ongoing supervision of the admissions representative.



|   |   |
|---|---|
| A | Principles of Accounting I - 4 credit hours             |
| A | Principles of Accounting II - 4 credit hours            |
| A | Business Law - 4 credit hours                           |
| A | Job Search Techniques - 4 credit hours                  |
| A | Introduction to Word/Windows - 4 credit hours           |
| A | Computer Payroll Accounting - 4 credit hours            |
| A | Theory of Mathematics - 4 credit hours (transfer class) |
| C | Literature/Composition - 4 credit hours                 |

4.21 Does the campus publicize its transfer of credit policies, including policies related to accepting transfer credit from another campus?

Yes       No

4.22 Has the campus established articulation agreements with other institutions?

Yes       No (Skip to 4.23 for Master's Degree Programs or 4.24 for all programs.)

If *Yes*, describe the location of the published list, the names of the institutions, and the nature of the agreement:

The campus currently holds an articulation agreement with Salem International University. In order to qualify for transferability of credits, a student must earn at least a 2.5 CGPA and have completed a minimum of 15 semester credit hours as converted. A copy of the articulation agreement was provided to the team. It was not published in the catalog or in other documents provided to the team, however, the campus does make public on the "Consumer Information" page of its website that the campus "holds an active articulation agreement with Salem International University (SIU) for online and ground classes. For more information, call West Virginia Business College or Salem International University."

If the campus does not provide notification to students as to these articulation agreements and the transferability of the credits in the programs that are offered, insert the section number in parentheses and explain:

**(Section 3-1-413):** The campus does not provide notification, as required, to students as to the transferability of the credits in the programs offered, in regards to its articulation agreement with SIU. Instead of being provided with the information about the transferability of credits through the catalog, website or other notifying document, students must inquire with the campus. The catalog also states that "West Virginia Business College makes no claim or promise that WVBC credits will be accepted by a school, college, university, or institution," which does not align with its articulation agreement with SIU.

## FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress (SAP) policy, in its entirety, published in the catalog?

Yes       No

If *Yes*, state the page number(s) where the standards of SAP policy is published.

The standards of satisfactory academic progress (SAP) policy is published on pages 16-21 of the current academic catalog.

4.25 Does the standards of SAP policy published in the catalog contain the following:

- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length?  
 Yes  No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame?  
 Yes  No
- (c) Procedures for re-establishing satisfactory academic progress?  
 Yes  No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals?  
 Yes  No
- Incomplete grades?  
 Yes  No
- Repeated courses?  
 Yes  No
- Non-punitive grades?  
 Yes  No  Not Applicable (not offered)
- Non-credit or remedial courses?  
 Yes  No  Not Applicable (not offered)
- A warning status?  
 Yes  No  Not Applicable (not used)
- A probationary period?  
 Yes  No
- An appeal process?  
 Yes  No
- An extended-enrollment status?  
 Yes  No  Not Applicable (not offered)
- The effect when a student changes programs?  
 Yes  No  Not Applicable (The campus only offers one program of study.)
- The effect when a student seeks to earn an additional credential?  
 Yes  No  Not Applicable (The campus only offers one program.)
- The implications of transfer credit?  
 Yes  No

4.26 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.

The team reviewed five files of students who were on (or had been on) SAP. In these files was documentation of meetings with the students advising them of the necessary steps to take to improve their academic standing.

(Section 51422 and Appendix D) [REDACTED]

- 4.27 Are students who are not making satisfactory academic progress properly notified?  
 Yes     No     Not Applicable (No students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?  
 Yes     No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?  
 Yes     No     Not Applicable (All programs are less than two years.)
- 4.30 Is there evidence that students who are not making satisfactory academic progress at the end of the second year are dismissed or allowed to continue without being eligible for Federal financial aid?  
 Yes     No     Not Applicable (All programs are less than two years.)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?  
 Yes     No
- 4.32 Are students allowed to remain on financial aid while under warning or probation status?  
 Yes     No     Not Applicable (The campus does not participate in financial aid.)
- If Yes, is the student informed of this policy?  
 Yes     No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, have eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?  
 Yes     No     Not Applicable (There are no such students.)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?  
 Yes     No     Not Applicable (The campus does not have extended enrollment and/or does not participate in financial aid. Skip to 4.37.)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?  
 Yes     No     Not Applicable (The campus does not have extended enrollment.)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

Yes     No     Not Applicable (There is no such student and/or the campus does not have such a policy.)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

Yes     No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

██████████ is responsible for the administration of SAP at the campus. As mentioned above, ██████████ holds a bachelor's degree in accounting and has previous work experience as a bank branch manager, an instructor, a financial aid advisor, and a financial aid director.

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the individual assigned is providing sufficient oversight of this process?

Yes     No

4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing

██████████. The campus provides a variety of support services for students who are experiencing difficulty in progressing. These services include academic advising, tutoring, and counseling. The campus also provides financial aid and other support services to help students who are experiencing difficulty in progressing. The campus also provides a variety of support services for students who are experiencing difficulty in progressing.

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?

Yes     No

4.40 Does the campus finance any of the following: (Mark all that apply.)

- (a)  Scholarships?
- (b)  Grants?
- (c)  Loans?
- (d)  The campus does not offer scholarships, grants, and/or loans. (Skip to 4.42.)

If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes     No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship, and grant programs in its catalog?

Yes     No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes     No

4.43 Are tuition and fees clearly stated in the catalog?

Yes  No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes  No  Not Applicable

If *No*, insert the section number in parentheses, list student names, and explain:

**(Section 3-1-701 and Appendix C):** Students did not confirm receiving a copy of the catalog. The team's review of files found documentation of signatures indicating students had received a copy of the catalog. However, during team interviews with students, it was discovered that students did not recall this item being listed on the enrollment checklist. While the catalog is available on the website, it was of greater concern that students stated that when they asked for a hard copy, their request was denied. Some students do not have internet access at home. The theme of lack of printed materials (financial account information, course syllabi, and catalog) was dominant throughout the interviews with different groups of students. Based on the prevalent and passionate concern indicated by students throughout the visit, which was not sufficiently addressed by the campus, the team concluded that the campus is not appropriately providing catalogs to students.

4.44 Do the financial records of students clearly show the following:

(a) Charges?

Yes  No

(b) Dates for the posting of tuition?

Yes  No

(c) Fees?

Yes  No

(d) Other charges?

Yes  No

(e) Payments?

Yes  No

(f) Dates of payment?

Yes  No

(g) The balance after each transaction?

Yes  No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes  No  Not Applicable (The campus has not changed tuition or fees since the last catalog publication.)

4.46 Is the campus's refund policy published in the catalog?

Yes  No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes  No

4.48 Describe the documentation to evidence that the campus is following its stated refund policy.

**(Section 3-1-433):** The campus does not follow its stated refund policy.







- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes  No
- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
The campus makes provisions for its department heads to have sufficient authority and responsibility for the development and administration of the programs with little to no teaching schedule, since the student enrollment is low. They are able to make changes to a program, such as textbooks, curriculum, and equipment, with encouragement from the director. They are encouraged to take responsibility for their programs and are given authority to advise students, discipline students as necessary, and encourage instructors.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes  No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes  No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas:  
(a) Development of the educational program?  
 Yes  No  
(b) Selection of course materials, instructional equipment, and other educational resources?  
 Yes  No  
(c) Systematic evaluation and revision of the curriculum?  
 Yes  No  
(d) Assessment of student learning outcomes?  
 Yes  No  
(e) Planning for institutional effectiveness?  
 Yes  No
- 5.08 Is there evidence that this policy has been adopted and that faculty members are aware of it?  
 Yes  No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes  No (*Skip to 5.10 for renewal of accreditation. Skip to 5.12 for initial grants.*)

**FOR RENEWAL OF ACCREDITATION ONLY**

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes  No (*Skip to 5.12.*)

**FOR ALL CAMPUSES**

- 5.12 Are the educational programs consistent with the campus's mission and the needs of its students?  
 Yes  No

- 5.13 How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs? Students and graduates are asked for input on how to improve the programs. They gather their ideas from either from the new job experience or what they hear from other schools via advertisements or students. Faculty and advisory boards are encouraged to improve programs through their experience, knowledge, and updates from their places of employment, or information provided to them from the organizations in which they are members.
- 5.14 What provisions are made for individual differences among students in the learning environment? Instructors spend time interviewing the students to get information on their styles of learning. Lectures and discussion groups are used for the exchange of ideas and to facilitate learning. Student mentors (faculty) offer tutoring and also spend more time in the classroom guiding the individual student.
- 5.15 Describe the system in place to evaluate, revise, and make changes to the curriculum. The instructors and students are able to submit a form "IIS" to request curriculum changes, revisions, or evaluation. This form is given to the director, who in turn shares it with WVBC headquarters, in Wheeling. The institution discusses the matter and it is either approved or denied. If the proposed changes are approved, they go into effect as soon as possible.
- 5.16 Does the faculty participate in this process?  
 Yes       No
- 5.17 What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class? The team reviewed the academic credit analysis document along with course syllabi and the campus catalog to find that credit is appropriately converted.
- 5.18 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?  
 Yes       No *(If No, skip to 5.19.)*
- 5.19 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes       No
- 5.20 Are the following appropriate to adequately support the number and nature of the general education courses?
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No

5.21 Describe how the campus provides an environment for its faculty that is conducive to effective classroom instruction.

In-service activities are provided to enhance the instructor's knowledge. Teachers are involved in curriculum changes and review. Department chairs support instructors' abilities and offer help when needed, encourage student relations, and advise faculty and students when applicable.

5.22 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes  No

5.23 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes  No

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

**(Section 3-1-542):** The official transcript for credentials that qualify faculty members to teach their assigned courses, and for those credentials that are listed in the catalog, are not on file for the following two instructors:

- [REDACTED] and bachelor's degree in political science, both from West Virginia University; and
- [REDACTED] bachelor's degree in information technology from ITT Technical Institute, and master's degree in project management from Salem International University.

5.24 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes  No  Not Applicable (No faculty members hold foreign credentials.)

5.25 Is there documented evidence of a systematic program of in-service training at the campus?

Yes  No

If *Yes*, how is this documented?

In-service training is documented through a schedule of activities for the current year, completed sign-in sheets, copies of the agenda for the activity, and a certification of completion provided to each attendee and kept in the attendee's file. These documents are placed in a binder which is housed in the career services department at the campus.

5.26 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes  No





The campus of West Virginia Business College is located at 116 Pennsylvania Ave in Nutter Fort, West Virginia; it occupies the first floor of a multi-level building. The campus is located one block from Route 20 and is within 5 miles of Interstates 50 and 79, which makes the campus accessible by car from many areas. There is adequate and free street parking around the campus, and there is also public transportation (bus) that can be taken to and from the campus. The first floor of the building consists of general classrooms, computer rooms, and a library resource center with a media area.

The campus is three blocks from the city police station, and within five miles of the campus there is access to financial, medical, travel, and emergency services. This location makes it accessible to future employers and graduates seeking employment within the local business community.

- 6.02 Does the campus utilize any temporary additional space locations?  
 Yes       No
- 6.03 Does the campus utilize learning sites?  
 Yes       No
- 6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?  
 Yes       No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites):
- (a) Equipment?  
 Yes       No
- (b) Instructional tools?  
 Yes       No
- (c) Machinery?  
 Yes       No

If *No* for any item, insert the section number in parentheses and explain:

**Section (3-1-601):** The equipment is not adequate to support the student population and programs offered at the campus. Students and faculty voiced concerns about extremely limited access to printers and printing at the campus. Faculty must channel all printing requests through campus administration, and students are referred to the local public library for printing services. This lack of access to a printer includes business, paralegal and computer program students, who would regularly use a printer in their careers. Details about this deficiency are listed Section 9 for each program of this report.

- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes       No       Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)



The catalog used during the evaluation was the West Virginia Business College catalog, Volume 23, effective from January 1, 2016 to December 31, 2017, and last updated on September 12, 2016.

- 7.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?  
 Yes       No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-701 and Appendix C):** The campus does not currently provide an appropriately printed catalog to all enrolled students. While the campus does publish its catalog on its website, the campus does have students who do not have Internet access at home, and students indicated that they did not receive a printed copy of the catalog when requested, or that it was very difficult to procure one. The campus now plans to e-mail the catalog to students, provide a printed copy to students, as requested, and to clarify in the students' statement of understanding that a printed copy may be requested. This new process will begin at the start of the new term in October 2016.

- 7.03 Does the catalog contain the following items:
- (a) A table of contents and/or an index?  
 Yes       No
- (b) An indication of the year(s) for which the catalog is effective on the front page or cover page?  
 Yes       No
- (c) The names and titles of the administrators?  
 Yes       No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation?  
 Yes       No
- (e) A statement of accreditation?  
 Yes       No       Not Applicable (initial applicant)
- (f) A mission statement?  
 Yes       No
- (g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?  
 Yes       No
- (h) An academic calendar?  
 Yes       No
- (i) A full disclosure of the admission requirements?  
 Yes       No
- (j) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum?  
 Yes       No
- (k) A description of each course that includes the identifying number, a title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites and/or corequisites?  
 Yes       No

- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript?  
 Yes     No
- (m) A definition of the unit of credit?  
 Yes     No     Not Applicable (The campus does not award credit.)
- (n) A complete explanation of the standards of satisfactory academic progress?  
 Yes     No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?  
 Yes     No
- (p) The transfer of credit policy?  
 Yes     No
- (q) A statement of the tuition, fees, and any other charges?  
 Yes     No
- (r) A complete and accurate list of all scholarships, grants, and/or loans offered?  
 Yes     No     Not Applicable (No scholarships, grants, or loans are offered.)
- (s) The refund policy?  
 Yes     No
- (t) A statement describing the student services offered?  
 Yes     No
- (u) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog) ?  
 Yes     No     Not Applicable (initial applicants only)

## 7.04 Does the campus offer degree programs?

- 
- Yes
- 
- No

If *Yes*, does the catalog contain the following:

- (a) An explanation of the course numbering system (for all levels)?  
 Yes     No
- (b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only)?  
 Yes     No     Not Applicable
- (c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only)?  
 Yes     No     Not Applicable
- (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only)?  
 Yes     No     Not Applicable

## 7.05 Does the campus offer courses and/or programs via distance education?

- 
- Yes
- 
- No (If No, skip to 7.06.)

## 7.06 Is the catalog updated at an appropriate interval? (An addendum/supplement should not be used as a substitute for meeting this expectation.)

- 
- Yes
- 
- No

7.07 Does the catalog contain an addendum/supplement?

Yes  No (If No, skip to 7.08.)

7.08 Is the catalog available online?

Yes  No (If No, skip to 7.09.)

If Yes, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (If No, skip to 7.10.)

If Yes, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs properly labeled to identify the location depicted?

Yes  No  Not Applicable

(c) Are faculty and staff properly identified with respect to the campus to which they belong?

Yes  No

7.10 Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?

Yes  No

If No, insert the section number in parentheses and explain:

**(Section 3-1-703 and Appendix C):** The institution uses the word “guarantee” for advertising in a way that may be misleading to current or prospective students. The campus uses a brochure that indicates the campus offers “guaranteed graduation dates.” The campus should not guarantee any student’s graduation from his or her academic program. Also, the commercial titled “Mistakes” that is used by the institution has an individual who states that “...they chose a program that’s right for me,” which isn’t truthful as to how the campus works with a potential student to help him/her select a fitting program of study. Finally, the commercial titled “Future” indicates that WVBC is “an accredited college,” without mentioning ACICS. An institution is not permitted to use such statements as “accredited” without including the name of ACICS.

7.11 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?

Yes  No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises online through its website and Facebook, with brochures, and with commercials on local TV stations.

Are all print and electronic advertisements under acceptable headings?

Yes  No

- 7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?  
 Yes     No (If No, skip to 7.14.)

If Yes, describe how the campus uses endorsements, commendations, or recommendations in its advertising.

The campus utilizes two commercials, one in which a prospective student talks about her visit to the campus and how she will attend after her high school graduation to get started with training for a career, and one in which a current student discusses how college didn't work out for her before, but she was able to get into a great program at WVBC and received guidance with working through her defaulted loan.

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes     No

- 7.14 Does the campus utilize services funded by third parties?  
 Yes     No (If No, skip to 7.15.)

- 7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?  
 Yes     No

If No, insert the section number in parentheses and explain:

**(Section 3-1-703 and Appendix C):** The institution does not avoid making guarantees for job placement. Verbiage used on the website includes "Launch your medical career: WV Business College can get you started in a medical field and find you a quality job for a bright future." This statement does not indicate that the education gained from the campus would be the impetus for getting a start in the medical field, and that the campus would provide employment *assistance* at the completion of the program.

- 7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?  
 Yes     No     Not Applicable (The campus does not participate in financial aid.)

If No, insert the section number in parentheses and explain:

**(Section 3-1-703 and Appendix C):** The institution does not use the phrase "for those who qualify" when referencing financial aid in all advertising. The institution uses a brochure that indicates the campus offers "one-on-one financial aid counseling," but makes no mention of qualification for financial aid.

- 7.17 What campus and program performance information does the campus routinely provide to the public, and does it match the most recent CAR?

Prior to the visit, the campus was disclosing only program-level placement rates, by campus, using the U.S. Department of Education's gainful employment disclosures template. During the visit, the campus revised its Consumer Information webpage to include a link to the campus's 2015 CAR summary document, in order to disclose campus- and program-level retention and placement. Therefore, the information provided to the public does match the most recent CAR.

If the campus publishes additional information, describe:



8.04 Are adequate staff provided to support library development, organization of the collection, and access of library resources?

Yes  No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The campus provides a Library Resource Suggestion form for students and faculty to list any books, software, or reference materials that they would like to see added to the library. Any suggestions are forwarded to the department heads and then on to the campus director for approval. If approved at the campus level, the request is forwarded to the Wheeling main campus where final decisions regarding library resources are made.

Are these methods appropriate?

Yes  No

8.06 Describe the training process for the library staff.

**(Section 3-1-800(f)):** Currently, there is no training process for the library staff. Upon interview, none of the designated library assistants or the coordinator had been trained to use the Gale Virtual Library online resources or assist students with this resource.

#### **FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

8.07 Is the campus's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes  No

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$3,000.

8.09 What portion of the current year's library budget has been spent?

Of the \$3,000 annual budget, \$2,278 had been spent to the date of the visit.

How has the money been allocated?

No physical resources have been added to the law library. The campus indicated that all funds are currently spent on the Gale electronic databases and a subscription to Westlaw. An invoice was provided to the team indicating payment for access to the Gale Virtual Library for 3/30/16-3/30/17. A 2016 paid invoice was also presented to the team for the Westlaw database.

8.10 Describe the process of including the faculty in selection of library resources.

The campus provides a Library Resource Suggestion form for students and faculty to list any books, software, or reference materials that they would like to see added to the library. Any suggestions are forwarded to the department chairs and on to the campus director for approval. If approved at the campus level, the request is forwarded to the Wheeling campus where final decisions regarding library resources are made.

- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No

#### **FOR NONDEGREE PROGRAMS ONLY**

- 8.26 Are appropriate reference materials and periodicals available for all programs offered?  
 Yes  No
- 8.27 Are the instructional resources organized for easy access, usage, and preservation?  
 Yes  No
- 8.28 Is there a current inventory of instructional resources?  
 Yes  No
- 8.29 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and student needs?  
 Yes  No

#### **FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 8.30 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?  
 Yes  No
- 8.31 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?  
 Yes  No
- 8.32 Is there a current inventory of instructional resources, including online resources?  
 Yes  No

The physical law books do not circulate so there are no circulation statistics available; however, the campus did provide evidence of the usage of the online databases to the team while on site.

- 8.33 Are the resources organized for easy access and usage?  
 Yes  No
- 8.34 Provide evidence, including specific examples, of how faculty encourages the use of the library. Every course taught at the campus includes an Independent Research Project (IRP), and students are required to use a minimum of two campus resources to complete this project, including physical and/or online resources. Evidence of these projects was contained in class syllabi and was confirmed during interviews with the faculty and students.
- 8.35 Do the library holdings, including online collections, support all of the offerings of the campus?  
 Yes  No

9. PROGRAM EVALUATION

Occupational Associate's Degree in Office Administration Paralegal Assistant

FOR ALL PROGRAMS

9.01 Is licensure, certification, or registration required to practice in the specific career field?
[ ] Yes [X] No (If No, skip to 9.02)

9.02 Who is assigned to administer the academic program(s) listed above, and what are this person's

[Redacted text describing the administrator's name and role]

9.03 Does this individual possess appropriate academic or experiential qualifications?
[X] Yes [ ] No

9.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility

[Redacted text providing evidence of authority and responsibility]

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
[X] Yes [ ] No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

[X] Yes [ ] No [ ] Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

[X] Yes [ ] No [ ] Not Applicable (Data not available.)

9.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

[ ] Yes [X] No

If No, insert the section number in parentheses and explain:





If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513(b)):** Course prerequisites are not being followed. Student [REDACTED] Permanent Record Card (PRC) was reviewed by the team. The document evidenced that [REDACTED] was enrolled in courses LG231 Criminal Law and Procedure and LG233 Probate and Estate Planning before completing the prerequisite course LG126 Legal Terminology. LG126 Legal Terminology is a prerequisite for all other legal courses.

9.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:

(a) Title and course descriptions?

Yes  No

(b) Course numbers?

Yes  No

(c) Course prerequisites and/or corequisites?

Yes  No

(d) Instructional contact hours/credits?

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references?

Yes  No

(g) Topical outline of the course?

Yes  No

(h) Instructional methods?

Yes  No

(i) Assessment criteria?

Yes  No

(j) Method of evaluating students?

Yes  No

(k) Date the syllabus was last reviewed?

Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course?

Yes  No  Not Applicable (clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments?

Yes  No  Not Applicable (clock hour program)

9.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513(a)):** Detailed syllabi are not made available to each student enrolled in the class. During the on-site visit, students, faculty and administration stated to the team that students are not provided with syllabi for classes. A single hard copy of each syllabus is physically posted in the classroom where a course is being taught.

Some instructors use their personal equipment and/or monetary resources to reproduce syllabi for students. Students requesting a hard copy of syllabi are directed by the administrative offices to read the posted syllabi. Syllabi are not posted online. While the team was on site, the campus director stated to the team that there is a plan in place for the next term to distribute syllabi to students via e-mail.

- 9.16 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes     No
- 9.17 Does the campus participate in Title IV financial aid?  
 Yes     No (If No, skip to 9.20.)
- 9.18 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (clock hour programs only)
- 9.19 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (clock hour programs only)

If Yes, describe the documentation of evaluation viewed on site.

During the on-site visit, the team viewed various graded homework assignments. Homework reviewed include legal briefs, research papers, and sample legal documents for filing in state and federal courts. The team observed homework grades recorded in the faculty gradebooks.

#### FOR ALL VISITS

- 9.20 Are the following appropriate to adequately support the number of students and nature of the program:
- (a) Facilities?  
 Yes     No
- (b) Instructional equipment?  
 Yes     No
- (c) Resources?  
 Yes     No
- (d) Personnel?  
 Yes     No

If Yes for any item, describe how the above items are adequate to support the program(s):

- (a) Facilities: there is sufficient classroom space, study areas, parking, and administrative office space to support the program;
- (b) Instructional Equipment: there are sufficient computer terminals to allow each paralegal student access to the Westlaw and Gale online databases during class time for in-class exercises and for students during out-of-class time.
- (c) Resources: paralegal students have personal access keys to Westlaw, a major online legal database, to conduct legal research. There are also valuable hard copy forms and books available in the campus library.
- (d) Administrative support is available to assist the legal department head and faculty with administrative tasks.

9.21 Describe how are the following elements appropriately incorporated into the instructional components of the program:

(a) Systematic planning.

Department heads and faculty meet weekly to discuss program requirements, such as course content, textbooks, and instructional equipment. Course syllabi are reviewed at least annually. Recommendations are forwarded to the campus director and the institution's general manager for final approval and implementation.

(b) Well-defined instructional objectives.

**(Section 3-1-532(b)):** The course curriculum as published in the catalog and course syllabi do not establish learning objectives for each course that evidence measurable student learning outcomes, and the learning objectives are not well defined. The objectives are generic and lack the ability to adequately measure course outcomes which hinders the assessment of student progress and does not adequately provide for student demonstration of the mastery of necessary content to complete the courses or the program of study.

The following are examples of "terminal objectives" as published in the LG126 Legal Terminology syllabus:

"The student will learn:

1. To have a working knowledge of terminology of courts and court procedure, contracts, commercial laws, partnerships, corporations, insurance, administrative law, agency law, bankruptcy, labor and employment, legal ethics, criminal law, family law, torts, tax and wills, trusts and estates
2. Use legal vocabulary.
3. An appreciation of the law."

(c) The selection and use of appropriate and current learning materials.

**(Section 3-1-532(c)):** Required instructional components do not include use of appropriate learning materials.

As evidenced in the course syllabus, LG235 Immigration Law utilizes a textbook, "Learning about Immigration Law," 3<sup>rd</sup> edition, ISBN 9781418032593, Scaros, Delmar Cengage Learning, which has a 2006 copyright. Immigration law is a dynamic area of the law and is changing at least annually with laws and regulations having constant updates. A 10-year old textbook is not appropriate for this course.

As evidenced in the course syllabus, LG228 Legal Analysis and Writing, 2<sup>nd</sup> edition, ISBN 9780827375390, Barber, Cengage Learning, 1997 copyright. While the area of legal analysis is not necessarily dynamic, there have been changes in technology affecting legal writing over the past 20 years. Students should have a contemporary textbook.

It is standard practice in legal offices, large and small, to use electronic client management software to track client billing and to store legal documents, case notes, etc. Hands-on use of this software is not incorporated into the program, nor are students even provided a demonstration of the software. Graduates of the program seeking employment will be hindered by lack of familiarity with the correct use of electronic client management software.

A great resource that the program does provide to students is access to the Westlaw online database library.

(d) Appropriate modes of instructional delivery.

The team reviewed program syllabi and determined the campus uses appropriate modes of instructional delivery. For example, the syllabus for LG236 Torts/Personal Injury Law states that learning objectives are achieved through “work related scenarios, use of text-based applications, participate in open discussions, use of both school library, virtual and local libraries...,” etc. Interviews with students confirmed use of a variety of instructional modes.

(e) The use of appropriate assessment strategies.

The campus uses written and oral quizzes, research papers, practical demonstrations, and pre-and post-tests to assess learning. However, the way in which the final exam is used is not appropriate.

**(Section 3-1-532(e)):** There is not appropriate use of assessment strategies. A review of the current term syllabi show an evaluation and grading breakdown as follows – major tests: 30 percent of final grade; quizzes: 5 percent of final grade; homework and individual review project: 15 percent of final grade; final exam: 50 percent of final grade. The team determined there are two assessment strategy deficiencies:

- 1) The value placed on the final examination is currently 50 percent, which is a very high value for a single assessment. In addition, if the student waives the final exam, the student is, in effect, being evaluated on only one-half of the work in the course.
- 2) The ability of students to exempt their final week of class, including the final exam, precludes them from showing their mastery of the materials presented during each course.

Additionally, the practice of waiving the exam is not following the published policy. As published in the West Virginia Business College 2016-2017 Catalog, V. 23, updated September 12, 2016, p. 13:

**“Final Examination**: A final examination is required in each course and is given at a specified time. Students eligible to be excused from their exam are as follows:

- A. Students will be excused because of extreme emergency circumstances as determined by Director, at which time students may be asked to present appropriate documentation.
- B. Students meet the criteria for the Honors Program.\*

**Honors Program**: All students are eligible to participate in the WVBC Honors Program. An Honors Student at West Virginia Business College must earn a grade of an ‘A’ in all classes of their program to gain designation of “With Honors” as expressed on their official transcript.

In practice, however, the team determined that a student may waive the final exam in a particular course if in that course he or she has missed no more than five days in the term in that course and is carrying an ‘A’ average in that course.”

(f) The use of appropriate experiences.

In addition to lecture and lab experiences, the campus assigns appropriate homework and also provides field trips relevant to the program.

**FOR NONDEGREE PROGRAMS ONLY**

9.22 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs?

Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

**FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

9.25 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.28 Are teaching loads reasonable?

Yes  No

9.29 What is the current student/teacher ratio?

The current student/teacher ratio is 3:1.

9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.31 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, 1800 clock hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?

Yes  No

9.32 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The 96 quarter credit-program quantitatively approximates the standards at other collegiate institutions offering the same degree, as similar programs are 91 quarter credits at West Virginia Junior College, and 96 quarter credits at Miami-Jacobs Career College in Ohio.

If the curriculum does not approximate the standards at other collegiate institutions, insert the section number in parentheses and explain, using specific examples:

**(Section 3-3-203)**: The program does not qualitatively approximate the standards at other collegiate institutions offering the same degree. The paralegal program does not include an introductory legal course that describes the structure of the legal system in the United States, nor does it include an introduction or overview of the paralegal's role in the American legal system. Whether a separate course(s) is used or the information is included in other legal or paralegal courses, these two subjects are normally included in paralegal academic and occupational associate degree programs. These subjects are considered the foundation of paralegal studies and are critical to understanding more advanced legal courses.

A review by the team of curricula published in catalogs at comparable schools in the Ohio Valley, for example, West Virginia Junior College and Miami Jacobs, provided evidence that comparable schools include introductory courses that include materials on the American legal system and on the role of paralegals within that system.

9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes     No     Not Applicable (no students in the second year)

9.34 Are the second-year courses based upon appropriate first-year prerequisites?

Yes     No

## 9. PROGRAM EVALUATION

### Diploma in Medical Assistant

### Occupational Associate's Degree in Nurse Assistant/Patient Care Aide

#### FOR ALL PROGRAMS

9.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes     No (If No, skip to 9.02)

9.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?

██████████ is the medical department head. ██████████ has a (b)(6)

(b)(6) and 10 years of work experience in a range of allied health fields. In addition, ██████████ holds CPR and radiology technician certifications.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes     No

9.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

██████████ has the freedom to make decisions about the medical program, especially in regard to selecting textbooks and preparing assessment exams in collaboration with the other faculty.

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes       No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes       No       Not Applicable (Data not available.)

If *No*, list programs that fall below the standards.

The retention rate for the medical assistant program, as reported on the 2015 CAR, is 46 percent.

(b) Student placement rate of 70 percent?

Yes       No       Not Applicable (Data not available.)

If *No* for either item, does the campus provide a Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes       No

If *No*, insert section numbers 2-1-809, 3-1-111, and 3-1-512 in parentheses and explain:

**(Sections 2-1-809, 3-1-111 and 3-1-512):** The campus does not provide a program improvement plan to improve the retention rate of students in the medical assistant program. A general retention plan was provided within the CEP, but there was not a plan tailored to the medical assistant program.

9.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes       No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-512(c)):** The campus does not maintain evidence of the use of community resources in both medical programs. A few resource request forms were made available, having been printed out and signed during the visit, but no further documentation of resources, such as student sign-in sheets or communication with a guest speaker or field trip location, was available to support the use of community resources.

9.08 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes       No

9.09 Does the program include an externship?



Yes      No (*If No, skip to 9.10.*)

9.10 Does the program use independent studies?

Yes      No (*If No, skip to 9.12.*)

9.11 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?

Yes      No

**(Section 31.41 Data and Commentary)**

[REDACTED]

9.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes      No

9.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes      No

9.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:

(a) Title and course descriptions?

Yes      No

(b) Course numbers?

Yes      No

(c) Course prerequisites and/or corequisites?

Yes      No

(d) Instructional contact hours/credits?

Yes      No

(e) Learning objectives

Yes      No

(f) Instructional materials and references?

Yes      No

(g) Topical outline of the course?

Yes      No

(h) Instructional methods?

Yes      No

(i) Assessment criteria?

Yes  No

(j) Method of evaluating students?

Yes  No

(k) Date the syllabus was last reviewed?

Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course?

Yes  No  Not Applicable (clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments?

Yes  No  Not Applicable (clock hour program)

9.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513(a)):** During the visit, students interviewed indicated that they never received the course syllabus. The team observed copies of syllabi posted on the classroom bulletin board, but students stated that these were placed there 2 days prior to the visit, and the visit occurred during in Week 11 of the term.

9.16 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.17 Does the campus participate in Title IV financial aid?

Yes  No (*If No, skip to 9.20.*)

9.18 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes  No  Not Applicable (clock hour programs only)

9.19 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes  No  Not Applicable (clock hour programs only)

If *Yes*, describe the documentation of evaluation viewed on site.

The team saw evidence of students having worked on an out-of-class research project and completed some exercises from the end-of-chapters in their text resources.

## FOR ALL VISITS

9.20 Are the following appropriate to adequately support the number of students and nature of the program:

(a) Facilities?

Yes  No

(b) Instructional equipment?

Yes  No

(c) Resources?

Yes       No

(d) Personnel?

Yes       No

If Yes for any item, describe how the above items are adequate to support the program(s):

The medical department lecture rooms, labs, and personnel are standard based on the size of the classes, and they contain basic course necessities.

**Section 3.1.3.3 (a)** Describe how the following elements are appropriately incorporated into the instructional components of the program:

(a) Systematic planning.  
Department heads and faculty meet weekly to discuss program requirements, such as course content, textbooks, instructional equipment. Course syllabi are reviewed at least annually. Recommendations are forwarded to the campus director and the institution's general manager for final approval and implementation.

(b) Well-defined instructional objectives.  
Instructional objectives are related to the subjects of the program and mirror healthcare industry trends.

(c) The selection and use of appropriate and current learning materials.  
The textbooks currently being used are up-to-date and include the new technology uses and advances in the healthcare field.

(d) Appropriate modes of instructional delivery.  
Instructors provide students with standard learning experiences through lectures, sometimes using PowerPoint, and demonstrations with clinical specimens.

(e) The use of appropriate assessment strategies.  
Program courses require students to demonstrate their knowledge and skills through quizzes, homework, and participation in labs.

9.21 Describe how the following elements are appropriately incorporated into the instructional components of the program:

(a) Systematic planning.

Department heads and faculty meet weekly to discuss program requirements, such as course content, textbooks, instructional equipment. Course syllabi are reviewed at least annually. Recommendations are forwarded to the campus director and the institution's general manager for final approval and implementation.

(b) Well-defined instructional objectives.

Instructional objectives are related to the subjects of the program and mirror healthcare industry trends.

(c) The selection and use of appropriate and current learning materials.

The textbooks currently being used are up-to-date and include the new technology uses and advances in the healthcare field.

(d) Appropriate modes of instructional delivery.

Instructors provide students with standard learning experiences through lectures, sometimes using PowerPoint, and demonstrations with clinical specimens.

(e) The use of appropriate assessment strategies.

Program courses require students to demonstrate their knowledge and skills through quizzes, homework, and participation in labs.

**(Section 3-1-532(e)):** The use of the final exam, however, is not appropriate assessment. As previously described, the final exam counts as 50 percent of a student's grade. This is a heavily weighted form of assessment for a course, and many students, through exemption, are only assessed for up to 50 percent of their required coursework. These students do not have the opportunity to demonstrate mastery of the skills learned in their courses.

(f) The use of appropriate experiences.

**(Section 3-1-532(f)):** The programs do not include the use of appropriate experiences because materials and equipment such as an EKG machine and phlebotomy items, as previously noted, are not sufficient for students to be able to engage in the practice and mastery of some required skills and competencies. Electrocardiography (EKG) is noted in the course description for MD240 Medical Procedures II, but working with the EKG machine is not included as an experience in the MD240 course syllabus because the campus does not have an EKG machine that is in working order.

### FOR NONDEGREE PROGRAMS ONLY

9.22 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs?

Yes  No

### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

### FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes  No

**(Section 3-1-532(g)):** [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

9.25 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

### FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?

Yes  No

#### **FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.28 Are teaching loads reasonable?

Yes  No

9.29 What is the current student/teacher ratio?

The current student/teacher ratio in the medical assistant program is 1:1 and 9:1 in the NA/PCA program.

9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

#### **FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.31 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, 1800 clock hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?

Yes  No

9.32 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The curriculum for the medical assistant program is similar to that of the Manhattan Institute of Allied Medical Training; however, for comparison purposes, most institutions do not offer a combined nurse assistant and patient care aide program.

9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.34 Are the second-year courses based upon appropriate first-year prerequisites?

Yes  No

#### **9. PROGRAM EVALUATION**

**Occupational Associate's Degree in Business Administration/Computer Applications/Accounting**

**Occupational Associate's Degree in Computer Support Specialist**

**Occupational Associate's Degree in Small Business Management**

#### **FOR ALL PROGRAMS**

9.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes  No (If No, skip to 9.02)

9.02 Who is assigned to administer the academic program(s) listed above, and what are this person's

[REDACTED] (b)(6)

(b)(6) (b)(6)

(b)(6) (b)(6)

(b)(6) (b)(6)

(b)(6) (b)(6)

[REDACTED]

(b)(6)

(b)(6) (b)(6)

[REDACTED] [REDACTED]

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

9.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

The program department heads have a signed job description for authority and responsibility located in their faculty files. Additionally, during program department head interviews they stated they are involved in the educational process.

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Data not available.)

If No, list programs that fall below the standards.

The Occupational Associate's Degree in Business Administration/Computer Applications/Accounting reported a retention rate of 57 percent, and the Occupational Associate's Degree in Small Business Administration reported a 50 percent rate.

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Data not available.)

If *No* for either item, does the campus provide a Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes  No

If *No*, insert section numbers 2-1-809, 3-1-111, and 3-1-512 in parentheses and explain:

**(Section 2-1-809, 3-1-111 and 3-1-512).** There are no program improvement plans for these programs in the CEP. No activities were found that reflect that improvement activities were formulated that would assist in raising retention percentages.

9.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-512(c)).** The three occupational associate's degree programs do not utilize a variety of community resources to enhance student achievement and highlight potential career opportunities. The on-site team was verbally provided with a description of numerous field trips by the business program in past terms and one guest speaker for the IT programs. When the team requested documentation as evidence, the only item that was provided was a field trip request form, which was printed during the visit. The campus does not maintain documentation of community resources; therefore, the team was unable to verify these activities.

9.08 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

9.09 Does the program include an externship?

Yes  No (If No, skip to 9.10.)

9.10 Does the program use independent studies?

Yes  No (If No, skip to 9.12.)

9.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes  No

9.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513(b)).** Course prerequisites are not being appropriately followed. There are two courses being offered concurrently in the current term in two class sessions.

At 6 p.m. IT 205 Network Concepts (2 credit hours) and IT 206 Wireless Local Area Networks (2 credit hours) are listed on the schedule in the same Classroom 201. [REDACTED] stated during the on-site interview

9.13 Is an appropriate syllabus on file for each course that includes the following elements:  
 (a) Title and course descriptions?  
 Yes  No  
 (b) Course numbers?  
 Yes  No  
 (c) Course prerequisites and/or corequisites?  
 Yes  No  
 (d) Instructional contact hours/credits?  
 Yes  No  
 (e) Learning objectives  
 Yes  No  
 (f) Instructional materials and references?  
 Yes  No  
 (g) Topical outline of the course?  
 Yes  No  
 (h) Instructional methods?  
 Yes  No  
 (i) Assessment criteria?  
 Yes  No  
 (j) Method of evaluating students?  
 Yes  No  
 (k) Date the syllabus was last reviewed?  
 Yes  No

The above information is provided for the purpose of the ACICS Initial Grant or Renewal of Accreditation Report. The information is provided for the purpose of the ACICS Initial Grant or Renewal of Accreditation Report. The information is provided for the purpose of the ACICS Initial Grant or Renewal of Accreditation Report. (b)(6)

9.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:

- (a) Title and course descriptions?  
 Yes  No
- (b) Course numbers?  
 Yes  No
- (c) Course prerequisites and/or corequisites?  
 Yes  No
- (d) Instructional contact hours/credits?  
 Yes  No
- (e) Learning objectives  
 Yes  No
- (f) Instructional materials and references?  
 Yes  No
- (g) Topical outline of the course?  
 Yes  No
- (h) Instructional methods?  
 Yes  No
- (i) Assessment criteria?  
 Yes  No
- (j) Method of evaluating students?  
 Yes  No
- (k) Date the syllabus was last reviewed?  
 Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course?  
 Yes  No  Not Applicable (clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments?  
 Yes  No  Not Applicable (clock hour program)

9.15 Do students confirm that they receive a course syllabus and that it is followed?

- Yes  No

If *No*, insert the section number in parentheses and explain:



**(Section 3-1-513(a)):** Detailed syllabi are not made available to each student enrolled in a class. During the on-site visit, students, faculty, and administration stated to the team that students are not provided with syllabi for classes. A single hard copy of syllabi is physically posted in the classroom where a course is being taught. Some instructors use their personal equipment and/or monetary resources to reproduce syllabi for students. Students requesting a hard copy of syllabi are directed by the administrative staff to read the posted syllabi. Syllabi are not posted online. While the team was on site, the campus director informed the team of the intent to e-mail syllabi to students at the start of the October term.

- 9.16 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes       No
- 9.17 Does the campus participate in Title IV financial aid?  
 Yes       No *(If No, skip to 9.20.)*
- 9.18 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes       No       Not Applicable (clock hour programs only)
- 9.19 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes       No       Not Applicable (clock hour programs only)

If *Yes*, describe the documentation of evaluation viewed on site.

The students and faculty were interviewed and presented evidence of assigned and graded homework for the current term, and its inclusion in the instructor's gradebook. Additionally, some of the assignments were also listed in the syllabi.

## FOR ALL VISITS

- 9.20 Are the following appropriate to adequately support the number of students and nature of the program:
- (a) Facilities?  
 Yes       No
- (b) Instructional equipment?  
 Yes       No
- (c) Resources?  
 Yes       No
- (d) Personnel?  
 Yes       No

If *Yes* for any item, describe how the above items are adequate to support the program(s):

Programs are supported by recent upgrades to the computer lab for hardware and software. The business and IT programs have adequate facilities, instructional equipment, resources, and personnel to support both day and evening classes.

- 9.21 Describe how are the following elements appropriately incorporated into the instructional components of the program:
- (a) Systematic planning.

The school utilizes a single program advisory board as well as weekly faculty meetings. The campus director requests review of the curriculum and learning materials each quarter.

(b) Well-defined instructional objectives.

**(Section 3-1-532(b)):** The programs, as published in the catalog and course syllabi, do not include learning objectives for each course that evidence measurable student learning outcomes, and the learning objectives are not well defined. An IT example is for IT102 MS Applications and Certification, which has terminal objectives as follows: (1) about certification test and exams; (2) how to prepare for certification test and exams; (3) about resources available; and (4) about using the computer during testing. Enabling objectives are as follows: (1) accomplish objectives through text-based lectures; (2) accomplish objectives through practical use of a computer; (3) take periodic quizzes and tests to measure achievement; and (4) become more proficient in using a computer.

A business course example is BUI17 Ethics, which lists terminal objectives as follows: (1) why and how the law changes and where ethical issues surface; (2) In what manner the law and ethics affect business decisions; and (3) how to identify legal and ethical dilemmas in business. The enabling objectives listed are: (1) accomplish A, B and C through textbook instruction, lectures, daily exercises, and one written paper on ethics and business; (2) be given tests periodically to evaluate the achievements of the objectives; and (3) use school virtual and local libraries to complete written report.

These objectives are generic and lack the ability to adequately measure course outcomes which hinders the assessment of student progress and do not adequately provide for student demonstration of the mastery of necessary content to complete the course or the program of study.

(c) The selection and use of appropriate and current learning materials.

The learning materials are appropriate for the course offerings. The school subscribes to the Cengage Gale Academic One File database which is focused on business, health and wellness and contains a core collection of articles in physical sciences, technology, medicine, social sciences, the arts, theology, literature and more.

(d) Appropriate modes of instructional delivery.

The primary mode of instructional delivery is face-to-face classroom instruction through lectures.

(e) The use of appropriate assessment strategies.

Learning is assessed by using a variety of measures, such as examinations that measure comprehension, written exercises that measure critical thinking and creativity, laboratory exercises that measure the students' understanding and ability to apply what has been learned.

**(Section 3-1-532(e)):** There is not an appropriate use of the final exam as an assessment; however, a review of the current term syllabi shows an evaluation and grading breakdown as follows: major tests 30 percent; quiz 5 percent; homework 15 percent; and 50 percent final examination. There are two assessment strategy deficiencies: (1) the value placed on the final examination is currently 50 percent which is a very high value for a single assessment, a value of no more than 30 percent on a single graded element is more appropriate for assessment of student learning outcomes; and (2) the ability to exempt the honor program students from their final week of class precludes them from showing their mastery of the materials presented during each course.

(f) The use of appropriate experiences.

The instructors augment the assigned course materials with personal work examples and exposure to certification examination requirements to prepare students for entry into the workforce.

**FOR NONDEGREE PROGRAMS ONLY**

- 9.22 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs?  
 Yes       No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes       No

**FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

- 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes       No

If *No*, insert the section number in parentheses, list the faculty and course, and explain:

**(Section 3-3-302(b)(c)):** The team could not verify if [REDACTED] is qualified to teach his assigned course [REDACTED] is currently teaching BU113 Personnel Management, which is a business course, but the official transcripts for his (b)(6) [REDACTED] (b)(6) were not available for the team to review; therefore, his qualifications to teach the course could not be verified.

- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?  
 Yes       No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.28 Are teaching loads reasonable?  
 Yes       No

- 9.29 What is the current student/teacher ratio?  
The current student/teacher ratio is 2:1 in the Occupational Associate's Degree in Business Administration/Computer Applications/Accounting, Occupational Associate's Degree in Computer Support Specialist, and Occupational Associate's Degree in Small Business Management programs.

- 9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes       No

### **FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.31 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, 1800 clock hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?  
 Yes       No

- 9.32 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
The curriculum and syllabi for the three programs aligns with other collegiate programs.

The occupational associate's degree in Business Administration/Computer Applications/Accounting was compared to a similar program at National College.

The occupational associate's degree in Computer Support Specialist was compared to a similar program at Miami-Jacobs Career College.

The occupational associate's degree in Small Business Management was compared to a similar program at Southern New Hampshire University.

- 9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)

- 9.34 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No

### **COMMENDATIONS:**

The student council has a designation room where they help students to rent out donated textbooks for \$20.00 and return them in good shape for \$10.00. While the team was on site the student council sponsored a breakfast as a fund raiser. The funds raised are used to help defer costs of cap and gowns.

## Data Integrity Review Table

### Table 1: Placement Rates

| Program Name   | Academic Credential      | Total Graduates | Reported as Placed by School | Reported as Unavailable for Placement by School | Verified as Placed through PVP (Placement Verification Prog.) | Calls Attempted On Site | Calls Successful On Site | Verified as Placed On Site | Verified as Unavailable for Placement On Site | Percent of Placements Verified by ACICS** |
|--|--------------------------|-----------------|------------------------------|---|---|-------------------------|--------------------------|----------------------------|---|---|
| Business Administration<br>Computer Applications<br>Accounting | Occupational Associate's | 2               | 0                            | 2   | N/A   | N/A                     | N/A                      | N/A                        | 2   | N/A                                       |
| Computer Support Specialist                                    | Occupational Associate's | 1               | 0                            | 1   | N/A   | N/A                     | N/A                      | N/A                        | 1   | N/A                                       |
| Nurse Assistant/Patient Care Aide                              | Occupational Associate's | 3               | 0                            | 1   | N/A   | N/A                     | N/A                      | N/A                        | 1   | N/A                                       |
| Office Administration<br>Paralegal Assistant                   | Occupational Associate's | 3               | 1                            | 2   | 1   | N/A                     | N/A                      | N/A                        | 2   | 100%                                      |
| Secretarial Science/Legal Secretary<br>(discontinued)          | Diploma                  | 1               | 1                            | N/A   | N/A   | 1                       | 0                        | 0                          | 0   | 0%  |
| Medical Assistant  | Diploma                  | 2               | 1                            | 1   | N/A   | 1                       | 1                        | 1                          | 1   | 100%                                      |
| Small Business Management                                      | Diploma                  | 2               | 2                            | N/A   | 1   | 1                       | 0                        | 0                          | 0   | 50%                                       |
|  | Totals                   | 14              | 5                            | 7   | 2   | 3                       | 1                        | 1                          | 7   | 60%                                       |

\*Each heading refers to graduates.

\*\* $(\text{Verified as Placed Through PVP}) + (\text{Verified as Placed On Site}) \div (\text{Reported as Placed by School}) \times 100$

### Table 2: Licensure Pass Rates – Not Applicable

#### 14. Data Integrity Review

**FOR RENEWAL OF ACCREDITATION ONLY**

## QUESTIONS FOR PLACEMENT (TABLE 1)

- 14.1 Describe any discrepancies or pertinent information uncovered from the PVP report, and insert the section number in parentheses. (Refer to Table 1 for examples.)  
The campus submitted two placements to the PVP that had been made between January and June 2016. Both placements were verified by the employer and the team agreed with the verification.
- 14.2 Describe any discrepancies or pertinent information uncovered during on-site placement verification, and insert the section number in parentheses. (Refer to Table 1 for examples.)  
The team reviewed the placement information available for the 2016 CAR period, which was unofficial as it had not yet been submitted to ACICS as the on-site visit occurred prior to the November 1, 2016, CAR submission deadline. The campus provided information on three placements in addition to the two placements that had been submitted to the PVP. The team placed calls to all three additional graduates with one successful contact that confirmed placement. The team also reviewed and verified documentation for seven placement wavers, six of which were for continuing education and one was for health reasons. Documentation available included letters of acceptance from the schools at which the graduates were continuing their education and a doctor's note for the graduate who was unavailable for placement due to health reasons.
- 14.3 If there were no successful contacts by the on-site team, insert "Section 3-1-303(a)" in parentheses and explain:  
The team had one successful contact as a result of the three calls placed to graduates while the team was on site.

## QUESTIONS FOR LICENSURE (TABLE 2)

- 14.4 Was the team able to verify licensure pass rates for all programs that require licensure in order to obtain employment in the state where the institution is located?  
 Yes       No       Not Applicable (*Skip to 14.6.*)
- 14.6 Summarize the data including placement and licensure rates, where applicable.  
Based on the information provided to the team, which is unofficial until the submission of the 2016 CAR, the team was able to verify three of the five reported placements, a verification rate of 60 percent of the graduates. The information reported indicates that, if all the placements had been successfully contacted and verified, the campus would have program placement rates of 100 percent, with the exception of the nurse assistant / patient care aid program, which has a placement rate of zero (0) percent. The program had three graduates, one of which was unavailable for placement, and the other two listed as not working.

## SUMMARY

Based on the team's review, the following areas require an explanatory response:

| <b>Number</b> | <b>Section</b>                      | <b>Summary Statement</b>   |
|---------------|-------------------------------------|--|
| 1             | <b>2-1-809, 3-1-111 and 3-1-512</b> | The CEP does not contain program improvement plans for programs with retention rates that are below Council standards (pages 46 and 53).   |
| 2             | <b>3-1-111</b>                      | The CEP does not evaluate the level of student satisfaction for campus effectiveness (page 7).   |
| 3             | <b>3-1-112</b>                      | The campus does not evidence that periodic progress reports are completed to ensure and document the completion of activities listed in the CEP (page 8).                        |
| 4             | <b>3-1-202(a)</b>                   | The campus does not place emphasis on the efficiency and effectiveness of the overall administration of the campus (page 11).  |
| 5             | <b>3-1-202(b)</b>                   | The campus does not maintain documentation of the evaluation of staff members (page 10).   |
| 6             | <b>3-1-303(a)</b>                   | Adequate records are not maintained by the campus relative to administrative operations (page 12).   |
| 7             | <b>3-1-303(f)</b>                   | Student records are not adequately protected from water damage (page 13).  |
| 8             | <b>3-1-400</b>                      | The campus does not reflect the highest ethical standards in its relations with students (page 14).  |
| 9             | <b>3-1-412(a)</b>                   | The campus does not maintain documentation that demonstrates that it monitors its admissions and recruitment personnel (page 16).  |
| 10            | <b>3-1-413</b>                      | The campus does not notify students as to the transferability of credits in the articulation agreement with Salem International University (page 18).                            |
| 11            | <b>3-1-422 and Appendix D</b>       | The institution does not document compliance with its SAP policy (pages 19 and 20).  |
| 12            | <b>3-1-433</b>                      | The campus is not following its stated refund policy (pages 22 and 23).  |
| 13            | <b>3-1-512(c)</b>                   | The campus does not maintain evidence that a variety of community resources is utilized to enhance student enrichment and potential career opportunities (pages 39, 46, and 53). |
| 14            | <b>3-1-513(a)</b>                   | Students do not confirm receipt of course syllabi (pages 40, 41, 48, and 55).  |
| 15            | <b>3-1-513(a) and Glossary</b>      | The learning contracts for independent study courses are not complete (pages 39 and 47).   |
| 16            | <b>3-1-513(b)</b>                   | Course prerequisites are not being followed (pages 40, 53, and 54).  |
| 17            | <b>3-1-531(a)</b>                   | The campus does not provide appropriate instructional equipment, resources and personnel for the medical assistant and nurse assistant/patient care aide programs (pages 49).    |
| 18            | <b>3-1-532(b)(e)</b>                | All of the educational programs do not include well-defined instructional objectives and the use of appropriate assessments (pages 42, 43, 50, 56, and 57).                      |

|    |  |  |
|----|--|--|
| 19 | <b>3-1-532(c)(f)</b>                   | Some of the academic programs do not include the use of appropriate experiences and learning materials (pages 42 and 50).        |
| 20 | <b>3-1-542</b>                         | Official transcripts are not maintained for all credentials that qualify faculty members to teach their courses (page 27).       |
| 21 | <b>3-1-601</b>                         | The equipment of the educational programs is not appropriate (page 30).  |
| 22 | <b>3-1-701 and Appendix C</b>          | The campus does not provide a copy of the catalog to all students (pages 22 and 31)  |
| 23 | <b>3-1-703 and Appendix C</b>          | The campus does not document compliance with Council standards for advertising (pages 33 and 34).                                |
| 24 | <b>3-1-800(f)</b>                      | Training has not been provided to students and faculty on how to use the campus's library resources (pages 35 and 36).           |
| 25 | <b>3-2-104(c) and 3-3-302(a)(b)(c)</b> | Some faculty members are not qualified to teach their assigned courses (pages 28, 29, 50, and 57).                               |
| 26 | <b>3-3-203</b>                         | The paralegal program does not qualitatively approximate the standards at other institutions offering the same degree (page 45). |



## RECOMMENDATIONS

*Any recommendations provided in this report are not included in the report seen by the Council:*

### *Student Relations:*

The team recommends that the campus maintain a database/spreadsheet for student's accounts. This would help minimize administrative errors.

### *Publications:*

The team recommends revising the commercial in which a graduate indicates that "Not only did [WVBC] help me with my defaulted loan but..." in order to clarify the intent of the statement – that the campus provides loan counseling and planning for students, not that the campus would be able to help the student pay off the loan.

The team recommends spelling out on the official student transcript what "WP" and "WF" mean, more specifically, in regards to course withdrawals.

### *Education:*

The faculty would benefit from an elaboration of the schedule of materials covered in the weekly schedule. This would enhance tools provided to faculty and help with the accomplishment of learning objectives.

The team recommends that the campus conduct a full review of the course numbering system for the programs. The courses that must be taken after other courses should have a higher number sequencing than lower level courses

When updating course learning objectives, the team recommends using Bloom's taxonomy, which is a commonly accepted methodology to categorize and properly align levels of learning with the educational requirements of each course. Bloom's hierarchy contains six categories of cognitive skills: knowledge, comprehension, application, analysis, synthesis and evaluation. As students learn, they start with the knowledge level (examples are describe, recognize, name, relate, list, etc.) and then progress through the hierarchy. The upper level second year courses would need skills at a higher level than introductory or basic skill courses. The Bloom's taxonomy provides a list of measureable verbs that would assist in writing specific course objectives and help in the assessment of learning outcomes. Many free examples are available on the Internet.

# STUDENT SURVEY

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual.

## Survey Report

Generated: September 28, 2016

ACICS ID: 00010868

Surveys Between:

September 12, 2016 and September 13, 2016



A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?

Yes [redacted] 8  
No 6

A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)

Yes [redacted] 4  
No 1  
N/A [redacted] 9

A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?

Yes [redacted] 11  
No 3

A.04. Did your admissions representative accurately describe student services offered by the institution?

Yes [redacted] 8  
No 6

A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?

Yes [redacted] 8  
No 6

A.06. Did you receive a catalog or were you provided access to one during the enrollment process?

Yes [redacted] 6  
No 8

A.07. Did the catalog accurately portray programs, services and policies of the institution?

Yes [redacted] 8  
No 6

A.08. Was the information provided during enrollment sufficient for you to make your decision?

Yes [redacted] 12  
No 2

A.09. Did you feel pressured into making the decision to enroll?

Yes [redacted] 1  
No 13

B.01. Do you receive federal financial aid?

Yes [redacted] 13  
No 1

B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)

Yes [redacted] 11  
No 2  
N/A [redacted] 1

C.01. Are your instructors available to provide additional help, if needed?

Yes [redacted] 13  
No 1

C.02. Are the learning resources and lab equipment/supplies adequate for your program of study? Yes [redacted] 7  
No [redacted] 7

C.03. Were textbooks available when you started classes? Yes [redacted] 7  
No [redacted] 7

C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned) Yes [redacted] 4  
No [redacted] 4  
N/A [redacted] 6

D.01. Overall, I am satisfied with the quality of education I am receiving. Agree [redacted] 6  
Disagree [redacted] 7  
Neutral [redacted] 1

D.02. I would recommend this institution to others. Agree [redacted] 2  
Disagree [redacted] 8  
Neutral [redacted] 14



October 13, 2016

**Evaluation Team Report –RENEWAL OF ACCREDITATION VISIT REPORT**

ID for Campus Visited: 00010484

Main Campus ID: 00010484

Staff Contact: Ms. Katie Morrison – Phone: (202) 336-6783

**Application ID: 66343**

**VISIT RESPONSE DUE DATE: October 24, 2016**

Ms. Julie Magers  
Campus Director  
West Virginia Business College  
1052 Main Street  
Wheeling, WV 26003  
acicswhg@wvbc.edu

Dear Ms. Magers:

A copy of the report prepared by the Council's evaluation team that recently visited your institution is attached. The Council invites you to respond to this report in two ways before it takes formal action on your institution's application for accreditation. **First, please acknowledge that you have received and read the report and include any comments about the report or the visit by uploading your acknowledgment and comments in the online application and selecting the label "Acknowledgment of Visit Report."** Second, please submit your response to the findings in the report via your online application under "Citations." The Council offers the institution ten days to formally respond to the report; therefore, your response should be uploaded by the date indicated above.

We look forward to receiving your response. You will be notified in writing of the Council's decision following its next meeting.

*Visit Response*

Your response should pertain to the findings notated in the report or letter. The following information provides suggestions for developing your response. Please include information on any significant changes that have taken place at the institution since the site visit.

*Web-Based Submission of Campus Response*

ACICS has implemented a web-based submission process for all visit responses. The response to each finding must be uploaded under the application ID number associated with the visit (this is noted on the cover page of the team report). Each finding must include a narrative and supporting documentation (if applicable). If supporting documentation covers more than one finding, the campus is required to duplicate the documentation and upload it in each finding. Submission of a current catalog need only be uploaded

once and only if referenced in the response. If you have any questions, please send your inquiry to Linda Lundberg at [lundberg@acics.org](mailto:lundberg@acics.org).

*Process:*

Once the campus logs on to the ACICS membership website, go to the “In Process Applications” heading, select the application name and ID. The campus will then click either “Citation Documents” and upload each response document as described below. (Please see the attached “Preparing the Institutional Response” for step-by-step visual instructions on how to upload your response into your institution’s Member Center Account.)

**IMPORTANT: Document Labels**

The institution may name the document any appropriate file name. However, each document must be labeled with the corresponding ‘Document Type.’

Example: the document type submitted to satisfy response:

**Finding 1 Narrative** task must be labeled *Narrative 1*.

If a campus needs to submit multiple pieces of information to support one citation response, this information should be combined into one document prior to uploading. Note: The capacity size for each upload task is 100MB, if this combined document exceeds this limit, then the campus may separate the document and upload each of these documents separately with different file names, as long they are labeled with the correct “Document Type.”

*Response Tasks*

Below is the format for how the listing of “Document Type” will appear once the document is uploaded. Each visit type will have a standard amount of visit *Response* tasks. Upload your response document and label each one accordingly. Ignore tasks that exceed your response requirement.

Narrative 1  
Supporting Document 1  
Narrative 2  
Supporting Document 2  
Narrative 3  
Supporting Document 3

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

*Linda J. Lundberg*

Linda J. Lundberg  
Accreditation Content Editor  
Accreditation and Institutional Development

Attachments



## RENEWAL OF ACCREDITATION VISIT REPORT

**WEST VIRGINIA BUSINESS COLLEGE**  
**1052 Main Street**  
**Wheeling, West Virginia 26003**  
**ACICS ID Code: 00010484**

Ms. Julie Magers, Campus Director ([jmagers@wvbc.edu](mailto:jmagers@wvbc.edu))  
 (acicswhg@wvbc.edu)

**September 14-16, 2016**

|                       |  |   |                   |
|-----------------------|--|---|-------------------|
| Ms. Pamela K. Bennett | Chair  | Campus Compliance Director (Retired)      | Coppell, TX       |
| Ms. Kathryn Sellers   | Student-Relations Specialist                   | Everest University Online                 | Franklin, TN      |
| Mr. Brian Balsavage   | Educational Activities/Data Integrity Reviewer | Lincoln Technical Institute (Retired)     | Yardley, PA       |
| Dr. Gail Robin        | Computer and Business Specialist               | Baker College                             | McLean, VA        |
| Dr. Azam Rahman       | Medical Specialist                             | Berkeley College New York                 | East Elmhurst, NY |
| Ms. Karan Krna        | Paralegal Specialist                           | Attorney (Retired)                        | Lawrence, KS      |
| Dr. Amy Gray          | Surgical Technology Specialist                 | Malcom X College-City Colleges of Chicago | Chicago, IL       |
| Ms. Katie Morrison    | Staff Representative                           | ACICS                                     | Washington, DC    |

**PROGRAMS OFFERED BY  
WEST VIRGINIA BUSINESS COLLEGE  
WHEELING, WEST VIRGINIA**

| CREDENTIAL<br>EARNED         | ACICS<br>CREDENTIAL         | APPROVED<br>PROGRAM<br>TITLE  | Clock/<br>Contact<br>Hrs. | Qtr.<br>Hrs. | Enroll:<br>Full-<br>time/<br>Part-<br>time | CAR<br>Retention & Placement (%) |      |      |           |
|------------------------------|-----------------------------|---|---------------------------|--------------|--|----------------------------------|------|------|-----------|
|                              |                             |   |                           |              |  | 2015                             |      | 2014 |           |
|                              |                             |   |                           |              |  | Ret.                             | Pla. | Ret. | Pla.      |
| Specialized<br>Assoc. Degree | Occupational<br>Associate's | Business<br>Administration/<br>Computer<br>Application/<br>Accounting** | 1128                      | 96           | 3/0  | 68                               | 100  | 67   | 100       |
| Specialized<br>Assoc. Degree | Occupational<br>Associate's | Computer<br>Support<br>Specialist                                       | 1128                      | 96           | 7/0  | 82                               | 100  | 67   | N/A       |
| Specialized<br>Assoc. Degree | Occupational<br>Associate's | Surgical<br>Technology  | 1128                      | 96           | 10/0                                       | 56                               | 88   | 70   | 83        |
| Specialized<br>Assoc. Degree | Occupational<br>Associate's | Nurse<br>Assistant/Patient<br>Care Aide                                 | 1128                      | 96           | 3/0  | 71                               | N/A  | 88   | N/A       |
| Specialized<br>Assoc. Degree | Occupational<br>Associate's | Office<br>Administration/<br>Paralegal                                  | 1128                      | 96           | 12/0                                       | 69                               | N/A  | 61   | 100       |
| Specialized<br>Assoc. Degree | Occupational<br>Associate's | Small Business<br>Management*   | 1128                      | 96           | 3/0  | 83                               | 100  | N/A  | N/A       |
| Diploma                      | Diploma                     | Secretarial<br>Science/<br>Executive<br>Secretary #                     | 576                       | 48           | 0/0  | 100                              | N/A  | 100  | N/A       |
| Diploma                      | Diploma                     | Secretarial<br>Science/Legal<br>Secretary **                            | 564                       | 48           | 1/0  | 67                               | N/A  | 100  | N/A       |
| Diploma                      | Diploma                     | Computer<br>Application/<br>Accounting #                                | 564                       | 48           | 0/0  | NA                               | NA   | 100  | 100       |
| Diploma                      | Diploma                     | Medical<br>Assistant  | 705                       | 60           | 14/0                                       | 60                               | 100  | N/A  | 100       |
| Diploma                      | Diploma                     | Administrative<br>Assistant *   | 705                       | 60           | 0/0  | N/A                              | N/A  | N/A  | N/A       |
| Diploma                      | Diploma                     | Business<br>Administration/<br>Accounting **                            | 576                       | 48           | 1/0  | N/A                              | N/A  | N/A  | N/A       |
| <b>TOTAL<br/>ENROLLMENT</b>  |                             |   |                           |              | 54/0                                       |                                  |      |      |           |
| <b>CAMPUS RETENTION (%)</b>  |                             |   | <b>64</b>                 |              |  | <b>CAMPUS PLACEMENT (%)</b>      |      |      | <b>94</b> |

*Notes:* Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 year in length) and any placement rates below 70 percent.

\* Program with no enrollment.

- The Administrative Assistant program is currently enrolling students as of 8/15/16.

\*\* Program will be discontinued, and a program termination application submitted to ACICS, once the last graduate has completed his/her program.

- The Business Administration/Computer Applications/Accounting program has three remaining students in the program who are taking core classes.
- Business Administration/Accounting has one remaining student working to complete non-core courses.
- Secretarial Science/Legal Secretary has one remaining student taking a legal course who will be graduating at the end of the September quarter.

# Program has been discontinued in the past, and the campus is in the process of submitting program termination applications to ACICS for these programs.



## INTRODUCTION

West Virginia Business College (WVBC) was established in 1881 in Clarksburg, West Virginia, as Elliot Commercial College, which was focused on railroad operation as that was the primary industry at the time. In 1911 the college adopted its current name and focused preparing students for small, one-owner businesses. From 1881 to 1989 the college remained in the Clarksburg area offering courses on small business management and secretarial sciences. In 1972 the college began offering associate degrees along with diplomas, adding medical assisting, computer sciences, and paralegal programs to its offerings. In 1989 a branch campus was added in Wheeling, West Virginia, but since the demand in Wheeling was so great, the board of directors named the Wheeling campus as the main campus and the Clarksburg campus as the branch campus. The campus is currently located in a multi-level building on Main Street in Wheeling, West Virginia, offering on-ground diploma and occupational associate's degrees. The institution has no learning sites. WVBC is a member of the ACICS Century Club as it has maintained its accreditation since 1912.

On the day of the visit there were 54 enrolled students, and the 2015-2016 Campus Effectiveness Plan (CEP) indicates a student population from the Wheeling area that is 78 percent female, with most students caring for children at home and working while attending school. Over 95 percent of the student body received need-based federal financial aid during the fall term of 2014.

The team found the faculty, staff, and students to be friendly and engaged. Ms. Julie Magers is the campus director, and she has been in the position since January 2016. She leads the campus and is also responsible for the oversight of the education department with the various department heads reporting directly to her. The campus was neat and well organized, the computer equipment had recently been upgraded, and wireless internet is available throughout the campus. However, due to the large number of findings and the seriousness of many of them, the team found that campus does not reflect the highest ethical standards in its relations with students. While some students indicated that the campus staff has worked well with them, others voiced the opinion upon interview, or through the call for comment or student survey, that there is an adversarial relationship between the administration and them and they are not heard or respected. The SAP policy is not being followed as stated in the college catalog, the catalog does not include a definition of the unit of credit for externship, advertising does not meet Council standards, articulation agreement(s) are not disclosed in the catalog, some recruitment documents are not proper, the educational programs do not use appropriate assessment measurements, and there is not a clear process in place to evaluate student satisfaction. The team was also concerned that some 2016 placements may not be verified.

Call for Comment: Prior to the visit, a call for comment was conducted and issues and concerns were raised that were echoed by the feedback heard while the team was on site and as reported in the team's findings. The results of the call for comment are summarized below:

Student finances: Students indicated that they have had issues with obtaining financial aid or getting help from the campus to apply for it. Both students and faculty stated that the campus is taking out loans without the students' approval, and the students are being told many different things about their aid to the point that they are convinced the school is "stealing their/my money."

Equipment/facilities/faculty: Students and faculty cited concerns with the size of the desks at the campus; the desks are the type that have the chair connected to the desk, often seen at high schools, and that some students are unable to fit. Students and faculty also indicated frustration with the turnover of faculty at the campus.

Relations with faculty and student relations: Both faculty and students indicated that the campus has used some intimidation tactics with them. Students cited concerns of being pressured to enroll, to not put forth any complaints or concerns after having been talked down to when they did the first time, and when they did provide feedback to the school, having it listened to but ultimately ignored. The faculty also indicated that students are told not to talk to the front staff if they have issues, even to the point of threatening students with a lawsuit or immediate termination. Faculty also stated in the call for comments that they have been told by the campus director that if they complained to the state labor board or spoke openly with ACICS during the visit, that they would not have a job to return to, and the school would be fined, meaning the campus would not have the money for "tables and chairs." Further, the faculty indicated that they are promised compensation for attending meetings, which has no follow-through, and that instructor paychecks are often incorrect and short, and when requested to be fixed, it takes months to resolve. Finally, some courses were changed around in anticipation of the ACICS visit, and some students corroborated this, indicating that courses are changed around and the availability of courses becomes more limited for students who cannot take courses in both the day and evening session. Students summarized that there have been hiccups/a break in communication between students and the campus administration, and they were asked to paint a glowing picture of the campus but could not.

The above concerns raised by the call for comment are in line with the team's finding of ethical relations with students, and faculty as well.

## REPORT QUESTIONS

### I. MISSION

- I.01 What is the mission statement of the institution?  
**The college's mission is to enroll students, train students, and assist students in locating employment.**
- I.02 Does the campus have an appropriate mission statement with a set of supporting objectives?  
 Yes     No
- I.03 Are the objectives devoted substantially to career-related education?  
 Yes     No
- I.04 Are the objectives reasonable for the following:  
 (a) The programs of instruction?  
 Yes     No  
 (b) The modes of delivery?  
 Yes     No  
 (c) The facilities of the campus?  
 Yes     No
- I.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available to the public?  
 Yes     No
- I.06 [REDACTED]

### CAMPUS EFFECTIVENESS

- I.07 Does the campus have a current Campus Effectiveness Plan (CEP)?  
 Yes     No
- I.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?  
 Yes     No     Not Applicable (This is a main campus.)
- I.09 Does the CEP describe the following:  
 (a) The characteristics of the programs offered?  
 Yes     No  
 (b) The characteristics of the student population?  
 Yes     No  
 (c) The types of data that will be used for assessment?

Yes     No

(d) Specific goals to improve the educational processes?

Yes     No

(e) Expected outcomes of the plans?

Yes     No

1.10 Are the following six required elements evaluated in the CEP:

(a) Student retention rates?

Yes     No

(b) Placement rates?

Yes     No

(c) Level of student satisfaction?

Yes     No

(c) Level of graduate satisfaction?

Yes     No

Level of employer satisfaction?

Yes     No

Student learning outcomes?

Yes     No

If *No* for any item, insert the section number in parentheses and explain:

**(Section 3-1-111):** The campus does not evaluate a level of student satisfaction within the CEP. Upon interview, the campus director indicated that students are surveyed at the end of their program of study; however, this data is not included in the 2015 or 2016 CEP documents that the team reviewed. When the team asked for evidence of the student surveys, approximately 50 raw surveys were provided. The majority of the surveys were dated prior to June of 2015, some were undated, and one survey was dated June 18, 2016. There is no evidence that the results of the student surveys presented to the team have been analyzed or that the campus has a systematic process in place to survey students as to their level of satisfaction.

1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed.

The campus uses a pre- and post-test system to evaluate student learning outcomes. Tests are administered during the first week of class and at the end of each term. The results of these tests are submitted to the campus director for analysis, and then the analysis is discussed with the program leads. As a result of this analysis, the campus is committed to meeting employer needs by matching the educational experience to local community needs.

1.12 Are the following identified and described in the CEP:

(a) The baseline data for each outcome?

Yes     No

(b) The data used by the campus to assess each outcome?

Yes     No

(c) How the data was collected?

Yes     No

(d) An analysis and summary of the data collected?

Yes  No

(e) An explanation of how the data will be used to improve the educational processes?

Yes  No

If *Yes* for (d) and (e), describe the types of data collected and how the campus is using the data to improve the educational processes.

Statistics regarding campus retention, placement, graduate and employer satisfaction, and student learning outcomes are collected and analyzed by the campus. If negative trends are noted, new processes are put into place to ensure that students are successful. Regarding retention, increased student counseling to help students visualize their goals and overcome life hurdles is in place, and the staff will attempt to better match students during the admissions process to programs of study through deeper conversations with prospective students. Also, there is additional monitoring of the reasons why students are dropping from school.

Regarding placement, the career services staff person is out in the community speaking with employers to better understand their priorities when hiring new employees. In addition, better communication between department heads, faculty, and admissions personnel is emphasized so everyone understands the needs of the local community and how that affects their students. Career services personnel are also submitting resumes of graduates to employers during their weekly contacts with them.

1.13 What are the published annual student achievement (retention, placement, licensure if applicable) goals, and how does the campus demonstrate its ability to maintain or improve the outcomes?

The campus has set a retention goal of 75 percent and a placement goal of 70 percent. There are no licensure requirements for the programs offered at the campus. Retention and placement are closely monitored by the administration, and meeting minutes reflect ongoing discussions with staff and faculty to share how activities are being supported to ensure the successful matriculation and job placement of students.

1.14 Describe the specific activities that will be undertaken to meet goals established for all elements. Activities to meet retention goals include closely monitoring student attendance and reaching out to any students absent from their classes, and involving students in school and community events to foster a sense of belonging at the campus.

Activities to meet placement goals include better identifying local employer priorities, enhancing the information technology (IT) classes to shore up the confidence of those program graduates, and encouraging participation in community events to better network with the community.

1.15 What documentation does the campus maintain, and that the team reviewed, to evidence the following:

(a) That the CEP has been implemented?

The campus collects data regarding retention, placement, student learning outcomes, and graduate and employer satisfaction. New goals are established annually.

(b) That specific activities listed in the plan have been completed?

The 2016 CEP reported on 2015 activities that had been completed and, as a result, new plans were developed for the following year.

(c) That periodic progress reports have been completed?

Meeting minutes reflect quarterly meetings of the CEP Continuous Improvement Committee (CIC) committee where campus metrics are discussed. This information is then shared with faculty and staff during scheduled meetings.

1.16 Who is responsible for implementing and monitoring the CEP? If a committee is utilized, describe the committee.

A CEP committee is used to implement and monitor the CEP. The committee is the Continuous Improvement Committee, whose members are the campus director, the admissions representative, the financial aid manager, the career services representative, and the faculty department heads.

Describe the process of implementation and monitoring utilized by the campus.

The campus reviews retention and placement information periodically to ensure they are on track for the reporting period. Graduates and employers are surveyed regarding satisfaction. Meeting minutes reflect discussion among all interested parties.

1.17 Describe the documentation that evidences that the CEP is evaluated at least annually.

The team was presented with a CEP for 2015 along with other campus documents prior to the visit, and then an updated CEP for 2016 was presented to the team while on site. The team also reviewed meeting minutes where metrics were discussed and plans were made for activities to maintain or improve those campus metrics.

**2. ORGANIZATION**

2.01 Is the following information regarding the campus appropriately stated in the catalog:

(a) Governance, control, and corporate organization?

Yes     No

(b) Names of the trustees, directors, and/or officers?

Yes     No

(c) Names of the administrators?

Yes     No

2.02 Describe how the campus trains its employees, provides them with constant and proper supervision, and evaluates their work.

[REDACTED]

2.03 Identify the campus administrators and list their positions and duties.

Campus director: [REDACTED] is responsible for the running of the campus, and the department heads report to her as the chief academic staff person. She also has oversight of student admissions.

Admission representative: [REDACTED] is responsible for enrolling students into the programs of study.

Financial Aid: [REDACTED] is responsible for processing financial aid for students.

Administrative Assistant: [redacted] is responsible for daytime administrative support.  
 Evening Receptionist: [redacted] is responsible for interacting with students, faculty, and staff during the evening hours the campus is open.  
 Career Services Representative: [redacted] is responsible for securing employment for students upon graduation and assisting them with part-time employment while in school, if requested. She is also the library coordinator.

Do the individual(s) have sufficient time to satisfactorily perform all duties?

Yes       No

2.04 Describe how the campus documents that faculty and staff members:

(a) Clearly understand their duties and responsibilities.

The campus provided job descriptions for faculty and staff that outlined duties and responsibilities, and the campus director indicated that she verbally reinforces these requirements to all employees on a continuous basis.

(b) Know the person to whom they report.

The job descriptions used by the campus indicate the employee's supervisor.

(c) Understand the standards by which the success of their work is measured.

Job descriptions and verbal confirmation provide employees with a list of expectations and those are used to evaluate employee performance. These standards are substantiated by the annual faculty and staff evaluations.

2.05 Describe the documentation the administration maintains to evidence evaluation of the faculty and staff.

The team found evidence in the faculty and staff files of the evaluation of the faculty and staff. Many staff members are new, having been hired in the past few months, so a formal evaluation was not yet warranted.

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes       No

2.07 How is the employee grievance policy communicated to faculty and staff, and where is it documented?

The employee grievance policy is communicated to the faculty via the campus catalog. There was evidence in employee files that the employees acknowledged that they received and understood the policies in the catalog.

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes       No       Not Applicable (initial applicants only)

2.09 [redacted] [redacted]  
 [redacted] (b)(6)  
 (b)(6) [redacted] (b)(6) [redacted] (b)(6)  
 (b)(6) [redacted] (b)(6)  
 (b)(6) [redacted] (b)(6)

- 2.10 Describe the organization of the campus and what evidence there is that the administration of the campus is effective and efficient.

The campus is led by a campus director who supervises the department heads and is supported by the admissions representative, the career services coordinator, and those department heads to whom the faculty directly report. Support for the director and faculty and staff is provided by day and evening administrative assistants, and the corporate staff office at the campus. There was an adequate number of administrative staff to support the faculty and student body. During the on-site visit, the campus was running smoothly.

### 3. ADMINISTRATION

- 3.01 Who is the on-site administrator, and what are this person's qualifications?

██████████ is designated as the on-site administrator for the campus. As previously mentioned, Ms. Magers ██████████  
 ██████████  
 ██████████ Prior to her employment at West Virginia Business College, Ms. Magers was an ██████████ and continues to own and operate ██████████

- 3.02 Does the campus list degrees of staff members in the catalog?

Yes  No

If Yes, is appropriate evidence of the degrees on file?

Yes  No

- 3.03 Is there evidence that the campus keeps adequate records to support the following administrative operations:

(a) Financial aid activities?

Yes  No  Not Applicable (The campus does not participate in financial aid.)

(b) Admissions?

Yes  No

(c) Curriculum?

Yes  No

(d) Accreditation and licensure?

Yes  No

(e) Guidance?

Yes  No

(f) Instructional resources?

Yes  No

(g) Supplies and equipment?

Yes  No

(h) The school plant?

Yes  No

(i) Faculty and staff?

Yes  No



(j) Student activities?

Yes  No

(k) Student personnel?

Yes  No

If *No* for any item, insert the section number in parentheses and explain:

**(Section 3-1-303(a)):** Adequate records are not maintained by the campus relative to administrative operations. The official transcript for faculty member Mr. Andrew Goletz's (b)(6) (b)(6) which is listed in the catalog, is not on file at the campus.

3.04 Does the campus admit ability-to-benefit students?

Yes  No (*If No, skip to 3.09.*)

3.09 Do student files contain evidence of graduation from high school or the equivalent?

Yes  No

3.10 Are appropriate transcripts maintained for all students?

Yes  No

3.11 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes  No

3.12 Are student records protected from theft, fire, water damage, or other possible loss?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-303(f)):** The campus does not adequately protect student records from water damage. Although the records are stored in a fire proof cabinet in the administrative area of the campus, no provision has been made to ensure protection from water damage. At this time, all records are maintained in paper format and not scanned at any time.

3.13 Does the campus maintain transcripts for all students indefinitely?

Yes  No

3.14 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes  No

3.15 Describe the training the campus administration provides to staff to carry out administrative functions. Upon hire, staff receive training from the campus director regarding their duties and responsibilities. This includes admissions, administrative, and career services training as appropriate to the position held. Faculty receive training from the campus director and the program leads, and they are mentored by seasoned faculty. In addition, faculty are directed to a faculty procedures manual for additional information on duties and responsibilities.

3.16 Describe how effective recordkeeping is at the campus.

The team found appropriate admissions and career services documentation for students as well as appropriate guidance and attendance records and progress reports. Faculty files did not contain official transcripts for one faculty; however, there was evidence of faculty in-service and professional development activities for the faculty.

#### 4. RELATIONS WITH STUDENTS

##### FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

The team reviewed a total of 27 student files, and student account ledger cards were reviewed for each of the 27 files. Of these files, 20 were pulled from the 2014-2015 Campus Accountability Report (CAR), and included nine withdrawals, six graduates, and five still-enrolled students. Some of these students were also re-entries during the 2015 CAR period. The other seven files included five students on satisfactory academic progress and two students who had been awarded transfer credit; all students were from the current population.

4.02 How does the campus ensure that its student relations reflect high ethical standards?

The campus takes some steps to address student relations practices so as to reflect ethical standards in the admissions process by having students initialize their understanding of the policies, including the first statement, "I understand that, should my financial aid package qualify me, attendance and good academic standing are mandatory in order to receive expense monthly checks." Other items address students' understanding that jobs are not guaranteed or promised, that the catalog is available online, and the various safety policies of the campus. The enrollment agreement, which is signed and per the signature on the form provided to the student, indicates all tuition, fees, and program information.

If student relations do not reflect high ethical standards, insert the section number in parentheses and explain:

**(Section 3-1-400):** The team, through review of files, and interviews with faculty, staff, and students, found the campus does not ensure its student relations reflect high ethical standards, specifically in terms of recruitment notes, grading policies, and SAP practices.

##### Recruitment Notes

The team's review of admissions training notes found the following recorded:

1. "If leaving financial aid or not come back after FA, rep is selling money. If selling money – do it the right way our way. Expense check for college expenses don't come to school, no check.
2. "Tell teachers – if you bring lead, I will teach your class today."
  - (a) "they come in dumb, we send them out smart."
3. "To teachers – Don't like certain student ok, bring me two enrollments and I will kick that student out."
4. "Bribe guidance counselor"

The team concluded the attitude reflected in these notes does not support ethical practices in student relations. Item 1 indicates they are okay if admissions representatives do "sell" money, but only if they do

it the right way by assuring students are told they don't get their stipend checks if they don't attend classes. The team concluded there is no good response to "If you sell money . . ." That is not the purpose of a college education and does not reflect the sentiments of the Council. Item 2(a) indicates no respect for students. Item 3 indicates an attitude of no concern for the student, only for the number of enrollments.

The campus director addressed item 1 stating that the intention behind the "if selling money – do it the right way . . . our way" was part of a list of things not to do. She further stated that the statement, "don't come to school, no check" was meant to remind the admissions representatives that the campus cannot hold a student's funds. The campus director said this was not to indicate that if students don't come to school they won't get their funds. The campus did not address the other statements outlined above.

### Grading Policies

In a review of the syllabi for all programs, the team found that 50 percent of the students' grades are based on the course's final exam. Additionally, students who have an A in their classes are exempt from taking the final. Thus, some students are being graded on only 50 percent of the course, which would not be an adequate assessment of the content of the course. Although only 50 percent of a course measurement is completed, it accounts for 100 percent of the grade, making it impossible to adequately measure learning outcomes and ensure the students' success in their forthcoming courses and eventual career after graduation.

### Satisfactory Academic Progress

In the review of Satisfactory Academic Progress (SAP) notes, students receive termination letters before they have failed to meet SAP. (Please see 4.26 for additional information).

4.03 Describe the admissions criteria.

The admissions criteria are stated on page 8 of the academic catalog. These requirements include:

- A high school diploma or its equivalent.
- An interview with an admissions representative.
- Successful completion of the college entrance exam, which includes specific scores based on program of study to be entered.
- Acceptance by the campus director.

Is the admissions process appropriate?

Yes       No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes       No

4.05 What evidence is there to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

The team's review of student files found signed enrollment agreements outlining that all students enrolled in the same program at the same time were charged the same tuition and fees. In each student file reviewed, documentation was available of all admissions criteria, including a high school diploma or equivalent, passing scores on the entrance exam, interviews by the admissions representative, and final approval by the director.

- 4.06 Does the admissions policy conform to the campus's mission?  
 Yes     No
- 4.07 Is the admissions policy publicly stated?  
 Yes     No
- 4.08 Is the admissions policy administered as written?  
 Yes     No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:
- (a) Clearly outlines the financial obligations of both the institution and the student?  
 Yes     No
- (b) Outlines all program-related tuition and fees?  
 Yes     No
- (c) Has a signature of the student and the appropriate school representative?  
 Yes     No

How does the campus evidence that a copy of the agreement has been provided to the student?

The enrollment agreement has a check box under the student's signature indicating, "Signature indicates copy of contract supplied to applicant." In the team review of files, this box was checked and each agreement included a signature.

- 4.10 Who is responsible for the oversight of student recruitment at the campus, and what are this person's qualifications?  
 Ms. Magers, (b)(6) and "individual solicitor" by the West Virginia Council for Community and Technical Education, is responsible for the oversight of student recruitment at the campus. As noted previously, Ms. Magers holds a JD and a bachelor's degree in (b)(6) Prior to her employment at West Virginia Business College, Ms. Magers (b)(6) and continues to own and operate (b)(6)

Currently Ms. Magers is the only licensed admissions representative for the Wheeling campus, known as an "individual solicitor" by the state of West Virginia.

- 4.11 Describe the recruiting process for new students.  
 The campus recruits through radio and television advertisements and job fairs. The admissions representative works with a local work force organization, helping their clients with resume writing. Community agencies such as the Department of Health and Human Services often request that the admissions representative conduct life skills classes for their client. During these visits he represents the campus and may provide information on the various programs.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?

Yes     No

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following:

(a) Courses and programs?

Yes  No

(b) Services?

Yes  No

(c) Tuition?

Yes  No

(d) Terms?

Yes  No

(e) Operating policies?

Yes  No

If *Yes*, describe how communication to students of the above items is documented:

During the admissions interview, students sign a "Student Statement Of Understanding." This document includes 21 statements that students initial indicating they understand the various policies. Many of these items are related to financial aid; however, other items addressed include attendance, homework, satisfactory academic progress, security and crime, and the alcohol and substance abuse policies. The enrollment agreement covers program information including tuition, number of hours, and anticipated date of graduation.

4.13 How does the campus supervise its recruiters to ensure that their activities are in compliance with all applicable standards?

The admissions representative was recently hired by the campus in September 2016. During his time at the campus, he has sat in on trainings with the owner and the campus director. He has several appointments on his calendar for new student interviews next week.

4.14 Describe how the institution maintains documentation that demonstrates that it systematically monitors its recruitment activities (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).

The campus has an "evaluation checklist" in which an overview of the steps to take in the admissions process is given to the admissions representative. In the supervisor notes of meetings held after observations of a previous admissions representative, the team saw examples of notes such as "be brutally honest."

4.15 Has the campus developed and demonstrated implementation of a recruitment training plan that allows for sufficient monitoring and oversight?

Yes  No

4.16 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

Yes  No

4.17 Does the state in which the campus operates require representatives to be licensed or registered?

Yes  No

If *Yes*, is evidence of licensure or registration on file?

Yes       No

Currently, the campus director is the only licensed representative. The new admissions representative is on standard probation for 90 days and will be applying for his license in December 2016.

4.18 Are the titles of recruitment and enrollment personnel appropriate?

Yes       No

4.19 Who makes the final decisions regarding financial aid eligibility, packaging, awarding, and disbursement, and what is their experience?

Ms. Lori Nabb, financial aid resource administrator, is responsible for making decisions regarding financial aid eligibility, packaging, awarding, and disbursement. Ms. Nabb (b)(6) in (b)(6). She has several years of experience in businesses and has been in her current position since (b)(6).

Is this person someone other than recruitment and enrollment personnel?

Yes       No       Not Applicable (The campus does not participate in financial aid.)

4.20 Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application:

The campus publishes their transfer credit policy in the current academic catalog on pages 12-13. This policy includes the following requirements:

- Only courses with an A will be accepted.
- Only courses applicable to the student's program of study will be accepted.
- No more than one half of the required program courses and hours may be transferred in.

The method used for academic transfer of credit utilizes a copy of the student's transcript from the transferring institution and a copy of course descriptions for the students' previous coursework. The course description is compared with WVBC's course description and, if it is comparable, credit is given and the documentation placed in the student file. The team reviewed the files of two students who had requested and received transfer credit and found them to be in accordance with the campus's policies for transfer of credit.

4.21 Does the campus publicize its transfer of credit policies, including policies related to accepting transfer credit from another campus?

Yes       No

4.22 Has the campus established articulation agreements with other institutions?

Yes       No

If *Yes*, describe the location of the published list, the names of the institutions, and the nature of the agreement:

The campus currently holds an articulation agreement with Salem International University (SIU). In order to qualify for transferability, a student must earn at least a 2.5 CGPA and have completed a minimum of 15 semester credit hours as converted. A copy of the articulation agreement was provided to the team; however, it was not published in the catalog or in other documents provided to the team.

If the campus does not provide notification to students as to these articulation agreements and the transferability of the credits in the programs that are offered, insert the section number in parentheses and explain:

**(Section 3-1-413):** The campus does not provide notification, as required, to students as to the articulation agreement with SIU and the transferability of the credits in the programs offered, as a result of the agreement. Neither the catalog, the website, nor any other documentation makes mention of the agreement between WVBC and SIU, except in regards to the Nutter Fort campus. The website also states that the Wheeling campus "holds an active articulation agreement with Mountain State University for online and ground classes." No documentation was presented to the team to evidence such agreement. In addition, the catalog indicates that "West Virginia Business College makes no claim or promise that WVBC credits will be accepted by a school, college, university, or institution," which gives no indication of the campus's articulation agreement with SIU or possible agreement with Mountain State University.

## FOR ALL PROGRAMS

- 4.24 Is the standards of satisfactory academic progress (SAP) policy, in its entirety, published in the catalog?  
 Yes       No

If Yes, state the page number(s) where the standards of SAP policy is published.

The standards of satisfactory academic progress (SAP) policy is published on pages 16-21 of the current academic catalog.

- 4.25 Does the standards of SAP policy published in the catalog contain the following:
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length?  
 Yes       No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame?  
 Yes       No
- (c) Procedures for re-establishing satisfactory academic progress?  
 Yes       No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals?  
 Yes       No
- Incomplete grades?  
 Yes       No
- Repeated courses?  
 Yes       No
- Non-punitive grades?  
 Yes       No       Not Applicable (not offered)
- Non-credit or remedial courses?  
 Yes       No       Not Applicable (not offered)
- A warning status?

Yes  No  Not Applicable (not used)

A probationary period?

Yes  No

An appeal process?

Yes  No

An extended-enrollment status?

Yes  No  Not Applicable (not offered)

The effect when a student changes programs?

Yes  No  Not Applicable (The campus only offers one program of study.)

The effect when a student seeks to earn an additional credential?

Yes  No  Not Applicable (The campus only offers one program.)

The implications of transfer credit?

Yes  No

4.26 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.

School administrators communicate with faculty to identify students who are in the beginning stages of academic progress problems. The campus monitors students throughout their time in classes and sends letters to students in the middle of a term stating they are “in jeopardy of compromising your current academic and/or financial aid standing.” The team review of students identified as currently on SAP found the campus to be diligent in contacting students. However, these students who are experiencing difficulty in their classes have not yet reached the measuring points of SAP.

If there is no evidence to support the consistent application of SAP standards, insert the section number in parentheses, list student names, and explain:

**(Section 3-1-422 and Appendix D):** The campus does not document compliance with its SAP policy, as is outlined in its catalog. Per the catalog, the required cumulative grade point average (CGPA) at the first measuring point, which is defined in the catalog on page 17 as the end of the first academic year and further defined by the catalog on page 16 as 32 credit hours, is 1.00.

Student [REDACTED] received a termination letter on June 30, 2016. His CGPA after the first term was 0.00 (term April 2016). It was not clear why the student received a termination letter after his first term, which was not at the end of an academic year nor after 32 credit hours attempted.

Student [REDACTED] received a termination letter on June 30, 2016, after the completion of her sixth term, April 2016. Her CGPA after this term was 1.87. At this point, she had attempted 64 credit hours and earned 44 credits. Per the campus' SAP policy, the student was meeting both qualitative

Student [REDACTED] received a termination letter on June 30, 2016, after the completion of her sixth term, April 2016. Her CGPA after this term was 1.87. At this point, she had attempted 64 credit hours and earned 44 credits. Per the campus' SAP policy, the student was meeting both qualitative





you may qualify to be re-instated as a student at WVBC in the future. If you wish to re-enroll or have any questions, please contact me at your earliest convenience.”

The campus does attempt to follow their SAP policy, as outlined below, by documenting an “appeal” by the student. Notes in the students’ files found evidence to support students are submitting an appeal (either verbally or in writing) after receiving the termination letter. Per the catalog:

- Written appeal needs to be submitted to the campus director within 5 calendar days after notification.
- Enrollment for one or more quarters at their own expense OR
- Successfully appeal a failure to maintain SAP
- Student must remain out of school for 180 days

It must be noted that these students did not need to complete an appeal as they had not yet failed to reach SAP. This overview of what was noted during the team’s review is evidence of how the campus does not understand their SAP policy or the implementation of it. These three students did not need to complete a written appeal (per the SAP policy, they were not required to do so; but per the “termination” letter they were), but verbally appealed their academic terminations, as indicated by campus documentation. It should be noted all students currently on SAP received termination letters and all had their appeal approved and the student continued with his/her education the following term.

- 4.27 Are students who are not making satisfactory academic progress properly notified?  
 Yes       No       Not Applicable (No students are in violation of SAP)

If *No*, insert the section number in parentheses, list student names, and explain:

The team review of student files found evidence of letters being mailed to students explaining their academic progress.

- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?  
 Yes       No

- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution’s requirements for graduation?  
 Yes       No       Not Applicable (All programs are less than two years.)

- 4.30 Is there evidence that students who are not making satisfactory academic progress at the end of the second year are dismissed or allowed to continue without being eligible for Federal financial aid?  
 Yes       No       Not Applicable (All programs are less than two years.)

- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student’s enrollment?  
 Yes       No

- 4.32 Are students allowed to remain on financial aid while under warning or probation status?  
 Yes       No       Not Applicable (The campus does not participate in financial aid.)

If *Yes*, is the student informed of this policy?

Yes       No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, have eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?

Yes       No       Not Applicable (There are no such students.)

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

Yes       No       Not Applicable (The campus does not have extended enrollment and/or does not participate in financial aid. *Skip to 4.37.*)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes       No       Not Applicable (The campus does not have extended enrollment.)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

Yes       No       Not Applicable (There is no such student and/or the campus does not have such a policy.)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

Yes       No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Ms. Magers is responsible for the administration of SAP at the campus. As mentioned previously, Ms. Magers holds a JD and a bachelor's degree in (b)(6) and has experience as an (b)(6)

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the individual assigned is providing sufficient oversight of this process?

Yes       No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-422 and Appendix D):** As mentioned previously, the overactive interpretation of its SAP policy and the incorrect use of termination of students for not "meeting" SAP indicates that the campus does not sufficiently understand their SAP policy or how to document compliance with the SAP policy in monitoring the students' academic progress.

4.39 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

(b)(6) meets with students who are experiencing difficulty in progressing satisfactorily in their programs. Documentation was included in the student files supporting that advisement was being provided. As outlined earlier, these meetings are being conducted before the scheduled SAP policy

guidelines require. Documentation supports students are receiving notification during mid-term letting them know they are not progressing satisfactorily. In this regard, the campus takes a proactive approach to identifying students who are struggling during the term before grades are assessed or before SAP calculations can be done.

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?

Yes       No

4.40 Does the campus finance any of the following: (Mark all that apply.)

(a)  Scholarships?

(b)  Grants?

(c)  Loans?

(d)  The campus does not offer scholarships, grants, and/or loans.

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes       No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship, and grant programs in its catalog?

Yes       No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes       No

4.43 Are tuition and fees clearly stated in the catalog?

Yes       No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes       No       Not Applicable

4.44 Do the financial records of students clearly show the following:

(a) Charges?

Yes       No

(b) Dates for the posting of tuition?

Yes       No

(c) Fees?

Yes       No

(d) Other charges?

Yes       No

(e) Payments?

Yes       No

(f) Dates of payment?

Yes       No

(g) The balance after each transaction?

Yes     No

4.45 Is the effective date listed on announcements of changes in tuition and fees?  
 Yes     No     Not Applicable (The campus has not changed tuition or fees since the last catalog publication.)

4.46 Is the campus's refund policy published in the catalog?  
 Yes     No

4.47 Is the refund policy fair, equitable, and applicable to all students?  
 Yes     No

4.48 Describe the documentation to evidence that the campus is following its stated refund policy.  
**The team's review of student files found refunds being returned within, and in many cases, well before, the due date.**

4.49 Does the campus participate in Title IV financial aid?  
 Yes     No (Skip to 4.54.)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?  
**Ms. Lori Nabb, financial aid resource administrator, is responsible onsite for administering financial aid. Ms. Nabb has an associate's degree in (b)(6) She has several years of experience in businesses and has been in her current position since (b)(6)**

4.51 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?  
 Yes     No

If *Yes*, list the names of the financial aid administrators and their affiliations:

**(b)(6) is a member of the West Virginia Association of Federal Financial Aid Administrators (WVASFAA).**

4.52 Describe the educational activities, including membership **and** participation in state, regional, or national financial aid associations and other professional organizations that evidence the financial aid administrator and financial aid office stay up to date on procedures and changes in the field.

**(b)(6) is a member of WVASFAA. She completes webinars sponsored by FAME, and other trainings and conferences through the Department of Education. She also completed training by the National Association of Financial Aid Administrators in May 2016.**

4.53 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?  
 Yes     No     Not Applicable (clock hour programs only)

If *No*, insert the section number in parentheses and explain:

**(Section 2-2-501(a) and 3-1-516(a)(i)):** The campus does not include the designation of externship hours in its published definition of a credit in the catalog. The definition only indicates that a credit is awarded for 10 hours of lecture and 20 hours of lab. There is no reference to externship hours, a conversion of 30 hours to 1 credit, as is required in the surgical technology program.

4.54 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes       No *(Skip to 4.55.)*

4.55 The beginning enrollment on the most current Campus Accountability Report (CAR) is 54.  
 The ending enrollment reported on the previous year's CAR is 54.

4.56 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?  
 Yes       No       Not Applicable

4.57 Describe the process by which students who receive financial aid are counseled concerning their student loan repayment obligations.  
 During the initial financial aid interview, students are informed of their obligations and responsibilities in regards to taking out student loans. All pertinent repayment information is also given out and reviewed at that time, and a loan entrance interview is completed. Students complete the mandatory Pell Grant application through the FAFSA.ed.gov website if not previously completed.

During registration, students are reminded to make an appointment with the financial aid administrator for any questions that arise throughout their educational career. At that time, they are also reminded of repayments, student loan obligations in general, required exit interviews, and how attendance and grade point averages affect financial aid.

During the exit interview, more literature is provided to students regarding loans and repayment obligations. They are also made aware that they may contact the financial aid administrator even after leaving WVBC for advice or with questions regarding their student loans.

## 5. EDUCATIONAL ACTIVITIES

### FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?  
 Yes       No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Ms. Magers is assigned to oversee the educational activities of all programs. She holds a (b)(6) and a (b)(6). Prior to her employment at West Virginia Business College, Ms. Magers (b)(6) and continues to own and operate

(b)(6)

Ms. Magers is also assisted by the department heads of each program, with whom she meets once a week.

- 5.03 Does this person have appropriate academic or experiential qualifications?  
 Yes  No
- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.  
Department heads participate in quarterly meetings plus attending faculty meetings once a week to share ideas for program improvement. Department heads have established goals for the progress of their programs and have their own budget every quarter to help improve their program.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?  
 Yes  No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?  
 Yes  No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas:  
(a) Development of the educational program?  
 Yes  No  
(b) Selection of course materials, instructional equipment, and other educational resources?  
 Yes  No  
(c) Systematic evaluation and revision of the curriculum?  
 Yes  No  
(d) Assessment of student learning outcomes?  
 Yes  No  
(e) Planning for institutional effectiveness?  
 Yes  No
- 5.08 Is there evidence that this policy has been adopted and that faculty members are aware of it?  
 Yes  No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?  
 Yes  No (*Skip to 5.10 for renewal of accreditation. Skip to 5.12 for initial grants.*)

**FOR RENEWAL OF ACCREDITATION ONLY**

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?  
 Yes  No (*Skip to 5.12.*)

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- 5.12 Are the educational programs consistent with the campus's mission and the needs of its students?  
 Yes  No

- 5.13 How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs? Students and graduates are asked for input on how to improve the programs. They gather their ideas from either the new job experience or what they hear from other schools via advertisements or students. Faculty and the institutional advisory board are encouraged to improve programs through their experience, knowledge, and updates from their places of employment or information provided to them from the organizations in which they are members.
- 5.14 What provisions are made for individual differences among students in the learning environment? Instructors spend time interviewing the students to get information on their style of learning. Lectures and discussion groups are used for the exchange of ideas and to facilitate learning. Student mentors (faculty) offer tutoring and also spend more time in the classroom guiding the individual student.
- 5.15 Describe the system in place to evaluate, revise, and make changes to the curriculum. The instructors and students are able to submit a form "IIS" to request curriculum changes, revisions, or evaluation. This form is given to the director, who in turn shares it with corporate staff. The institution discusses the matter and it is either approved or denied. If the proposed changes are approved, they go into effect as soon as possible.
- 5.16 Does the faculty participate in this process?  
 Yes       No
- 5.17 What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class? The team reviewed the academic credit analysis (ACA) document along with course syllabi and the campus catalog to find that credit is appropriately converted.
- 5.18 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?  
 Yes       No (*If No, skip to 5.19.*)
- 5.19 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?  
 Yes       No
- 5.20 Are the following appropriate to adequately support the number and nature of the general education courses?
- (a) Facilities.  
 Yes       No
- (b) Instructional equipment.  
 Yes       No
- (c) Resources.  
 Yes       No
- (d) Personnel.  
 Yes       No



- 5.21 Describe how the campus provides an environment for its faculty that is conducive to effective classroom instruction.

The campus provides an environment for its faculty that is conducive to effective classroom instruction through supportive administrative staff. The campus also provides weekly faculty meetings as an opportunity to gather ideas and discuss problems or concerns.

- 5.22 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes  No

- 5.23 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes  No

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

**Section (3-1-542):** The official transcript is not on file for the (b)(6)

(b)(6) that is listed in the catalog for

- 5.24 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes  No  Not Applicable (No faculty members hold foreign credentials.)

- 5.25 Is there documented evidence of a systematic program of in-service training at the campus?

Yes  No

If *Yes*, how is this documented?

In-service trainings are provided as part of faculty meetings. Documentation of the training consisted of sign-in sheets and a copy of the program that was presented. These documents are placed in a folder which is housed in the director's office.

- 5.26 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes  No

- 5.27 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes  No

- 5.28 Describe the process the campus uses to determine that there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs.

There is an evaluation of the need for instructors at the campus. Applications for employment are advertised in local newspapers or applicants are identified from job search sites and from faculty input. Qualified applicants are interviewed and selected if appropriate. Resumes and other documents from interviewed candidates are placed in a file for use at a later date if needed.

- 5.29 Describe the contracts and/or agreements the campus has with other institutions or entities.  
As documented in the team room, the campus has an articulation agreement with Salem International University and, as noted on the website, an articulation agreement with Mountain State College. These agreements are in regards to transfer of credits and not an agreement to arrange for a portion of academic programs to be delivered by another institution.

Do the contracts and/or agreements comply with all requirements of the applicable criteria, including disclosure in the catalog?

Yes     No     Not Applicable

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 5.30 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and less than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?

Yes     No

- 5.31 Summarize the general education and/or applied general education courses and describe whether they are relevant to the chosen degree and meet Council standards.

General education courses consist of math, interpersonal communications, literature and composition, psychology, and oral communications. These courses are relevant to the chosen degree because they provide a basis for higher learning and enhance the ability of an individual to apply academic and occupational skills in the workplace.

#### FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 5.32 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes     No

#### FOR ALL PROGRAMS

- 5.39 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, and student orientation.  
Student services offered by the campus include free course refreshers, if needed. Lifetime job placement services and job interviews are offered. The campus also offers counseling on resume writing, interviewing skills, and dressing for interviews. In addition, they have student orientation, individual counseling, and tutoring as needed.

5.40 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Diane Camastro-Saus is the person on staff responsible for the oversight of counseling students on employment opportunities. Ms. Camastro holds a JD from (b)(6)

(b)(6) Prior to her employment at West Virginia Business College she was an (b)(6)

5.41 How does the campus ensure that employment assistance is offered to all students?

The campus ensures that employment assistance is offered to all students through the use of a track-it program. The career services department has a weekly meeting with the director to review progress and to verify that the necessary forms from the student are completed. Resume workshops are provided along with career services and in-class presentations. Forms completed and interviews with students occur every six weeks to ensure all students are accounted for and that forms are up-to-date and complete.

5.42 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus's graduates?

Yes     No     Not Applicable (There have been no graduates.)

5.43 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes     No

5.44 Describe the extracurricular educational activities of the campus (if applicable).

Not applicable.

## 6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus. (Include details such as campus location, square footage, distribution of space, parking situation, and any other pertinent information.)

The WVBC main campus is located at 1052 Main Street in Wheeling, West Virginia, and occupies a multi-level building approximately 11,000 square feet in size. A new addition was added in 2002 to enhance the adjoining building. A state-of-the-art surgical suite with a classroom was added in 2011 as well as a law library in 2014, complete with Westlaw access for legal research purposes. The campus has general classrooms for business and computer classes. Private study areas, a student lounge, and a meeting room/auditorium are available for student use. There are two bathrooms located on the first floor; however, these seem to be overwhelmed at times for the number of staff and students occupying this building. The building is a wireless environment that utilizes an interactive display monitor, DVD players, a television, and an overhead projector. Several offices for administrative use are located at the main entrance of the college. The campus is conveniently located in regard to restaurants, parking facilities, and public transportation.

6.02 Does the campus utilize any temporary additional space locations?

Yes     No

6.03 Does the campus utilize learning sites?

Yes     No

- 6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?  
 Yes       No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites):
- (a) Equipment?  
 Yes       No
- (b) Instructional tools?  
 Yes       No
- (c) Machinery?  
 Yes       No

If *No* for any item, insert the section number in parentheses and explain:

**(Section 3-1-601):** The campus does not have equipment that is appropriate to support some of the programs offered at the campus. Details on these deficiencies are listed below in the Section 9 for the allied health programs.

- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?  
 Yes       No       Not Applicable

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)  
 The catalog used during the evaluation was the West Virginia Business College catalog, Volume 23, effective from January 1, 2016 to December 31, 2017, and last updated on September 12, 2016.
- 7.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?  
 Yes       No
- 7.03 Does the catalog contain the following items:
- (a) A table of contents and/or an index?  
 Yes       No
- (b) An indication of the year(s) for which the catalog is effective on the front page or cover page?  
 Yes       No
- (c) The names and titles of the administrators?  
 Yes       No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation?  
 Yes       No
- (e) A statement of accreditation?  
 Yes       No       Not Applicable (initial applicant)
- (f) A mission statement?  
 Yes       No

- (g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?  
 Yes     No
- (h) An academic calendar?  
 Yes     No
- (i) A full disclosure of the admission requirements?  
 Yes     No
- (j) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum?  
 Yes     No
- (k) A description of each course that includes the identifying number, a title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites and/or corequisites?  
 Yes     No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript?  
 Yes     No
- (m) A definition of the unit of credit?  
 Yes     No     Not Applicable (The campus does not award credit.)
- (n) A complete explanation of the standards of satisfactory academic progress?  
 Yes     No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?  
 Yes     No
- (p) The transfer of credit policy?  
 Yes     No
- (q) A statement of the tuition, fees, and any other charges?  
 Yes     No
- (r) A complete and accurate list of all scholarships, grants, and/or loans offered?  
 Yes     No     Not Applicable (No scholarships, grants, or loans are offered.)
- (s) The refund policy?  
 Yes     No
- (t) A statement describing the student services offered?  
 Yes     No
- (u) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog)?  
 Yes     No     Not Applicable (initial applicants only)

If *No* for any item, insert the section number in parentheses and explain:

**(Section 3-1-701 and Appendix C):** The catalog does not include a complete definition of a unit of credit. The definition does not include the number of externship contact hours necessary to receive one credit (30), as is required given that the surgical technology program has an externship course.

7.04 Does the campus offer degree programs?

Yes  No

If *Yes*, does the catalog contain the following:

(a) An explanation of the course numbering system (for all levels)?

Yes  No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only)?

Yes  No  Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only)?

Yes  No  Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only)?

Yes  No  Not Applicable

7.05 Does the campus offer courses and/or programs via distance education?

Yes  No (*If No, skip to 7.06.*)

7.06 Is the catalog updated at an appropriate interval? (An addendum/supplement should not be used as a substitute for meeting this expectation.)

Yes  No

7.07 Does the catalog contain an addendum/supplement?

Yes  No (*If No, skip to 7.08.*)

7.08 Is the catalog available online?

Yes  No (*If No, skip to 7.09.*)

If *Yes*, does it match the hard copy version?

Yes  No

7.09 Does the campus utilize a multiple-school catalog?

Yes  No (*If No, skip to 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes  No

(b) Are all photographs properly labeled to identify the location depicted?

Yes  No  Not Applicable

(c) Are faculty and staff properly identified with respect to the campus to which they belong?

Yes  No

7.10 Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-703 and Appendix C):** The institution uses the word “guarantee” for advertising in a way that may be misleading to current or prospective students. The campus uses a brochure that indicates the campus offers “guaranteed graduation dates.” The campus should not guarantee any student’s graduation from his or her academic program. Also, the commercial titled “Mistakes” that is used by the institution has an individual who states that “...*they* chose a program that’s right for me,” which isn’t truthful as to how the campus works with a potential student to help him/her select a fitting program of study. Finally, the commercial titled “Future” indicates that WVBC is “an accredited college,” without mentioning ACICS. An institution is not permitted to use such statements as “accredited” without including the name of ACICS.

7.11 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?  
 Yes       No

7.12 Where does the campus advertise (publications, online, etc.)?  
 The campus advertises online through its website and Facebook, with brochures, and with commercials on local TV stations.

Are all print and electronic advertisements under acceptable headings?  
 Yes       No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?  
 Yes       No (*If No, skip to 7.14.*)

If *Yes*, describe how the campus uses endorsements, commendations, or recommendations in its advertising.

The campus uses two commercials, one in which a prospective student talks about her visit to the campus and how she will attend after her high school graduation to get started with training for a career, and one in which a current student discusses how college didn’t work out for her before, but she was able to get into a great program at WVBC and received guidance with working through her defaulted loan.

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?  
 Yes       No

7.14 Does the campus utilize services funded by third parties?  
 Yes       No (*If No, skip to 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?  
 Yes       No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-703 and Appendix C):** The campus does not avoid making guarantees for job placement. Verbiage used on the website includes “Launch your medical career: WV Business College can get you started in a medical field and find you a quality job for a bright future.” This statement does not indicate

that the education gained from the campus would be the impetus for getting a start in the medical field, and that the campus would provide employment *assistance* at the completion of the students' program.

- 7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?  
 Yes     No     Not Applicable (The campus does not participate in financial aid.)

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-703 and Appendix C):** The institution does not use the phrase "for those who qualify" when referencing financial aid in all advertising. The institution uses a brochure that indicates the campus offers "one-on-one financial aid counseling," but no mention of qualification for financial aid is made in this publication.

- 7.17 What campus and program performance information does the campus routinely provide to the public, and does it match the most recent CAR?  
 Prior to the visit, the campus was disclosing only some program-level placement rates, by campus, using the U.S. Department of Education's gainful employment disclosures template. During the visit, the campus revised its Consumer Information webpage to include a link to the campus's 2015 CAR summary document, in order to disclose campus- and program-level retention and placement. Therefore, the information provided to the public does match the most recent CAR.

If the campus publishes additional information, describe:

The campus also publishes information as to how long it takes for graduates of their programs to complete the program, as is required by the U.S. DOE's gainful employment disclosures template.

Where is this information published, and how frequently is this information being updated?

This information is published on the institution's website, and is being updated annually, in conjunction with the submission of the CAR.

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

### FOR ALL PROGRAMS

- 8.01 Has the campus developed an adequate base of library resources?  
 Yes     No
- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?  
 Yes     No
- 8.03 Describe the training and support to faculty and students that the campus provides in utilizing library resources as an integral part of the learning process.  
**(Section 3-1-800(f)):** The campus does not provide training for students and faculty to utilize library resources as an integral part of the learning process. Upon interview, Ms. Magers indicated that she and Ms. Diane Comastro-Saus share the responsibility for the library. However, Ms. Comastro-Saus completed Gale online library training on day two of the on-site visit after signing a job description as



library coordinator on September 12, 2016, and her data sheet does not indicate library coordinator as a part of her duties. There was no evidence that Ms. Magers has received library training. The library training for students includes login and password information for the Gale Virtual Library, which is given to them by faculty during the first week of the term. Students enrolled in the legal program are provided login information for the Westlaw database by their instructor. The campus provided an e-mail to the team indicating that Westlaw training had occurred this spring at the Wheeling campus.

The campus library is a large room with shelved law books and a few other physical resources. There are two computer terminals where the campus explained that students are able to access Westlaw and the Gale Virtual Library. There were no signs or handouts in the library at the time of the visit that would help students access online resources, and there was no information on whom to contact should difficulty arise in accessing these resources. Students can access digital content in the campus computer laboratory, and there was one small sign in the computer lab that listed a virtual library password.

Ms. Carol Lawrence, medical instructor/department chair, walked the team through the steps necessary to log into the virtual library; however, upon interview, she indicated that there had been faculty training sometime during her tenure at the school during the past five years, but no training had occurred in the past year. Several new faculty have been hired who did not have the benefit of that previous training, and the faculty are expected to orient students to the library and its resources.

8.04 Are adequate staff provided to support library development, organization of the collection, and access of library resources?

Yes       No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The campus provides a Library Resource Suggestion form for students and faculty to list any books, software, or reference materials that they would like to see added to the library. Any suggestions are forwarded to the department heads and then on to the campus director for approval. If approved at the campus level, the request is forwarded to the corporate general manager, Mr. James Weir, for approval.

Are these methods appropriate?

Yes       No

8.06 Describe the training process for the library staff.

While the team was on site, the designated library coordinator viewed training materials available on the Cengage website for familiarity with the Gale Virtual Library databases.

#### **FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

8.07 Is the campus's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes       No

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$3,000.

8.09 What portion of the current year's library budget has been spent?

The campus reported that \$2,278 has been spent in 2016 through August 31.

How has the money been allocated?

The funds were used to pay for the Gale Virtual Library and a subscription to Westlaw. Invoices were provided to the team indicating payment for access to the Gale Virtual Library for the year and payment for the Westlaw database.

8.10 Describe the process of including the faculty in selection of library resources.

The campus provides a Library Resource Suggestion form for students and faculty to list any books, software, or reference materials that they would like to see added to the library. Any suggestions are forwarded to the department chairs and on to the campus director for approval. If approved at the campus level, the request is forwarded to the general manager for final approval.

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes  No

#### FOR NONDEGREE PROGRAMS ONLY

8.26 Are appropriate reference materials and periodicals available for all programs offered?

Yes  No

8.27 Are the instructional resources organized for easy access, usage, and preservation?

Yes  No

8.28 Is there a current inventory of instructional resources?

Yes  No

8.29 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and student needs?

Yes  No

#### FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.30 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

Yes  No

8.31 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?

Yes  No

8.32 Is there a current inventory of instructional resources, including online resources?

Yes     No

The physical law books do not circulate so there are no circulation statistics available, however, the campus did provide evidence of the usage of the online databases to the team while onsite.

8.33 Are the resources organized for easy access and usage?

Yes     No

8.34 Provide evidence, including specific examples, of how faculty encourages the use of the library.

Every course taught at the campus includes an Individual Review Project (IRP), a three-page term paper, and students are required to use a minimum of three resources to complete this project, including physical and/or online resources available at the campus. Evidence of these projects was contained in class syllabi and was confirmed upon interview by the faculty and students.

8.35 Do the library holdings, including online collections, support all of the offerings of the campus?

Yes     No

## 9. PROGRAM EVALUATION

### Occupational Associate's Degree in Surgical Technology

#### FOR ALL PROGRAMS

9.01 Is licensure, certification, or registration required to practice in the specific career field?

Yes     No (If No, skip to 9.02)

9.02 Who is assigned to administer the academic program listed above, and what are this person's qualifications?

Ms. Debra Hammitt is the part-time surgical technology instructor/program administrator. Ms. Hammitt is a graduate of (b)(6) where she earned a (b)(6) in (b)(6). She is also a certified surgical technologist (CST). In addition, she holds certificates in cosmetology and medical transcription. Upon review of her faculty file, the team found no evidence on her resume, employment application, or ACICS Data Sheet of work experience to supplement her education. Upon request, a revised resume was provided that reflected her experience as a surgical technologist with an oral surgeon for four months in 2010.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes     No

If No, insert the section number in parentheses and explain:

**(Sections 3-1-511 and 3-3-302(b)(d)):** Ms. Hammitt is not qualified to administer or teach in the surgical technology program. Her experience inclusive of the four months in an oral surgeon's office in 2010 is not adequate to supplement her level of education (diploma). Instructors teaching courses other than general education shall hold bachelor's degrees at a minimum and shall be assigned based on their major and minor academic preparation and/or related experience. No documentation indicating exceptional professional level experience or demonstrated competency for Ms. Hammitt was available to the team. Therefore,

neither Ms. Hammitt's level of academic education nor her amount of experience in the field is appropriate to qualify her to administer the occupational associate's degree level program.

- 9.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).

The department head reports that she has input on textbooks, curriculum, equipment/supplies, and resources for the surgical technology program.

- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes       No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-511)** Ms. Hammitt is a part-time employee responsible for teaching five courses in the current quarter, which is 20-contact hours per week, as well as the administration of the program. The amount of time left for her administrative duties is not adequate to support the program. For example, the program currently has one externship affiliation agreement with Wetzel Hospital, which is approximately one hour away from the school. Supervision of the externship site would require time spent driving to the hospital. The hospital can accommodate a maximum of two students per quarter, and it also works with another area school. Currently, WVBC has three students ready to start their clinical experience in the upcoming quarter, and not enough sites to support this requirement. The department chair does not have enough time to support one or more clinical sites, or to search for new sites.

- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes       No       Not Applicable (Data not available.)

(b) Student placement rate of 70 percent?

Yes       No       Not Applicable (Data not available.)

If *No* for either item, does the campus provide a Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes       No

If *Yes*, what activities does the campus have planned to improve the student retention and placement rates? The campus director, department head, and staff will work to together to update textbooks and acquire further academic materials to enhance the program and support the students. In addition, the campus director will review computer medical assistant skills to include in the program in order to assist surgical technology graduates in their careers.

- 9.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes       No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-512(c)):** The surgical technology program does not utilize a variety of community resources to enhance student achievement and potential career opportunities. Ms. Hammitt has taken students to Wetzel Hospital to orient them to the operating room (OR). This is also the hospital where the students will complete their clinical rotation. This field trip was described as an orientation to their site by Ms. Hammitt and the surgical technology students. The program's last guest speaker was a cardiovascular surgeon from Wheeling Hospital who visited in 2014.

9.08 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-703 and Appendix C):** On the institution's website, the gainful employment disclosure for the surgical technology program indicates that a graduate of the surgical technology program may gain employment as a Health Specialties Teacher, Postsecondary." While the National Center for Education Statistics' Classification of Instructional Programs (CIP) to Standard Occupational Classification (SOC) crosswalk does map out that graduates of programs with the CIP code for surgical technology (51.0909) are employed under the titles of "surgical technologists" and "health specialties teachers, postsecondary," the latter position requires a bachelor's degree, certification, and/or work experience that is not consistent with the objectives and outcomes of this program. The inclusion of such title under the template item "Positions that recent completers were hired for include" would also imply that a previous completer or graduate was hired as such, if accurate.

9.09 Does the program include an externship?

Yes  No (If *No*, skip to 9.10.)

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?

Yes  No  Not Applicable (No student is at the point of needing them.)

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes  No

What evidence is there that the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives?

The externship, as described in the syllabus, is an appropriate culmination of previously learned theory. At this time, however, the clinical experience does not provide all of the necessary surgical cases and experiences in the varied categories listed.

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513(a) and Glossary):** The campus does not have an active and complete externship agreement on file, nor an appropriately qualified faculty member to supervise the experience, for the students who are going on externship in a few weeks after the visit. The affiliation agreement with Wetzel

Hospital that is on file is expired and does not specify learning objectives, course requirements, and evaluation requirement.

In addition, the course description for the MD800 Operating Room Internship course states that "Students observe and begin participating in general, genitourinary, gynecologic, otorhinolaryngologic (ENT), and orthopedic procedures." During the interview with Ms. Shannon Smith, chief nursing officer and the contact individual at Wetzel Hospital, she stated that there are two regular operating rooms and one cystoscopy room at the facility. Surgery is performed three days a week. On the busiest days, approximately six surgical cases are performed. Ms. Smith confirmed that the operating room only performs cases in the following areas: general surgery, minor orthopedics, endoscopy, and cystoscopy. She confirmed that the hospital does not perform surgical cases in ENT, gynecologic, and genitourinary. These types of cases are not sufficient to meet the course objectives.

9.10 Does the program use independent studies?  
 Yes       No (If No, skip to 9.12.)

9.11 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?  
 Yes       No

If No, insert the section number in parentheses and explain:

**(Section 3-1-513(a) and Glossary):** There is not a complete independent study contract on file for the one surgical technology student who is enrolled in an independent study course in the current summer 2016 quarter. The Independent Study Course Application/Learning Contract does not outline specific learning objectives, texts, supplemental readings, course requirements, evaluative criteria, and examination dates as required by Council standards. The contract may attach the course syllabus, but the syllabus has not been adapted to the independent study experience or made to be signed by the student and the campus as such a contract.

9.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes       No

9.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes       No

**(Section 3-1-513(b))** [The following text is heavily redacted with black boxes.]

9.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:

(a) Title and course descriptions?

Yes  No

(b) Course numbers?

Yes  No

(c) Course prerequisites and/or corequisites?

Yes  No

(d) Instructional contact hours/credits?

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references?

Yes  No

(g) Topical outline of the course?

Yes  No

(h) Instructional methods?

Yes  No

(i) Assessment criteria?

Yes  No

(j) Method of evaluating students?

Yes  No

(k) Date the syllabus was last reviewed?

Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course?

Yes  No  Not Applicable (clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments?

Yes  No  Not Applicable (clock hour program)

9.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513(a)):** Students do not confirm that they receive a course syllabus. Students reported that the syllabus for the quarter is posted on the wall in the classroom, but they do not receive an individual copy, and the syllabus is not posted online or elsewhere for them to access when not in the classroom. Students only have the syllabus to reference at any given time if they take a picture of it on their phone or other device with a camera.

9.16 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

9.17 Does the campus participate in Title IV financial aid?

Yes  No (*If No, skip to 9.20.*)

- 9.18 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes     No     Not Applicable (clock hour programs only)

If *No*, insert the section number in parentheses and explain:

**(Section 2-2-501(a) and 3-1-516(a)(i))**: The team was unable to determine the reliability and accuracy of the campus's assignment of credit hours to the surgical technology program. While the campus indicates a definition of a quarter credit that is consistent with ACICS's and Title IV's requirements for a quarter credit, the team was presented with inconsistent information in regards to the campus's surgical technology program externship course, MD800 Operating Room Internship. The ACA presented to the team prior to the visit and in the team room indicated MD800 as a 10-hour lecture, 84-hour externship course that calculated to be 3.8 total quarter credits; the catalog presented to the team listed the course as being 8 credits. In conversation, the campus indicated that the ACA was incorrect and the course contained no lecture hours and more externship course hours, in order to be 8 credits. After such conversation, a different ACA was provided by the campus director that then listed the externship course as being 376 externship hours, and 12.5 credits. Further, review of the originally provided ACA and campus catalog indicated that both program listings add up to 96 credits because the ACA contains a 4-credit DP216 Excel course and 4-credit MD800 Operating Room Internship course (rounded up from 3.8 credits, which may not be done), and the catalog's listing of program courses does not include the Excel course, and indicates the internship course is 8 credits. Therefore, the team was unable to make any determinations in regards to the hours and credits of the MD800 course, especially as the course was not yet being offered, or whether the Excel course is included in the program. The externship course will be initiated with three students in the upcoming October term.

- 9.19 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes     No     Not Applicable (clock hour programs only)

If *Yes*, describe the documentation of evaluation viewed on site.

Each student is required to submit an IRP in each course. This is typically submitted during week eleven of each term and is, along with homework, worth 15% of the final grade.

## FOR ALL VISITS

- 9.20 Are the following appropriate to adequately support the number of students and nature of the program:
- (a) Facilities?  
 Yes     No
- (b) Instructional equipment?  
 Yes     No
- (c) Resources?  
 Yes     No
- (d) Personnel?  
 Yes     No

If *Yes* for any item, describe how the above items are adequate to support the program(s):



The surgical technology program provides students with a mock surgical suite complete with a bed, back table for instruments, working light, a scrub sink, and a sterilizer that allows students to prepare to be familiar with the OR environment.

If *No* for any item, insert the section number in parentheses and explain:

- (Section 3-1-531(a))** (a) The instructional equipment, resources, and personnel are not appropriate to adequately support the number of students in and nature of the surgical technology program. The program course MD347 Surgical Technology II states that it prepares students to take the National Center for Competency Testing (NCCT) certification exam in surgical technology. This examination requires the students to complete 50 general surgical scrubs, 20 orthopedic surgical scrubs, and a minimum of 55 surgical scrubs in at least two of the following areas: gynecology, genitourinary, cardiovascular, neurosurgery, obstetrics, thoracic, peripheral vascular, ophthalmology, ENT, and plastic/reconstructive.
- (b) There is not sufficient evidence of instructional equipment/instrumentation in the program for the following areas: Orthopedics, gynecology, genitourinary, cardiovascular, neurosurgery, obstetrics, thoracic, peripheral vascular, ophthalmology, ENT, and plastic/reconstructive.
- (c) There are not sufficient resources in the form of clinical sites to support the required areas of surgical technology competency or the number of students. During the interview with Ms. Shannon Smith, chief nursing officer at Wetzel Hospital, she stated that there are two regular operating rooms and one cystoscopy room. Surgery is performed three days per week. On the busiest days, approximately six surgical cases are performed. Ms. Smith confirmed that the operating room only performs cases in the following areas: general surgery, minor orthopedics, endoscopy, and cystoscopy. She confirmed that the hospital does not perform surgical cases in ENT, gynecologic/obstetrics, cardiovascular, and genitourinary. There are three students ready to start their clinicals in two weeks, on October 3, 2016.
- (d) As is described further below, there are not enough personnel to sustain and support this program.

9.21 Describe how are the following elements appropriately incorporated into the instructional components of the program:

(a) Systematic planning.

The school utilizes weekly faculty meetings and bi-weekly department head meetings. The campus director reviews curriculum and learning materials as evidenced by the meeting minutes.

(b) Well-defined instructional objectives.

**(Section 3-1-532(b))** The curriculum as published in the catalog and course syllabi does not establish learning objectives that evidence measurable student learning outcomes. For example, Surgical Technology III (ST MD347) "enabling objectives" state the student will:

1. Actively be involved in classroom discussion.
2. Be able to distinguish different types of equipment and supplies and to recognize when and how to use them.
3. Be tested periodically to determine their level of achievement.
4. Use school and local libraries to complete compositions, reports and other documents.

The instructional objectives are not well-defined. They lack specificity, are not outcome-based, and are not clearly measurable.

(c) The selection and use of appropriate and current learning materials.

Appropriate textbooks are used in the surgical technology courses. Additional instrumentation is needed to meet all learning objectives and planned activities.

(d) Appropriate modes of instructional delivery.

All classes are face-to-face classroom instruction.



**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.28 Are teaching loads reasonable?

Yes  No

If *No*, insert the section number in parentheses, list the instructor and course, and explain:

**(Section 3-3-303):** [REDACTED] is a part-time employee responsible for teaching five courses this quarter, as well as administrator of the program. Her teaching load cannot be justified because she is teaching multiple courses, at the occupational associate's degree level, when she is only qualified up to a diploma level, and also has administrative duties.

9.29 What is the current student/teacher ratio?

The student/teacher ratio is 4:1.

9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

9.31 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, 1800 clock hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?

Yes  No

9.32 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

The Surgical Technology program at West Virginia Northern Community College offers an associate's of applied science in surgical technology that is comparable in length, curriculum, and credit hours (60 semester credits). Southern West Virginia Community and Technical College also offers an associate's of applied science in surgical technology that approximates the length, curriculum, and credit hours (60 semester credits) of West Virginia Business College.

9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes  No  Not Applicable (no students in the second year)

9.34 Are the second-year courses based upon appropriate first-year prerequisites?

Yes  No

**COMMENDATIONS:**

The newly updated computers are of great benefit to the students.

## 9. PROGRAM EVALUATION

### Occupational Associate's Degree in Office Administration Paralegal

#### FOR ALL PROGRAMS

- 9.01 Is licensure, certification, or registration required to practice in the specific career field?  
 Yes      No (If No, skip to 9.02)
- 9.02 Who is assigned to administer the academic program(s) listed above, and what are this person's qualifications?  
 Ms. Diane Camastro-Saus, head of the legal department, is assigned to administer the office administration paralegal degree program. Ms. Camastro-Saus has been teaching legal courses at West Virginia Business College for 26 years and has served in a leadership role for the program for over 20 years. She has served as head of the department since the position was created approximately 15 years ago. Ms. Camastro-Saus holds a (b)(6)  
(b)(6)
- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes      No
- 9.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).  
 During interviews with the team, the legal department head stated she has sufficient authority and responsibility for development and administration of the program, as described in her signed job description. Ms. Camastro-Saus provided details of a typical week of program administration and development that included meetings with paralegal faculty and heads of other departments concerning administering the program and choosing textbooks and instructional resources.
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes      No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:  
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?  
 Yes      No      Not Applicable (Data not available.)  
 (b) Student placement rate of 70 percent?  
 Yes      No      Not Applicable (Data not available.)
- If No for either item, does the campus provide a Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?  
 Yes      No



- 9.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?  
 Yes     No
- 9.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?  
 Yes     No
- 9.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:
- (a) Title and course descriptions?  
 Yes     No
- (b) Course numbers?  
 Yes     No
- (c) Course prerequisites and/or corequisites?  
 Yes     No
- (d) Instructional contact hours/credits?  
 Yes     No
- (e) Learning objectives  
 Yes     No
- (f) Instructional materials and references?  
 Yes     No
- (g) Topical outline of the course?  
 Yes     No
- (h) Instructional methods?  
 Yes     No
- (i) Assessment criteria?  
 Yes     No
- (j) Method of evaluating students?  
 Yes     No
- (k) Date the syllabus was last reviewed?  
 Yes     No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

- (l) Out-of-class work assignments that support the learning objectives for the course?  
 Yes     No     Not Applicable (clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments?  
 Yes     No     Not Applicable (clock hour program)

If *No* for any item, insert the section number in parentheses, list the courses, and explain:

- 9.15 Do students confirm that they receive a course syllabus and that it is followed?  
 Yes     No

**(Section 3-1-513(a)):** Detailed syllabi are not made available to each student enrolled in the class. During the on-site visit, students, faculty and administration stated to the team that students are not provided with syllabi for classes. A single hard copy of each syllabus is physically posted in the classroom where a

course is taught. Students requesting a hard copy of syllabi may request one from the office. However, some students stated they did not receive hard copies when requested. Syllabi are not posted online.

- 9.16 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes       No
- 9.17 Does the campus participate in Title IV financial aid?  
 Yes       No (*If No, skip to 9.20.*)
- 9.18 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes       No       Not Applicable (clock hour programs only)
- 9.19 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes       No       Not Applicable (clock hour programs only)

If *Yes*, describe the documentation of evaluation viewed on site.

During the on-site visit, the team viewed various graded homework assignments. Homework reviewed included legal briefs, research papers, and sample legal documents for filing in state and federal courts. The team observed homework grades recorded in the faculty members' gradebooks.

#### FOR ALL VISITS

- 9.20 Are the following appropriate to adequately support the number of students and nature of the program:
- (a) Facilities?  
 Yes       No
- (b) Instructional equipment?  
 Yes       No
- (c) Resources?  
 Yes       No
- (d) Personnel?  
 Yes       No

If *Yes* for any item, describe how the above items are adequate to support the program(s):

- (a) Facilities: there is sufficient classroom space, study areas, parking and administrative office space to support the program.
- (b) Instructional Equipment: there are sufficient computer terminals to allow each paralegal student access to the Westlaw and Gale online databases during class time for in-class exercises and for students during out-of-class time. Recently, a large interactive display monitor was purchased for the campus library. Instructors may reserve the library in order to use the monitor to enhance a particular learning experience.
- (c) Resources: paralegal students have personal access keys to Westlaw, a major online legal database, to conduct legal research. There are also valuable hard copy forms books available in the campus library.
- (d) Administrative support is available to assist the legal department head and faculty with administrative tasks.

9.21 Describe how the following elements are appropriately incorporated into the instructional components of the program:

(a) Systematic planning.

Department heads and faculty meet weekly to discuss program requirements, such as course content, textbooks, and instructional equipment. Course syllabi are reviewed at least annually. Recommendations are forwarded to the campus director and the institution's general manager for final approval and implementation.

(b) Well-defined instructional objectives.

**(Section 3-1-532(b)):** The course curriculum as published in the catalog and course syllabi do not establish learning objectives for each course that evidence measurable student learning outcomes, and the learning objectives are not well-defined. The objectives are generic and lack the ability to adequately measure course outcomes which hinders the assessment of student progress and does not adequately provide for student demonstration of the mastery of necessary content to complete the courses or the program of study.

The following are examples of "terminal objectives" as published in the LG126 Legal Terminology syllabus:

"The student will learn:

1. To have a working knowledge of terminology of courts and court procedure, contracts, commercial laws, partnerships, corporations, insurance, administrative law, agency law, bankruptcy, labor and employment, legal ethics, criminal law, family law, torts, tax and wills, trusts and estates
2. Use legal vocabulary.
3. An appreciation of the law."

(c) The selection and use of appropriate and current learning materials.

**(Section 3-1-532(c)):** Required instructional components do not include use of some appropriate learning materials.

As evidenced in the course syllabus, LG235 Immigration Law utilizes a textbook, "Learning About Immigration Law," 3<sup>rd</sup> edition, ISBN 9781418032593, Scaros, Delmar Cengage Learning, is copyrighted in 2006. Immigration Law is a dynamic area of the law and is changing at least annually with laws and regulations having constant updates. A 10-year-old textbook is not appropriate for this course.

As evidenced in the course syllabus, LG228 Legal Analysis and Writing, 2<sup>nd</sup> edition, ISBN 9780827375390, Barber, Cengage Learning, is copyrighted in 1997. While the area of legal analysis is not necessarily dynamic, there have been changes in technology affecting legal writing over the past almost 20 years. Students should have a contemporary textbook.

It is standard practice in legal offices, large and small, to use electronic client management software to track client billing and to store legal documents, case notes, etc. Hands-on use of this software is not incorporated into the program, nor are students even provided a demonstration of the software. Graduates of the program seeking employment will be hindered by lack of familiarity with the correct use of electronic client management software.

A great resource that the program does provide to students is access to the Westlaw online database library.

(d) Appropriate modes of instructional delivery.



The on-site team reviewed program syllabi and determined the campus uses appropriate modes of instructional delivery. For example, the syllabus for LG236 Torts/Personal Injury Law states that learning objectives through “work related scenarios, use of text based applications, participate in open discussions, use of both school library, virtual and local libraries...,” etc. Interviews with students confirmed use of a variety of instructional modes.

(e) The use of appropriate assessment strategies.

**(Section 3-1-532(e)):** There is not appropriate use of assessment strategies. During interviews with faculty they stated their concern with the policy that allows students to waive taking the final exam, and how it impacts their ability to assess students’ mastery of the learning outcomes. Interviews with faculty and students confirmed that students are eligible to waive attempting the final exam if the student has no more than five absences in the course and that they have an ‘A’ average on work attempted in the course through the end of the next-to-last week of the term. One student stated that although frequently eligible to waive the final exam, she takes them anyway in order to fully participate in the educational experience and to better gauge her academic progress. The team determined there are two assessment strategy deficiencies:

- 1) The value placed on the final examination is currently 50 percent, which is a very high value for a single assessment. In addition, if the student waives the final exam, the student is, in effect, being evaluated on only one-half of the work in the course.
- 2) The ability of students to exempt their final week of class, including the final exam, precludes them from showing their mastery of the materials presented during each course.

Additionally, the practice of waiving the exam is not following the published policy. As published in the West Virginia Business College 2016-2017 Catalog, V. 23, updated September 12, 2016, p. 13:

**“Final Examination:** A final examination is required in each course and is given at a specified time. Students eligible to be excused from their exam are as follows:

- A. Students will be excused because of extreme emergency circumstances as determined by Director, at which time students may be asked to present appropriate documentation.
- B. Students meet the criteria for the Honors Program.

**Honors Program:** All students are eligible to participate in the WVBC Honors Program. An Honors Student at West Virginia Business College must earn a grade of an ‘A’ in all classes of their program to gain designation of “With Honors” as expressed on their official transcript.”

In practice, however, as stated in the narrative above, the team determined that a student may waive the final exam in a particular course if in that course he or she has missed no more than five days in the term in that course and is carrying an ‘A’ average in that course.

(f) The use of appropriate experiences.

In addition to lecture and lab experiences, the campus assigns appropriate homework and also provides for numerous field trips relevant to the program.

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE’S DEGREES ONLY**

- 9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes  No

**FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY**

- 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes  No

- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?  
 Yes  No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.28 Are teaching loads reasonable?  
 Yes  No

- 9.29 What is the current student/teacher ratio?  
The student/teacher ratio is 3:1.

- 9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes  No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.31 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, 1800 clock hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?  
 Yes  No

- 9.32 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
The 96 quarter credit-program quantitatively approximates the standards at other collegiate institutions offering the same degree, as similar programs are 91 quarter credits at West Virginia Junior College, and 96 quarter credits at Miami-Jacobs Career College in Ohio.



9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?  
 Yes  No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes  No  Not Applicable (Data not available.)

If *No*, list programs that fall below the standards.

The retention rate for the medical assistant program, as reported on the 2015 CAR, is 60 percent.

(b) Student placement rate of 70 percent?

Yes  No  Not Applicable (Data not available.)

If *No* for either item, does the campus provide a Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?

Yes  No

If *Yes*, what activities does the campus have planned to improve the student retention and placement rates? WVBC has developed an improvement plan which includes upgrading to new textbooks, more technology, and more hands-on experiences in the program, and to improve the communication between staff and students.

9.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-512(c)):** There is insufficient evidence of the use of a variety of community resources in both programs. Only a field trip was taken to Belmont Correctional Institution on March 3, 2016. Another field trip to a blood drive was taken on January 25, 2016, but it is unclear how the blood drive enhanced student achievement or career opportunities for students.

9.08 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes  No

9.09 Does the program include an externship?

Yes  No (If *No*, skip to 9.10.)

9.10 Does the program use independent studies?

Yes  No (If *No*, skip to 9.12.)

9.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes  No

9.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes  No

9.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:

(a) Title and course descriptions?

Yes  No

(b) Course numbers?

Yes  No

(c) Course prerequisites and/or corequisites?

Yes  No

(d) Instructional contact hours/credits?

Yes  No

(e) Learning objectives

Yes  No

(f) Instructional materials and references?

Yes  No

(g) Topical outline of the course?

Yes  No

(h) Instructional methods?

Yes  No

(i) Assessment criteria?

Yes  No

(j) Method of evaluating students?

Yes  No

(k) Date the syllabus was last reviewed?

Yes  No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course?

Yes  No  Not Applicable (clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments?

Yes  No  Not Applicable (clock hour program)

9.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513(a)):** Students do not confirm that they receive a course syllabus. During the class visit students stated that they never received the course syllabus. The team observed copies of syllabi posted on bulletin boards in the classrooms, but students do not receive a copy or a way to access the syllabus outside of the classroom.

- 9.16 Are the courses available when needed by the student in the normal pursuit of a program of study?  
 Yes      No
- 9.17 Does the campus participate in Title IV financial aid?  
 Yes      No (*If No, skip to 9.20.*)
- 9.18 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?  
 Yes      No      Not Applicable (clock hour programs only)
- 9.19 Is there evidence that out-of-class work or the equivalency is being evaluated?  
 Yes      No      Not Applicable (clock hour programs only)

If *Yes*, describe the documentation of evaluation viewed on site.

The team reviewed the students' end-of-course research project, chapter exercises, homework, and graded assignments as evidence of out-of-class work.

## FOR ALL VISITS

- 9.20 Are the following appropriate to adequately support the number of students and nature of the program:
- (a) Facilities?  
 Yes      No
- (b) Instructional equipment?  
 Yes      No
- (c) Resources?  
 Yes      No
- (d) Personnel?  
 Yes      No

If *Yes* for any item, describe how the above items are adequate to support the program(s):

The medical department lecture rooms, labs, and personnel are standard based on the size of the classes, and they contain basic course necessities.

If *No* for any item, insert the section number in parentheses and explain:

**(Section 3-1-531(a)):** The campus does not provide appropriate equipment to support the program. During the team's visit to a laboratory class, faculty and student interviews indicated insufficient supplies for clinical classes, and during the physical inspections, the following insufficiencies were noted: (1) there is only one artificial arm on which students can practice venipuncture, (2) there is no EKG machine in the lab which will be required for MD 240 Medical Procedures II, which begins next term, and (3) there is no phlebotomy blood drawing chair available with a patient safety mechanism.

- 9.21 Describe how the following elements are appropriately incorporated into the instructional components of the program:

(a) Systematic planning.

Instructors are working to upgrade the skills of students through course planning and to encourage them to attend seminars and educational workshops.

(b) Well-defined instructional objectives.

Instructional objectives are related to the subjects of the program and mirror current health care industry trends.

(c) The selection and use of appropriate and current learning materials.

Current textbooks are up-to-date and include the new technology in use and discuss the advancements in the healthcare field.

(d) Appropriate modes of instructional delivery.

Instructors appropriately use lecture, power points, and clinical specimens and experiences for demonstration.

(e) The use of appropriate assessment strategies.

Program courses require students to demonstrate their knowledge and skills through quizzes, homework, and participation in labs. The use of the final exam, however, is not appropriate.

**(Section 3-1-532(e)):** As previously stated in this report, the final examination for all courses counts as 50 percent of the course grade, and students with an A average in the course are exempt from this exam. This means that some students are only being assessed on 50 percent of the required work for the course, and they do not have the opportunity to demonstrate mastery of skills learned in the course.

(f) The use of appropriate experiences.

**(Section 3-1-532(f)):** The course MD240 Medical Procedures II does not include appropriate experiences. Although the course description in the catalog for MD240 includes electrocardiography (EKG), this area of instruction is not included in the course syllabus. In addition, there was not a working EKG machine on campus as would be required for student mastery of this skill.

#### FOR NONDEGREE PROGRAMS ONLY

9.22 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs?

Yes       No

#### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes       No

#### FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes       No

9.25 Is the size of the faculty appropriate to the total student enrollment?

Yes       No

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?  
 Yes      No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.28 Are teaching loads reasonable?  
 Yes      No

- 9.29 What is the current student/teacher ratio?  
 The student/teacher ratio is 5:1 in the medical assistant program and 1:1 in the nurse assistant/patient care aide program.

- 9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes      No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.31 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, 1800 clock hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?  
 Yes      No

- 9.32 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Nurse assistant/patient care aide and medical assistant program total clock hours are equivalent to the standard found at other institutions. The medical assistant program's curriculum approximates the standards found at the Manhattan Institute of Allied Medical Training in New York. It should be noted that the team could not find, for comparison purposes, any schools that offer a combined nurse assistant/patient care aide program.

- 9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes      No      Not Applicable (no students in the second year)

- 9.34 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes      No

**9. PROGRAM EVALUATION**

**Occupational Associate's Degree in Business Administration/Computer Application/Accounting**  
**Occupational Associate's Degree in Computer Support Specialist**  
**Occupational Associate's Degree in Small Business Management**

**FOR ALL PROGRAMS**





Yes     No

If Yes, list the community resources and describe how they enhance student achievement and potential

[REDACTED]

Field trips: Twenty-seven of the day and evening students were at Belmont Correctional Institution on February 18, 2016, or March 3, 2016, where they had a tour of the facility then focused on the areas within the correctional facility where business and IT could work and the various types of job opportunities. Additionally, there were five offender speakers who made a presentation and answered questions.

9.08 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes     No

9.09 Does the program include an externship?

Yes     No (If No, skip to 9.10.)

9.10 Does the program use independent studies?

Yes     No (If No, skip to 9.12.)

9.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes     No

9.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes     No

9.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:

(a) Title and course descriptions?

Yes     No

(b) Course numbers?

Yes     No

(c) Course prerequisites and/or corequisites?

Yes     No

(d) Instructional contact hours/credits?

Yes     No

(e) Learning objectives

Yes     No

(f) Instructional materials and references?

Yes     No

(g) Topical outline of the course?

Yes     No

(h) Instructional methods?

Yes       No

(I) Assessment criteria?

Yes       No

(j) Method of evaluating students?

Yes       No

(k) Date the syllabus was last reviewed?

Yes       No

***For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***

(l) Out-of-class work assignments that support the learning objectives for the course?

Yes       No       Not Applicable (clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments?

Yes       No       Not Applicable (clock hour program)

9.15 Do students confirm that they receive a course syllabus and that it is followed?

Yes       No

If *No*, insert the section number in parentheses and explain:

**(Section 3-1-513(a)):** Detailed syllabi are not made available to each student enrolled in a class. During the on-site visit, students, faculty and administration stated to the team that students are not provided with syllabi for classes. A single hard copy of syllabi are physically posted in the classroom where a course is taught. Some instructors use their personal equipment and/or monetary resources to reproduce syllabi for students. No student gets a syllabus on the first day of class. Syllabi are not posted online.

9.16 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes       No

9.17 Does the campus participate in Title IV financial aid?

Yes       No (*If No, skip to 9.20.*)

9.18 Does the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes       No       Not Applicable (clock hour programs only)

9.19 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes       No       Not Applicable (clock hour programs only)

If *Yes*, describe the documentation of evaluation viewed on site.

The students and faculty were interviewed and showed evidence of graded assignments for three classes and two gradebooks for the current term. Additionally, some of the assignments were also listed in the syllabi.

**FOR ALL VISITS**

9.20 Are the following appropriate to adequately support the number of students and nature of the program:

(a) Facilities?

Yes  No

(b) Instructional equipment?

Yes  No

(c) Resources?

Yes  No

(d) Personnel?

Yes  No

If *Yes* for any item, describe how the above items are adequate to support the program(s):

Programs are supported by recent upgrades to the two computer labs for hardware and software and robust interactive display monitor in the library. The business and IT programs have adequate facilities, instructional equipment, resources, and personnel to support both day and evening classes.

9.21 Describe how are the following elements appropriately incorporated into the instructional components of the program:

(a) Systematic planning.

The school utilizes a bi-weekly department head meeting, and weekly faculty meetings. The campus director requests review of the curriculum and learning materials each quarter and this is evidenced in the faculty meeting minutes.

(b) Well-defined instructional objectives.

**(Section 3-1-532(b):** The programs, as published in the catalog and course syllabi, do not include specific learning objectives that are adequate to measure student learning outcomes.

As an example, IT102 MS Applications and Certification has terminal objectives as follows: 1) about certification test and exams, 2) how to prepare for certification test and exams, 3) about resources available and 4) about using the computer during testing. Enabling objectives are 1) accomplish objectives through text-based lectures, 2) accomplish objectives through practical use of a computer, 3) take periodic quizzes and tests to measure achievement and 4) become more proficient in using a computer.

For the business courses, BU116 Oral Communications states terminal objectives as 1) the concepts of communication as a process, 2) the effects our communication have (sic) on others, 3) how to become a better listener, 4) how to develop and deliver an oral presentation. Enabling objectives are: 1) accomplish these objectives through textbook instruction, lectures, discussions, group projects and individual presentations. 2) be given tests and/or quizzes periodically to evaluate achievement of these objectives, 3) as a minimum, present one (1) five-minute speech to the class and one business presentation of ten to fifteen minutes 4) use school virtual and local libraries to complete compositions, reports and other documents.

(d) The selection and use of appropriate and current learning materials.

Faculty work together with the program lead to ensure that the selected learning materials are appropriate and current.

(d) Appropriate modes of instructional delivery.

The primary mode of instructional delivery is face-to-face classroom instruction.

(e) The use of appropriate assessment strategies.

Learning is assessed by using a variety of measures, such as examinations that measure comprehension, written exercises that measure critical thinking and creativity, laboratory exercises that measure the students' understanding and ability to apply what has been learned.

**(Section 3-1-532(e)):** There is not an appropriate use of the final exam as an assessment, however. During interviews with faculty they stated their concern with the grade distribution and how it impacts their ability to assess students' mastery of the learning outcomes. Two graduating students also voiced their views on how this seemed so unusual and did not want their program to be different from other programs they might take later since they want to be prepared for all future education. Students also stated while they enjoyed the lack of a final exam, they felt removed from learning opportunities, course reviews, and final week academic peer participation.

A review of the current term syllabi shows an evaluation and grading breakdown as follows: major tests 30 percent, quiz 5 percent, homework 15 percent and IRP, and 50 percent final examination. There are two assessment strategy deficiencies: 1) the value placed on the final examination is currently 50 percent, which is a very high value for a single assessment. A value of no more than 30 percent on a single graded element is more appropriate for assessment of student learning outcomes, and 2) the ability to exempt the honor program students from their final week of class precludes them from showing their mastery of the materials presented during each course.

(f) The use of appropriate experiences.

The instructors augment the assigned course materials with personal work examples and by bringing current and changing trends into the classroom.

#### FOR NONDEGREE PROGRAMS ONLY

- 9.22 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs?  
 Yes       No

#### FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

- 9.23 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?  
 Yes       No

#### FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?  
 Yes       No
- 9.25 Is the size of the faculty appropriate to the total student enrollment?  
 Yes       No

**FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY**

- 9.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?  
 Yes       No

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.28 Are teaching loads reasonable?  
 Yes       No

- 9.29 What is the current student/teacher ratio?

The current student/teacher ratio is:

Occupational Associate's degree in Business Administration/Computer Applications/Accounting - 2:1

Occupational Associate's degree in Computer Support Specialist - 3:1

Occupational Associate's degree in Small Business Management - 2: 1

- 9.30 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes       No

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.31 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, 1800 clock hours, or their equivalent, earned over a period of four semesters, six quarters, or their equivalent?  
 Yes       No

- 9.32 How does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
The curriculum and syllabi for the three programs align with other collegiate programs.

The occupational associate's degree in Business Administration/Computer Applications/Accounting was compared to a similar program at National College.

The occupational associate's degree in Computer Support Specialist was compared to a similar program at Miami-Jacobs Career College.

The occupational associate's degree in Small Business Management was compared to a similar program at Southern New Hampshire University.

- 9.33 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)

- 9.34 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No

**COMMENDATIONS:**

The student council has a designated room where they hold their meetings, and they have recently added a printer and are in the final phase of repair of a laptop which they hope to have operational soon. Recent activities include an Italian Fest two-day event at Wheeling Heritage Port in July 2016, with the student council and student body serving lunch at the Soup Kitchen of Greater Wheeling on August 13, 2016. They also sponsored a Wheeling campus summer social on August 20, 2016. They have fund raising events, and the proceeds will be used for graduation day food and a gift bag for the graduating students.

### Data Integrity Review Table

**Table 1: Placement Rates**

| Program Name  | Academic Credential      | Total Graduates | Reported as Placed by School | Reported as Unavailable for Placement by School | Verified as Placed through PVP (Placement Verification Prog.) | Calls Attempted On Site | Calls Successful On Site | Verified as Placed On Site | Verified as Unavailable for Placement On Site | Percent of Placements Verified by ACICS** |
|---|--------------------------|-----------------|------------------------------|---|---|-------------------------|--------------------------|----------------------------|---|---|
| Business Administration/Computer Applications/Accounting  | Occupational Associate's | 3               | 1                            | 2   | 1   | N/A                     | N/A                      | N/A                        | 2   | 100%                                      |
| Nurse Assistant/Patient Care Aide   | Occupational Associate's | 1               | 1                            | N/A   | N/A   | 1                       | 0                        | 0                          | N/A   | 0%  |
| Office Administration Paralegal   | Occupational Associate's | 5               | 1                            | 3   | N/A   | 1                       | 0                        | 0                          | 3   | 0%  |
| Office Administration/Medical Assistant/Surgical Technician (previous version of Surgical Technology program) | Occupational Associate's | 4               | 1                            | 1   | 1   | N/A                     | N/A                      | N/A                        | 1   | 100%                                      |
| Medical Assistant   | Diploma                  | 1               | 1                            | N/A   | N/A   | 1                       | 1                        | 1                          | N/A   | 100%                                      |
| Small Business Management   | Diploma                  | 2               | 1                            | 1   | N/A   | 1                       | 0                        | 0                          | 1   | 100%                                      |
|   | Totals                   | 16              | 6                            | 7   | 2   | 4                       | 1                        | 1                          | 6   | 50%                                       |

\*Each heading refers to graduates.

\*\* $(\text{Verified as Placed Through PVP}) + (\text{Verified as Placed On Site}) \div (\text{Reported as Placed by School}) \times 100$

**Table 2: Licensure Pass Rates – Not Applicable**



**14. Data Integrity Review**

**FOR RENEWAL OF ACCREDITATION ONLY**

**QUESTIONS FOR PLACEMENT (TABLE 1)**

14.1 Describe any discrepancies or pertinent information uncovered from the PVP report, and insert the section number in parentheses. (Refer to Table 1 for examples.)

The campus submitted two placements to the PVP that had been made between January and June 2016. Both placements were verified by the employer or graduate, and the team agreed with the verification.

14.2 Describe any discrepancies or pertinent information uncovered during on-site placement verification, and insert the section number in parentheses. (Refer to Table 1 for examples.)

The team reviewed the placement information available for the 2016 CAR period, which was unofficial as it had not yet been submitted to ACICS due to the November 1, 2016, CAR submission deadline. The campus provided information on four placements in addition to the two placements that had been submitted to the PVP. The team placed calls to all four additional graduates with one successful contact that confirmed placement. The team also reviewed and verified documentation for seven placement wavers, six of which were for continued education and one for health reasons. Documentation available included letters of acceptance from the schools at which the graduates were continuing their education, and a personal attestation for the graduate who was unavailable for placement due to health reasons.

(Section 3-1-303) [Redacted text block]

14.3 If there were no successful contacts by the on-site team, insert "Section 3-1-303(a)" in parentheses and explain:

The team had one successful contact as a result of the four calls placed to graduates or employers while onsite.

**QUESTIONS FOR LICENSURE (TABLE 2)**

14.4 Was the team able to verify licensure pass rates for all programs that require licensure in order to obtain employment in the state where the institution is located?

- Yes
- No
- Not Applicable (Skip to 14.6.)

14.6 Summarize the data including placement and licensure rates, where applicable.

Based on the information provided to the team, which is unofficial until the submission of the 2016 CAR, the team was able to verify three of the six reported placements, a verification rate of 50 percent of the graduates. The information reported indicates that, if all the placements had been successfully contacted and verified, the campus would have program placement rates of 100 percent, with the exception of the office administration paralegal and the previous version of the surgical technology program, which would have placement rates of 50 and 33 percent, respectively.

## SUMMARY

Based on the team's review, the following areas require an explanatory response:

| <b>Number</b> | <b>Section</b>               | <b>Summary Statement</b>  |
|---------------|------------------------------|---|
| 1             | 2-2-501(a) and 3-1-516(a)(i) | The campus does not include the designation of externship hours in its published definition of a credit, and the reliability and accuracy of the campus's assignment of credit hours to the surgical technician program cannot be verified (pages 25 and 43). |
| 2             | 3-1-111                      | The CEP does not evaluate the level of student satisfaction for campus effectiveness (page 7).  |
| 3             | 3-1-203                      | The team could not verify some graduate placements (page 68).   |
| 4             | 3-1-303(a) and 3-1-542       | Official transcripts are not maintained for all faculty credentials that are listed in the catalog (pages 12 and 28).   |
| 5             | 3-1-303(f)                   | Student records are not adequately protected from water damage (page 12).   |
| 6             | 3-1-400                      | The campus does not reflect the highest ethical standards in its relations with students (pages 13 and 14).   |
| 7             | 3-1-413                      | The campus's articulation agreement with Salem International University is not published in the catalog nor is an agreement available and listed in the catalog about Mountain State University (page 18).  |
| 8             | 3-1-422 and Appendix D       | The institution does not document compliance with its SAP policy (pages 19-22).   |
| 9             | 3-1-511                      | The surgical technology program administrator does not have the qualifications to administer the program or sufficient time to devote to the administration of the program (pages 38 and 39).   |
| 10            | 3-1-512(c)                   | The campus does not maintain evidence that a variety of community resources is utilized to enhance some of the educational programs (pages 40 and 55).  |
| 11            | 3-1-513(a)                   | Students do not confirm receipt of course syllabi (pages 42, 49, 50, 56 and 62).  |
| 12            | 3-1-513(a) and Glossary      | The learning contracts for independent study courses are not complete (pages 41 and 48).<br><br>The agreement for the surgical technology externship is not complete (pages 40 and 41).   |
| 13            | 3-1-513(b)                   | Course prerequisites are not being followed in the surgical technology program (page 41).   |

|    |                               |  |
|----|-------------------------------|--|
| 14 | <b>3-1-531(a) and 3-1-601</b> | The campus does not provide appropriate equipment, instructional resources, and personnel to support some of the programs (pages 31, 44, and 57).                              |
| 15 | <b>3-1-532(b)(e)</b>          | The educational programs do not include specific and appropriate learning objectives or appropriate assessments for all programs (pages 44, 45, 51, 52, 58, 63 and 64).        |
| 16 | <b>3-1-532(c)(f)</b>          | The medical assisting and paralegal programs do not incorporate the use of appropriate experiences and learning materials (pages 51 and 58).                                   |
| 17 | <b>3-1-701 and Appendix C</b> | The catalog does not include a complete definition of the unit of credit (page 32).  |
| 18 | <b>3-1-703 and Appendix C</b> | The campus does not document compliance with Council standards for advertising (pages 34, 35 and 40).  |
| 19 | <b>3-1-800(f)</b>             | Training has not been provided to students and faculty on how to use the campus's library resources (pages 35 and 36).   |
| 20 | <b>3-3-203</b>                | The paralegal program does not qualitatively approximate the standards at other institutions offering the same degree (page 54).   |
| 21 | <b>3-3-302(b)(d)</b>          | The surgical technology instructor is not qualified to teach in her assigned program (pages 38, 39, and 45).   |
| 22 | <b>3-3-303 and 3-3-304</b>    | The teaching load is not reasonable for the surgical technology instructor and there is not an adequate core of faculty for the surgical technology program (pages 45 and 46). |

## RECOMMENDATIONS

*Any recommendations provided in this report are not included in the report seen by the Council:*

### *Publications:*

The team recommends revising the commercial in which a graduate indicates that “Not only did [WVBC] help me with my defaulted loan but...” in order to clarify the intent of the statement – that the campus provides loan counseling and planning for students, not that the campus would be able to help the student pay off the loan.

The team recommends clarifying/further specifying the criteria for being an honors student at the end of a quarter, as the current language in the campus catalog only indicates that you must have received an “A” in all program courses to have “With Honors” indicated on the student’s transcript.

### *Education:*

1. Review syllabi: A thorough review of all syllabi is suggested, paying particular attention to grammar and spelling errors. The syllabi state that “points will be deducted for spelling errors on all written assignments” yet there are multiple errors on the syllabi.
2. Enhance inventory of instrumentation and supplies: In order to provide instruction as stated on the syllabi, it is suggested that the program add, at a minimum, the basic following instruments and supplies:
  - Laparoscopy Equipment
  - Major General Set
  - Minor General Set
  - Laparotomy Set
  - Basic Obstetrics/Gynecology Set
  - Basic Orthopedic Set
  - Basic Genitourinary Set
  - Gastrointestinal instrumentation
  - Cardiovascular instrumentation
  - Basic Packs
  - Grounding Pads
  - Bovie machine (working or not working)
3. Develop improved modes of communication: The school may benefit from an electronic mode of communication with students. For example, a college student portal may improve student satisfaction by allowing students 24/7 access to syllabi, schedules, college announcements, and grades. This may also be a cost-effective measure compared to printing these materials.
4. Develop a Program Advisory Board: The surgical technology program may benefit from developing a robust advisory board made up of professionals in the field who can provide feedback on curriculum, assistance with developing additional clinical sites, assistance with enhanced enrollments, and additional community resources.
5. Use the resources on the Association of Surgical Technology website (AST.org) as a guide for programming.
6. The team recommends that the campus conduct a full review of the course numbering system for the programs. The courses that must be taken after other courses should have a higher number sequencing than lower level courses. Additionally, during this review, the campus should correct the typographical and syntax errors that are present in some syllabi.

7. The faculty would benefit from an elaboration of the schedule of materials covered in the weekly schedule located on page two of the syllabi. This would assist faculty in the delivery of course content and help with meeting learning objectives.

8. Textbooks should be evaluated to select the effective text with the lowest cost for the student. The texts were evaluated for the current term, and only a single publisher was used for selection. While this makes it simpler for faculty, it raises the cost for students. Many of the books were over \$200.00 which is a major long term burden for students. There are some courses that might find alternative sources and/or use open source texts that are becoming more available to the educational community. Also, options now exist for low cost Kindle support of eBooks which are a fraction of the cost of hard bound textbooks.

9. Bloom's taxonomy is a commonly accepted methodology for development of learning outcomes. It helps categorize and properly align levels of learning with the educational needs of each course. Bloom's hierarchy contains six categories of cognitive skills: knowledge, comprehension, application, analysis, synthesis and evaluation. As students learn, they begin with the knowledge level (examples are describe, recognize, name, relate, list, etc.) and then progress through the hierarchy to the higher levels. The upper level, second year courses at WVBC would need skills at a higher level than introductory or basic skill courses. Bloom's taxonomy provides a list of measurable verbs that could assist in writing specific course objectives and make assessment of learning outcomes more measurable.

**STUDENT SURVEY**

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual.

**Survey Report**

Generated: October 2, 2016

ACICS ID: 00010484

Surveys Between:

September 14, 2016 and September 16, 2016



A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?

Yes 7  
No 6

A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)

Yes 3  
No 0  
N/A 10

A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?

Yes 13  
No 0

A.04. Did your admissions representative accurately describe student services offered by the institution?

Yes 9  
No 4

A.05. Did your admissions representative accurately describe the tuition and fees associated with your program of study?

Yes 10  
No 3

A.06. Did you receive a catalog or were you provided access to one during the enrollment process?

Yes 9  
No 4

A.07. Did the catalog accurately portray programs, services and policies of the institution?

Yes 10  
No 3

A.08. Was the information provided during enrollment sufficient for you to make your decision?

Yes 13  
No 0

A.09. Did you feel pressured into making the decision to enroll?

Yes 0  
No 13

B.01. Do you receive federal financial aid?

Yes 13  
No 0

B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)

Yes [redacted] 10  
No 2  
N/A 1

C.01. Are your instructors available to provide additional help, if needed?

Yes [redacted] 13  
No 0

C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?

Yes [redacted] 10  
No 3

C.03. Were textbooks available when you started classes?

Yes [redacted] 12  
No 1

C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)

Yes [redacted] 7  
No 0  
N/A 6

D.01. Overall, I am satisfied with the quality of education I am receiving.

Agree [redacted] 7  
Disagree 1  
Neutral [redacted] 5

D.02. I would recommend this institution to others.

Agree [redacted] 7  
Disagree 3  
Neutral [redacted] 3





December 22, 2016

ID CODE 00010484(MC)

VIA E-MAIL AND OVERNIGHT DELIVERY

Ms. Julie Magers  
Campus Director  
West Virginia Business College  
1052 Main Street  
Wheeling, WV 26003

*acicswhg@wvbc.edu*

**Subject: Denial of Renewal of Accreditation**

Dear Ms. Magers:

WEST VIRGINIA BUSINESS COLLEGE, WHEELING, WEST VIRGINIA ID CODE 00010484(MC)  
WEST VIRGINIA BUSINESS COLLEGE, NUTTER FORT, WEST VIRGINIA ID CODE 00010868(BC)

At its December 2016 meeting, the Council considered your institution's applications for a renewal of accreditation, the on-site teams' visit reports, and the campuses' responses to the 48 findings identified between both locations. As a result of its review, the Council noted serious concerns for the following areas based on the *Accreditation Criteria*:

WHEELING MAIN CAMPUS:

1. The CEP does not include an appropriate evaluation of the level of student satisfaction (Section 3-1-111). In its response, the campus submitted student satisfaction forms on which students rate their faculty and staff with a "Yes," "No," or "Sometimes" for different items. Students complete the surveys on the last day of class, prior to final exam reviews. The campus also provided a brief narrative summary of the results and an action plan. However, this response did not meet the Council's expectations because the surveys submitted were mostly dated 2015, or were not dated; and only two surveys were from 2016. Thus, the results are not as relevant to a current campus effectiveness plan. Further, while the results included more positive "Yes" indications, the campus did not identify in its summary those items that received a "No" or "Sometimes" rating in order to determine areas for improvement. Also, the action plan included pertained to the provision and use of the survey itself (i.e. goals to increase participation, continue to analyze surveys, and address student issues quickly), but not the information gained from the survey.
2. The placement of one graduate could not be verified, calling into question the integrity of the data provided by the campus (Section 3-1-203). Originally, there were two graduates' placements questioned by the team – that of [REDACTED]

- ██████████ In its response, the campus submitted a signed attestation from ██████████ indicating that she received a pay raise in the job she started in prior to graduation; and an unsigned attestation for ██████████ receipt of a similar pay raise in her job, with a communication from the career services director to the campus director, explaining the situation. While ██████████ signed attestation was acceptable, the Council does not consider the explanation from the career services director and the unsigned attestation for ██████████ appropriate. Additionally, as shared by the campus, both the graduate and the employer refused to sign the attestation, calling into question its validity.
3. The campus could not demonstrate that it reflects high ethical standards in its relations with students (Section 3-1-400). In its response, the campus submitted a narrative denying the finding and clarifying the items listed in the admissions notes that were deemed inappropriate by the on-site team. The campus also provided a copy of the admissions procedure manual/official presentation to be used by the admissions representative. The campus addressed the prematurely sent SAP termination letters with a narrative on each listed student. Further, the campus satisfactorily addressed the inappropriate weighting of the final exam. However, the admissions manual/presentation provided in the response did not include any signatures in the space at the bottom for the admissions representative to sign indicating that he/she has understood the presentation and that he/she will not elaborate on the presentation in any way or will be dismissed. Additionally, the campus did not provide any evidence of training for such personnel on ethical recruitment practices to reinforce the importance of compliance. The unsatisfactory response for the SAP issues is detailed below.
  4. The campus does not document compliance with its SAP policy (Sections 3-1-422). In its response, the campus provided its catalog's SAP pages and a narrative explaining why its application of the SAP policy for the students in question was accurate. The Council recognizes the clarification of the campus's SAP evaluation points for diploma-seeking students. However, this response did not address the team's concerns as the student documents, such as transcripts and copies of SAP notifications, were not provided to support the campus's claim of compliance, and the Council was unable to conduct a complete review of the finding. The campus's calculation of SAP for student ██████████ ██████████ remains incorrect, regardless; it claims that ██████████ failed SAP at the 64-credit mark because she completed 44 credits when she needed to have completed 48, but the campus's policy states that students must complete 66.67 percent of attempted credits per evaluation period, and 66.67 percent of 64 credits is 42.67 credits. Therefore, ██████████ did meet SAP at the evaluation mark. The campus also did not address its use of "termination" at a first evaluation point, as with ██████████, when it has an academic and financial aid warning status that is used at such a time.
  5. The surgical technology program administrator does not have the qualifications to administer or teach in the program nor does she have sufficient time to devote to its administration (Sections 3-1-511 & 3-3-302(b)(d)). In its response, to evidence that ██████████

██████████ was qualified to lead and teach in the program, the campus submitted a copy of her current National Surgical Technology certification from the Association of Surgical Technologists, participation in continuing education courses, and letters/e-mails of recommendation from colleagues and former students. The campus also indicated that ██████████ course load only requires 20 contact hours per week, leaving her with at least 18 hours per week for administrative duties; and she is supported by the medical department lead. However, the Council determined that a diploma in surgical technology and four months of unverified and limited experience in an oral surgeon's office are not sufficient to oversee, and teach in, an associate's degree program. In regards to time to being sufficient to administer the program, the campus alludes to at least 18 hours being available, but the faculty and staff summary document submitted as part of its application noted that she is a part-time employee. Hence, this questions ██████████ actual employment status and it remained unclear as to the amount of time assigned to fulfil administrative responsibilities.

6. The campus does not maintain evidence that a variety of community resources is utilized to enhance some of the educational programs (Section 3-1-512(c)). In its response, the campus submitted numerous field trip/guest speaker request forms, communications from program directors, and two student sign-in sheets as evidence of field trips taken and guest speakers hosted. Many field trips were taken to area hospital operating rooms, a corrections facility, and an organization specializing in employment assistance and preparation. While some of the documents reference all medical students, the campus does not address its utilization of resources in the medical assistant and nurse's assistant/patient care aide programs, which were also found to be lacking adequate use of a various community resources, in addition to the surgical technology program. The only documents that clearly evidence student participation or verify a speaker's appearance before students were sign-in sheets for a blood drive on January 25, 2016, and an unidentified community service project on December 7, 2015. The majority of documents were field trip/guest speaker request forms, some of which were not signed by the campus director, or communications and summaries from instructors, stating that a field trip had occurred or a guest speaker hosted, or would happen in the future. These forms do not all identify for which program the activity or event was being planned. Without proper documentation, the campus has not evidenced that all the programs in question are using a variety of community resources.
7. The learning contracts for courses offered as independent study are incomplete and the externship agreement for the surgical technology program is incomplete (Section 3-1-513(a) and Glossary). In its response, the campus submitted a revised blank learning contract for independent study courses, which now includes the statement "Student and teacher understand that the course syllabus regarding text book, course objectives and procedures for the class (on file on the wvbc.edu website) is adopted within this Independent Study contract." However, the campus did not submit completed and signed copies of learning contracts for any students currently taking courses via independent

study. Hence, the campus failed to demonstrate its application of the revised contract to evidence compliance with the standard.

Concerning the externship contract, the campus resubmitted its contract with Wetzel Hospital that the team had reviewed on-site, and provided the outline of courses in the program, course descriptions, and numerous evaluation charts that would accompany the contract. The campus also provided its contract with [REDACTED] a new externship site. According to its narrative, the campus supplies the externship site with multiple documents that cover learning objectives, course requirements and evaluation requirements, and “the agreements simply reference this supporting documentation....”

Although the externship agreement with Wetzel Hospital does reference the copy of objectives that will be provided to the site, and establishes that the site will cooperate in the evaluation of the program, no mention is made of the course requirements or supporting documentation that will convey these requirements. Similarly, the agreement with [REDACTED] indicates that the campus will provide a course syllabus with objectives and a course description, but no information about evaluation of the student is provided and no reference is made to the evaluation materials provided in the response.

Additionally, the new agreement raised a new concern with regards to the course requirements. The agreement with [REDACTED] indicates that “The experience... hours will be set between the College, Externship Entity, and student in clock hours. There are no minimum or maximum hours; it is the quality of the externship not the quantity that is important. Clock hours may be expanded and/or minimized as needed.” This statement does not establish an understanding with the externship site that the student must participate in a minimum number of hours in order to fulfill the appropriate number of credits as required for the course, and for program completion. The “completion” of the externship in less than the required hours can also have serious Title IV implications. Finally, the second statement in the Wetzel Hospital contract alludes to an unidentified party (“PRH”) instead of the Wetzel County Hospital (WCH), and again, indicates that “The College will provide PRH with a copy of the objectives.” This confusion calls into question the validity of the contract itself and underscores the Council’s conclusion that the campus has not addressed the finding.

8. The campus does not provide appropriate equipment and instructional resources to support the surgical technology, medical assistant, and nurse assistant/patient care aide programs (Sections 3-1-531(a) and 3-1-601). In its response, the campus submitted a copy of the e-mailed receipts for the purchase of the EKG machine and a blood-drawing chair but contends that its one artificial arm for use in the medical assistant and nurse assistant/patient care aide programs is sufficient. With 17 currently enrolled students between the medical assistant and nurse assistant/patient care aide programs, the one artificial arm is sufficient to serve the students. However, since the equipment is critical to providing quality instruction and there is no evidence that they were delivered, set up,

and being used, the Council is unable to determine that the campus has satisfactorily addressed this concern.

9. The educational programs do not include specific and appropriate learning objectives for all programs (Section 3-1-532(b)). In its response, the campus submitted a sample of revised syllabi across all programs but most of the revised syllabi still do not include specific, outcomes-based, measurable learning objectives as they are all prefaced with "The student will learn..." instead of using active verbs to depict what the student will be able to do and discern by the completion of the course.
10. The medical assisting and paralegal programs do not incorporate the use of appropriate experiences and learning materials (Section 3-1-532(c)(f)). In its response, the campus submitted evidence that an EKG machine was purchased in line with the MD240 Medical Procedures II course description, and current textbooks were updated for two paralegal courses. However, the response did not include a revised syllabus for MD240 to include the EKG component, nor did the campus submit evidence that the textbooks have been updated and adopted for LG235 Immigration Law and LG228 Legal Analysis and Writing. Hence, the Council could not determine that the concern was satisfactorily addressed through implementation.
11. The campus does not demonstrate compliance with Council standards for advertising (Sections 3-1-703 and Appendix C). In its response, the campus added the phrase "for those who qualify" when referencing financial aid and removed the statement on its website "Launch your medical career: WV Business College can get you started in a medical field and find you a quality job for a bright future." However, the campus did not remove the verbiage "Health Specialties Teacher, Postsecondary" from the associate's degree in surgical technology gainful employment disclosures section on the website. The position of postsecondary health specialties teacher requires a bachelor's degree and as such, the statement and disclosure are not accurate.
12. The teaching load is not reasonable for the one surgical technology instructor and, therefore, there is not an adequate core of faculty for the program (Sections 3-3-303 and 3-3-304). In its response, and as noted previously, the campus responded that Ms. Hammitt only teaches 20 hours per week and has 18 hours for administrative duties. However, the faculty and staff summary submitted in conjunction with the campus's application stated that [REDACTED] is a part-time employee and the campus did not provide a current class schedule to evidence her actual teaching load.

#### NUTTER FORT BRANCH CAMPUS:

1. The CEP does not contain program improvement plans for programs with retention rates that are below Council standards (Sections 2-1-809, 3-1-111 and 3-1-512). In its response, the campus submitted an improvement plan for the medical assisting program.

However, improvement plans were not submitted for the other three programs cited in the report – the occupational associate’s degree programs in Business Administration/Computer Applications/Accounting, Computer Support Specialist, and Small Business Management. Hence, the concern has not been satisfactorily addressed.

2. The CEP does not include an appropriate evaluation of the level of student satisfaction (Section 3 -1-111). In its response, the campus submitted student satisfaction forms on which students rate their faculty and staff with a “Yes,” “No,” or “Sometimes” for different items. Students complete the surveys on the last day of class, prior to final exam reviews. The campus also provided a brief narrative summary of the results and an action plan. However the surveys submitted were mostly dated 2015, or were not dated; and only two surveys were from 2016. Thus, the results are not relevant to the current campus effectiveness plan. The campus presented the surveys with a short narrative describing the feedback, but without analysis of the results or description of activities to implement for improvement. The action plan included pertained to the provision and use of the survey itself (i.e. goals to increase participation, continue to analyze surveys, address student issues quickly), but not on improving the level of student satisfaction itself from the data collected from the survey. Lastly, a revised 2015-2016 plan was provided, the evaluation period of which has ended; and not a 2016-2017 plan that would guide the campus’s current efforts for improvement.
3. The campus does not evidence that periodic progress reports are completed to ensure and document the completion of activities listed in the CEP (Section 3-1-112). In its response, the campus submitted brief agendas of department meetings. However, this documentation does not evidence a review of all the required elements or the completion of progress reports on the campus’s progress in achieving specific goals.
4. There is no evidence that emphasis is placed on the efficiency and effectiveness of the overall administration of the campus (Section 3-1-202(a)). In its response, the campus terminated the employment of the campus director to evidence that it agreed with the finding and has corrected the deficiency. However, the individual assigned to assume the new vacant leadership role was not identified nor were he/her qualifications and experience provided. Further, the campus failed to address how the current administrative team, in the absence of the former campus director, would address all the outstanding concerns and evidence the measures implemented to demonstrate efficiency and effectiveness.
5. The campus does not maintain documentation of the evaluation of staff members (Section 3-1-202(b)). In its response, the campus submitted a formal evaluation for [REDACTED] the former campus director, and his subsequent termination paperwork; as well as an assertion of its position that the hand-written note from [REDACTED] Burkhead’s performance is appropriate to serve as an evaluation. The campus also provided a memo to the leadership of the two campuses indicating that evaluations

should occur at a designated time, and this procedure would be initiated annually on the second Tuesday of December. The other staff members were recently hired; therefore, evaluations have not been completed for them. However, a more formal evaluation of [REDACTED] beyond a handwritten note, would be necessary to demonstrate that she understands the standards by which the success of her work is measured, and acknowledges that she has been evaluated.

6. Adequate records are not maintained by the campus relative to administrative operations (Section 3-1-303(a)). In its response, the campus submitted transcripts and certification for the instructors listed in the report, the termination paperwork of the campus director, and an admissions training log. While the documentation addressed the concerns in the team's report, the campus failed to provide the records for the new campus director to include employment contract, evidence of qualifications, and an updated organizational chart to include this new administrator, that had been communicated to all faculty and staff.
7. There is no evidence that the campus reflects the highest ethical standards in its relations with students (Section 3-1-400). In its response, the campus terminated the campus director and provided a sample financial aid report available to students, if requested, a blank "EFT notification" form, and an updated Student Statement of Understanding to demonstrate its efforts to resolve student concerns for the transparency of their school finances. A core component of this area of concern was the students' complaints on a variety of issues that were not addressed (lack of open door policy with administration, deteriorating facility, faculty turnover, etc.) and the campus did not provide any information on how it communicated any revisions in policies/procedures to the administrative team, any changes to the student grievance process, and how the replacement director would address these deficiencies.
8. The campus is not following its stated refund policy (Section 3-1-433). In its response, the campus agreed with the citation and corrected these errors prior to the team visit, following its financial aid audit. However, the campus did not provide evidence that the financial aid office has been trained and is being evaluated on the accurate and timely processing of student refunds to ensure the campus's continued compliance with its refund policy.
9. The campus does not maintain evidence that a variety of community resources is utilized to enhance student enrichment and potential career opportunities in any of the programs (Section 3-1-512(c)). In its response, the campus submitted field trip and guest speaker forms in order to demonstrate its incorporation of community resources in the business, computer and paralegal programs. However, the forms provided were typed documents indicating that a field trip would be occurring or a guest speaker would be hosted, and the students that would be attending. No evidence was submitted to indicate that any of these events had already occurred. Additionally, in its response, the campus failed to address

the concern for the medical programs which were also identified in the team's report as being inadequate.

10. The learning contracts for courses offered as independent study are incomplete (Section 3-1-513(a) and Glossary). In its response, the campus submitted a revised blank independent studies learning contract. However, the campus did not submit completed and signed copies of learning contracts for any students currently taking courses via independent study. Hence, the campus failed to demonstrate its application of the revised contract to evidence compliance with the standard.
11. Prerequisites are not being followed in a number of programs (Section 3-1-513(b)). In its response, the campus claimed that the concurrent scheduling of DP216 Excel and IT102 MS Applications and Certification courses was that of the former campus director, who was terminated. The campus also provided a block schedule plan that is intended to eliminate inappropriate scheduling in the paralegal program, to ensure that no student will again take higher legal courses prior to the LG126 Legal Terminology prerequisite course. However, the campus did not address how the campus director's replacement, and other appropriate staff members, have been trained on the policies that ensure that prerequisites are always followed, and the administrative checks and balances established to ensure oversight of the new block schedule plan. Additionally, the campus failed to address any remediation being provided for those students being instructed concurrently in the DP216 Excel and IT102 MS Applications and Certification courses, especially since DP216 is a prerequisite for IT102. The Council is seriously concerned with the completion of contact hours for both courses and students' ability to be successful.
12. There is insufficient evidence to demonstrate that the campus provides appropriate instructional equipment, resources, and personnel in the medical assistant and nurse assistant/patient care aide programs (Section 3-1-531(a)). To address the concern with the instructional equipment and resources, the campus submitted a copy of the emailed receipts for a battery for the EKG machine, a blood-drawing chair with a patient safety mechanism, and an appropriate sharps container. The phlebotomy certification for [REDACTED] was submitted to evidence compliance with the personnel requirement. However, the phlebotomy certification for [REDACTED] another instructor in the programs, was not submitted. Additionally, since the equipment is critical to providing quality instruction and there is no evidence that they were delivered, set up, and being used, the Council is unable to determine that the campus has satisfactorily addressed this concern. Further, the campus stated that the artificial arm and the sphygmomanometer, with different size cuffs, were at the campus, but it did not address the fact that the artificial arm was not functional nor did it submit the documentation to support the claim that the sphygmomanometer, with different size cuffs, was available.



There was a concern with the lack of access by faculty and students to printing on the campus, to include the availability of syllabi, catalogs, and any materials that needed to be printed. This issue was originally considered as equipment not being appropriate and the campus responded by explaining that it is trying to conserve paper and become paperless, and as such, there is no need for faculty or students to have access to a printer. However, the campus did not address the concerns raised by faculty and staff about needing printing access and how the educational activities are being compromised, especially for those students who are more tactile and would be more successful with written materials.

13. The educational programs do not include well-defined instructional objectives for all programs (Section 3-1-532(b)). In its response, the campus submitted a sample of revised syllabi across all programs. However, specific, outcomes-based learning objectives that evidence measurable student learning outcomes were not included in the revised syllabi.
14. Some of the academic programs do not include the use of appropriate experiences and learning materials (Section 3-1-532(c)(f)). In its response, the campus submitted documentation that an EKG machine had been purchased for the MD240 Medical Procedures II course and indicated that updated textbooks for LG235 Immigration Law and LG228 Legal Analysis and Writing have been selected. However, the campus did not revise the MD240 course syllabus to include the EKG component nor did it submit evidence that the textbooks have been updated for LG235 Immigration Law and LG228 Legal Analysis and Writing.
15. Official transcripts are not maintained for all credentials that qualify faculty members to teach their courses (Section 3-1-542). In its response, the campus submitted transcripts and an ACICS data sheet for [REDACTED] who is replacing [REDACTED], indicating her qualifications to teach her assigned law courses. A transcript was also submitted for [REDACTED] MBA to evidence his qualification to teach Information Technology (IT) and Business courses. However, [REDACTED] transcript for his earned bachelor's degree in information technology from ITT Technical Institute was not submitted but is needed to demonstrate that he is qualified to teach all assigned IT courses. Further, a current class schedule was not provided to evidence what [REDACTED] was actually assigned to teach any courses.
16. The campus does not provide or make available in hard copy, a copy of the catalog to all students (Sections 3-1-701 and Appendix C). In its response, the campus submitted a signed Student Statement of Understanding showing that students can have a catalog if they ask for one. However, the campus did not demonstrate that it is actually provided hard copies of the campus catalog to students who requested them, especially since this was a specific concern identified by the team from students.

17. Some faculty members are not qualified to teach their assigned courses (Sections 3-2-104(c) and 3-3-302(a)(b)(c)). In its response, the campus submitted an ACICS data sheet and transcripts for [REDACTED] as a replacement for instructor [REDACTED]. However, the campus does not yet have a copy of [REDACTED] phlebotomy certificate, nor did it submit any evidence that [REDACTED] possesses academic credentials, given that her certification alone is not sufficient to qualify her to teach. Additionally, [REDACTED] has not yet earned her phlebotomy certification to be able to teach the phlebotomy course; and while the campus's response mentioned that she has been removed from teaching that course, a current teaching schedule was not provided so her and [REDACTED] teaching assignments could not be verified.

### Council Action

The Council determined that the large number of findings from the campuses visits and the significant number of unresolved findings to be indicators of the institution's substantive noncompliance with the *Accreditation Criteria*. Further, the likelihood that the institution can come into compliance with the *Criteria* within a reasonable time frame is called in question, especially given its history of renewal of accreditation visits with similar findings and concerns. Specifically, the institution's last renewal visit occurred in 2013 and took five Council review cycles to demonstrate its correction of findings through deferral actions and show-cause hearings. Of more significant note is that the findings have been repetitive in areas such as course syllabi, catalogs, advertising, campus effectiveness plans, and administrative oversight, calling into question the institution's good faith effort and commitment to correction, improvement, and growth. In addition, the concerns voiced by students and former faculty through on-site interviews, student surveys, and a call-for-comment preceding the visit perpetuate a framework of concern for the Council. It is especially disconcerting that some students and faculty have claimed that the campus is taking out loans without student approval and other students are convinced that the school is "stealing their money." It is the judgment of the Council that the institution's failure to demonstrate the systematic and effective implementation of operational characteristics essential to uphold the ACICS criteria in practice over time represents a lack of efficiency, effectiveness and administrative capability of the institutional administration.

Therefore, the Council acted to deny the institution's application for a renewal of accreditation. The institution must notify the Council's office in writing **within ten days of initial receipt of this notice** of its desire to appeal this decision to the Review Board. **This appeal notification must include payment as detailed in the Schedule of Fees under Hearing Fees.** The institution is advised that the Council's decision is final and will be published **if the appeal notice and appropriate fee are not provided within ten days of initial receipt of this notice.** If the institution elects to appeal this action to the Review Board and remits the appropriate fee by the established deadline, then more detailed appeal procedures and information will be forwarded to the institution.

### **Institutional Teach-Out Plan**

Finally, if the institution exercises its appeal rights, in compliance with Section 2-2-303 of the *Accreditation Criteria*, the institution is directed to submit to the Council office by **January 31, 2017**, the ACICS Campus Closing Application, which includes an appropriate teach-out plan and all applicable documentation requested by the application.

The Council expects that the institution will take the appropriate steps to assist its students through any transition to successfully complete their programs in an orderly manner. You are advised that Section 2-3-900 of the *ACICS Accreditation Criteria* stipulates that the Council may bar any person or entity from being an owner or senior manager of an ACICS-accredited institution if that person or entity was an owner or manager of an institution that loses its accreditation as a result of a denial or suspension action or that closes without providing a teach-out or refunds to students matriculated at that time of closure.

If the institution elects not to appeal this action, any comments you may wish to make with regard to this decision must be submitted to the Council office within two weeks of the date of this letter. Should you choose to submit any comments, these comments will be included in the summary detailing the reasons for the Council's decision that will be made available to the U.S. Secretary of Education, the appropriate State licensing or authorizing agency, and the public through [www.acics.org](http://www.acics.org).

### **Current Grant Expires December 31, 2016**

The institution is advised that the current grant of accreditation expires on December 31, 2016. However, should the institution elect to appeal the decision and remit the appropriate fee by the established deadline, the grant of accreditation will be extended through April 30, 2017.

If the institution elects not to appeal this action, comments with regard to this decision must be submitted to the Council office within two weeks of the date of this letter and will be included in the summary detailing the reasons for the Council's decision that will be made available to the U.S. Secretary of Education, the appropriate State licensing or authorizing agency, and the public through [www.acics.org](http://www.acics.org).

Ms. Julie Magers  
December 22, 2016  
Page 12

Please contact Ms. Katie Morrison at [kmorrison@acics.org](mailto:kmorrison@acics.org) or (202) 336-6783 if you have any questions.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of Roger J. Williams. The text "(b)(6)" is written in the top-left corner of the box.

Roger J. Williams  
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))  
Ms. Nancy Gifford, U.S. Department of Education, School Participation Team, Region  
III ([nancy.paula.gifford@ed.gov](mailto:nancy.paula.gifford@ed.gov))  
Ms. Sonya Wilmoth, Nutter Fort campus ([acicsnf@wvbc.edu](mailto:acicsnf@wvbc.edu))  
Dr. Corley Dennison, West Virginia Higher Education Department  
([corley.dennison@wvhepc.edu](mailto:corley.dennison@wvhepc.edu))



January 12, 2017

ID Code 00010484(MC)

VIA E-MAIL AND REGULAR MAIL

Mr. John A. Tarr, IV  
Chief Executive Officer  
West Virginia Business College  
1052 Main Street  
Wheeling, WV 26003

[acicswhg@wvbc.edu](mailto:acicswhg@wvbc.edu)

**Subject: Acknowledgment of Intent to Appeal Council Action**

Dear Mr. Tarr:

WEST VIRGINIA BUSINESS COLLEGE, WHEELING, WV  
WEST VIRGINIA BUSINESS COLLEGE, NUTTER FORT, WV

ID CODE 00010484(MC)  
ID CODE 00010868(BC)

This letter acknowledges receipt of your notification and payment, required to appeal the Council's decision to deny your institution's application for renewal of accreditation. Your notice of intent to appeal extends the institution's current grant of accreditation pending final disposition of the appeal. The Review Board will consider your case at its next scheduled meeting, of which you will be notified once confirmed. The hearing will be held in Washington, D.C.

Please review Sections 2-3-300 and 2-3-600 of the *Accreditation Criteria*, which pertain to denial of accreditation actions and Review Board procedures. Special attention should be given to Section 2-3-603, which outlines the jurisdiction and authority of the Review Board, including the inability to introduce new evidence for consideration which was not in the record when the Council made its decision except where a final adverse action is based solely on the failure of an institution to comply with the standards of financial stability.

As guidance to the parties and to facilitate the hearing, the Review Board has adopted the following supplemental rules to govern the proceedings:

1. The institution may file a brief setting forth its statement of the facts of the case, its argument against the Council action under review, and a suggested disposition of the case by the Review Board. If such a brief is to be submitted, it must be filed at **least fifteen (15) business days** before the scheduled hearing in order for it to be considered by Review Board. Such statement shall briefly and concisely specify the grounds of appeal and the reasons why the institution contends that the case should not be affirmed but should be remanded to the Council for reconsideration or reversed. No documents or other exhibits

shall be incorporated in, or attached to, such statement. The Council's response brief will be filed with the institution and the Review Board at least seven (7) business days before the hearing.

2. The duration of the hearing will be 1½ hours, which will be divided equally between the institution and the Council. The institution shall present its case first and may reserve part of its time for rebuttal.
3. Any documents filed with the Review Board, including the statement of points and brief, if any, shall be filed **no later than fifteen (15) business days prior to the hearing**, in an original hard and electronic (flash-drive) copy along with four (4) copies. An additional copy shall be forwarded to the Council's general counsel at the address listed below.
4. The hearing will be stenographically recorded. A copy of the transcript will be provided to the institution, at its expense, upon request.
5. The hearing shall be closed to the public.

#### **MEMBERS OF THE REVIEW BOARD**

Upon confirmation of the members of the Review Board panel assigned to consider your institution's case, you will be notified and provided with additional information on the scheduled hearing. The institution is advised that it is prohibited from contacting or communicating directly with the members of the Review Board concerning the merits of its case prior to the hearing.

Communication to the Review Board regarding procedural matters should be made in writing and addressed to:

Chairman, Review Board  
ACICS  
750 First Street, N.E., Suite 980  
Washington, DC 20002-4241

A copy of all correspondence should be sent directly to the Council's general counsel at the following address:

Mr. Kenneth J. Ingram, Esq.  
Whiteford, Taylor & Preston  
1025 Connecticut Avenue, N.W., Suite 400  
Washington, DC 20036-5405

Mr. John A. Tarr, IV  
January 12, 2017  
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## **REPRESENTATION AT THE HEARING**

The institution may be represented at the hearing by counsel or other designated representatives. The Council will be represented by its general counsel identified above.

## **RECORD UNDER REVIEW**

This record will be forwarded to the institution at a later date.

Finally, the institution may choose to have the appeal considered solely on the basis of written briefs. There is no prohibition to conducting the hearing by mail provided you so formally request and agree that the decision reached will be binding. Please be aware, should you choose this option, that you still are required to submit the deposit on expenses noted earlier and that the Review Board still may be convened in Washington, D.C. If you decide to proceed on the basis of written briefs only, you must notify the Council office **no later than thirty (30) business days prior to the hearing**, so that an appropriate stipulation can be prepared and forwarded to you.

Please contact Ms. Perliter Walters-Gilliam at [pwgilliam@acics.org](mailto:pwgilliam@acics.org) if you have any questions.

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

c: Mr. Kenneth J. Ingram, Esq., Whiteford, Taylor & Preston  
Ms. Perliter Walters-Gilliam, Vice President – Accreditation



January 19, 2017

ID Code 00010484(MC)

VIA E-MAIL AND UPS DELIVERY

*acicswhg@wvbc.edu*

Mr. John A. Tarr, IV  
Chief Executive Officer  
West Virginia Business College  
1052 Main Street  
Wheeling, WV 26003

**Subject: Review Board Hearing Schedule and Panel Selection**

Dear Mr. Tarr:

WEST VIRGINIA BUSINESS COLLEGE, WHEELING, WV  
WEST VIRGINIA BUSINESS COLLEGE, NUTTER FORT, WV

ID CODE 00010484(MC)  
ID CODE 00010868(BC)

The Review Board hearing to consider your appeal of the Council's decision to deny your institution's application for renewal of accreditation has been confirmed for **Tuesday, February 28, 2017** from 1:30 p.m. - 3:00 p.m. The hearing will take place in the ACICS office at 750 First Street, N.E., Suite 980, Washington, DC 20002.

Please refer to my letter dated January 12, 2017, for specific procedures governing the Review Board hearing. You are reminded that an original electronic (flash drive) and four (4) copies of your statement of points and brief, if any, are due in this office no later than fifteen (15) business days prior to the date of the hearing, i.e., **Tuesday, February 7, 2017**. No exhibits or other documents will be accepted after this date. An additional copy of these documents must be delivered by that date to Mr. Kenneth Ingram, the Council's general counsel, at the following address:

Mr. Kenneth J. Ingram, Esq.  
Whiteford, Taylor & Preston  
1025 Connecticut Avenue, N.W., Suite 400  
Washington, DC 20036-5405

Enclosed is a copy of the Record Under Review. The Review Board panel members selected to hear your appeal have been confirmed. The members of the Review Board were chosen in such a way as to prevent any apparent conflicts of interest. The institution has the right, however, to object to any of the chosen Review Board members with cause. The rationale for any objection must be made in writing and must be received in the Council office no later than



Mr. John A. Tarr, IV

January 19, 2017

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**Friday, February 3, 2017.** These members are listed below:

Dr. Thomas B. Duff, Chair

Mr. Francis S. Giglio

Dr. Gary D. Meers

Mr. Matthew A. Johnston

You will receive the Council's written presentation and response to your brief, by e-mail, by **Friday, February 17, 2017**, with a hard copy forwarded by overnight delivery. This response will also be forwarded to the members of the Review Board panel, who will also receive copies of the Record Under Review and your brief.

If you have any questions about these proceedings or arrangements, please send them in writing to my attention, with a copy to the Council's general counsel, Mr. Kenneth Ingram, at the address listed above.

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

Enclosure

c: Mr. Kenneth J. Ingram, Esq.



## Review Board Members Classification and Attestation Forms

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Decision-making bodies must identify themselves as being classified as either member or public and if a member representative, either academic or administrative. Please read the definitions and attest to your classifications. A resume and/or CV will be required to evidence the selected classification(s).

### Classifications:

A **member** representative is defined as someone who is:

- a) an employee, member of the governing board, owner, or shareholder of, or consultant to, an institution accredited or preaccredited by ACICS or has applied for accreditation or preaccreditation; or
- b) a member of any trade association or membership organization related to, affiliated with, or associated with ACICS; or
- c) a spouse, parent, child, or sibling of an individual (identified in paragraph a) or b) of this definition.

A **public** representative is defined as someone who is not

- a) employed by an institution or program that is either accredited by ACICS or has applied for accreditation by ACICS; or
- b) associated as a member of the governing board, an owner, a shareholder, a consultant, or in some other similar capacity with an institution or program that either is accredited by ACICS or has applied for accreditation by ACICS; or
- c) a member of any related, associated, or affiliated trade association or membership organization; or
- d) a spouse, parent, child or sibling of an individual identified in paragraph a), b) or c) of this definition.

An **academic** representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research.

An **administrative** representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary program or institutional administration.



**Attestations:**

Based on my qualifications and the definitions provided, I can be classified as a (select only one):

- Member representative.** Defined as some who is.
  - d) an employee, member of the governing board, owner, or shareholder of, or consultant to, an institution accredited or preaccredited by ACICS or has applied for accreditation or preaccreditation; or
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I have read each of the definitions associated with classifying my role as a panel member of the Review Board and attest that my qualifications support my selections.

Francis S. Gaglia  
(Please print your full name)

(b)(6)

1/30/2017



## Review Board Members Classification and Attestation Forms

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Decision-making bodies must identify themselves as being classified as either member or public and if a member representative, either academic or administrative. Please read the definitions and attest to your classifications. A resume and/or CV will be required to evidence the selected classification(s).

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Gary Meers

(Please print your full name):

(b)(6)

(Signature)

01/25/2017

(Date)



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Matthew Allen Johnston

(Please print your full name):

(b)(6)

1-30-17  
(Date)



## Review Board Members Classification and Attestation Forms

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Thomas B. Duff

(Please print your full name):

(b)(6)

(Signature)

1/30/2017  
(Date)



# ACICS Standards of Ethical Responsibility

## For ACICS Review Board Members

v. August 2016

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Each panel member of the ACICS Review Board must read and comply with the following *Standards of Ethical Responsibility* in performing their ACICS duties:

1. He/she shall uphold the integrity of the accreditation process.
2. He/she shall avoid impropriety or the appearance of impropriety in all activities.
3. He/she shall perform the duties impartially and diligently.
4. He/she shall refrain from any activity that might call into question their objectivity in the accreditation review.
5. He/she shall disclose to the President any actual, potential, or appearance of a conflict of interest and shall not participate in review panel actions regarding an institution that is the subject of that conflict.
6. He/she shall preserve the confidentiality of the Review Board deliberations, institutional data, and ACICS business information.
7. He/she shall not violate the *ACICS Policy on Discrimination and Harassment* in interactions with other review panel members, staff, or any person associated with a member institution.
8. He/she shall not solicit or accept, either for themselves or a family member, anything of value from an ACICS-accredited institution or an applicant institution seeking ACICS accreditation.

A member of the Review Board shall immediately inform the President of any potential violation of these Standards. The President will either determine that no violation has occurred or will notify the member of the Review Board involved of the allegation. The Review Board member involved shall have the opportunity to respond to the allegation in writing to the President who shall make a determination. If the President determines that a violation has occurred, the Review



# ACICS Standards of Ethical Responsibility

## For ACICS Review Board Members

v. August 2016

Board member may be removed. The President shall, in all cases, take such action as necessary in order to maintain the integrity of ACICS.

I have read the **Standards of Ethical Responsibility for ACICS Board of Review Members** as stated above and agree to meet or exceed these Standards in performing my duties as a panel member of the Review Board.

(b)(6)

January 30, 2017  
(Date)

Thomas B. Deff

(Please Print Name)



# ACICS Standards of Ethical Responsibility

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(b)(6)

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1/30/2017

(Date)

Matthew Johnston

(Please Print Name)



# ACICS Standards of Ethical Responsibility

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v. August 2016

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(b)(6)

1/25/2017

(Date)

Gary Meers

(Please Print Name)



# ACICS Standards of Ethical Responsibility

## For ACICS Review Board Members

v. August 2016

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(b)(6)

January 30, 2017  
(Date)

Francis S. Geyko  
(Please Print Name)



March 30, 2017

MEMO TO THE ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS (ACICS)

**Subject: Review Board Decision to Remand Action to Council**

The Review Board has considered West Virginia Business College’s (“Institution”) appeal of the Accrediting Council for Independent Colleges and Schools’ (“Council”) December 22, 2017, decision to deny the institution’s application for renewal of accreditation. Based on the arguments presented by both the Institution and the Council, the Review Board acted to remand the decision to the Council because it determined that:

- The institution was not provided sufficient time to respond to the concerns addressed in the Council’s December 22, 2016 letter of denial.

As part of this remand, the Review Board recommends the following for the Council’s consideration:

- The institution be provided additional time to satisfactorily address the remaining areas of noncompliance identified in the December 22, 2016, letter of denial for review at the August 2017 meeting of the Council.

In accordance with Section 2-3-607 of the *Accreditation Criteria*, the institution’s appeal of the denial action will be finally disposed of when the Council takes the final action on remand.

Review Board Panel Attestation (by electronic signature)

*By providing my signature below, I attest to my agreement of the language of the directive from the Review Board contained therein.*

|                        |        |  |
|------------------------|--------|--|
| Dr. Thomas Duff, Chair | (b)(6) |  |
| Mr. Francis Giglio     |        |  |
| Dr. Gary Meers         |        |  |
| Mr. Matthew Johnston   |        |  |



April 10, 2017

**VIA E-MAIL AND OVERNIGHT DELIVERY**

*acicswhg@wvbc.edu*

Mr. John Tarr  
President  
West Virginia Business College  
1052 Main Street  
Wheeling, WV 26003

**Subject: Final Action Following Review Board Decision to Remand Action to Council**

Dear Mr. Tarr:

WEST VIRGINIA BUSINESS COLLEGE, WHEELING, WV  
WEST VIRGINIA BUSINESS COLLEGE, NUTTER FORT, WV

ID CODE 00010484(MC)  
ID CODE 00010868(BC)

At its April 2017 meeting, the Council reviewed the decision by the Review Board resulting from the February 28, 2017, hearing to remand the Council's December 2016 denial of the institution's application for renewal of accreditation. The Review Board recommended that the Council consider giving the institution more time to demonstrate compliance with the *Accreditation Criteria*.

In response to the Review Board's recommendation, the Council again reviewed the record in question. Based on this review, the Council made the following observations:

1. The Council denied the institution's application for renewal of accreditation in December 2016 based on its finding that the institution failed to comply with the *Criteria* in 29 areas between its two campuses.
2. These 29 findings were substantially similar to findings of noncompliance made back in December 2013.
3. It took the institution multiple attempts over approximately 18 months to address these findings based on written representations submitted to the Council to finally demonstrate compliance in April 2015.
4. Given the very protracted time it took for the institution to demonstrate compliance in early 2015, the Council expected that the institution would continue to be in compliance when it conducted the next evaluation in late 2016. Instead, the Council found the institution again to be significantly out of compliance.

Mr. John Tarr  
April 10, 2017  
Page 2

Hence, the Council has found no credible basis upon which to summon confidence that additional time would serve to assure the institution's compliance with the standards of the *Accreditation Criteria*. Therefore, the Council has acted to reaffirm its decision to deny the institution's application for renewal of accreditation. This is the final action on remand and is not appealable.

Sincerely,

(b)(6)



Roger J. Williams  
Interim President

- c: Mr. Kenneth J. Ingram, Esq., Whiteford, Taylor & Preston (Kingram@wtplaw.com)  
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)  
Ms. Nancy Gifford, U.S. Department of Education, School Participation Team, Region  
III (nancy.paula.gifford@ed.gov)  
Dr. Corley Dennison, West Virginia Higher Education Department  
(corley.dennison@wvhepc.edu)  
Ms. Perliter Walters-Gilliam, Vice President – Accreditation (pwgilliam@acics.org)



# ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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Memorandum to the Field

Initial Applicant Institutions

Institution Closings

Accreditation Conditioned

Voluntary Withdrawal

Evaluation Schedule

Adverse Actions

Direct or Vacate Show Cause

Program Level Actions

Action to Debar



## Adverse Actions

The following adverse actions were taken by the ACICS Council. Click on the institution's name to review the Council letter.

Adverse actions can be appealed as described in Section 2-3-600 of the *Accreditation Criteria*. An institution who has appealed a denial or withdrawal of accreditation remains accredited until the appeal is resolved.

Click on the institution name to view the Council notification letter.

| INSTITUTION NAME                               | MAIN CAMPUS ADDRESS                                      | ACICS ID      | ACTION  | NOTIFICATION DATE |
|--|--|---------------|---|-------------------|
| <a href="#">California Baptist University</a>  | 2390 East Orangewood Avenue, Suite 485<br>Anaheim, CA    | 00015728      | Denial of Accreditation   | June 14, 2017     |
| <a href="#">Chicago State University</a>       | 5330 Grand Avenue<br>Gurnee, IL 60031                    | All locations | Withdrawal of Accreditation by Suspension                         | May 9, 2017       |
| <a href="#">West Virginia State University</a> | 1052 Main Street<br>Wheeling, WV 26003                   | 00010484      | Final Council Action Following Remand                             | April 10, 2017    |
| <a href="#">New York University</a>            | 240 West 35th Street,<br>2nd Floor<br>New York, NY 10001 | 0001079*      | Denial of Renewal of Accreditation                                | March 3, 2017     |
| <a href="#">DuBois University</a>              | One Beaver Dr.<br>DuBois, PA 15801                       | 00011225      | Institution chose not to appeal and ceased operations on 09/22/16 | August 26, 2016   |
| <a href="#">Miami University</a>               | 4481 NW 167th St.<br>Miami Gardens, FL 33055             | 00248377      | Denial of Initial Grant of Accreditation                          | August 26, 2016   |