ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

To

The University of Akron Wayne College
Orrville, Ohio

April 18 - 20, 2011

For

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Maura Abrahamson, Faculty-Social Sciences, Morton College, 3801 South Central Avenue, Cicero, IL 60804

Mr. William McConnell Graesser, Dean School of Liberal Arts and Sciences, Ivy Tech Community College of Indiana, 2357 Chester Boulevard, Richmond, IN 47374

Dr. Bruce Petrie, Vice President of Academic Affairs, New Mexico State University-Carlsbad, 1500 University Drive, Carlsbad, NM 88220

Dr. Richard G. Shrub, President, Minnesota West Community College of Technical College, 1450 Collegeway, Worthington, MN 56187

Dr. Benjamin F. Young, Vice President for Student Affairs, Ivy Tech Community College of Indiana, 50 W. Fall Creek Parkway N. Drive, Indianapolis, IN 46208 (Team Chair)
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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The team from The Higher Learning Commission conducted a comprehensive evaluation of The University of Akron Wayne College for Continental Accreditation at Associate Degree granting level.

B. Organizational Context

The University of Akron Wayne College proudly celebrates its beginnings from the Orrville Branch University Committee to formal approval by The Board of Regents in 1971 to establish the educational facility. In September 1972, the Orrville Campus opened under the name of Wayne General and Technical College with a little over 470 students and 37 faculty and staff members. Wayne College, the name was changed in 1990, which has a satellite center in Millersburg, OH that serves Holmes County residents, remains the only regional campus of The University of Akron.

The relationship between the College and University is unique in the University System of Ohio. Both institutions are separately accredited by The Higher Learning Commission. The University of Akron Board of Trustees authorizes degrees and certificates for both institutions. The College is bound by university policies and procedures for business operations, including infrastructure, human resources, technology, and legal counsel. The College, through its Dean, is responsible for expenditure of funds, hiring of staff and faculty, and establishment of contractual and civic arrangements with local agencies. College students enjoy many of the out-of-classroom benefits afforded University students.

C. Unique Aspects of Visit

None

D. Sites or Branch Campuses Visited

A team member visited the Holmes County Higher Educational Center (HCHEC), located in Millersburg. This leased facility opened in 2003 and provides 3,600 square feet of administrative and instructional space. The College provided some initial financial support to cover expenses related to its acquisition of space in the Center.
HCHEC is home to credit and non-credit class offerings as well as a wide range of civic and personal enrichment programs and services.

E. Distance Education Reviewed

The team inspected classrooms in which online classes were offered, including the mobile work station housed at the Holmes County Higher Education Center. Adequate technical support was present for student and staff as well as state-of-the-art equipment and classroom management software. Further, students have access to online delivery from other locations, such as their home, The University of Akron’s Medina County University Center, and The University of Akron Campus.

F. Interactions with Constituencies

Executive Management
- University Board of Trustee Member
- Senior Vice President/Provost
- College Dean
- Associate Dean of Instruction
- Senior Director, Student Life and Enrollment Management
- Senior Director, Business Operations and Finance
- HLC Contact

Management and Staff
- Manager, Library Services
- Manager, Technical Support Services
- Computer Support Assistant
- Coordinator, Word Processing Center
- Manager, Office of Continuing Education and Workforce Development
- Coordinator, Holmes County Higher Education Center
- Facilities Manager
- Director of Instruction and Program Development
- Coordinator of Academic Affairs Support
- Coordinator of Student Activities/Admissions Counselor
- Writing Center Coordinator
- Manager of Student Services Center
- Director of Instruction and Program Development
- Coordinator of Academic Advising
• Academic Advisors (3)
• Student Services Counselor (2)
• Coordinator, Library Services
• Coordinator of Career and Assessment Services
• Assistant to the Dean
• Community Relations Manager
• Research Analyst
• ADA Coordinator/Counselor

Faculty and Committees
• Open Meeting- Full and Part-time Faculty (27)
• Faculty Leadership/American Association of University Professors (AAUP), (2)
• Faculty Development Committee
• Academic Assessment Work Group
• Curriculum Work Group (9)
• Environmental Scanning Work Group (10)
• Student Success and Retention Task Force (12)
• Instructional Technology Work (7)
• Institutional Effectiveness Committee (12)

Educational Partnerships
• Stark State College Representatives
• Walsh University Representatives (2)
• The University of Akron College of Education Graduate Programs Representatives

Students
• Associated Student Government (9)
• Open Meeting (30)

Other Meetings
• Open Meeting, Staff (25)
• Leaders Group (13)
• Business Operations and Finance (6)
• Holmes County Higher Education Advisory Group (6)
• Wayne College Community Advisory Councils: Wayne & Medina Counties (15)
• College Council (8)
• Student Life and Enrollment Management (6)
• Administrative Team (4)
• Open Meeting, Contract Professional (19)

G. Principal Documents, Materials, and Web Pages Reviewed

• http://wayne.uakron.edu/home/index.dot
• University of Akron Wayne College HLC SelfStudy.pdf
• Student Success and Retention Task Force documents
• Writing Center Self Study Artifact Submission Form
• Distance Learning Guidelines Services and Support
• 2011 Spring New Student Orientation Program brochure
• New Student Orientation Surveys
• Regional Deans Surveys
• Noel-Levitz Student Satisfaction Survey Results
• The Wayne College Assessment Handbook
• Student Handbook (hardcopy)
• The Wayne College Academic Catalog 2010-2011
• 2010 Community Survey
• Student Complaint Artifact Submission Form
• Policy on Responding to Questions, Concerns, Complaints, Issues raised by Students & Others on Campus (Non-Emergency Situations)
• Faculty Development Artifact Submission Form
• Faculty Development Activities Folder
• Smucker Learning Center Usage Reports Artifact Submission Form
• Smucker Learning Center Usage Reports
• Library Information Literacy Workshops Artifact Submission Form
• Service Standard Artifact Submission Form
• Wayne College Service Standards
• College-wide Student Learning Outcomes Artifact Submission Form
• Student Health Insurance Pamphlet
• Rubric for Effective Written Communication Skills
• Report of the 2010 Assessment of Capstone Writing in Technical Programs
• Assessment of Writing in Technical Programs
• Scoring Rubric of College Outcome LG3: Effective Interpersonal Communication Skills (Oral)
• College-Level Assessment of Student Learning: Oral Communication
II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The University of Akron Wayne College chose to build upon its 2001 self study process drawing upon the best of its administrative and governance structures. The self study process was based on the Baldrige Criteria for Performance Excellence model that dovetailed appropriately with the College’s continuous improvement structure. The team found evidence that the self study process, vetted over a three-year period, touched every internal and external constituent group. In building upon the successful 2001 experience, the team felt the College exercised sound and wise judgment in capitalizing upon past successful experiences.

B. Integrity of the Self-Study Report

The team affirmed that the self-study report is consistent in rendering an accurate assessment of the College’s current and future challenges and in crafting plans to meet these challenges. Impressive is the College’s work in partnering with local four-year institutions to provide transfer opportunities for its associate degree recipients.

C. Adequacy of Progress in Addressing Previously Identified Challenges
The team found that previously identified challenges have been addressed. While the team expressed some concern about the College’s overall assessment of student learning, it is confident that the current academic leadership possesses the knowledge and tools to address any concerns that may surface. The team took note of the fact that The University of Akron holds membership in the Commission’s assessment academy.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The College fully complied with Commission mandates. One public comment was received from a former student who praised the College for helping her meet her career goals, which had a positive impact on her life and that of the lives of her two children.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the College’s responses to the Federal Compliance components. The team’s assessment of the College’s submitted responses is attached to the report.

IV. FULFILLMENT OF THE CRITERIA

A. CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met.

   a. The mission of the University of Akron Wayne College; based on responses from external and internal constituents, is more than a mere document. It is clearly stated: Working within the Strategic Plan of The University of Akron, Wayne College provides high quality, accessible credit and non-credit educational opportunities to the citizens of Wayne, Medina, and Holmes counties and is partner with and a resource for the communities and organizations it serves. Further, the College charges its Institutional Effectiveness Committee with the ongoing responsibility of making sure the mission remains relevant.

   b. In interviews with faculty, staff and students, there was a universal culture that supports the notion that students come first and the College is student
centered. There was an extraordinary caring atmosphere observed by the team regarding the commitment of the administration, faculty and staff to fully meet the students’ needs. When asked to describe the College’s mission, one staff member stated “We are here to serve students, plain and simple.” A further comment summarized this feeling of support that appears universal “If they need help, help them.”

c. Wayne College publishes its mission in the College Catalog and The University of Akron Undergraduate Bulletin. The mission is framed and displayed in all Wayne College buildings. The mission is understood and supported throughout the organization. Mission documents are made available to the public at every turn, based on testimony from students and community advisory council members.

d. The College’s mission documents indicate that Wayne College provides a teaching/learning environment in which the chief guiding principle remains “Where the student comes first.” This principle was addressed in numerous meetings with campus committees (Steering Committee; Administrative Team; Business Operations; Student Life and Enrollment Management; Community Council; etc.), with the overarching theme that College constituents see this as a core value and emphasize small class sizes, technology in the classroom, and general education courses that allow students better transfer opportunities to four year schools.

e. The current strategic plan has priorities that allow Wayne College to enhance students’ financial access to the College by growing scholarship resources by at least 20 percent over the next three years; meeting the needs of different populations (e.g. military veterans, returning adults, etc.); developing/enhancing alternative instructional strategies (distance learning, web enhanced and web based instruction, expanded class schedules, etc.); expanding partnerships in the region to strengthen the skills of the workforce; linking current students and alumni with employment opportunities in the region; enhancing links to area high schools, career centers, and other colleges and universities; etc. It is clear from its mission documents and from interviews from constituent groups that Wayne College is committed to the students and communities it serves by augmenting student scholarship funds.
f. The College’s Mission, Values and Beliefs, and Vision statements are easily accessible on the Website. All three statements clearly communicate the College’s affiliations, geographic service area, and specified service constituencies. These three statements are printed on the inside front cover of many college documents, including the 2011 Self-Study Report. The statements, often including learning outcomes, are professionally framed and attractively displayed throughout the campus in prominent walkway locations. Interviews with college personnel and community advisory groups support the self-study report’s claim that the College knows and practices learning outcomes that are tied to the Vision, Mission, and Values and Belief’s statements.

g. The College’s governance and Administrative structure promote effective leadership and collaborative processes throughout the organization. The University of Akron Board of Trustees, through the Office of Senior Vice President/Provost, provides broad oversight for College operations. The Wayne College Dean enjoys ongoing access to the Senior Vice President/Provost (as reported to the tam by the Senior Vice President/Provost) and is the longest serving Dean for the entire University. Moreover, there was convincing evidence of mutual admiration and trust with all collective bargaining units, in particular with AAUP. The distribution of responsibilities and expectations of professional behavior are clearly defined in administrative and governance structures.

h. Wayne College demonstrated that its activities are congruent with the mission in that the institution provides educational opportunities to citizens of three counties and partners with and is a resource for the stakeholders it serves. In meetings with internal constituents and community members, the team learned that Wayne College is highly prized for its responsiveness to the needs of its stakeholders. In particular, community members spoke about the close connection between the College and businesses, industries, and high school districts.

i. In a 2010 community survey, community members responded favorably to questions regarding the reputation of the College. The team received overwhelming positive feedback during meetings with community members about the College’s impact in local communities. Further, it was clear that they felt comfortable with the leadership provided by the Dean and his senior staff.
j. At Wayne College complaint procedures are clearly stated on the website, in the College Catalog, and in the Student Handbook. In meetings with internal constituents, it was clear that the Dean, along with other administrative staff, responds to grievances and mitigated contentious situations in a timely manner. Student leaders, in particular, voiced approval for the manner in which student complaints are resolved.

2. Evidence that one or more specified Core Components need organizational attention.

a. Considering the pending retirement of a highly respected and longstanding Dean who serves as chief executive officer of Wayne College, the College is in a position that requires administrative stability as a precaution against mission shift. The Dean’s retirement in the near future, coupled with measures of expectation imposed by external agencies (graduation rates, enrollment data, interagency transfer friendliness, etc.), may put the College in a position of jeopardy if the new administration does not understand the unintended consequences of possible choices and reactions to industry measurement pressures. Transitional, detailed, and documented dialogue about who the college is trying to serve and for what purpose can help to specify and solidify what resources the college needs to secure or procure, and exactly what it will do with those supplies and energies. Knowing that it is not big enough to be all things to all people, Wayne College should be as specific as possible in its discussions about future directions, choices, limitations, and resources.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.

None

Recommendation of the Team

Criterion is met, no commission follow-up recommended
B. CRITERION TWO: PREPARING FOR THE FUTURE. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met.

   a. The College regularly conducts and participates in survey opportunities that provide evidence that its performance meets its stated expectations for institutional effectiveness. Multiple constituent groups indicated that survey results, such as the Noel-Levitz Student Satisfaction Inventory, the Community College Survey of Student Engagement (CCSSE), and the Regional Deans Survey, are disseminated in a timely manner. Furthermore, results from these surveys have been used to inform direction for continuous quality improvement at the College. For example, the Institutional Effectiveness Committee used results from the 2007 Noel-Levitz Student Satisfaction Inventory to inform the design of a procedure for resolving academic concerns and the proper response for complaints and issues in non-emergency situations. These results were also used for the development of the College’s Service Standards.

   b. Wayne College’s current strategic plan, initially developed in 1998, is reviewed annually by each department within the institution. This allows those areas to develop their annual budget requests based on their department’s strategic priorities. The college-wide review of the plan held every three years includes a review of the values, mission, and vision statements. These statements are reviewed by internal and external constituents, with the mandate to discuss what should stay, change, or are removed. Interviews with multiple constituent groups suggested that this process has been established and has worked well over the past 13 years.

   c. The College engages in survey processes that allow it to monitor institutional effectiveness. As an example, Information Literacy Instruction is evaluated every semester by the Library staff, and as a result of that evaluation contents of the workshop are updated as needed. Focus groups and student survey results have suggested that students believe the workshops have been useful in giving them knowledge and skill in that area. This is important because Wayne College has chosen Information
Literacy as one of the four college-wide student learning outcomes.

d. Wayne College resource based clearly supports its educational mission and is sustainable. The team reviewed the College’s financial statements and found a well-reasoned approach to securing revenue and expending resources. The College engages in thoughtful analyses of its resources before opting to pursue new ventures. Recent examples include the remodeled food court and Smucker Learning Center. Considerable expertise in staffing, facility management and resource development was observed on-site and viewed as a plus in positioning the College to meet current and emerging challenges.

e. All levels of planning align with the College’s mission, thereby enhancing its capacity to fulfill that mission. The seven (7) listed priorities of the strategic plan, anchored by student-centered environment and continuous improvement, are mission driven. The Institutional Effectiveness Committee is charged with monitoring the progress on the Strategic Plan aided by an Administrative Team that handles the day-to-day work of the College. Completing the loop is the Continuous Improvement plan that brings each work group, task force, and administrative unit together in support of the College’s overall mission.

f. Wayne College has established a learning community for first-year students needing additional academic support to support the deficiencies of a growing number of underprepared new students. These students in the learning community will be evaluated on a pre/post basis with the Learning and Study Strategies Inventory (LASSI) that has been used by the institution as a diagnostic for assessing learning and study strategies in first year students over the past 15 years. The data collection for this learning community is scheduled to begin during the 2010 – 2011 academic year. The team interviewed several students involved in the project to determine their level of satisfaction. Student feedback was positive.

g. In a meeting with Student Life and Enrollment Management staff, the team learned that the College in 2008 changed its new student orientation program to smaller, mandatory sessions with no more than 15 students per
session. Evaluations by students and parents indicate that the new student orientation has been successful in helping attendee improve their grade point average when compared to non-attendees.

h. Information technology also plays an important role for Wayne College. In a meeting with the Instructional Technology Work Group (ITWG), the team learned that the Faculty Development Committee and the ITWG work together to develop opportunities for technology in the classroom, and that the campus has “smart class” technology in most of its classrooms. During the new student orientation, students have a technology session that shows them how to get tech support. Included in the technology session, is information about computer icons that are on the screens of every computer on campus. The icons, when engaged, report problems to the appropriate areas on campus for follow-up (e.g., help desk, security, etc.)

2. Evidence that one or more specified Core Components need organizational attention.

a. While support for and understanding of the College’s central mission are clearly expressed by accreditation documents and constituent interviews, some interaction with college constituents indicates that Wayne College is at a threshold for identity and purpose changes in a way that needs to be discussed, researched, and specified. To be competitive to all constituents, the College will need to look at balancing the resources needed to expand both face-to-face instruction as well as distance education. Both are vital to the growth and future expansion of the College. For instance, dedication of the college’s resources into construction of larger campus facilities will be an attractive visual symbol of growth, but it will have the consequence of expand the college’s face-to-face instruction to the reduction of distance education resources. Following this logic, if the College desires to serve at-risk constituents, then it should devote its resources to those avenues that most promote face-to-face instruction.

b. Feedback from faculty as well as focus groups suggest that there needs to be better communication to faculty about the content of the Information Literacy workshops so faculty will include that instruction as a component of their courses. Indeed, it appears that the Library’s Information Literacy Program does not yet have a mission statement that aligns that program with the mission of the College. There are no goals or measurable
objectives for the program, and no plan in place that addresses collaboration, pedagogy, staffing, outreach, and assessment. For any activity that involves evaluation and assessment, the College is encouraged to ensure that appropriate mission statements, goals and measurable objectives, and information to, and feedback from, the appropriate constituents (in this case faculty, staff, and students) are in place before the program is developed and implemented.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.

None

Recommendation of the Team

Criterion is met; no Commission follow-up recommended

C. CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met.

a. The Academic Assessment Work Group is the committee responsible for oversight of assessment of student learning at Wayne College. In meetings with this group, it was learned that the College has implemented Course Assessment Reports (CARs) that faculty complete every semester. Those reports are submitted to the Academic Assessment Work Group and stored electronically in order for departments to review. The information received from the work group suggested that most faculty submit these reports, and that there is some evidence that the results obtained from those reports is used to make change to some courses.

b. The Curriculum Work Group has a regular rotation pattern of review for
curriculum updates, additions, and deletions. Deadlines of February and October facilitate course publication in student information documents. The Ohio Transfer Module is coordinated through The University of Akron, and the hiring of qualified part-time faculty members is coordinated with the University as well.

c. The University of Akron supports library and Informational Technology infrastructure for the College; students benefit from the friendly instruction and low-cost of attending Wayne College before transferring into the University. The institution also has a “Help Desk” for technology support that operates during College hours serving all students. The Help Desk works with the Help Desk at the University of Akron to address technology issues that may originate on either campus.

d. Wayne College has demonstrated that it has the resources to support student learning and effective teaching. In meeting with the Student Success and Retention Task Force, which recently finished its work, and reviewing relevant documentation, the team learned that the new student orientation was fully functional and an asset to the College. Another recent development has been the establishment of learning communities. Both of these initiatives are the direct result of recommendations made by the aforementioned Task Force and contribute substantially to guiding students and ensuring success.

e. The team toured the Wayne and Holmes county campuses and determined that the College makes effective use of resources to support student learning and teaching. These resources include, but are not limited to, the Library, Smucker Learning Center, science labs, and computer labs. The College also engages in on-going assessment of its array of academic and student support services. Students who were interviewed recounted plenty of stories about how the services assisted them with their grades and how well the lab assistants help address problems during irregular office hours.

f. The team met with the Manager of the Wayne College Technical Support Services area who offered insight into the College’s capacity to provide technological support for teaching and learning. She pointed out that Wayne College strives to maintain a “state of the market” standard in providing technological support. Given financial constraints, this is an excellent philosophy as it prevents the College from investing in cutting-
edge technology that might prove to be superfluous and result in fiscal irresponsibility.

g. The Holmes County Higher Education Center houses a mobile distance learning station which allows students at the Center to attend classes held on the Wayne County campus. These stations allow for increased enrollment and encourage student engagement.

h. The team learned that the College utilizes its Course Assessment Reporting (CAR) tool to conduct assessment on the course level. The self-study indicates that the College surveys faculty to determine the frequency of use of the tool and whether results were used to inform changes in courses. In discussions with faculty, notably the Academic Assessment Committee, the team learned that a majority of faculty use the CAR tool and some report using results to inform change. It is clear that individual programs conduct assessment of student learning outcomes as well. For example, technical programs use rubrics to assess the Oral and Written communication skills of their students. Furthermore, the Evaluation of Education Paraprofessional Performance of the capstone field experience is used to assess how paraprofessional candidates assist teachers in alignment with the Ohio licensure standards for education paraprofessionals. Additional efforts need to be made to connect course level assessment to program level assessment.

i. The College has a number of intervention programs to promote persistence and success of at-risk students. Examples that were given include the Smucker Learning Center (includes remediation coursework, tutoring and support services, ADA counseling and personal counseling). Both the developmental Math Center and the Writing Center are part of the Learning Center. The centers have full-time coordinators along with professional and peer tutors. Faculty and staff reported making numerous referrals to these academic support programs with specific recommendations on identified shortcomings. The team concluded that the College primary advisors of students--faculty and staff—understood their students’ learning needs and had moved to address those needs.

j. The faculty contract specifies criteria that speak to effective teaching as part of the overall criteria for reappointment, tenure and promotion. Coordinators monitor the quality and consistency of teaching in their
respective areas and programs. There is a mentoring policy for new faculty members where full-time faculty counsel and assist new faculty in their orientation to the College. The procedures include a Statement of Purpose, how mentors are selected and the general responsibilities of the mentor. There is a checklist that the mentor reviews with the new faculty hire that includes Performance Review, Classroom Management, Assessment of Student Learning, and the Wayne College Policies and Guidelines. There is also room to add additional topics for discussion. Full-time faculty members are required to complete an annual evaluation process.

k. Faculty are eligible for a faculty improvement leave after seven years of teaching. The purpose of the program is to provide an opportunity for professional growth and new or renewed intellectual achievement. Guidelines are clearly defined with a Purpose, Eligibility, Terms, Accountability, and Support for Faculty Replacements, deadlines for Application and Additional Notes. Additional Opportunities for professional development are possible through tuition reimbursement and a faculty resource collection (about 125 books). Resource collection topics varied from assessment, instructional effectiveness, current trends in higher education, and general pedagogy.

l. The idea of a “Learning Commons” surfaced in support of both the faculty and the students. This has been envisioned as a place for lending assistance to the teaching and learning process. This would include a common resource area for interested parties to embrace new technology. It would also provide a common place for students and faculty to meet outside the traditional classroom.

m. Constituent interviews express that Wayne College views the network of University advisors to be of value to college learners, and also that decisions forming the academic functions at the college are made by a team. Considering that Wayne College is part of the larger University curriculum, the adoption of technology that is designed to share information among multiple offices and across distances is necessary to avoid surprising off-campus curriculum agencies. Transfer ease and efficiency of delivery make it necessary to avoid course duplication and ensure academic rigor in a way that is now scrutinized more than ever before in higher education. The use of advanced communication sharing
can make curricular adjustments more expedient than folders on desks could ever achieve.

2. Evidence that one or more specified Core Components need organizational attention.

a. The student learning goals for the institution’s educational programs are not clearly stated for every program in the College’s website or its catalog, and there is also no evidence that the institution is conducting direct assessment on any of them. There is also no evidence that the College conducts comprehensive, rather than sporadic, assessment of its General Education courses. In meetings with the Academic Assessment Work Group, it was suggested that the College is waiting on the University of Akron to finalize course objectives that should accompany each of the General Education courses, and when that is completed, the College will adopt those objectives and begin measuring them locally.

b. While Wayne College has articulated four college-wide student learning outcomes, other than for written and oral communications, there is no evidence that the institution is conducting a direct assessment of these outcomes. Instead, the College maps the course learning outcomes to academic program outcomes which are, in turn, mapped to college-level learning outcomes. While this approach ensures that the individual levels of assessment are tied to and inform one another, it does not allow for a determination of whether students receive an education congruent with the stated college-level outcomes. For example, with the Information Literacy outcome it appears that this program does not yet have a mission statement that aligns that program with the mission of the College.

There are also no goals or measurable objectives for this program and no plan in place that addresses collaboration, pedagogy, staffing, outreach, and assessment. For any activity that involves evaluation and assessment, the College is encouraged to ensure that appropriate mission statements, goals and measurable objectives, and information to, and feedback from, the appropriate constituents (in this case faculty, staff, and students) are in place before the program is developed and implemented.

It appears the College is engaged in some rudimentary forms of assessment of student learning. At the present time there is not a coherent
plan and action that ties courses to programs to institutional outcomes that would assure constituents that what the College is teaching and what the students are learning is the same thing. The team did review student retention and graduation numbers and concluded that the College’s rates were in line with other Ohio regional campuses and peer colleges.

3. **Evidence that one or more specified Core Components require Commission follow-up.**

   None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up.**

   None

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended

**CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.** The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. **Evidence that Core Components are met.**

   a. As a symbol of the college’s dedication to learning and a reaction to the large volume of instructor employment, the Human Resources functions are based in Academics. Also, the library is based in academics, and the library staff communicates enthusiasm about advancements in information systems. The library has two full-time employees who serve on faculty and institutional committees within Wayne College, and who split the opportunity to participate on the University of Akron’s four library-services committees. The Library offers a series of four information literacy workshops live, on Springboard, and on CD-Rom. The workshops focus on helping students in the first two years of college to develop research skills. In addition the college has a Continuing
Education and Workforce Development department that responds quickly to needs for customized training and to displace adults who have immediate training needs. Also, Continuing Education is currently being formalized to stack training into credit-earning instruction for bookkeeping, exercise technology, and computer operations.

b. The College promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice, and social responsibility consistent with its mission. Where the student comes “first” is fundamentally a way of looking at what the organization does, keeping its focus on learning and growth as its highest priority.

The development of the Student Life Building, the remodeling of D-Wing, the resources committed to the Learning Support Services and the quality of teaching demonstrate that the College places the learning and well-being of its students at the top of the priority list. In addition, the College supports participation in a number of area leadership programs including Leadership Wooster, Leadership Holmes County and the Academic Leadership Forum.

c. There are articulation agreements showing collaboration between the College and outside organizations (career centers, high school districts) to enhance further educational opportunities. Examples include Massillon City Schools ABLE Program, Wayne County School Career Center, Buckeye Career Center and the Ashland County/West Holmes Career Center. The 60+ Program provides the opportunity to audit classes or take classes for credit. A student in the open student meeting was especially thankful for the 60+ program and the opportunities it provided for her. The team concluded that the articulation and transfer services were a plus at the College: well developed, accurate, and published.

d. The College supports professional development opportunities and makes them available to all of its administrators, faculty and staff. There is evidence of financial allocation that demonstrates the College values and promotes a life of learning for its students, faculty and staff. In 2008-2009, $185,000 was available and in 2009-2010, $175,000 was made available. In meeting with the faculty, the team learned that the Faculty Development Committee sponsors professional development opportunities, including retreats that support faculty in their acquisition of
knowledge. Additional support is provided by the institution through the Smucker Learning Center (SLC), travel to conferences, and other development opportunities. The SLC web page includes numerous links to resources that can be used by students and faculty.

e. Wayne College faculty indicated that there was a general feeling of satisfaction with the level of support provided by the institution. In fact, one faculty member pointed out that “faculty don’t leave.” Additionally, faculty noted that they felt that the small class size, reasonable teaching load, and technological support contributed to their ability to foster student engagement and success. They also noted that regular meetings with the Dean allowed for good communication between the faculty and the administration.

f. In discussion with constituent groups, the team learned that changes have been made to programs in response to advisory committee recommendations and survey results. For example, as a result of recommendations made by the Health Care Office Technology advisory committee, and Internship Orientation class was added to the curriculum. This class helps prepare students for internships in Health Care Office Management or Health Care Administrative Assistance programs.

g. Wayne College’s co-curricular activities were deemed with helping foster a culture of social responsibility on the part of participating students. For example, members of the Global Green Club learn about environmental awareness, developed leadership techniques, and sharpened critical thinking skills during a fall semester event. Other notable activities included participation in campus clean-up projects, membership on Orrville’s Green Team, and attendance at the Orrville’s “Make a Difference Day.”

h. Wayne College has a General Education program that is aligned with the University of Akron. A random review of syllabi from the fall 2010 and spring 2011 semesters suggests some courses engage in assessment activities (pre-post testing, etc.) and fewer still have measurable course objectives. It is assumed that any results are reported through the Course Assessment Reports (CARs) to the Academic Assessment Work Group at the end of every semester. In meetings with the Academic Assessment Work Group, it was suggested that the College is waiting on the
University of Akron to finalize course objectives that should accompany each of the General Education courses, and when that is completed, the College will adopt those objectives and begin measuring them locally.

2. **Evidence that one or more specified Core Components need organizational attention.**

   a. The College’s face-to-face outreach initiatives to displaced workers, young adults, and Post Secondary Enrollment Options Program students are evident in its literature and interviews. The College may want to discuss expanding its services to include additional ages, immigrant status, and personal-enrichment opportunities.

   b. The library’s budgetary procedures do not allow for a carry-forward provision in the annual budget-planning cycles. Considering the high cost of information-science materials, this may be an area of change in procedures that would allow the library to build fiscal reserves to purchase high-priced information by combining multiple-budget cycles.

   c. The student learning goals for the institution’s educational programs are stated for every program in the College’s website and the web address is noted in the catalog. Other than written and oral communications, there is also no evidence that the institution is conducting direct assessment of any of them.

3. **Evidence that one or more specified Core Components require Commission follow-up**

   **Core Component 4C**

   In a meeting with a faculty member who had been chaired a program review, the information presented suggested that the program reviews were conducted at five year intervals and the most current reviews were completed in 2009. All College program reviews were conducted during the same academic year, and while there was a template developed for the review, there was no information on items such as program mission statement and its relationship to the institutional mission; measurable program objectives; degree checklists; program curriculum and curriculum mapping; the need for the program from external constituents and the student demand; personnel issues; informational/library resources;
facilities and financing, and assessment documents that outlined what actions had been taken to change/improve the program on the basis of annual assessment of measurable course outcomes. In addition, there were no comments on the program review by a reviewer who was an expert in the field but external to the College.

A faculty member indicated that four faculty members read all program reviews and attempted to give feedback to all the programs. The four faculty members were a subgroup of the Academic Assessment Work Group. In addition, the faculty member stated that no Course Assessment Reports (CARs) were used in the writing of the program reviews because they were confusing and did not provide useful information.

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up.**

None

**Recommendation of the Team**

Criterion is met; Commission follow-up recommended. A monitoring report on the College’s program review process will be due by July 1, 2013. The College should consider spacing program reviews out so not every program is engaged in the review process during the same academic year. Further, there needs to be a template that, when completed, provides useful information regarding the status of the program and what changes should be considered as the program and the institution moves forward. The CARs should also be reviewed by the Academic Assessment Work Group to determine if a revision is in order. The Academic Assessment Work Group indicated the CARs were most useful for academic program review, however if they are not being used for that purpose, then a review/revision of those documents is appropriate.

**CRITERION FIVE: ENGAGEMENT AND SERVICE.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. **Evidence that Core Components are met.**

   a. In meeting with community representatives in Orrville, the team learned that Wayne College is valued by external stakeholders. Additionally, in
meeting with the director and community members at Holmes County Higher Educational Center, the team learned that the College provides valued support to stakeholders who, otherwise, would not have immediate access to an institution of higher learning. This connection is especially important to the surrounding Amish community and senior citizens who are limited in their mobility and, therefore, dependent on the College as an educational resource and for its support of other activities, such as those offered through the Chamber of Commerce.

b. Wayne College effectively engages with its identified constituencies and communities. In a meeting with the Community Council of Wayne and Medina Counties, the participants praised the institution for being responsive to the needs of the community. The College annually hosts a number of events for both internal and external constituents including a Community Forum speaker series, a Faculty Focus speaker series, a Featured Author series, a Shakespeare Festival, a writer’s workshop, and musical performances. In addition, the campus is used by community groups for meetings and retreats, and the College supports faculty and staff involvement in community organizations.

c. Community engagement is listed as a priority in the College’s Strategic Plan, and the institution relies on community involvement in the Advisory Committees it has for all technical programs, as well as the Community Councils that meet at least three times annually to interact with personnel from the College.

d. The College is clear regarding its desire to be a brick-and-mortar institution designed to serve at-risk learners, displaced workers, and first-generation students who need nurturing learning environments and affordable higher education. Toward that goal it is planning to expand its physical space for testing rooms, room for adjunct teachers to meet with students, and areas for face-to-face counseling with students who have individualized needs. The planned Learning Commons, whether physical or virtual, will provide one-stop support for the constituents Wayne College has identified as being in its instructional niche.

The physical environment at the Wayne College campus is welcoming, safe, and inviting to employees, learners, and community visitors. The physical plant is clean and well maintained in a way that communicates
longstanding pride in the institution.

e. Interviews with external constituents at Stark State College and Walsh University reveal extremely productive and collegial procedures at Wayne College. Statements like, “Jack and Paulette are great to work with,” and “The people at Wayne College are open and ready to get things done,” and, “People at Wayne College are not territorial or competing at the expense of students,” inform the team of the college’s longstanding tradition of progressive outreach. As a further example of Wayne College’s admirable institutional maturity, the College outsourced its Massage Therapy instruction to Stark State College rather than reinventing the wheel to start a program of its own. In this way, state resources can be saved, and learners can still be served.

Discussions with representatives from Walsh University share positive statements about Wayne College: “We love Wayne College! We have a 3-plus-1 agreement where Wayne College students can complete a degree at Walsh with the residency requirements. That is, these students would spend all of their time at Wayne College. They’re great people to work with! They’re proud of their college—it’s their home. The quality of education here is top-notch. Wayne College students are qualified to do well at Walsh.”

f. The College values input received from students, faculty and staff. The college has formed a Council as its governing body for internal decision issues. Attendance at College Council meetings is open to all colleagues, and the agenda is publicized to inspire thinking and attendance at meetings. The College’s budget is separate from the University of Akron, and decisions and actions are in the aggregate. All full-time faculty, staff and contract personnel receive annual invitations to serve on institutional governance committees. Expressions of College pride and ownership were boldly present in interviews the team conducted throughout the institution and community.

g. The College engaged in purposeful environmental scanning to align planning processes with information relevant to curriculum development, recruitment and student markets, and college advancement. Data is gathered and analyzed to better understand both the internal and external world in which the College operates. Stakeholders are identified as all
College faculty, staff, and contract professionals, current and prospective students, the community served by the College, and the University System of Ohio. The College has formed an Environmental Scanning Work Group that meets about three times a term. The purpose of the group is to assemble relevant data and discuss the environmental factors that affect the College community as a whole.

h. The College places great value in its external constituencies. Overall, the College and the numerous community groups know and understand each other and are not afraid to learn from each other. The College is responsive to the needs of the community and is encouraged by different individuals to offer more programs as well as training in the community. Further conversations encourage the College to seek a balance between face-to-face classes, hybrid classes and distance education. Other topics brought up include the need for future expansion, more training for displaced workers, more non-traditional students, Saturday classes, accelerated classes and an overall importance to continuous improvement.

2. Evidence that one or more specified Core Components need organizational attention.

a. While it is direct and efficient in providing services throughout the institution, the college can occasionally be informal to the point of being inconsistent over time and across personnel. Friendly assistance can be pleasant, but unchecked, it lacks documentation, it can be esoteric, and it can be inappropriately swayed by ideology and relationship preferences. While the team finds no occurrences of this undesirable behavior, the practice of spontaneous and individualized attention nevertheless leaves the college vulnerable to these unintended consequences.

3. Evidence that one or more specified Core Components require Commission follow-up.

None

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.

None
Recommendation of the Team

Criterion is met; no Commission follow-up is required.

V. STATEMENT OF AFFILIATION STATUS

A. Summary of Commission Review

Next Comprehensive Visit: 2021-2022 Cycle

Based on the team’s reading of Wayne College’s self-study report, reviewing supplemental documents online and hard copies while on-site, meeting with The University of Akron Senior Vice President/Provost and Board of Trustee representative, and interviewing persons from multiple organizational groups, the team affirms that the College has fulfilled the Criteria for Accreditation. Wayne College, the only branch campus of The University of Akron, has sufficiently organized its resources (human, fiscal and physical) to meet current and future challenges. The senior leadership, led by a skillful and knowledgeable Dean, plans well and strives for continuous improvement. The team is confident in recommending continued accreditation at the associate degree granting level.

B. Nature of Organization

1. Legal Status
   No change

2. Degrees Awarded
   No change

C. Conditions of Affiliation

1. Stipulations on Affiliation Status
   No change

2. Approval of Degree Sites
   No change

3. Approval of Distance Education Degree
   No change
4. Reports Required
   Monitoring Report (Core Component 4c)
   A monitoring report on the College’s program review process will be
due by July 1, 2013. The College should consider whether or not to
space program reviews out to avoid having to review each program
every year. Further, the College should develop a template that
provides useful program status information and identifies what, if any,
changes should be considered. To this end, the CARs should be
reviewed by the Academic Assessment Work Group to determine their
value and, if necessary, what changes are required.

   Conditions: If the Monitoring Report submitted by The University of
Akron Wayne College does not adequately address the issues
identified by the team, then it is recommended that The High Learning
Commission call for a focused visit during the next year on the
College’s program review process.

D. Commission Sanction of Adverse Action

   None recommended

E. Other

   The Federal Compliance worksheet on The University of Akron Wayne
College is attached.
WORKSHEET ON
Federal Compliance Requirements

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE
REVIEWED BY THE TEAM:
The University of Akron Website (http://www.uakron.edu)
The University of Akron Wayne College Website (http://www.wayne.uakron.edu)
The University of Akron Wayne College Self Study Report, Wayne College 2010: Continuing Our Shared Vision of Excellence
http://www.wayne.uakron.edu/accreditation/index.dot
https://gozips.uakron.edu/zid/app
The University of Akron Wayne College Academic Catalog 2010-2011
http://wayne.uakron.edu/student-services/
http://uakron.edu/ogc/UniversityRules/index.dot
http://wayne.uakron.edu/student-services/code-of-student-conduct/
http://wayne.uakron.edu/dot/Asset/1252708.pdf
http://wayne.uakron.edu/syllabus-policies/
The University of Akron Fiscal Reports
(http://www.uakron.edu/busfin/controller/financial_reports.php)
Associate Dean of Instruction Federal Compliance Statement: Verification of Student Identity Admissions and Student Recruitment Pamphlets and Brochures

EVALUATION OF FEDERAL COMPLIANCE PROGRAM
COMPONENTS

The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below.

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

The team has reviewed this component of federal compliance and has found the institution to meet the standard.
2. Student Complaints: The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

Comments: Team chair conferred with the Senior Director of Student Life and Enrollment Management on this requirement, and affirmed the College has a process in place to review and address student complaints.

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

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

4. Verification of Student Identity: The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education.

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

Comment: Team chair conferred with the Associate Dean of Instruction who provided the following statement pertaining to process for verifying students’ identities at Wayne College.

Wayne College has a secured login and password system which serves as the means for ensuring and verifying student identity. Students are required to log in and provide their unique password each time they enter the system to participate in discussions, submit assignments, or take quizzes or exams for classes with any kind of on-line component, including web-based and web-enhanced classes. To our knowledge there have been no instances of falsification of student work in any class to date.

The University Of Akron Office Of General Counsel has reviewed the criteria and requirements related to the Verification of Student Identity and confirmed through their investigation that the system in use both at the University and at Wayne College is compliant with current Federal standards. The Wayne College Student Identification Verification Work Group will continue to monitor federal standards, HLC guidelines, and University of Akron policies and make any necessary procedural or system changes to ensure continued compliance in the future.
5. Title IV Program and Related Responsibilities: The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution’s administration or oversight of its Title IV responsibilities.

- **General Program Requirements:** The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Financial Responsibility Requirements:** The institution has provided the Commission with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** The institution has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

- **Contractual Relationships:** The institution has presented evidence of its compliance with Commission policies requiring notification or approval for contractual relationships.

- **Consortial Relationships:** The institution has presented evidence of its compliance with Commission policies requiring notification or approval for consortial relationships.

The team has reviewed these five (5) components of federal compliance and has found the institution to meet the standard.

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

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.
The team has reviewed this component of federal compliance and has found the institution to meet the standard.

8. Public Notification of an Evaluation Visit and Third Party Comment: The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments.

The team has reviewed this component of federal compliance and has found the institution to meet the standard. One public comment was received.
ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

The University of Akron Wayne College
Orrville, Ohio

April 18 - 20, 2011

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Maura Abrahamson,  Faculty-Social Sciences, Morton College, 3801 South Central Avenue, Cicero, IL 60804

Mr. William McConnell Graesser, Dean School of Liberal Arts and Sciences, Ivy Tech Community College of Indiana, 2357 Chester Boulevard, Richmond, IN 47374

Dr. Bruce Petrie, Vice President of Academic Affairs, New Mexico State University-Carlsbad, 1500 University Drive, Carlsbad, NM 88220

Dr. Richard G. Shrub, President, Minnesota West Community College of Technical College, 1450 Collegeway, Worthington, MN 56187

Dr. Benjamin F. Young, Vice President for Student Affairs, Ivy Tech Community College of Indiana, 50 W. Fall Creek Parkway N. Drive, Indianapolis, IN 46208 (Team Chair)
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III. Recognition of the Team................................................................................4
I. Overall Observation About the College

Wayne College, founded in 1972 is the only regional branch of The University of Akron. It is authorized by the State of Ohio through the Ohio Board of Regents to offer general education leading to associate degrees and baccalaureate-oriented preparation; technical education programs; and continuing education experiences for residents of Wayne, Medina and Holmes counties. The College is located in Orrville, Ohio on a 160 acre tract donated for that purpose in 1970. In 2003, The Wayne College Holmes County Higher Education Center opened in Millersburg, Ohio. Perhaps the most significant undertaking by the College was to name Dr. Jack Kristofco in as College Dean in 1997. The litany of accomplishments during his tenure is impressive and served to shape the current mission and delivery of services. The team concluded that the College remains true to its mission, plans exceptionally well, and uses appropriately shared services with The University of Akron.

II. Consultation of the Team

A. In order to ensure institutional effectiveness, the team suggested to representatives of Walsh University that they communicate survey results to Wayne College so that the institution will be able to determine whether it is adequately preparing students to participate in the 3-plus-1 bachelor’s degree in business program offered jointly by the University and the College. The goal is to have Wayne College students complete the bachelor’s degree without having to leave Orrville.

B. While the College has demonstrated that it conducts academic assessment on a limited basis, the institution will have to develop a more robust approach in order to ensure continuous quality improvement in the future. More specifically, in order to understand whether students are gaining a well-rounded education, it is necessary for the College to conduct a cross-disciplinary assessment of outcomes. Measuring these outcomes will also help the College to determine whether students are acquiring skills and knowledge that will help them to function in diverse local, national, and global societies.

C. The team learned that beginning in Fall 2011 the College will administer the ETS Proficiency Profile in sections of Humanities in the Western Tradition I in order to assess student learning related to general education learning outcomes. The adoption of this instrument to measure learning outcomes across disciplines is a step in the right direction; however, the College needs to expand this effort and
conduct this assessment on a cross-disciplinary basis.

D. In meeting with a member of The University of Akron Board of Trustees, the team learned that at the current time there is no Wayne College representation on the Board. The team suggested that a representative from the Wayne College area be appointed to the Board if possible, perhaps in the form of a student trustee or community resident who lives within the College’s service area. This move would encourage a free flow of communication between the College, University, and Board. The Board member appeared to be receptive to this idea and willing to pursue it further. At this point, it is incumbent upon the College to continue dialoging with the University, Board, and Governor about this matter.

E. It is clear that while the College has the resources to support distance learning, including the Springboard course management system, the institution is limited in its on-line course offerings. In discussion with multiple constituent groups, the visiting team learned that the ability to offer on-line courses is dictated and limited by the University of Akron. In future negotiations with the University, it would be in the College’s best interest to express a need to be able to offer more courses on-line in order to best serve a community that struggles with issues, such as the lack of public transportation.

F. The team met with the faculty and found that this constituent group was forthcoming with information about the strengths of the College; however, little information was gleaned regarding challenges. Although team members reminded the faculty of the purpose of the visit, the faculty still had little to offer with regard to expressing concerns.

III. Recognition of the Team

A. It is the conclusion of the visiting team that for the past fourteen years the Dean, Dr. John Kristofco, has provided exemplary leadership for Wayne College. The team recognizes that the Dean’s position involves negotiating, facilitating, and ensuring an exchange of information between The University of Akron and Wayne College. In this regard, Dean Kristofco is commended for his ability to advocate for the College, while maintaining a commitment to understanding the complexity of the relationship and ensuring cooperation between the two entities.
As a result of conversations with multiple constituent groups, it was clear that Dean Kristofco went above and beyond the job description to accommodate the needs of all stakeholders. It is especially notable, though, that he took a special interest in students and did his utmost to secure their success at the College and ensure bright and productive futures. In addition to staff, faculty, and students, external constituents, such as community members, University (including Walsh) representatives, and those in advisory capacities, clearly value the leadership and support provided by Dean Kristofco. The Dean is retiring as of July 30, 2011.

B. It is apparent that employees of the College have invested time, energy, and resources into providing for an optimal experience for students, especially those who are just beginning their academic careers. The mandatory New Student Orientation program strives to prepare students for the college experience by providing academic advising, class registration, information about accessing the Intranet (Zipline), and ways to best utilize student services. In 2008, in order to be more responsive to student needs and provide for a more personal experience, the College began offering numerous (40) small group orientations in place of the few (6) that were formerly offered. Survey results indicate that the orientation experience was mostly positive for students.
**Team Recommendations for the**
**STATEMENT OF AFFILIATION STATUS**

| **INSTITUTION and STATE:** University of Akron-Wayne College, OH |
| **TYPE OF REVIEW (from ESS):** Continued Accreditation |
| **DESCRIPTION OF REVIEW (from ESS):** |
| **DATES OF REVIEW:** 4/18/11 - 4/20/11 |

### Nature of Organization

| **LEGAL STATUS:** Public |
| **TEAM RECOMMENDATION:** No Change |
| **DEGREES AWARDED:** A |
| **TEAM RECOMMENDATION:** No Change |

### Conditions of Affiliation

| **STIPULATIONS ON AFFILIATION STATUS:** None |
| **TEAM RECOMMENDATION:** No Change |
| **APPROVAL OF NEW ADDITIONAL LOCATIONS:** Prior Commission approval required. |
| **TEAM RECOMMENDATION:** No Change |

**APPROVAL OF DISTANCE EDUCATION DEGREES:** New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.

**TEAM RECOMMENDATION:** No Change

| **REPORTS REQUIRED:** None |
| **TEAM RECOMMENDATION:** By July 1, 2013; A Monitoring Report on the College’s spreading out of the Program Review Process |

| **OTHER VISITS SCHEDULED:** None |
| **TEAM RECOMMENDATION:** No Change |

### Summary of Commission Review

| **YEAR OF LAST COMPREHENSIVE EVALUATION:** 2000 - 2001 |
| **YEAR FOR NEXT COMPREHENSIVE EVALUATION:** 2010 - 2011 |
| **TEAM RECOMMENDATION:** 2020-2021 |
ORGANIZATIONAL PROFILE

INSTITUTION and STATE: University of Akron-Wayne College, OH

TYPE OF REVIEW (from ESS): Continued Accreditation

_X__ No change to Organization Profile

Educational Programs

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<th>Recommended Change (+ or -)</th>
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<tr>
<td>Bachelors 0</td>
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Programs leading to Undergraduate

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<tr>
<td>Doctoral 0</td>
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</tbody>
</table>

Programs leading to Graduate

Off-Campus Activities

In-State:

Present Activity: Recommended Change: (+ or -)

Campuses: None
Additional Locations: Millersburg (Holmes Cty. Higher Ed. Ctr.) ; Wadsworth (Wadsworth High School)
Course Locations: 3

Out-of-State:

Present Wording: Recommended Change: (+ or -)

Campuses: None
Additional Locations: None
Course Locations: None

Out-of-USA:

Present Wording: Recommended Change: (+ or -)

Campuses: None
Additional Locations: None
Course Locations: None

Distance Education Programs:

Present Offerings:
None

Recommended Change:
(+ or -)

Correspondence Education Programs:

Present Offerings:

None