



Assurance Argument

West Virginia School of Osteopathic Medicine

*In preparation for the May 6-7, 2019
Standard Pathway Year 4 Comprehensive Evaluation*

Table of Contents

<u>1 – Mission</u>	3
<u>1.A - Core Component 1.A</u>	3
<u>1.B - Core Component 1.B</u>	11
<u>1.C - Core Component 1.C</u>	17
<u>1.D - Core Component 1.D</u>	23
<u>1.S - Criterion 1 – Summary</u>	30
<u>2 - Integrity: Ethical and Responsible Conduct</u>	31
<u>2.A - Core Component 2.A</u>	31
<u>2.B - Core Component 2.B</u>	35
<u>2.C - Core Component 2.C</u>	37
<u>2.D - Core Component 2.D</u>	41
<u>2.E - Core Component 2.E</u>	43
<u>2.S - Criterion 2 - Summary</u>	49
<u>3 - Teaching and Learning: Quality, Resources, and Support</u>	51
<u>3.A - Core Component 3.A</u>	51
<u>3.B - Core Component 3.B</u>	56
<u>3.C - Core Component 3.C</u>	64
<u>3.D - Core Component 3.D</u>	76
<u>3.E - Core Component 3.E</u>	90
<u>3.S - Criterion 3 – Summary</u>	94
<u>4 - Teaching and Learning: Evaluation and Improvement</u>	95
<u>4.A - Core Component 4.A</u>	95
<u>4.B - Core Component 4.B</u>	101
<u>4.C - Core Component 4.C</u>	105
<u>4.S - Criterion 4 – Summary</u>	107
<u>5 - Resources, Planning, and Institutional Effectiveness</u>	108
<u>5.A - Core Component 5.A</u>	108
<u>5.B - Core Component 5.B</u>	115
<u>5.C - Core Component 5.C</u>	120
<u>5.D - Core Component 5.D</u>	126
<u>5.S - Criterion 5 - Summary</u>	130

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1A1.

The West Virginia School of Osteopathic Medicine (WVSOM) [mission](#) is reviewed and revised as needed. The most recent revisions to the mission statement were discussed during a strategic plan meeting held in late 2014, as indicated in the [January 14, 2015](#) Board of Governors (Board) meeting minutes. A change in the mission was made to include graduate medical education to meet the American Osteopathic Association's Council on College Accreditation (AOA COCA) accreditation [Standard 10: Graduate Medical Education](#). The mission statement policy was placed on the agendas for the Board's Institutional Policy Committee meeting and the regular Board meeting, and a notice of proposed rulemaking and the agendas were sent to the WVSOM community on [January 8, 2015](#). The agendas were also posted to the WVSOM web page. The Institutional Policy Committee could not vote on the revised mission statement at the [January 14, 2015](#) meeting due to the lack of a quorum as outlined in the [June 24, 2015](#) meeting minutes. The full Board is authorized to take action on any item listed on its agenda by the West Virginia Open Governmental Proceedings Act outlined in [West Virginia State Code §6-9A-3](#). The Board could have chosen to table voting on the mission statement until the Institutional Policy Committee had reviewed it, but rather chose to approve the [red-lined version](#) of the revised mission statement at the [January 14, 2015](#) meeting. In accordance with [Section 4.4](#) of the West Virginia Higher Education Policy Commission (WVHEPC) Series 4: Rules and Administrative Procedures, the mission statement policy was posted for a [30-day comment period](#) from January 16, 2015 to February 16, 2015. No comments were received during the public comment period. On [February 23, 2015](#), the mission statement was sent to WVHEPC for final approval. On [March 26, 2015](#), the mission statement received automatic approval from WVHEPC under [Series 4: Rules and Administrative Procedures](#). The WVSOM [strategic plan participants](#) and community were [notified](#) of the revised mission statement as [Institutional](#)

[Policy: GA-02 Institutional Mission Statement](#) and the policy was updated on the WVSOM [policy and procedure web page](#).

1A2.

While WVSOM's academic focus is its single academic program, the Doctor of Osteopathic Medicine (D.O.) degree, the 2014 strategic planning process resulted in a few updates to WVSOM's goal of [establishing new programs](#), [exploring partnerships with other institutions](#) and [expanding the center of rural and community health outreach programs](#) in relation to the mission of the institution. As a result, WVSOM is currently developing a complementary [Master of Science in Medical Education degree](#). Recognition of WVSOM's D.O. program by the U.S. News and World Report, over the last 20 years, as one of the nation's top medical schools for rural medicine is evidence that it is living its mission. In 2018, U.S. News and World Report [listed WVSOM](#) as "No. 4 in the percentage of graduates entering primary care specialties, based on 2015-2017 residency data. Specifically, 69.2 percent of WVSOM graduates entered primary care residencies."

As stated in the [mission](#), WVSOM "educate[s] students from diverse backgrounds as lifelong learners in osteopathic medicine" with a focus on "[primary care](#) in [rural areas](#)." The journal of Academic Medicine recognized WVSOM as the number one medical school (D.O. and M.D.) in the nation for percentage of graduates who practice in rural communities ([2010](#)) and as a leader in providing practicing physicians in primary care specialties in rural Appalachia ([2012](#)). In addition, WVSOM demonstrates excellence in meeting the mission regarding primary care and rural health practice as evidenced in the WVHEPC Health Sciences Report Cards ([2015](#), [2016](#), [2017](#), and [2018](#)). Further, the institution is proud of the number of graduates currently practicing in West Virginia. WVSOM's internal database tracks all graduates who practice in West Virginia. As of [October 1, 2018](#), WVSOM has 2,857 graduates currently in practice. Of the 2,857 graduates in practice, 796 are practicing in West Virginia in all specialties. Of the 796 practicing in West Virginia, 625 are practicing in primary care. In addition, 447 graduates are practicing in rural West Virginia. WVSOM has graduates practicing in 48 of the 55 counties in West Virginia and within that group, WVSOM has graduates practicing at a rural location in 45 counties.

WVSOM provides student support services that are consistent with its stated mission. Below is a sample listing of support services.

- The Office of Student Affairs offers programs to students related to diversity, wellness, and student success as evidenced in the following documents [What Does Consent Sound Like Flyer](#), [Stalking Awareness Month Poster](#), [Red Zone Poster](#), [Domestic Awareness Month Poster](#), departmental [Continuous Quality Improvement \(CQI\) report](#) (NOTE: The full institutional effectiveness process that includes a description of the institutional CQI Committee and the departmental CQI processes can be found in the [WVSOM Comprehensive Institutional Effectiveness and Assessment Plan](#) and will be detailed in more depth throughout the argument.), [2016-2017](#) and [2017-2018](#) diversity

minutes, and [2017-2018](#) and [2018-2019](#) wellness minutes. This office also tracks professionalism concerns, [student complaints](#) and oversees Title IX education at orientation sessions for first and second year students as well as the Statewide Campus (SWC) ([Bystander](#), [Bystander Intervention](#), [Dos/Don'ts](#), [Safety](#), and [SWC](#)) as well as Title IX investigations.

- The Office of Academic Support and Intervention Resources (ASPIRE) is focused on student learning and assists students with enhancing academic performance including preparation for national licensing examinations, addressing academic difficulty, learning style assessment, test-taking skills, test anxiety, and personal concerns (stress, sleep difficulty, depression, anxiety, and family relationships) as evidenced in the departmental [CQI report](#). In addition, this office administers a peer tutoring program [accredited](#) through the College Reading and Learning Association.
- The Office of Student Life oversees community involvement as well as the co-curricular activities of [student organizations](#) and a peer mentoring program as evidenced in the departmental [CQI report](#). By offering these student organizations, WVSOM is able to better recruit students from diverse backgrounds. Students are also able to start new organizations following the [guidelines](#) outlined by the Office of Student Life.
- The Office of Admissions develops recruitment strategies for a diverse student body and focuses on students' interest for practicing primary care medicine in rural areas as evidenced in the [admissions recruitment report](#), departmental [CQI report](#), and [American Association of Colleges of Osteopathic Medicine \(AACOM\) Report of Matriculates](#).
- The Office of National Boards and Exam Center supports achievement on national boards and provides students with information and orientation sessions including an [introduction to ExamN](#), [Comprehensive Osteopathic Medical Licensing Examination of the United States \(COMLEX-USA\) introduction and preparation information](#), [test taking strategies](#), an [introduction to each level of the licensure](#), and [board study techniques](#). In addition, staff provide advising and assistance to students who fail as evidenced in the departmental [CQI Report](#).
- The Rural Health Initiative (RHI) program provides selected students with an enhanced rural experience by providing specialized workshops and increased opportunities for rural clinical rotations as evidenced in the departmental [CQI report](#). In addition, RHI has an established student recruitment pipeline from local high schools as well as West Virginia colleges and universities as evidenced in the following programs: [Green Coat Program](#) and [Just Say KNOW](#) program.

Consistent with the mission, WVSOM enrolls students from diverse backgrounds. The student demographics for the 2018-2019 academic year include:

- 841 total students
- 192 in-state students (23%) vs 649 out-of-state students (77%)
- 411 females (49%) and 430 males (51%)
- 228 minority students (27%)
- Average age is 27

1A3.

The [mission](#) and [strategic plan](#) of the institution are important drivers of budget decisions. As outlined in Criterion 5C1, the annual budget process begins in September when the Vice President for Finance and Facilities requests a budget from each department head for the upcoming year. Considerations are made for one-time purchases and position requests. Priority is given to requests that improve the delivery of instruction, meet institutional goals and focus on mission. The Budget Committee has meetings with departmental spending managers to provide an opportunity for managers to explain requests. The annual budget is reviewed by the WVSOM Board at each January meeting ([2016](#), [2017](#), [2018](#), and [2019](#)) and approved at each March meeting ([2016](#), [2017](#), and [2018](#)). At many Board meetings, the status of the budget is reviewed as evidenced in the following meeting minutes: [September 29, 2017](#), [November 2, 2017](#), and [June 8, 2018](#). WVSOM's planning and budgeting priorities align with and support the institutional mission. As outlined in Criterion 1A1, the last institutional strategic planning process began with a review of the mission statement. In addition, all Board meetings begin by reading the School's mission as evidenced in Section 1 of the preceding Board meeting minutes provided in this paragraph. Updates on the five year institutional strategic plan have been provided to the Board on [September 29, 2017](#) and [November 2, 2018](#) since the Board's approval of the plan at the [March 11, 2015](#) meeting.

WVSOM is currently entering a new five-year strategic planning cycle. At the [January 24, 2019](#) Board meeting, members were advised that the 2015 strategic plan was complete and that a new plan would be developed. The Board participated in a brainstorming session on March 9, 2019 after the regularly scheduled meeting on March 8, 2019. In addition to Board members, [other participants](#) included faculty, staff, students, and community members. The [agenda](#) for the working session included review of the mission statement and the former strategic plan. Participants worked in [groups to brainstorm](#) and record ideas to move forward. These activities resulted in a [draft outline](#) of the 2019 strategic plan. Additional input on the draft will be sought from constituency groups from across the institution and will be shared with the Board. It is anticipated the final 2019 strategic plan will be submitted for approval by the Board during Fall 2019.

The institution's current ten-year, mission-based [Facilities Master Plan](#) presents a schedule for new construction and maintenance of existing facilities. Chronologically, the Board has approved the following completed projects since the Master Plan's development in 2011:

- [June 23, 2012](#): Expansion of the Clinical Evaluation Center to create a simulation wing to focus on evidence-based, patient-centered education for students. Approval of the construction bid occurred on [September 7, 2013](#), and a construction update was provided [May 10, 2014](#).
- [September 8, 2012](#): New construction of the Student Center to enhance student life on campus. The Student Center contains additional study space, a recreational area, student government offices, food service, a campus store and a large conference center that can be subdivided to meet the needs of institutional activities. An update was

provided on [January 12, 2013](#), a bid approval on [March 8, 2014](#), and a construction update on [May 10, 2014](#).

- [September 7, 2013](#): Approval of bid for Anatomy Building roof.
- [March 8, 2014](#): Request for proposals for the Alumni Center Roof approved with a construction update provided on [May 10, 2014](#).
- [June 24, 2015](#): Approval to purchase property outlined in Master Plan.
- [November 4, 2016](#): Acceptance of bid for Main Building restoration project.
- [March 9, 2018](#): Agreement for HVAC replacement in Technology Building.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1B1.

WVSOM's [mission statement](#), [core values](#), and [vision statements](#) are outlined in policy and convey the institution's expectations for members of the WVSOM community. Further, these documents serve as guiding principles for the School. These documents are current, have been reviewed and/or revised during the most recent strategic planning process, and are available to the public on WVSOM's [policy and procedure web page](#).

The mission statement is emphasized in several ways to the WVSOM community and the public. The mission statement is listed on the institution's web page under the "[About](#)" section, on plaques throughout the Main Building, including the main hallway, in the reception area in the Admissions Building and is provided as a link on the [WVSOM admissions web page](#). Further, the mission is also articulated publicly through [admissions documents](#), [college catalog](#), [employee handbook](#), [faculty handbook](#), and [student handbook](#). The President and others in WVSOM's leadership successfully work to nurture a "family atmosphere" at WVSOM as evidenced in WVSOM's 2018 recognition as one of the [great colleges to work](#) for by the *Chronicle of Higher Education* for the seventh time. New faculty and staff receive an [orientation](#) from Human Resources regarding the institution's [mission](#) and [other policies](#). At each meeting of the WVSOM Board, the mission statement is read at the beginning of the meeting to remind each member of the mission of WVSOM as policies and decisions are made as evidenced in the following meeting minutes: [January 26, 2018](#), [March 9, 2018](#), [May 4, 2018](#), and [June 8, 2018](#) as well as other Board minutes provided throughout this document.

1B2.

The currency and development of the mission document is outlined in Criterion 1A1. Based on the evidence below, WVSOM demonstrates an emphasis on instruction, scholarship, research,

clinical and public service throughout the mission statement. For example, “The mission of the West Virginia School of Osteopathic Medicine (WVSOM) is to educate students from diverse backgrounds as lifelong learners in osteopathic medicine...”

- WVSOM’s departmental CQI process encourages departments to align outcomes and benchmarks based on the institutional strategic plan. These reports cover a variety of departments that address areas outlined in the mission statement such as [diversity](#), [preclinical education](#), [research](#), [graduate medical education](#), and [affiliated programs](#). In addition, continued medical education is provided to alumni through the WVSOM Alumni Association as evidenced by the [Alumni Weekend](#), [Summer Seminar](#), and [Mid-Winter](#) programs.

“...and complementary health related programs...”

- In 2016, WVSOM explored the possibility of adding complimentary programs, and hired the Tripp Umbach firm to [conduct a market analysis](#) of health related programs that would complement WVSOM’s mission. As a result of this report, WVSOM is currently working to add a [Master of Science in Medical Education degree](#) as approved by the Board at the [January 24, 2019](#) meeting.

“...to support and develop graduate medical education training...”

- WVSOM’s departmental CQI process encourages departments such as Graduate Medical Education (GME) to [align outcomes and benchmarks](#) based on the institutional strategic plan. The [GME departmental CQI report](#) addresses the support and development of GME training outlined in the mission statement. One of the goals for GME during 2018-2019 was to develop new Mountain State Osteopathic Postdoctoral Training Institutions, Inc. (MSOPTI) residency partners which was accomplished with [Meritus Medical Center](#) and [Trinity Health System](#).

“...to advance scientific knowledge through academic, clinical and basic science research;”

- WVSOM supports research and scholarly activity through intramural funding of projects and support of student travel to present such work. The Office of Research and Sponsored Programs (ORSP) oversees student and faculty research, and all related activities as outlined in Criterion 2E.

“...and to promote patient-centered, evidence based medicine.”

- [Evidence based medicine](#) is integrated in the curriculum and is further described in Criterion 3D5.

“WVSOM is dedicated to serve, first and foremost, the state of West Virginia and the health care needs of its residents, emphasizing primary care in rural areas.”

- As part of the planning process, WVSOM reports annually on the number of graduates practicing in rural areas and primary care in West Virginia and these data are reported out by the WVHEPC in the Health Sciences and Rural Health Annual Report ([2015](#), [2016](#), [2017](#), and [2018](#)).

1B3.

WVSOM's [mission statement](#) identifies the intended higher education constituents of the academic program which are "...students from diverse backgrounds...in osteopathic medicine...first and foremost, the state of West Virginia and...its residents, emphasizing primary care in rural areas." Service to "...the state of West Virginia and the health care needs of its residents..." is an area WVSOM excels through a variety of venues. For example, WVSOM provides local and state community outreach through complementary programs such as [Center for Rural and Community Health](#) (CRCH) programs, middle school [science fairs](#), high school osteopathic medicine [pipeline programs](#) like [Just Say KNOW to Infectious Diseases](#) program, [anatomy enrichment experiences](#), and the undergraduate pre-osteopathic [Green Coat program](#). In addition, the Student Government Association offers the [mini-medical school program](#) as well as other community outreach projects.

An additional example of the nature, scope and services the institution provides is through the Translating Osteopathic Understanding into Community Health (TOUCH) program. WVSOM students provide a significant service to the community through the TOUCH hours provided every year through [volunteer activities](#). TOUCH is a national initiative of the Council of Osteopathic Student Government Presidents (COSGP) which is an official council of the American Association of Colleges of Osteopathic Medicine (AACOM). As outlined on [AACOM's TOUCH web page](#), the Council's goal is to encourage osteopathic medical students "to engage in service throughout their community, in order to impact those outside of osteopathic medical students and professionals, for the purpose of expanding the osteopathic ideals and principles to those unaware of our professional values." Between April 2017 and March 2018 WVSOM students logged over 10,700 TOUCH hours. Additional information about student TOUCH hours is provided in Criterion 3E2.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1C1.

"Respect for human dignity and cultural diversity" has always been a core value of WVSOM's administration, faculty, staff, and students and is the first item listed in WVSOM's [Institutional Policy: GA-36 Core Values](#). WVSOM's commitment to honor the dignity and worth of all individuals within the community is shown through WVSOM's [Institutional Policy: GA-14 Equal Opportunity, Nondiscrimination, Sexual Misconduct, and other forms of Harassment](#). The nondiscrimination policy is posted on the [policies and procedures web page](#) as well as the [Human Resources web page](#), in [Section 3.1](#) of the Employee Handbook, and in the [Student Handbook](#). Further, employees, and students receive [training and orientation](#) related to the institution's role in a multicultural society and nondiscrimination as evidenced by the Human Resources [Orientation Program](#) and [New Employee Orientation Packet](#).

An example of the institution's commitment to diversity is WVSOM's participation in state and national organizations such as the WVHEPC's [Chancellor's Diversity Initiative Council](#), originally developed in 2010 and active through 2015, with the Assistant Dean for Student Affairs serving as WVSOM's representative to the Council. The Council developed and uses the following working [definition of diversity](#) which also guides WVSOM's initiatives in training and educating students, faculty, and staff: "Diversity is conceptualized broadly and focuses on the notion of diversity for equity in educational outcomes. Diversity is embodied in the race/ethnicity, socioeconomic background, age, religion, sexual orientation, gender, nationality, veteran's status, and ability of the students, staff, and faculty of our institutions." WVSOM's diversity related work has continued since spring 2015 through the receipt of several "Diversity for Equity" grants from the WVHEPC and participation by the Assistant Dean of Student Affairs as a WVSOM representative at a reinvigorated cross-institutional diversity meeting hosted by the WVHEPC in spring 2018. Since 2016, AACOM also has a [Diversity Council](#) that meets annually, to which the Assistant Dean of Student Affairs serves as the institutional representative.

In addition, WVSOM has a Committee on Social and Cultural Diversity as outlined in [Institutional Policy: GA-28 Committee on Social and Cultural Diversity](#). The charge of this committee is to "develop plans, procedures and initiatives to ensure WVSOM's ongoing commitment to social and cultural diversity is fulfilled"; enact and assess the institution's vision

as it relates to diversity; that is “...fostering an educational system and environment that values the development of human potential, cultural and ethnic diversity and understanding; that provides for the preparation of students for full and meaningful participation in a changing world; and that promotes equitable and fair treatment in every aspect of campus life and employment for all persons, regardless of race, ethnicity, color, religion, sex (including pregnancy), gender identity, sexual orientation, national origin, age, marital status, veteran or military status, disability, or other category that is protected under federal, state, or local anti-discrimination laws.” This committee is chaired by the Assistant Dean of Student Affairs, with membership including the EEO/Equity/AA/ADA/504 Coordinator (Vice President for Human Resources), faculty, staff, and students as outlined in Section 3.2 of Institutional Policy: GA-28 Committee on Social and Cultural Diversity provide above. The Committee on Social and Cultural Diversity is assisted in programmatic efforts by a student subcommittee, the Cultural Integration Committee.

In support of WVSOM’s recognition of the diverse society in which students live and will engage in the practice of medicine, the WVSOM Foundation developed the [Diversity Scholarship Award](#). The award is given annually to a student who is actively engaged in the promotion of "equitable and fair treatment in every aspect of campus life for all persons, regardless of race, ethnic background, gender, age, religion, disability, or sexual orientation." To be eligible for the scholarship, students must meet the following characteristics:

- actively participate in programs designed to eliminate inequities in health care through education, outreach, and service;
- demonstrate a strong interest in osteopathic medicine, its philosophy and principles;
- academically in the upper one-half of his/her class; and
- a current full time WVSOM osteopathic medical student.

Eight students have been awarded this scholarship since its inception in 2006.

Beginning July 1, 2016, WVSOM was the recipient of a \$2.6 million, four-year "Scholarships for Disadvantaged Students" grant through the [Health Resources and Services Administration](#) (HRSA) program as evidenced in the [2016-2017](#), [2017-2018](#), and [2018-2019](#) award letters. The funds from this grant are all applied on an annual basis to 23 student scholarships of up to \$30,000. In order to qualify for these funds, students must demonstrate disadvantaged status. Finally, the Student Affairs Office and/or the Office of Financial Aid notify students of national scholarship opportunities related to diversity as they become available. For example, of the 142 applications submitted for the 2017 award and 158 applications submitted for the 2018 award, one incoming WVSOM student was selected both years to receive the Sherry R. Arnstein Minority Scholarship that “aims to recognize and support underrepresented minority students at AACOM’s member colleges of osteopathic medicine (COMs)” as evidenced on [AACOM's Sherry R. Arnstein Minority Scholarship Recipients web page](#).

1C2.

WVSOM implements processes appropriate to the mission and constituencies served. For example, through the CQI process (described in the [Comprehensive Institutional Effectiveness and Assessment Plan](#)) the Office of Human Resources (HR) continuously [reviews and evaluates](#) WVSOM's recruitment and retention practices to ensure best practices are used in all aspects of human resources. Changes that have occurred over the last few years in HR's practices include the tracking of ad placement, refining the collection process for Affirmative Action information to assist in the identification of qualified minority candidates, implementing an electronic applicant tracking system, updating the search committee process and checklist and written offers of employment, and providing HR related training on an [annual basis](#) to all employees. In an effort to reach more candidates who are veterans, WVSOM posts all positions on the [Workforce West Virginia web page](#) which is "a state government agency funded through the U.S. Department of Labor that oversees the state unemployment insurance program as well as a network of workforce development services designed to provide West Virginia's citizens and employers the opportunity to compete in today's competitive global economy." Finally, HR regularly revises the confidential and proprietary Affirmative Action Plan by analyzing the effectiveness of the recruitment process implemented over the previous year and to guide recruitment goals. WVSOM's recent recruitment efforts have resulted in a number of qualified candidate applications. As of July 31, 2018, 54 WVSOM employees were categorized as faculty (including administrators who are tenured faculty members) and 226 as staff.

The culture of learning begins with the recruitment of students. WVSOM works very hard to implement processes and activities to recruit underrepresented minority students. WVSOM makes a concerted effort to visit as many historically black colleges and universities and predominantly black and Hispanic-serving institutions as possible for the purpose of recruiting minority students. During the 2017-2018 academic year, recruiting visits were made to the following colleges/universities serving underrepresented minority students:

- Bluefield State College, WV
- Hampton University, VA
- Kentucky State University, KY
- West Virginia State University, WV

The following institutions were also visited over the last five years, with minority recruitment in mind:

- Allan University, SC
- Benedict College, SC
- Bluefield State College, WV
- Central State University, OH
- Claflin University, SC
- Delaware State University, DE
- Florida A&M University, FL

- Hampton University, VA
- Howard University, Washington, DC
- Kentucky State University, KY
- Lincoln University, PA
- Morgan State University, MD
- Morris College, SC
- Norfolk State University, VA
- Oakwood University, AL
- South Carolina State University, SC
- Stillman College, AL
- University of Maryland Eastern Shore, MD
- Voorhees College, SC
- West Virginia State University, WV
- Wilberforce University, OH

WVSOM actively recruits students from all underrepresented minorities, and attends professional and graduate fairs predominantly attended by underrepresented minorities. In 2017-2018, the admissions staff attended the following events:

- Annual Biomedical Research Conference for Minority Students
- National Institute of Health Graduate and Professional School Fair
- Student National Medical Association Fairs
- Larry D. Keith Professional Schools Fair at Duke University

WVSOM offers a number of events targeted to increase awareness and opportunities for the appreciation, understanding, and celebration of diversity. In July 2018, WVSOM established a specially-designated institutional spending unit for activities focused on diversity and wellness. Between [FY 2015 and FY 2019](#), WVSOM's Student Affairs was awarded \$36,000 in grant funding from WVHEPC for diversity-related events focusing on activities that intersect diversity and healthcare as evidenced by the last four academic year's grant annual reports ([2014-2015](#), [2015-2016](#), [2016-2017](#), and [2017-2018](#)). In addition, student organizations also host [diversity-related events](#) each year, such as: DOCares International Night; Christian Medical and Dental Association (CMDA) Thanksgiving Dinner/Auction; Medical Muslim Student Association (MMSA) Fast-a-Thon; Association of Military Osteopathic Physicians and Surgeons (AMOPS) Veteran's Day Dinner; and LGBTQ+ educational series.

The focus of the Social and Cultural Diversity Committee's work each year has come from a combination of feedback received from the [2014](#) and [2016](#) climate surveys and summary reports for [2014](#) as well as the input from committee members at meetings to review these surveys as evidenced in the [May 28, 2014](#) and [February 13, 2017](#) Social and Cultural Diversity Committee's minutes. As a result of the LGBTQ+ issues identified from the 2014 survey, the Committee recommended hiring a student worker in summer 2015 to develop ideas for new educational series. This [educational series](#) has been particularly successful, has been repeated annually, and has served as a model for other student-led series. Through the WVHEPC's grant

funding described above, students have an opportunity to delve more deeply into a diversity-focused topic through educational series such as Better Understanding Health Disparities and Culture and Medicine, as evidenced in the annual reports ([2014-2015](#), [2015-2016](#), [2016-2017](#), and [2017-2018](#)). Each series culminates with a Standardized Patient Encounter which gives students an opportunity to put into practice, in a simulated healthcare encounter, the information learned during the preceding sessions. Upon completion of the entire series, students earn a certificate that is noted on the Medical Student Performance Evaluation (MSPE) as part of their residency application.

As part of a statewide coalition that received United States Department of Justice funding under the Grants to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus Program, WVSOM was required to conduct the [2018 climate survey](#), focusing on interpersonal violence, along with other West Virginia higher education campuses. Since the survey was conducted by an outside entity, the only items included were Title IX related. The most [concerning issue discovered](#) was that there may be issues of employees not understanding requirements as Responsible Employees. As a result, reminders were sent to all [employees](#) and [students](#) about this issue, and HR also covered this in the [annual training](#) for employees. A letter was sent to preceptors in the Fall 2018 to remind them about WVSOM's [non-discrimination policy](#). Changes continue to be implemented for new student orientation from these surveys that reflect WVSOM's attention to human diversity appropriate to the mission and constituencies served.

West Virginia Foundation for Rape Information and Services provided additional analysis of the aggregate data from the other higher education institutions around West Virginia that participated in the 2018 survey in [comparison to the results for WVSOM](#). The results of this analysis regarding the perceptions of WVSOM students, in comparison to the perceptions of students at other institutions, shows that WVSOM students feel that:

- the climate at WVSOM for prevention and response is significantly better than at other institutions in West Virginia;
- WVSOM is doing a markedly better job of training its students on issues of interpersonal violence;
- WVSOM students are more aware of policy and resources than are students at other institutions in West Virginia; and
- WVSOM students believe that a complaint would be handled appropriately at a greater rate than at other institutions in West Virginia.

Survey results reveal that WVSOM students need some additional training regarding the importance of checking in with friends throughout an evening out and the importance of reporting someone they know for a possible sexual assault, as WVSOM students reported a lower rate than students at other West Virginia institutions on both of these items. A presentation on bystander intervention has been included in the WVSOM Orientation for [first](#) and [second](#) year students since 2013. WVSOM has begun to address the specific concerns raised by these two items starting with the July 2018 [Orientation](#). An enhanced presentation

placed greater emphasis on the fact that interpersonal violence can occur at WVSOM. Using Dr. David Lisak's [The Undetected Rapist](#) video and related research, presenters led a discussion of the likelihood that a perpetrator will engage in the same action again, making it the responsibility of a student who is aware of an assault to report that occurrence for investigation in order to prevent a future assault.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1D1.

WVSOM's decisions and actions are guided by the [mission statement](#) which states "... WVSOM is dedicated to serve, first and foremost, the state of West Virginia and the health care needs of its residents, emphasizing primary care in rural areas." WVSOM is a leader in providing primary care physicians in West Virginia as well as rural areas of West Virginia, the Appalachian region and the nation as evidenced in the West Virginia Higher Education Policy Commission's [2017 West Virginia Health Sciences and Rural Health Report](#) and the Academic Medicine articles ([2010](#), [2012](#)). WVSOM's understanding of its role to serve the public led to the creation of the [Center for Rural and Community Health](#) (CRCH) to address further the health care needs of West Virginia's residents. The CRCH creates and delivers numerous programs to improve the health of West Virginians that are identified in the Center's [Strategic Plan 2017-2020](#) including: the [His and Her program](#) to education people about health; the [Community Health Education Resource program](#) to assist people in communities make healthy choices; the [Opioid Toolkit program](#) that educates people about the opioid epidemic; and chronic disease management services to help communities with obesity, diabetes, and blood pressure challenges.

Further, WVSOM has a [Healthy Children's Initiative](#) (HCI) to address childhood obesity, [educating children](#) from ages four to ten on healthy eating habits, exercise, and making good nutritional choices, as well as safety and STEM topics. The HCI includes an [Emmy award winning TV series](#) "Abracadabra", live appearances at elementary schools throughout West Virginia, web and Facebook pages, and an intensive classroom program.

WVSOM's students provide community service as part of a commitment to serve the public good. The students' community service hours are [documented](#) through the AACOM Council of Student Government Presidents' (COSGP) Translating Osteopathic Understanding into Community Health (TOUCH) program. Additional information on the TOUCH program is provided in Criterion 3E2. WVSOM faculty conduct educational programs for school age

children including the [Anatomy Enrichment program](#) and the [Just Say KNOW](#) program. WVSOM initiated and sponsors an annual [science fair](#) for participating middle schools, and sponsored an [Apprentice Day](#) on campus to educate young people about the different job opportunities that exist at a medical school.

Witt Economics LLC completed an update report from 2013 titled *Economic Impact of the West Virginia School of Osteopathic Medicine FY 2018* which was presented to the Board at the [January 24, 2019](#) meeting. "The report documents the economic impacts associated with the operation of the West Virginia School of Osteopathic Medicine...on West Virginia and Greenbrier County economies over the period July 1, 2017-June 30, 2018. The study represents an update of a previous study...[and] encompasses the economic impacts associated with the institution and its affiliated Robert C. Byrd Clinic and WVSOM Foundation as well as the expenditures of students, faculty, and staff" ([Page 1](#)). The economic impact of WVSOM, Robert C. Byrd Clinic and affiliated institutions on the state of West Virginia is outlined in [Table 4](#) as well as the economic impact of WVSOM's seven Statewide Regional Campuses as outlined in [Table 5](#). The study estimated the economic impact on Greenbrier County as evidenced in [Table 6](#). Finally, the report indicates that the economic impacts are conservative for a variety of reasons that were [not quantifiable](#) or not available at the time of the study.

The institution was recognized as a "[Great College to Work For](#)" again in 2018. This is further described in Criterion 5D2. "[Education is one of Greenbrier County's major industries](#)" of which WVSOM contributes. The Greater Greenbrier Chamber of Commerce Business and Community Resource for [2016-2017](#) recognized WVSOM as one of the top ten largest employers in Greenbrier County, West Virginia. WVSOM has been one of the top ten largest employers for the county the last four years ([2015-2018](#)).

WVSOM's primary mission is to educate students in osteopathic medicine and complementary health related programs. WVSOM is dedicated to serve, first and foremost, the state of West Virginia and the special health care needs of its residents, emphasizing primary care in rural areas. Many WVSOM graduates practice in West Virginia, and the majority practice in rural areas. This is documented in the annual [Health Sciences and Rural Health Report Card 2017](#) of the WVHEPC: WVSOM had the [highest number \(81\)](#) of graduates practicing in rural areas of West Virginia from the graduating classes of 2007-2012 as compared to the two other publicly funded medical schools in the state. The WVHEPC report also indicates that WVSOM had the [highest percentage \(66%\) and number \(119\)](#) of graduates entering primary care residencies in the state for the graduating classes of 2007-2017.

Within the curriculum, students are required to engage in activities which put them in touch with communities and serve the public good. For example, the Osteopathic Manipulative Medicine (OMM) Student Clinic provides free weekly osteopathic manipulative treatments for musculoskeletal complaints. This is a [capstone Osteopathic Principles and Practice \(OPP\)](#) experience in the Winter/Spring semester for the second year students. Patients from the community are recruited to participate in this free student clinic, under the close supervision of faculty. In addition, all second year students annually participate in free [blood pressure](#)

readings at the West Virginia State Fair as well as other health literacy interventions, under the supervision of WVSOM faculty and other qualified professionals. The community also recognizes WVSOM as a resource for health education. In the [Clinical Skills II](#) course of the second year curriculum, students make presentations to community groups on health related topics. Further, agencies with the community request information and presentations by WVSOM related to community health issues.

For the third and fourth year curriculum, students are not specifically required to perform community service. However, there are [learning objectives](#) that require students to [understand community resources and provide care](#) appropriate for contextual factors such as patient beliefs and cultural values and to demonstrate an ability to teach both peer and lay audiences. The AACOM's Council of Student Government Presidents' TOUCH program "encourages osteopathic medical students to engage in service throughout their community...for the purpose of expanding the osteopathic ideals and principles to those unaware of our professional values." Third and fourth year students provide voluntary community service while on rotations and receive TOUCH hours for events such as volunteering at free clinics, providing middle and high school sports physicals, lecturing on health care at elementary schools and educating the diabetic population on diabetes care. Additional information on the TOUCH program is provided in Criterion 3E2.

WVSOM provides optional programs for students which allow for further engagement with external constituencies and communities of interest. One of these activities is participation in the Rural Health Initiative (RHI) Program. This program was created through a grant offered by the WVHEPC. As outlined on [WVSOM's RHI web page](#), the program is "designed to enhance the rural/underserved primary care curriculum at WVSOM in order to produce graduates qualified to practice medicine in rural/underserved communities." The goals of the program enhance WVSOM's commitment to providing support to rural education. These goals include: increase the recruitment of healthcare providers to practice in rural areas, increase the retention rate of rural healthcare providers, develop pipeline programs to attract students to rural/underserved healthcare careers, and support the involvement of West Virginians in health education. Students interested in participation in this program submit an RHI application, a personal statement on their rural background experience and commitment to rural medicine, a curriculum vitae and two letters of recommendation. The RHI Selection Committee reviews all application packages and notifies the students who have been selected.

In addition to the curriculum required activities, WVSOM students participate in co-curricular activities that encourage community engagement and service. For example, the [Mini-Medical School](#) program presents a Common Medical Case on two consecutive evenings to an adult community population and high school students. During the sessions, members of student organizations, with Clinical Science faculty supervision in the preparation and execution, present the cases and interactive learning exercises.

1D2.

WVSOM's primary responsibility is to educate students in osteopathic medicine and complementary health related programs. The institution's [mission statement](#), [core values](#), [vision statements](#), and [strategic plan](#) focus on the education of students. WVSOM is a public, non-profit organization that does not generate [financial returns](#) for investors. WVSOM is a part of the WVHEPC but is autonomous as evidenced in West Virginia State Code ([§18B-1-2](#), [§18B-2A-4](#) and [§18B-3-1](#)) with a [Board of Governors](#) and is not affiliated with any other institution of higher learning. WVSOM is affiliated with non-profit organizations including but not limited to the [Robert C. Byrd Clinic](#), the [WVSOM Foundation](#), the [WVSOM Alumni Association](#), the [Greenbrier County Health Alliance](#), and the [MSOPTI, Inc.](#)

1D3.

WVSOM engages with external constituencies and communities to respond to the needs identified in the [mission statement](#). Faculty and staff undertake multiple activities to serve West Virginia. WVSOM's [Healthy Children's Initiative](#) is a multidimensional program that addresses childhood obesity in West Virginia. For example, part of the initiative reaches out to children, ages four to ten, through the [Abracadabra](#) children's television series. The award-winning program is produced in cooperation with West Virginia Public Broadcasting System, airs in ten states, and is available on YouTube. The show introduces health and nutrition, as well as exercise, safety and science to young children, and is an effective platform for educating children in a fun and entertaining way. Another part of the initiative is the production of educational materials and the presentation of educational programs in the classroom, based on the television series. WVSOM works with the West Virginia Department of Education to create programs that meet state standards for elementary education.

An additional way WVSOM engages with constituencies is through the [Southeastern Area Health Education Centers](#) (AHEC) whose mission is to improve the health of communities by developing an interdisciplinary workforce prepared to address the health needs of rural and underserved communities of West Virginia. Southeastern AHEC's primary objectives are health science educational pipeline programs, continuing medical education and inter-professional education, which help to bring the resources of academic medicine to address local community health needs. The AHEC [Rural Community Health Scholars](#) program is provided for all health profession students. The program engages students in clinical, didactic, and community-based activities in rural and underserved areas of WV in order to build their professional skill sets and positively affect the lives of West Virginians.

To further demonstrate WVSOM's mission and dedication to engage and respond to external constituency and community interests across the state of West Virginia, WVSOM houses the Center for Rural and Community Health (CRCH). The CRCH "is a resource center designed to help improve the health and well-being of West Virginians... [and] recognizes the importance of professionals and community members working together to improve the state's health profile."

As outlined on the [CRCH web page](#), it contributes to the WVSOM mission in a variety of ways to [serve the health care needs of the state's residents](#) through:

- community engagement and maintaining leadership on the [Greenbrier County Health Alliance](#) whose mission is to “empower all local communities...to improve overall health and wellness for all Greenbrier County residents...through innovative action, education, resource sharing and advocacy...”;
- implementation of evidence-based programs such as Stanford Licensed Chronic Disease [Self-Management Program](#), Diabetes Self-Management Program and Chronic Pain Self-Management Program;
- application of research through the [Community Health Education Resources Person \(CHERP\)](#) Program, and the [Health Index Score/Health Enhancement Response \(HIS/HER\)](#) Score Card placement in medical provider offices statewide;
- facilitating opioid addiction solutions as the CRCH Executive Director serves as Chair of the Steering Committee for the “Rural Response to Opioids: from data to action” grant, developing, implementing and replicating the [Opioid Prevention and Awareness Toolkits](#);
- [creating research opportunities](#) for faculty and students by working with partners within WVSOM and external partners to implement research and Quality Assurance/Quality Improvement (QA/QI) projects; and
- developing and maintaining partnerships statewide.

In line with the institution’s mission to emphasize primary care in rural areas and encourage the next generation of osteopathic physicians, the institution offers [Anatomy Enrichment Experiences](#) to high school and undergraduate level students throughout West Virginia who are enrolled in advanced biology, anatomy, and allied health courses. The experience begins with a presentation covering proper laboratory etiquette, the role of [Human Gift Registry](#) and general concepts in human clinical anatomy. Participants are divided into small groups and given the opportunity to work through interactive stations set up throughout the lab to test their knowledge and engage with plastinations, diagnostic imaging, microscopes, models, and embalmed specimens. Between the academic years of 2015-2016 and the time of this Assurance Argument, this program has permitted approximately 173 school visits, allowing over 4,193 students from 25 counties within West Virginia and three counties from Virginia the opportunity for advanced learning about science in the health care professions. It should be noted that this program began as a request from local high schools in the late 1980’s and has expanded over time due to its popularity which demonstrates that WVSOM responds to the needs of the external constituencies and community.

One of WVSOM’s affiliations, Robert C Byrd Clinic, provides a clinical intervention program for obese children, the “[Cardiac Boot Camp](#)”. Children who are referred into the program are obese and diagnosed with hyperlipidemia, hypertension, metabolic syndrome or diabetes. The child and at least one parent or guardian join other participants at the clinic where the medical center becomes a “camp” for these families. Financial support from the clinic provides food and prizes for the children and additional pediatric nurses to assist in the program. The WVU

Extension Office partners in the program and provides information to the families on health and economical foods. The collaborative effort provides nutritional education that otherwise would not be available. Students from WVSOM also participate in the program and assist with nutritional games and parent education.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

WVSOM's mission is clear and articulated publicly as it is posted in a variety of institutional documents, marketing materials, and on the web page. The mission guides the institution's operations planning and budgeting since WVSOM currently offers a single degree program, the Doctor of Osteopathic Medicine. The mission was reviewed and revised through a process that suits the institution and included campus wide participation as evidenced in the Assurance Argument. The mission was then adopted by the institution's Board, the West Virginia Higher Education Policy Commission as well as the American Osteopathic Association Commission on Osteopathic College Accreditation. Further, WVSOM's academic program clearly aligns with the mission and enrollment profile, and development of an additional program such as the Master of Science in Medical Education also aligns with the mission, and is outlined in the change request documents. As iterated in the mission, "WVSOM is dedicated to serve, first and foremost, the state of West Virginia and the health care needs of its residents, emphasizing primary care in rural areas." With that WVSOM has clearly demonstrated its commitment to the public good and understands the diversity of the larger community it serves as exemplified in the Center for Rural and Community Health, Healthy Children's Initiative, TOUCH program, and Anatomy Enrichment program activities.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

West Virginia School of Osteopathic Medicine (WVSOM) operates with integrity in all areas, including financial, academic, personnel and auxiliary functions. Further, WVSOM follows established policies and processes for [fair and ethical behavior](#) on the part of its governing board, administration, faculty, and staff. WVSOM's policies and procedures are located on the institution's [policy and procedure web page](#) and are sequentially numbered and grouped by subject matter: Education, Finance, General Administration, Personnel, Physical Plant, Research, and Student.

The institution follows [Institutional Policy: PE-14 Ethics](#) for all employees and, as a state entity, is required to follow the West Virginia Ethics Act as outlined in West Virginia State Code [§6B-2-5](#). The [Board of Governor's](#) (Board) members and [senior administration](#) sign Conflict of Interest forms and are required to complete an internal financial disclosure form annually. In addition, Board members are required to also file a [financial disclosure statement](#) with the WV Ethics Commission annually. Board members receive [ethics training](#) as part of a required orientation. [Section 1.9](#) of the Board Operating Procedures set forth the code of conduct for Board members, which requires Board members to “fulfill their responsibilities in a manner which fosters the public’s respect, trust, and confidence”, and requires compliance with the West Virginia Ethics Act and the “highest standards of integrity.”

Financial functions:

[Institutional Policy: F-10 Allocation of WVSOM Resources](#) states that “When allocating WVSOM resources, academic expenditures related to osteopathic medical education shall receive top priority.” In the area of financial integrity, the institution has a transparent budget process that involves all spending unit managers as evidenced in the [Budget Process Flowchart](#). In addition to budgeting for operational funds for each spending unit, requests for one-time purchases and additional personnel are reviewed by a budget committee consisting of the President, Vice President for Finance and Facilities, Vice President for Academic Affairs and Dean, Vice President for Administration and External Relations, and the spending unit managers. The Business Office prepares a [draft budget](#) based on these meetings which are then presented to

the institutional Board for review, discussion and approval, which occurs in January ([2016](#), [2017](#), [2018](#)) and March ([2016](#), [2017](#), [2018](#)) each year. During this process the needs of all areas of the institution are considered in light of anticipated revenue to be generated from state allocation, tuition and fees, and other sources to produce a balanced budget. The Vice President for Finance and Facilities with the Budget Analyst performs a mid-year review ([2018](#), [2019](#)) of all spending units addressing potential problems. Finally the institution has numerous finance policies that are followed, including [Fiscal Responsibility](#), [Hospitality Expenses](#), [Assessment and Payment of Tuition and Fees](#), and [Refund of Tuition and Fees](#).

The [financial audit](#) is conducted externally each year and is presented to the Board so that income and expenses are reviewed on a regular basis. The most recent audit showed that the institution is in a very strong, stable financial position with no material weaknesses. Further, on November 16, 2018 as "[statutorily charged](#)" the West Virginia Higher Education Policy Commission (WVHEPC) reviewed the prepared "audited financial statements for West Virginia's Higher Education Fund (FUND)" ([p. 179](#)). The report indicates that in reference to the Composite Financial Index (CFI) WVSOM has "unusual financial strength" and that "Its exceptional financial health must also be reviewed in light of its strategic mission" ([p. 192](#)). Regarding the number of days cash, WVSOM is "not included in the chart [with other state higher education institutions] because its characteristics as an outlier distort the presentation. With 282 days of cash as of June 30, 2018 levels from its cash reserves" ([p. 193](#)).

Academic functions:

Additional policies and procedures ensure that the institution acts with integrity in its academic functions as well. Effective July 10, 2010, the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA) required every osteopathic medical college to have a [statement on academic professional ethics](#). WVSOM's new president reaffirmed the college's commitment to professional ethics on January 7, 2019. The statement is posted on the institution's [web page](#) and lists all relevant state laws and institutional policies that apply to the constituent groups. In addition, the [Student Handbook](#) provides academic information useful to students including: [canceled class policy](#), [attendance](#), [student academic integrity](#) and [academic rights and responsibilities](#). Further, [policies and procedures](#) for clinical education are located in the [Clinical Education Manual](#).

Personnel functions:

In addition, the [Faculty](#) and [Employee](#) handbooks detail procedures related to personnel policies and procedures. For example, [Section 9: Conduct, Discipline and Conflict Resolution](#) of the Employee Handbook clearly describes expectations for conduct of employees, procedures for addressing employee misconduct and procedures for employees wishing to grieve or appeal any disciplinary action. [Section 4: Faculty Organization and Procedures](#) of the Faculty Handbook defines faculty, explains the hiring process, and lists the responsibilities and privileges of employment for faculty and faculty with administrative roles.

WVSOM has developed an [orientation program](#) designed to facilitate a smooth transition for all new employees into their respective role with the institution and to ensure that all employees are trained on WVSOM policies and procedures. The orientation program includes a discussion with a representative from the Office of Human Resources; discussion of benefits and payroll with the Office of Business Affairs; meeting with supervisors, department heads, and administrators; and completion of various training sessions such as Title-IX, FERPA and P-Card Training. During the new employee orientation, employees are trained on applicable laws, policies and documents. [Additional training](#) is provided to all employees when significant policies are changed or added. In addition, refresher training on policies and procedures is provided periodically.

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- POLICY_PE-14 Ethics
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2.B - Core Component 2.B

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

Argument

WVSOM's academic focus is the academic program for the Doctor of Osteopathic Medicine (D.O.) degree, although WVSOM is seeking approval to start a [Master of Science in Medical Education](#) program. The institution has a variety of methods to ensure it presents itself clearly and completely to students and the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. For example, the requirements for graduation from the D.O. program are fully explained in [Institutional Policy: E-27 Graduation Requirements](#) which is accessible online in the [policy and procedure section of the web page](#). The institution uses the [College Catalog](#) and [web page](#) to clearly present itself to students and the public in regards to the D.O. program. For example the College Catalog presents information such as: [accreditation relationships](#), [submitting student complaints](#), [basic admission requirements](#), and [tuition, fees, and expenses](#) to the public and students. In addition, the [faculty and staff directory](#) is available publicly on the [web page](#) as well. Further, the Higher Education Opportunity Act of 2008 requirements are listed on the [Consumer Information section of the institution's web page](#). Information presented here includes: general institutional information, academic information and student outcomes, financial aid and student loan information, health and safety, and student life information. The WVSOM [Viewbook](#) also provides information on the [path to becoming an osteopathic physician](#), [technology and facilities available](#), [FAQs](#), [rural health initiative](#), [volunteer opportunities](#), [application timeline](#), and [financial aid](#). Finally, the West Virginia Higher Education Policy Commission publishes an annual West Virginia Health Sciences and Rural Health Report. Student indebtedness across all West Virginia medical schools is one of the data elements historically provided in the report that is available to students ([2015](#), [2016](#), [2017](#), and [2018](#)). The reports indicate that "The difference in graduate indebtedness among the schools can be attributed in part to differences in the proportion of students paying out-of-state tuition and fees. Historically, the West Virginia School of Osteopathic Medicine has had classes composed of more out-of-state students..."

Sources

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- WVSOM_Web Page Links

2.C - Core Component 2.C

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

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The authority and autonomy of the WVSOM Board is established by West Virginia State Code [§18B-2A](#). The Board consists of [12 members](#): nine members appointed by the Governor, a full time faculty member, student, and a staff member each elected by the institution's respective constituencies. The Board's membership and responsibilities, which require posting of meetings, minutes, and agendas, are also set forth in the same chapter of West Virginia State Code. The Board hires the institution's President and delegates the [day-to-day operational responsibilities](#) of the institution to the President. Further, the Board has [Operating Procedures](#) that ensure the autonomy and integrity of the Board and that the decisions made are in the best interest of WVSOM.

2C1.

The Board's deliberations reflect priorities to preserve and enhance the institution. The Board, by statute, convenes six times a year to discuss and approve such items as institutional budget, capital maintenance and improvements, graduates, policies, tuition and fees, waivers, and other items designed to preserve and enhance the institution. The 2017-2018 academic year of Board meeting minutes is provided as evidence: [September 29, 2017](#); [November 2, 2017](#); [January 26, 2018](#); [March 9, 2018](#); [May 4, 2018](#); [June 8, 2018](#). Prior to each board meeting, all agenda items are reviewed and edited as needed by the administration and the Board chair to ensure institutional priorities are discussed and that appropriate items come before the Board.

2C2.

[Section 3.4 Public Notice and Access](#) of the Board Operating Procedures ensures that the West Virginia Open Governmental Proceedings Act ([§6-9A-3](#)) is followed and provides advance notice of meetings. Any internal or external constituencies may request to have an item placed on the Board’s agenda for consideration or may address the Board directly during the beginning of Board meetings by registering to speak prior to the start of the meeting as outlined in [Section 3.13 Appearances before the Board](#). The Board chair is charged with deciding whether to include agenda item requests. All policy revisions are required by [West Virginia Code §18B-1-6](#) and [Institutional Policy: GA-35 Adoption, Amendment, or Repeal of Rules and Posting of Administrative Procedures](#) to be noticed for a 30-day public comment period. Both internal and external constituencies are encouraged to provide [written comments](#) on the proposed policy revisions. The administration prepares an [administrative opinion and recommendations](#) on [each comment received](#), which is submitted to the Board for consideration prior to approval. The Board also requests periodic reports from external affiliated constituencies during Board meetings such as the [WVSOM Foundation](#), and receive educational sessions from internal constituencies such as [Admissions, Center for International Medicine and Cultural Concerns](#), and the [Department of Student Affairs](#). Internal constituencies, such as [Faculty Council](#) and [Staff Council](#), also give annual reports to the Board during meetings.

2C3.

Board members, as public officials under West Virginia State Code [§6B-2](#), are required to follow the West Virginia Ethics Act. The Ethics Act prohibits undue influence and financial conflicts of interest. Board members are required to annually file a [financial disclosure statement](#) with the WV Ethics Commission and an internal WVSOM [financial disclosure form](#). In addition to the annual filings, Board members have an ongoing obligation to disclose in writing all [conflicts](#) and potential conflicts and appearances of impropriety as they arise as required in the Board Operating Procedures [Section 1.11.3](#). The Board Operating Procedures set forth prohibitions on conflicts of interest for Board members, which requires Board members to “perform their responsibilities in a manner which avoids conflicts of interest or impropriety, or the appearance of such conflicts of interest or impropriety.” Further outlined in [Section 1.11.1](#) of the Operating Procedures, Board members shall not use the authority, title, influence, or prestige of their positions, or any confidential information received for private financial, social, or political benefit which would be inconsistent with the interest and mission of the institution or the Ethics Act.

2C4.

The [Board resolution](#) dated September 25, 2010 indicates that the Board hires the President of the institution and delegates the day-to-day responsibilities for operation of the institution to the President. The President is the Chief Executive Officer of WVSOM and is responsible for overseeing all of its operations and functions. The President provides the vision for the

institution, the development of the budget and policies, serves as the spokesperson for WVSOM, and is responsible, along with the Vice Presidents, for hiring and firing of employees as evidenced in [Institutional Policy: GA-01 Governance and Administration](#), and [Section 4](#) of [Institutional Policy: PE-01 Employees](#).

The Vice President for Academic Affairs and Dean (Dean) is the Chief Academic Officer of WVSOM and functions as the institution's provost. The Dean reports directly to the President and is responsible for the development and implementation of all aspects of WVSOM's academic programs as evidenced in [Institutional Policy: GA-07 Role of the Vice President for Academic Affairs and Dean](#) and [Section 1.3.2](#) of the Faculty Handbook. The Dean utilizes a variety of [Associate and Assistant Deans](#), [Department Chairs](#), and Directors to carry out the Dean's responsibilities. While the Dean provides leadership to the faculty on curricular and student academic matters, the Dean expects the faculty to oversee the development and delivery of the curriculum with oversight by the [Curriculum Committee](#) and various curriculum sub-committees.

The [Vice President for Finance and Facilities](#), the [Vice President for Administration and External Relations](#), the [Vice President for Legal and Governmental Affairs and General Counsel](#), the [Vice President of Human Resources](#), and the [Vice President of Communications and Administrative Affairs](#) also report to the [President](#). The responsibilities of each are set forth in [Section 1](#) of the Faculty Handbook.

Sources

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Both state and institutional policies support academic freedom for faculty and students. While WVSOM's mission focuses on preparing students for clinical practice and complementary health related careers, the curriculum contains several components related to the pursuit of knowledge and lifelong learning in the area of research. Section 2.1 of WVHEPC's [Series 9: Academic Freedom, Professional Responsibility, Promotion and Tenure](#) states that the Commission "recognizes the vigilant protection of constitutional freedoms is nowhere more vital than in the institutions under its jurisdiction. Faculty members and students must always remain free to inquire, study and evaluate." Similar language is found in [Section 4.2.3.3](#) of WVSOM's Faculty Handbook and further iterates that "through the exercise of academic freedom, members of the academic community freely study, discuss, investigate, teach, conduct research, and publish, depending upon their particular role at the institution."

With the focus on teaching and learning, WVSOM is committed to the freedom of expression and acquisition of knowledge in the educational process. The institution adheres to various policies and procedures to ensure this commitment is upheld at the highest levels. WVSOM has policies that support the pursuit of knowledge, and the resources to support this pursuit. For example, Section 2.1 of [Institutional Policy: R-02 Allocation of Institutional Funds](#), specifies that research is a right of every faculty member and includes instructions on how to apply for an allocation from the research budget. WVSOM encourages participation in research from both faculty and students. This example shows WVSOM's current and future commitment to a successful educational program and our support for strengthening the pursuit of truth within its curriculum and research.

The importance of pursuing truth in teaching and learning is emphasized in [Section 4.2.3.3](#) of the Faculty Handbook, including the responsibility to remain current in one's discipline and develop a broad range of knowledge and ideas. Faculty members are provided with professional development funding to support research and travel to scholarly meetings to help them meet these goals. The professional development travel funded by the [Biomedical Sciences Department](#), [Clinical Sciences Department](#), and [Osteopathic Principles and Practice Department](#) during the 2017-2018 academic year are provided as evidence. [Section 5 - Evaluation, Promotion, and Tenure](#) and [Appendix 7. Faculty Evaluation, Promotion, and Tenure Procedures](#) of the Faculty Handbook encourage scholarly activity by including it as an important component of the evaluation. WVSOM's promotion of scholarly activity by faculty and students is discussed in Criterion 3 and is evidenced by the number of [presentations and publications](#) in

the Office of Research and Sponsored Programs (ORSP) [2017-2018 Annual Report](#). In addition, WVSOM also welcomes [outside speakers](#) to share diverse viewpoints on a variety of topics.

While the institution values and preserves academic freedom, most medical schools have a pre-set curriculum where all students take the same required courses, in the same order, by the same professor or team of professors; WVSOM is no different. Standardization of the curriculum is defined by the faculty through the Curriculum Committee. By using the faculty member's unique professional development and research interests, faculty come together and create a curriculum as evidenced in Criteria 3 and 4 that meet the needs of the [osteopathic accrediting standards](#) and allow faculty and students to remain free to inquire, study and evaluate their personal interests.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2E1.

WVSOM provides effective oversight and support services to ensure integrity of research and scholarly activity in the following ways. First, WVSOM's institutional policies and procedures guide faculty, staff and students. WVSOM's institutional policies include:

- [R-01 Use of Research Animals](#);
- [R-02 Allocation of Institutional Resources](#);
- [R-03 Research Misconduct](#) and [Procedures](#);
- [R-04 Conflict of Interest in Research](#) and [Procedures](#);
- [R-05 Human Subjects Research](#) and [Procedures](#);
- [R-06 Grant Time and Effort Reporting](#) and [Procedures](#);
- [R-07 Export Control](#);
- [PE-14 Ethics](#); and
- [E-40 Copyright](#).

Second, the institution has established infrastructure to ensure appropriate oversight of research and scholarly activity. The Office of Affiliated and Sponsored Programs was reorganized in July of 2018 and is now the Office of Research and Sponsored Programs (ORSP) which is responsible for training and oversight of research compliance. Training sessions regarding the research approval process are held with all new faculty. In addition, departmental training sessions are held periodically. ORSP conducted five [training sessions](#) during the 2017-2018 academic year which included a total of 48 employees. There is also a mandatory session for first year students at which research approval procedures are introduced. In addition, training materials and guidance documents are available in the [Clinical Education Manual](#). Several documents are accessible by students and employees on the [ORSP web page](#) such as the [project and grant initiation flowchart](#). Links to pages with additional details and forms can be accessed from that site, including a page with information specific to students. In addition to the Clinical Education Manual section regarding research and the project and grant initiation flowchart, other documents available on the [web page](#) include

guidance on the difference between [QA/QI](#) and research policy and procedure documents noted above.

The approval process depends on the nature of the project, but in summary, a project initiation request is sent to the ORSP where a determination regarding necessary training and compliance committee approvals are made. Investigators are informed of required next steps and research may not be initiated until all necessary steps have been completed. The services listed below have been established to ensure research compliance.

Institutional Review Board (IRB): WVSOM established this board in compliance with Federal Regulations regarding human subjects research and maintains a Federalwide Assurance and IRB Registration ([FWA00007632](#), [IORG0002649](#)). The IRB reviews and determines if activities are “research” as defined by [45CFR46](#) or “clinical investigation” as defined by [21CFR 50](#) and whether they involve “human subjects”. This committee is also able to act as a Privacy Board to make HIPAA determinations. The IRB has written [procedures](#) in compliance with [45CFR46](#) and [21CFR50](#) and [21CFR56](#) that all IRB members and all investigators must follow. All new protocol submissions, protocol amendments and continuing review documents are submitted and tracked through the IRB manager program which is purchased by the institution. This enables efficient review and tracking of all protocols. The committee meets to discuss protocols requiring full review as needed. All meeting agendas and minutes are stored within the IRB software program. Evidence of a convened full board review are included from [May 29, 2018](#). The IRB provides an [annual report](#) to the President outlining the committee’s effectiveness and any improvements that need to be addressed.

Institutional Animal Care and Use Committee (IACUC): WVSOM has an Institutional Animal Care and Use Committee (IACUC). WVSOM’s Public Health Service (PHS) Animal Welfare Assurance is #A3238-10. This assurance was [revised and approved](#) effective April 8, 2015 through March 31, 2019. WVSOM follows the [8th Edition of the Guide for the Care and Use of Laboratory Animals](#) and is current with all criteria that must occur as outlined in the [IACUC Procedures Manual](#) and evidenced in the [2018 IACUC Minutes](#). WVSOM contracts annually with a consulting veterinarian who is sufficiently trained in laboratory animal medicine, is a member of the IACUC and has 24/7 access to and authority over the welfare of any research animal at WVSOM. The IACUC performs two [semiannual reviews](#) of the program and facility inspection and submits them to the President of WVSOM. Training for all new investigators and medical students using animals is provided as needed. An [annual report](#) to the Office of Laboratory Animal Welfare (OLAW) as well as [annual](#) and [inspection](#) reports of the United States Department of Agriculture (USDA) are current with no deficiencies identified and are on file as required.

Collaborative Institutional Training Initiative (CITI) Program: The CITI program is a service providing research ethics and safety education to all members of the research community. This program is used by more than one thousand participating institutions and facilities from around the world. Modules within the program allow for appropriate training for faculty (biomedical sciences and clinical science), staff, and students. Its content includes:

- Courses in Protection of Human Research Subjects,
- Conflict of Interest,
- Health Information Privacy and Security Course,
- Animal Care and Use,
- Responsible Conduct of Research,
- Bio-Safety and Bio-Security, and
- Good Clinical Practice.

In addition to being used by the ORSP to ensure appropriate training of faculty, staff and students participating in research, these modules are also used in the curriculum. All students complete, at minimum, the Conflict of Interest and Protection of Human Research Subjects modules by the end of the second year as evidenced by the [recent assignment](#) for the Class of 2022.

Laboratory Safety Program: The ORSP oversees the research laboratory safety program in order to ensure a safe working environment for its researchers including students and other employees in the research area. This program is composed of multiple plans and committees. The committees include the Safety and Security Committee, the Institutional Biosafety Committee and the IACUC. These committees provide input and approval for the various plans related to research laboratory safety. These plans include the [OSHA Blood Borne Pathogen Guidelines and Exposure Control Plan](#), the [Infectious Medical Waste Management Plan](#), the [Research Chemical Hygiene Plan](#), the [Biosafety Manual](#), and the Occupational Health and Wellness program as described in the [Animal Welfare Assurance](#).

Institutional BioSafety Committee (IBC): The IBC is responsible for monitoring and overseeing the use of infectious agents, biological toxins, human tissues or recombinant or synthetic nucleic acid molecules to safeguard the health and safety of WVSOM personnel, students, the community, and the environment. The IBC ensures compliance with applicable federal regulations and guidelines, granting agency guidelines, and WVSOM policies and procedures. The committee formulates procedures necessary to establish safe practices for the use of biohazardous agents and the safe procurement, use, storage, and disposal of biohazardous agents. The specific biohazardous agents are defined in the WVSOM Bio-Safety Manual ([Biosafety Committee Procedures Plan](#) and [OSHA Blood Borne Pathogen Guidelines and Exposure Control Plan](#)).

IBC's responsibilities include:

- reviewing and approving the protocol for each project or each research laboratory using biohazardous agents;
- reviewing and approval of the WVSOM [Bio-Safety Manual](#);
- providing input and recommendations to the Associate Dean for Research and Sponsored Programs on the administration of the Bio-Safety Manual and bio-safety procedures; and
- assuring compliance of all protocols with approved bio-safety procedures.

Export Control Compliance Committee (ECCC): The ECCC is responsible for implementing the Export Compliance Program (ECP) as described in [Institutional Policy: R-07 Export Control](#). This policy governs the ECP at WVSOM where the purpose is to ensure compliance with the United States Export Control laws and regulations. The ORSP oversees the ECP through input and guidance from the ECCC, which ensures the following:

- annual commitment by WVSOM to export compliance;
- education of employees and students on the basic purpose of export control;
- monitoring of sales related to exports;
- review of all international travel and/or collaborations by WVSOM employees or students; and
- maintaining records related to export transactions.

2E2.

Student learning is central to the primary mission of WVSOM, and protection of that process from unethical behaviors is essential to the institution. Both faculty and students are expected to adhere to the highest standards of conduct in the use of information resources as outlined in [Institution Policy: GA-31 Acceptable Use of Information Technology Resources](#). [Links to this policy](#) are also provided in the Student Handbook. All faculty, staff and students are required to complete the [Acceptable IT Usage course](#) which includes a post test.

Honesty is also expected in the use and referencing of source material used in the learning process. [Institutional Policy: E-40 Copyright](#) requires all members of the WVSOM community to respect the proprietary rights of owners of copyrights and to refrain from any actions that may infringe on copyright or other proprietary rights. First year students are provided with training ([2017](#), [2018](#)) related to this policy during orientation. In addition, the [Library maintains a web page](#) dedicated to copyright policy which includes [Copyright Guidelines](#) and information regarding compliance with the Higher Education Opportunity Act. The library also purchases an annual Academic Copyright License from the Copyright Clearance Center which provides faculty, staff, and students with copyright permissions to a large number of journals and texts in a single, multi-use license.

2E3.

WVSOM recognizes the duty to adhere to policies governing academic professional ethics for its entire faculty, administration, staff, students, clubs, and organizations as set forth in Federal and West Virginia State Codes, rules and policies of WVHEPC and WVSOM institutional policies. WVSOM has a number of policies on academic honesty and integrity that are enforced. A list of these policies can be found in the [Statement on Academic Professional Ethics](#). These policies and related procedures can also be found on the [WVSOM web page](#) and are directly linked into relevant sections of the Faculty and Student Handbooks. The primary policy regarding student academic honesty and integrity is the [Institutional Policy: ST-01 Academic and Professional Standards](#). This policy covers all aspects of professional and academic conduct including but not

limited to behavior, honesty in self-evaluation, compassion and respect toward others, and academic integrity. Expectations, examples of violations, and penalties/sanctions are spelled out in this policy. Penalties and sanctions for violations of student conduct, professional conduct or academic integrity are imposed by the Associate Dean for Preclinical Education for first and second year students, the Associate Dean for Predoctoral Clinical Education for third and fourth year students, and the Vice President for Academic Affairs and Dean. Detailed procedures associated with the imposition of penalties and sanctions under Institutional Policy: ST-01 Academic and Professional Standards include procedures for the [Fact Finding Committee](#), [Student Promotions Committee](#), and [Appeal of Final Course Grades](#). Both the [Fact Finding Committee](#) and [Student Promotions Committee](#) are described in the Faculty Handbook. During orientation all students sign the [Honor Pledge](#) which is included in Institutional Policy: ST-01 Academic and Professional Standards. By signing this pledge, the student acknowledges that such rules and academic and disciplinary regulations exist and agrees to abide by these rules while at WVSOM or in the community.

WVSOM also has instituted an [Institutional Policy: E-18 Examination Policy](#) along with [procedures](#) to discourage cheating and to detect the presence of suspicious behavior. In addition, the institution utilizes a [Student Professional Behavior Form](#). Any member of the WVSOM community can complete the form to report on issues related to student professionalism, both exemplary behaviors as well as unprofessional conduct. Issues of unprofessional conduct are sent directly to the Assistant Dean for Student Affairs for review and action (if necessary). The exemplary conduct reports may be cited in the student's [Medical School Performance Evaluation](#) (MSPE), also known as the Dean's Letter, where the purpose of the letter "is not to advocate for the student, but rather to provide an honest and objective summary of the student's personal attributes, experiences, and academic accomplishments based, to the greatest degree possible, on verifiable information and summative evaluations" ([page 2, AAMC, 2017](#)). The inclusion of professional behavior summaries on MSPEs encourage students to act ethically.

Sources

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

WVSOM acts with integrity, and its conduct is ethical and responsible in all its functions. For example, WVSOM's financial status demonstrates "unusual financial strength" evidenced in the WVHEPC report on the state's audited financial statements. The Board is sufficiently autonomous to make the best decisions for the institution with integrity, and West Virginia State Code outlined in the Assurance Argument ensures this practice. In addition, policies are in place to ensure the institution is fair and ethical on the part of the Board, administration, faculty, students and staff. Board members and senior administration sign conflicts of interest forms, and policies and procedures are provided on the institution's policy and procedure web page, or outlined in respective WVSOM Handbooks for faculty, staff and students, the College Catalog, and Clinical Education Manual. Policies and procedures outlined within the Assurance Argument are in place to ensure responsible acquisition, discovery and application of knowledge by faculty, staff, and students, and is evidenced in the list of research and scholarly work. Freedom of expression and the pursuit of truth in teaching and learning is valued by WVSOM and is a commitment made by the institution as exemplified in the professional development budgets for the Biomedical, Osteopathic Principles and Practice and Clinical Sciences departments. The Statement of Academic Professional Ethics also ensures academic honesty and integrity at WVSOM.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3A1.

West Virginia School of Osteopathic Medicine (WVSOM) currently offers a single professional degree program, Doctor of Osteopathic Medicine (D.O.), that is [accredited](#) by the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA) which has found the program requirements to be appropriate to higher education and for the degree awarded. WVSOM's curricular model is based on the most common ways patients present to a physician. These patient presentations form the basis for the [first and second year curricular structure](#) as outlined in the College Catalog. The curriculum begins with a ["foundation" course](#) which focuses the beginning medical student on basic science principles important for understanding the mechanisms of action and treatment strategies that are presented as part of the patient presentations. Simple patient presentations are organized in the first year by organ systems. Second year patient presentations become progressively more complex, include multi-system presentations and incorporate previous presentations to form a spiral curriculum that reinforces and builds on previous learning. Concurrent with the patient presentations in the first and second year are [Clinical Skills and Osteopathic Principles and Practice \(OPP\)](#) courses in which students learn basic skills essential for an osteopathic physician. Throughout the curriculum the [seven osteopathic core competencies and clinical reasoning skills](#) are incorporated as appropriate for the developmental stage of the student.

All of the courses in the first and second year curriculum use a mix of large and small group curricular delivery methods including traditional lectures and labs, as well as interactive team-based learning and other modalities. In addition, standardized patients, high fidelity human simulators, and electronic medical records are incorporated as part of the learning experiences provided to the students as demonstrated in the [Summary of Foundation Course Medical Simulation](#). Scheduled classroom hours are kept to approximately 25 hours per week plus up to approximately 15 hours of outside assignments as evidenced in the sample [first and second year schedule](#). Evaluation and assessment of student learning occurs throughout the curricular continuum to ensure that each student is learning and demonstrating competency as determined by the faculty. Students receive formative, summative, faculty, and peer feedback to assist the students with strengths and weaknesses, as well as, remediation of deficiencies. Students receive this feedback in forms of grades, exam reviews, one-on-one real time feedback in skill based courses, Team Base Learning activities, Standardized Patients, eMedley Dashboards, and Objective Structured Clinical Evaluation (OSCE) exams.

The first and second year curriculum has recently been [reviewed](#) and compared to the National Board of Osteopathic Medical Examiners (NBOME) [blueprint](#) and was found to be similar which demonstrates no significant curricular gaps for licensure. Further, the required levels of performance by students are appropriate for the degree awarded. As outlined in Section 5.1 of [Institutional Policy: E-23 Promotion Requirement National Board Examination](#), students must take the NBOME Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA) Level 1 licensing exam to proceed to the third year. Further, as outlined in Section 2.1.6 and 2.1.7 of [Institutional Policy: E-27 Graduation Requirements](#), students must then pass both the NBOME COMLEX-USA Level 2 CE (cognitive evaluation) and PE (performance evaluation) exams prior to graduation. Successfully passing these exams [demonstrates a level of academic achievement appropriate for the degree awarded](#).

WVSOM's students complete the third year required core rotations at a single regional site which is a consortium of multiple hospitals and doctor's offices. WVSOM has seven regions, 60 sites, and 22 base hospitals which make up the [Statewide Campus](#) (SWC) where students are engaged in clinical rotations/courses. To ensure that the level of academic achievement is consistently applied for students at each region, the rotation/course syllabi, end of rotation exams, orientations, monthly Education Days, modules and exit interviews are standardized across all regions as evidenced in the [summative comparison](#) of academic achievement across regions. Seven Regional Assistant Deans (D.O. physicians), seven Regional Directors, and seven Administrative Assistants maintain the consistency across the SWC regions.

3A2.

In the College Catalog, the institution articulates learning goals for the professional program through the seven [core competencies](#): osteopathic principles and practice, medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice. These core competencies were refined in 2003 by the American Osteopathic Association from the Accreditation Council for Graduate

Medical Education (ACGME) core competencies. These were further refined by the American Association of Colleges of Osteopathic Medicine (AACOM) in [2012](#). Each course's outcomes/objectives are designed to progressively assist students in achieving these core competencies. Further, the Curriculum Committee [reviews and approves](#) the syllabi with course objectives each year. In addition, the learning outcomes for each class session are [tagged to a core competency](#) using the eMedley academic management system. For example, [Section G](#) of the Family Medicine I course syllabus illustrates how the core competencies are linked to the course learning outcomes.

3A3.

The curriculum is designed so all first year students take the same courses at the same time together. Second year students take their courses at the same time together as well. Therefore, WVSOM's program quality and learning outcomes are consistent throughout the first two years of the curriculum, since all instruction is the same for all students. The only time instruction may differ occurs in the first year [Early Clinical Encounter](#) (ECE) course and the second year [Clinical Skills 2](#) course. In the ECE course, first year students spend two-hour sessions four times per year "shadowing" a physician; therefore, the experience differs based on the specialty to which the student is assigned. In the Clinical Skills 2 course, students participate in two half-day shadowing experiences (one with a physician and one with a non-physician health care provider) as a way to introduce the student to systems-based practice which is a core competency. While students' experiences may differ based on the specialty of the provider, the overall goals for the encounter are common and outlined in each course syllabus.

For third and fourth year students, learning goals, objectives, and evaluation procedures are the same for all students; however, students are at different sites for clinical rotations/courses. To ensure program quality and learning outcomes are consistent for each rotation/course, WVSOM has set up the SWC program where Regional Assistant Deans (RADs) [meet periodically](#) with course advisors. The SWC program is structured around [seven regions](#) of West Virginia creating an effective regional consortia. Each region has a RAD, a Director and an Administrative Assistant to support course and programmatic needs. Each region functions to assure a high-quality, integrated infrastructure to support WVSOM's clinical education curriculum for third and fourth year students. The RADs are under the direction of the Associate Dean for Predoctoral Clinical Education. To ensure the program quality and learning goals are consistent in each region, standardized syllabi and end of rotation exams (Comprehensive Osteopathic Medical Achievement Tests - COMATs) are used as an [assessment of medical knowledge](#). All preceptors use the same [Performance Evaluation Form/Grade Sheet \(PEF/GS\)](#) in evaluation of the student's performance at each rotation/course site. All preceptors are [provided instruction](#) on the use of the PEF/GS which is a rubric for evaluation. All PEF/GSs are reviewed and any inconsistent grading is assessed and addressed by the RAD; then grading is [compared across base sites](#).

Orientation for all third year students is planned from the same content template but has different details in relation to the region/sites. Each month an "[Educational Day](#)" is presented

on a specific clinical topic: [Clinical Skills](#), [Family Medicine](#), [Internal Medicine](#), [Surgery](#), [Graduate Medical Education \(GME\)](#), [Women's Health](#), and [OSCE Preparation](#). The same topic agenda is presented to all regions.

Sources

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3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3B1 and 3B2.

WVSOM does not offer undergraduate general education programming since the only program offered is the professional Doctor of Osteopathic Medicine (D.O.).

3B3.

[Clinical education](#) is designed to accomplish the following objectives as evidenced in the College Catalog:

- provide ambulatory care training,
- provide hospital based training,
- demonstrate the students' clinical knowledge and skills in a clinical setting with supervision, and
- augment their education in areas of medicine that are of special interest.

It is said that the essence of clinical education is an "experience with graduated responsibility". While the mission is to prepare physicians in "primary care in rural areas", the WVSOM curriculum is carefully constructed to prepare graduates for clinical practice in any setting. The

four-year program at WVSOM emphasizes basic and clinical sciences, training in hospital, primary care, and rural clinical settings, and extensive training in diagnostic skills, including [early clinical experiences](#) as outlined in the [Clinical Education Manual](#) and course syllabi.

WVSOM's clinical skills courses run through the first and second year of the curriculum and provide the basic educational foundation for becoming an osteopathic physician. This is where students are introduced to the complexities of the doctor/patient interaction relationship. In addition to lectures, students gain knowledge through clinical skills and communication labs. Students also learn how to collect and analyze information when obtaining a [medical history](#) and how to complete a [head-to-toe physical exam](#) on a patient. Additionally, students learn to perform a problem-focused exam, to recognize normal and abnormal physical findings, to record that information in an organized document, to utilize findings to develop an appropriate differential diagnosis and to develop a plan of care for a patient during a medical patient encounter. Students must demonstrate an ability to establish patient rapport and effectively utilize a variety of communication techniques when conducting a patient encounter.

Students must demonstrate competence in collecting, analyzing, and communicating information. WVSOM's standardized patient program and OSCEs serve the dual role of assisting students in developing these skills and as an evaluation instrument for the assessment of communications and clinical competence as evidenced in the [OSCE case and rubric](#). Key areas of the OSCE assessment include: doctor-patient communication, medical history taking, physical examination skills, written communication skills, clinical problem solving, and formulating a differential diagnosis and therapeutic plan. WVSOM currently conducts a summative OSCE exam at the end of the second year and one near the end of the third year. As evidenced in [Institutional Policy: E-35 Promotion Requirement - Objective Structured Clinical Evaluation \(OSCEs\)](#), students are required to pass both of these OSCEs before progressing to the next level of clinical education.

During the [third and fourth year of the curriculum](#), students further develop skills in varying clinical environments and apply basic and clinical science information learned from the first and second year of the curriculum. Students complete required rotations which include the disciplines of family medicine, pediatrics, psychiatry, obstetrics/gynecology, emergency medicine, internal medicine and surgery. In the [fourth year](#), students focus on medical specialties of interest, in addition to completing specified required clinical rotations/courses.

3B4.

Successful achievement of WVSOM's [mission](#) lies in the ability to appropriately train students from diverse backgrounds for all different types of practice opportunities and locations with a particular focus on primary care in rural areas. WVSOM recognizes the importance of creating a culture of learning that embraces both student diversity and the diversity of the society students are trained to serve. With that in mind, "Respect for human dignity and cultural

diversity” is the first item listed in WVSOM’s [Core Values](#). WVSOM further demonstrates a commitment “...to fostering an educational system and environment that values the development of human potential, cultural and ethnic diversity and understanding; that provides for the preparation of students for full and meaningful participation in a changing world...” in [Institutional Policy: GA-28 Committee on Social and Cultural Diversity](#).

To this end, WVSOM’s curriculum is designed to provide students with a variety of cultural competency experiences. During all four years of medical school, students engage with [cultural competencies](#) as identified by the osteopathic licensure organization, the National Board of Osteopathic Medical Examiners. These competencies include cultural and ethnic diversity, population health, and inter-professional collaboration. Throughout WVSOM’s patient-centered, presentation-based curriculum, and spanning both preclinical and clinical years, a comprehensive set of didactic and feedback experiences is available for students. WVSOM also utilizes the Osteopathic Core Competencies for Medical Students prepared by the AACOM as a measure of addressing the AOA’s seven core competencies. Specifically, [Section IV.2.f](#) “Communicate in a manner that demonstrates sensitivity to gender as well as to racial and cultural diversity” in an effort to demonstrate cultural sensitivity in patient interactions.

The first and second year curriculum is designed to provide students with a variety of cultural competency experiences. Within the osteopathic [core competencies](#), outlined in the College Catalog, there are two that relate to respect for human dignity and cultural diversity: patient care and professionalism. Patient care includes using a patient centered approach that is appropriate to age, health literacy and culture. Professionalism includes using appropriate humanistic behavior, commitment to ethical issues, and proper attention to the issues within cultural competencies with the patient. During the first and second year, students receive input on these competencies using a [communication rating form](#) as part of the standardized patient encounters. During the third and fourth year, [students are evaluated](#) on these competencies for every clinical rotation. In addition, students are [required to spend at least two months in rural rotations](#) in West Virginia with an additional month of rural rotations anywhere in the United States (often in underserved areas) to provide an unique cultural experience in rural medicine.

WVSOM incorporates pedagogical events including lectures, small group discussion, assigned internet-based modules, and standardized patient encounters to teach, reinforce, promote and give feedback on the acquisition of relevant skills, knowledge, attitudes and behaviors. To give some examples, recent lectures specifically addressed the following topics:

- [Cultural Awareness](#)
- [Cultural Issue in the Interview](#)
- [Exploring Spirituality in the Clinical Encounter](#)
- [Appalachian Culture](#)
- [Sexual Orientation/Gender Identity](#)

These lectures include objective-based examination questions so that these issues are highlighted as important right alongside of the “hard” domains such as physiology and

anatomy. Additionally, topics of diversity are woven thorough the curriculum in lectures that may not have diversity as the principal topic. For instance, incidence and treatment of many medical conditions varies by race, ethnicity, abilities, sexual orientation, gender identity, refugee status, religion, and socio-economic status. These are very real factors that impact health and are integrated into the medical education.

Lectures help to establish cognitive concepts and appropriate attitudes. WVSOM uses Standardized Patient (SP) Encounters as a way to give students a chance to practice appropriate skills in a low-stakes environment. For instance, labs with a SP who is a Jehovah's Witness, where spiritual beliefs need to be taken into consideration, and another where there is addiction to opioids and issues of financial options become part of the discussion. The institution has labs where students work with transgender, gay or lesbian individuals, portrayed by SPs.

There is a cadre of international experiences for interested students to places such as South Africa, India, Peru, and Mexico which give another level of diversity exposure and skill building. WVSOM students who have the opportunity to make these trips return to campus and share experiences and insights. For example, students who participated in a clinical experience in Tanzania during summer 2018 [shared their experience with the campus](#) in the Fall 2018 at a Lunch and Learn where [attendees](#) were also able to ask questions at the conclusion of the presentation.

In other efforts to focus on ethnic, religious, racial, national, and other types of diversity, WVSOM has an annual International Festival which has become a favorite celebration on campus and students routinely demonstrate cultural traditions such as dance skills from India or martial arts from Japan. In addition, there is an end-of-year OSCE event where students have multiple SP stations to pass and faculty are careful to present a range of culturally, racially, and economically diverse patients to better represent the demographic diversity of the United States.

It is important to note that the students have been part of the driving force in pursuing these aspects of the curriculum. WVSOM has, with student input, developed a roster of [voluntary workshops](#) to address some of these important topics. Most students come to campus with a hunger for this information, an awareness of its importance, and are typically very dynamic, sophisticated people from regions throughout the United States and abroad.

During the third and fourth year of the curriculum, students:

- participate in the Statewide Campus – working with preceptors and hospital staff, and in geographic areas with diverse populations;
- see patients with diverse backgrounds;
- spend at least two months in rural rotations in WV, with an additional month anywhere in the rural United States, often in under-served areas.

Some students elect to participate in the Rural Health Initiative Program, where the majority of clinical rotations are in rural areas.

3B5.

The education of osteopathic medical students is seen as WVSOM's primary mission. Research and scholarly activities are used to educate students and provide professional development opportunities for faculty. One mechanism given students to enhance their education is the ability to engage in basic and clinical research throughout the four-year curriculum. The [2017-2018 Research and Scholarly Activity Annual Report](#) documents resources and achievements at WVSOM regarding research including new and continuing research and non-research grants, presentations and publications, and metrics related to projects.

WVSOM uses multiple strategies for supporting faculty research and scholarly activity:

Funding: During the 2016-2017 academic year, WVSOM [funded five scholarly activity grants](#) and nine research grants, totaling \$58,039. In 2017-2018, WVSOM [funded two scholarly activity grants](#) and five research grants totaling \$40,255. Additionally, WVSOM invested in \$95,000 worth of [shared equipment resources](#). In 2016-2017, WVSOM remodeled facilities to create four new clinical and translational research labs, expanding the research resources. In 2018-2019, WVSOM remodeled three of the sixteen [research lab spaces](#) to update counter tops and a fourth [lab space](#) received a complete remodel to accommodate two new researchers. Also, since the 2016 academic year, the institution has hired five new faculty, with research [start-up packages](#) totaling \$196,025.

The academic years 2016-2017 and 2017-2018 yielded eighteen extramurally funded awards for a total of \$2,510,784. WVSOM's grant income directly related to educational/program enhancement and to community and statewide outreach programs accounts for 87.48% of new and continuing awards. External support for biomedical laboratory research accounts for 12.52% of the total amount of funding from continuing and new awards.

Research Technicians: WVSOM hires staff positions (not dependent on grant funding) that support biomedical and clinical science research efforts. These individuals may temporarily be allocated to grant funded research projects, but the stability of employment allows recruitment and retention of more highly trained staff. As of Fall 2016, WVSOM employed a full-time supervisor of animal resources, three full-time research technicians, and four Academic Laboratory Teaching Assistants. A qualified individual holds the title of [Research Lab Coordinator](#) and also serves as the Research Safety Officer of the Smith Science Building. This individual oversees the cross-training of the technical staff so that research is not interrupted.

Space and Equipment: Dedicated research areas are located in the Smith Science Building encompassing 2,000 square feet for individual laboratory space, and 1,000 square feet as shared laboratory space. Researchers who do not require "wet lab" facilities have secured laboratory areas on the third floor of the Main Building adjacent to the Multidisciplinary

Teaching Laboratory and the Clinical and Translational Science Center. Equipment includes: centrifuges, freezers, scintillation counters, space for cell culture and room for microscopy and imaging, a patch clamp system for electrophysiology, a fluorescence microscope, a protein purification system, a PCR machine, and a flow cytometer. The administration supports acquisition of new equipment to meet the needs of faculty as well as to address technical advances in current analytical process. In 2017, based on [research faculty input](#), it was identified that a new patch clamp system, an additional BSL2 Biosafety cabinet, additional shared -20 freezer, a chromatography refrigerator, additional filters for the most commonly used microscope, and a second deionizing water filtration system were needed and funding was provided for the purchases.

Statistical Services: WVSOM employs a full-time statistician who is available to support researchers at any stage of their projects.

Student Showcase: This showcase was developed to share with the WVSOM community students' presentations at various national and local conferences. Details of the most recent [posters and presentations](#) are provided as evidence. Seventeen student posters were displayed and all students were available to answer questions about their research.

WVSOM faculty are also involved in academic and clinical research, publishing academic projects in professional journals and/or presenting at national meetings as evidenced in the [Metrics for Annual Report AY 2016-2017](#) and the [2017-2018 Research Annual Report](#). Further, WVSOM's contribution to showcasing osteopathic scholarly activity was highlighted in the March 2019 issue of [The Journal of the American Osteopathic Association](#). Such articles, presentations, and posters cover a very broad range of topics, including (but not limited to) essays on specific osteopathic techniques; research on health perceptions in rural Appalachia; research on student study approaches; and a study of which medical schools provide physicians for rural Appalachia.

Students are encouraged, but not required, to participate in research at WVSOM. During the 2017-2018 academic year, eighty-two students joined projects, either as research personnel or conducted case-reports, or QA/QI. During the same time frame, sixty-seven students were listed as co-authors on [posters or presentations](#), and nine students were co-authors on manuscript publications. The institution budgeted \$20,000 in FY 2018 to support twenty students' travel at \$1,000 each to present research at national meetings, and increased this amount to \$25,000 for FY 2019 budget to provide twenty students \$1,250. With the Board's approval, this amount will further increase to \$28,750 in FY 2020 providing resources for twenty-three students' travel at \$1,250 each. Research faculty are dedicated to providing students hands-on experience in research despite the fact that student inexperience may slow progress, because faculty appreciate the value of such experiences for students' development.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3C1.

WVSOM has [sufficient numbers](#) and continuity of faculty to carry out the classroom and the non-classroom roles of faculty. Faculty members have the responsibility for oversight of the curriculum through the [Curriculum Committee](#) and are involved in the assessment of student learning through the [Academic Development Committee](#). All faculty members hold the academic credentials to qualify them to instruct in their respective areas. This is ensured through the [hiring process](#) through the Office of Human Resources.

As of April 1, 2019, WVSOM's full-time faculty includes:

- 23 full-time, tenured, tenure-track or non-tenured faculty in the Department of Biomedical Sciences. All possess a Ph.D. with the exception of one M.D. and one full-time non-tenure track member at the level of instructor. These include faculty in all the major basic biomedical sciences, including Anatomy, Physiology, Biochemistry, Microbiology, Immunology and Pharmacology.
- 28 tenured, tenure-track or non-tenured faculty members in the Department of Clinical Sciences, 25 of whom are full-time and 3 of whom are part-time. These are comprised of D.O.s and M.D.s who have board certification in their area of expertise. This department

also includes faculty members with an Ed.D., Ph.D., or Psy.D. These faculty members provide expertise in the areas of educational psychology, clinical psychology, medical education, medical informatics, continuous quality improvement and program development.

- 9 tenured or tenure-track faculty members (all D.O.s) who are Board Certified in Osteopathic Manipulative Medicine (OMM), Neuromusculoskeletal Medicine (NMM), Physical Medicine & Rehabilitation, and/or Family Medicine/OMT. These faculty teach in the Department of Osteopathic Principles and Practice.
- Administrators with faculty appointments are included in these numbers. However, a majority of the faculty participate in the delivery of the curriculum.

A listing of the 2018-2019 [full-time faculty](#) includes the following information: Earned Degree/Institution/Field and Administrative Appointment/Rank and Title/Teaching Area.

Maintaining a faculty to student ratio of 1:8 in the Osteopathic Principles and Practice (OPP) and Clinical Skills 1 laboratory component allows one instructor to supervise four tables of two students per table which has been found to be an ideal number. WVSOM recruits community-based osteopathic physicians of which there are eight part-time, temporary clinical instructors (often referred to internally as “table trainers”) with appropriate skills in osteopathic medical practices. The table trainers supervise assigned first and second year students during the OPP laboratories. While the labs are designed and controlled by full time faculty, the table trainers assist with the hands-on skill development. All the instructors in this category are osteopathic physicians who are either in active clinical practice or recently retired from clinical practice.

WVSOM uses the expertise of hourly lab instructors for clinical skills in the first and second year in order to maintain faculty to student ratios. Under the direction of full-time faculty, these individuals help with special labs for which they are well qualified, such as nurse educators assisting with nursing skills classes and an expert in domestic violence assisting with a class on that topic. Curriculum vitae of these part-time hourly professionals are examined and maintained by the Associate Dean for Preclinical Education to insure that credentials are appropriate for the teaching responsibility.

WVSOM uses off-campus preceptors for the Clinical Skills II lab course in the second year. These individuals provide supervised clinical experience in a health practitioner’s office, generally one half-day per week during the second year. While many of these experiences are in M.D. or D.O. offices, students may also spend a half-day with a health professional such as a physical therapist, clinical pharmacist, podiatrist, dentist, home health nurse or paramedic. In 2017-2018, WVSOM utilized 26 off-campus preceptors for the Clinical Skills II lab course. A curriculum vitae for each of these professionals is also maintained by the Associate Dean of Preclinical Education.

As outlined in [Institutional Policy: E-31 Graduate Teaching Assistant and corresponding procedures](#), WVSOM utilizes the skills of its Graduate Teaching Assistants (GTAs) to assist with laboratories in Gross Anatomy, OPP, and Clinical Skills. The GTAs are qualified students who

have completed their second year and who are selected by departmental faculty through a competitive interview process. The GTAs extend their four-year program by one year, to serve as GTAs on campus for twelve months beyond the third and fourth year clinical rotations. This is in return for a stipend and tuition waiver. Each academic year there are four OPP, three Clinical Skills and three Gross Anatomy GTAs who participate in the academic program. In addition to assisting in assigned disciplines, GTAs are cross trained to provide additional instruction for the other disciplines, as needed, such as an OPP GTA assigned to assist in the Gross Anatomy lab. The GTAs provide valuable peer support to the first and second year students, serve as student liaisons to the faculty, provide review and tutoring sessions, assist with the delivery of the curriculum, and act as role models and source of information concerning the third year clinical rotations. GTAs also contribute to the academic program by providing lectures under faculty supervision, clinical insights to the first and second year students and have opportunities to pursue scholarly or research activities. In addition to providing an important educational service to the institution, the GTA program serves the osteopathic profession by exposing selected students to the academic environment in order to encourage future service as faculty members at colleges of osteopathic medicine.

WVSOM hires health educators and other appropriate professionals to assist students with clinical learning and evaluation experiences such as Standardized Patients (SPs), Objectives Structured Clinical Evaluations (OSCEs), High Fidelity Human Patient Simulators (HPSs) and Electronic Health Records (EHRs). These non-faculty professionals serve as Teaching Assistants for the students.

For the third and fourth year clinical rotations, individuals are formally appointed every two years, mostly D.O.s or M.D.s, to serve as adjunct clinical faculty for the clinical rotations. The majority of the 262 adjunct clinical faculty are physicians. The list also includes psychologists and other experienced health professionals from allied health professions which allows students to gain experience with other members of the health care team.

Preceptors (including those with adjunct faculty appointments) teach students on clinical rotations. Approximately, 3,151 professionals serve as “preceptors” for third and fourth year students. Under [Standard 7: Faculty and Staff](#) of the Accreditation of Colleges of Osteopathic Medicine: COM Continuing Accreditation Standards [Element 7.1](#), WVSOM is required to conduct “[verification of credentials](#)” and establish educational agreements for all preceptors. For third year core preceptors who are affiliated with a base site hospital, a [good standing letter](#) is obtained from the base site for each preceptor once per academic year. For preceptors who are granted an adjunct faculty appointment, copies of credentials (curriculum vitae, medical license, Drug Enforcement Administration diversion certificate, malpractice insurance and board certification, if applicable) are obtained during the appointment/re-appointment process. For preceptors who are not affiliated with a hospital and are not adjunct faculty, the SWC Regional Administrative Assistant runs a medical license verification report before adding the preceptor to eMedley. If the verification reveals disciplinary actions, permission to add the preceptor must be obtained from the Regional Assistant Dean and/or the Associate Dean for Predoctoral Clinical Education. Each SWC region maintains a file of license verifications for their

region. Copies of the verifications are also emailed to the Office of Predoctoral Clinical Education where they are checked for accuracy and filed. Annually, Regional Assistant Deans review all evaluations and use them to decide preceptor re-appointments for the next academic year. The evaluations are also used when considering an adjunct professor for promotion.

3C2.

The Office of Human Resources (HR) coordinates the recruiting and hiring process for all positions ensuring that faculty are appropriately qualified through the [search process](#). WVSOM is committed to fostering an educational environment that values the development of human potential, cultural and ethnic diversity, and understanding. WVSOM [will not discriminate](#) against any employee or applicant for employment on the basis of race, ethnicity, color, religion, sex (including pregnancy), gender, gender identity, sexual orientation, national origin, age, marital status, veteran or military status, disability, genetic information, or other category that is protected under federal, state, or local anti-discrimination laws. This rule extends to all personnel management practices including, but not limited to, recruiting, hiring, transfer, promotion, training, compensation, benefits, layoff and termination. WVSOM is committed to maintaining an environment that is free of discrimination and harassment in any form. WVSOM will continue to take affirmative action measures to ensure the entry of qualified minorities, women, veterans and persons with disabilities as defined by law into the faculty, staff and student bodies. In education, equal opportunity on a merit basis is fundamental to equality in all other forms of human behavior; therefore, commitment to this goal is required of every WVSOM employee.

In support of this commitment, HR has developed a search process that ensures that faculty are appropriately qualified and the best candidate for the position are determined through the proper screening of all candidates. Search committees are comprised of experts in the relevant fields and disciplines as well as human resources specialist who are knowledgeable in hiring practices as well as institutional, state and federal laws regarding recruitment and hiring. All candidates must complete a thorough background and reference process as well as provide an official copy of their transcript as part of the hiring process.

As an example, the instructional staff for WVSOM are appropriately credentialed and have experience in the subject area of instruction. Current WVSOM faculty qualifications include:

- The Biomedical Science Faculty have a Ph.D, or an M.D. with experience in their subject area. There is also one master level anatomist in this department serving as an instructor.
- The Clinical Science Faculty have a D.O., M.D., Ed.D, Ph.D., or Psy.D. with experience in their subject area. All D.O.s and M.D.s have completed a residency program and are either Board Certified or Board Certified eligible in their specialty area. In addition, all Clinical and OPP practicing physicians are licensed in the State of West Virginia.

- The OPP Clinical Faculty are D.O.s who have graduated from an accredited school of osteopathic medicine. All OPP faculty members are either board certified or board eligible for an American Osteopathic Association certification and are able to perform assigned responsibilities as OPP lab table trainer, Student OMM Clinic supervisor or OPP practical exam grader. In addition, the OPP faculty are licensed in the State of West Virginia.

WVSOM does not offer dual credit, contractual or consortial programs.

3C3.

WVSOM is primarily a teaching institution. In order to be considered for retention, tenure, or promotion, a faculty member must demonstrate appropriate teaching performance, professional development (which encompasses research and scholarly activities), and service to the institution. In order for the institution to evaluate the faculty member's teaching performance, a combination of student feedback, faculty peer review, administrative review, and other interpretive information is used for this evaluation as outlined in [Section 5](#) of the Faculty Handbook. Two examples of how this process is implemented are evidenced in the following faculty evaluation documents: [Johnson](#) and [K. Bridges](#).

Student feedback is collected throughout the WVSOM curriculum. The Associate Dean for Assessment and Educational Development is responsible for providing leadership for the student feedback process. The policy governing student feedback is [Institutional Policy: E-30 Collection of Student Feedback](#). Procedures for collecting student feedback are included in [Appendix 3](#) of the Faculty Handbook and in the Student Handbook in a section titled "[Student Feedback Policy](#)". In addition to student feedback, faculty are evaluated in the following areas: teaching, professional development, and service as outlined in Section PE 02-5 of [Institutional Policy: PE-02 Faculty](#) and detailed in [Section 5.2](#) of the Faculty Handbook.

3C4.

The institution values professional development for faculty and staff as evidenced in the following policy and accreditation documents: [Institutional Policy: PE-11 Faculty and Staff Development, Section 7](#) regarding sabbatical leave; [Institutional Policy: PE-02 Faculty; Section 2.1.3.5: Academic Development Committee and Section 5.2.2.2: Professional Development in the Faculty Handbook](#); and [Standard 7: Faculty and Staff Element 7.6](#) of the Accreditation of Colleges of Osteopathic Medicine: COM Continuing Accreditation Standards which addresses professional development of faculty.

WVSOM [allocates funding](#) for continuing education and training for faculty and staff annually. In addition to conferences, training events and meetings that employees may attend, WVSOM also provides continuing medical education and in house training during each academic year. In 2017, the Office of Human Resources administered a training needs assessment across campus to identify the types of training employees desired. Of the 123 respondents, 20% were faculty and 80% were staff. As outlined in the [results](#), the top six training needs identified were: dealing with difficult people, software/computer training, stress management, methods to improve communication, leadership skills, and motivating self/employee. As a result, the Human Resources department, in conjunction with other departments provided over ten training opportunities over the [2017-2018 academic year](#) to WVSOM employees including, but not limited to, [New Employee Orientation](#), Lunch & Learn Training from [various departments](#), [Mindfulness training](#), [Conflict Resolution Training](#), and [Mentoring and Coaching](#).

Over the last four fiscal years, WVSOM has had an average [professional development budget](#) of \$129,434 and on average, 67% of the funds were utilized annually. Every faculty member is budgeted for at least one professional development conference each academic year. For the FY2018, clinical faculty were budgeted \$2,500/faculty member, biomedical faculty for \$2,000/faculty member, and graduate teaching assistants for \$1,000/assistant. Faculty members who present at national conferences may receive additional departmental travel funds. Additionally, staff are eligible to receive up to \$2,000 a year for educational development. Educational Development includes activities designed to provide and enhance professional knowledge and skills and to improve academic credentials. Since the program's inception in 2010, WVSOM has awarded \$184,780 to 50 employees; 23 staff have earned 32 degrees or certificates through this program.

WVSOM has a comprehensive faculty development program with multiple components to address curriculum development, assessment, and teaching and learning skills. The Office of Assessment and Educational Development (OAED) oversees this program which consists of activities such as new faculty orientations, full and half-day workshops with mandatory attendance, monthly faculty development presentations, faculty development webinars, bi-annual regional statewide campus faculty development sessions, presentations at the mid-winter and summer seminars, and summer seminars as evidenced in the list of [2017-2018 Faculty Development](#) offerings. In an effort to determine the needs and topical interests of faculty, the OAED conducts biennial [on campus](#) and [off campus](#) faculty development needs assessments.

Another form of professional development supported by WVSOM is sabbatical leave as outlined in [Section 7](#) of Institutional Policy: E-02 Faculty which indicates that "Sabbatical leave may be granted to a faculty member so that he/she may engage in research, writing or other activity calculated to contribute to professional development and his/her usefulness to the school." While no faculty have taken advantage of sabbatical leave since the last reaffirmation visit in 2014, Section 7.5 of the policy outlines the compensation for faculty who take advantage of this opportunity which is "...full salary for not more than one-half of the contract period or half-salary for no more than the full contract period."

WVSOM has several policies and procedures in place to ensure that faculty are adept in their teaching roles. All full-time faculty members undergo a yearly evaluation review as outlined in [Section 5](#) of Institutional Policy: PE-02 Faculty and evidenced in the following samples ([Johnson](#) and [K. Bridges](#)). The Faculty Handbook identifies sources of information for faculty who wish to receive promotion in rank. These sources include: peer evaluation from within the institution ([Section 5.3.3.2](#)), external peer evaluation ([Section 5.3.3.3](#)), and student feedback ([Section 5.3.3.4](#)) which also demonstrates an adeptness in teaching by faculty.

3C5.

Many regard WVSOM's student-centered faculty as a great "student service" resource. The President, Dean, and faculty have long had an "open door" tradition, accepting questions from

students without an appointment whenever possible and having a mechanism for students to make appointments when necessary. Students have access to all full-time faculty email addresses for the purpose of asking questions. While not required, many members of the faculty choose to provide students with home and cell phone numbers, and faculty are particularly careful to be available immediately before examinations and at other periods of high student stress. Third and fourth year students have direct access to clinical preceptors either one-on-one or in small groups throughout clinical rotations. WVSOM's administration and faculty pride themselves on being available to students.

The GME department has an open door policy during normal working hours and is readily available after hours for students who are busy with rotation obligations. These meetings with students may be individual or group, via Skype or phone, and all after hours sessions are scheduled by appointment. Activities that the department is involved with include: curriculum vitae reviews and editing, personal statement reviews and editing, personal office meetings both individual and group, telephone meetings both individual and group, Skype sessions for questions and mock interviews, and SWC lectures specific to residency application and placement. The GME department has started to maintain a log of these [student advising sessions](#).

3C6.

In the area of learning strategies and counseling, WVSOM offers the Academic Support and Intervention Resources (ASPIRE) program. This program is designed to provide learning strategies and mental health counseling to students. The office is overseen by the [Assistant Dean for Student Affairs](#) who holds a Ph.D. in anthropology, and has nearly 20 years in higher education with a majority of this experience in student affairs. The Assistant Dean has served as the National Women's Studies Association's representative to the Council for the Advancement of Standards in Higher Education Board of Directors in the development of assessment standards for student affairs from November 2010 through November 2018. She currently serves as an HLC peer reviewer. The ASPIRE office is also staffed by three qualified Learning Professional Counselors ([Quick](#), [Conley](#), and [one position currently being filled](#)) who have formal education and experience in mental health counseling and academic support, a licensed psychologist and an administrative support staff member. The institution supports the ASPIRE's staff professional development by their attendance at annual national mental health and academic achievement conferences and other professional workshops in order to maintain state professional counselor licensure requirements for CEUs as well as currency on best practices. WVSOM is a Student Affairs Administrators in Higher Education (NASPA) member institution and staff take advantage of [professional development opportunities](#) through that organization.

The Office of Student Life, which is responsible for the oversight of WVSOM student organizations, including the Student Government Association, the off-campus housing database and the Founders' Activity Center (the campus fitness center) is staffed by the Director of

Student Life. The Director holds a Bachelor's degree and reports to the Associate Dean of Preclinical Education.

The Office of National Boards and Exam Center (ONBEC) assists students in preparing for licensing exams and provides help to those students who fail. The office has a [Director](#) who serves as an associate professor of pharmacology, a Fellow in the Academy of Pharmacology Educators, an NBOME subject matter expert in pharmacology, has written, reviewed, and approved items for the NBOME COMLEX-USA Level 1 licensure exam, and has been integral in the drafting of pharmacology items for the new Foundational Biomedical COMAT. Activities of the office are supported by two staff members and the ASPIRE learning specialists also work with this office regarding students who need assistance.

Academic Advising is primarily provided by the Associate Deans, Statewide Campus Regional Assistant Deans, individual faculty, GTAs and peer mentors. By virtue of their degrees (Ph.D., D.O., and M.D.) and knowledge of the subject matter, the faculty and staff members listed are qualified to advise students. Additional advising takes place in the ONBEC and the ASPIRE office. Career advising is an integral component within the GME department. WVSOM is actively involved in assuring students have the most current information regarding residency choices, requirements for applications to programs, key concepts when interviewing, strategies for applying to programs, and preparation of resume and personal statements. The GME department assures that staff are appropriately qualified, trained and supported in their professional development by attending meetings sponsored by the American Osteopathic Association (AOA), Accreditation Council for Graduate Medical Education (ACGME), and AACOM which focus on GME topics.

WVSOM's Office of Financial Aid is staffed by a Director and an Associate Director. The Director attends at least two training conferences a year at the [state level](#) and usually one at the regional or [national level](#). These professional development opportunities are supported by WVSOM. Additionally, the institution subscribes to paid memberships for the relevant state, regional and national financial aid associations so that the Director keeps abreast of updates within the field. The Associate Director also maintains currency on professional issues through webinars sponsored by the various loan servicers and the Department of Education, by reading updates from the National Association of Student Financial Aid Administrators (NAFSAA), and attending at least two training conferences a year at the state level. The financial aid office provides financial counseling to students, through group meetings or individual settings.

The Office of the Registrar is staffed by a Registrar and an Administrative Assistant. The staff regularly attend conferences on Banner, the database program most often used by registrars in the West Virginia Higher Education Policy Commission (WVHEPC) system, and other skills workshops and professional development activities sponsored by WVSOM.

In order to meet WVSOM's mission of educating students from diverse backgrounds as lifelong learners in osteopathic medicine, the institution is committed to sustaining an environment where employees have the necessary support and resources to excel, both personally and

professionally. This includes providing professional development funds for continuing education, on campus training opportunities and a “family environment” that is, and has always been, encouraging and supportive.

In support of this initiative, the Educational Development program for all staff was initiated and continues to grow each year. As evidenced over the last three fiscal years in the Educational Development Committee Annual Reports: [FY2016](#), [FY2017](#), [FY2018](#), the number of employees awarded funds has increased by one employee each year. The amount of funding fluctuates because of the different categories in which funds may be awarded. Funding is provided to employees in pursuit of degrees, non-degree studies, research, presentations and other academic or professional programs that would not normally fall under funds that would be awarded for job-related professional development. Links to [guidelines](#), the [application](#), [FAQs](#), and [educational leave form](#) are included in [Section 6.10](#) of the Employee Handbook. In addition, this section indicates the value WVSOM places on educational development and "...encourages employees to be lifelong learners and has developed an excellent program which provides opportunities for staff to enhance professional knowledge or skills and to improve academic credentials." Over the last eight fiscal years, WVSOM has awarded \$184,780 in educational development funds. During this time, 50 employees have received benefits with 14 employees achieving a master’s degree, five employees receiving their bachelor’s degree, five employees achieving an associate degree and many others are working towards a degree or taking courses to further their personal and professional goals.

In addition to the Educational Development program, WVSOM also provides professional development dollars to faculty and staff in order that they may continue to grow in their professional positions. On an annual basis, WVSOM provides between \$1,500 to \$2,500 to our faculty and administrators for professional development as well as funds for our staff to pursue professional development opportunities. Faculty and staff attend training and conferences across the country to develop their skills. WVSOM faculty are educational leaders and often serve as [presenters at national conferences](#).

As described in Criterion 3C4, the Office of Human Resources, in conjunction with other departments and outside agencies, provided over ten training opportunities to WVSOM employees on a wide range of subjects during the period of [July 1, 2017 – June 30, 2018](#). This past year, as in prior years, employees were provided with training pertinent to the employees’ positions as well as their interests as identified in the training assessment also described in Criterion 3C4.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3D1.

The following section describes how WVSOM provides [student support services](#) suited to the needs of the student population. As part of [Standard 9: Students](#) of the Accreditation of Colleges of Osteopathic Medicine: COM Continuing Accreditation Standards, WVSOM is required to "develop and implement policies and procedures as well as provide the human and physical resources required to support and promote health and wellness in order to meet and advance the physical, emotional, mental, career, academic and professional needs of its students, faculty and staff. All osteopathic medical students of the COM have the same rights to and must receive comparable services." As a result, WVSOM has a [web page](#) that provides information on [physical healthcare resources](#), [mental health services available](#), and policies and procedures for students [seeking counseling and mental health services](#). WVSOM is in [good standing](#) with the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA) as evidenced in the accreditation letter which demonstrates no deficiencies in the area of support for student learning and effective teaching. The support services WVSOM provides to students are outlined below.

The Student Affairs staff is led by an Assistant Dean, who serves as the institution's Title IX coordinator, and supervises the ASPIRE staff. Student Affairs provides leadership for faculty and staff to meet student needs and services, and provide for the general welfare of students. Staff develops and implements student programming for the entire student body, including diversity and wellness focused programming in addition to those programs funded

through [external grants](#) and contracts. Student Affairs staff also advise students on institutional policy; tracks and assists with addressing student concerns, professionalism and student conduct issues; and acts as an advocate for students. The Student Life staff oversee student organizations, including student government, the Founders Activity Center, temporary housing for students on rotations in the area and the maintenance of a database of off-campus housing opportunities for students.

To help students who have academic or personal difficulties, WVSOM has the ASPIRE program. The ASPIRE staff work to project a positive approach, positioning the office as an exceptional resource available to help students succeed. ASPIRE provides resources for all students at all achievement levels. Services are delivered in three formats: individual appointments, small groups (by appointment), and large open workshops. The learning specialists/counselors are prepared to handle both the mental health component as well as the academic skills component. Many times, students seek assistance with an ambiguous mixture of these two needs; therefore it is helpful to have professionals who are able to blend and interweave these two modalities. ASPIRE staff also include a psychologist whose primary focus is mental health. ASPIRE staff members work evenings and weekends to accommodate student schedules. By the time WVSOM students graduate a [majority](#) take advantage of these services.

The ASPIRE office is the umbrella entity for a number of other programs offered at WVSOM. These programs include: the [At-Risk Program](#), [SAIL \(Self-Aware Integrated Learning\)](#), Academic Skills Workshops, Academic Support Services and Mental Health Counseling as well as co-curricular programs aimed at helping students maintain mental wellness. For example:

- open art studios, which are held [monthly](#) in the multipurpose lab, provide students, staff, and spouses a variety of materials and projects to create art of their choosing. The purpose of the group is to provide an artistic, kinesthetic, and social experience to foster wellness and positive connections with others. In addition, an [art show](#) is developed each year to foster diversity and create a connection to the [greater community of the Greenbrier Valley](#). Art creation has been proven to produce positive affect in participants, and there are many initiatives in medical schools throughout the country to incorporate art in curriculum to maintain and foster empathy during the initial years of medical school.
- drumming circles which is where an [external African drumming](#) group [comes to campus](#) to provide an intimate drum circle for students including lessons and playing of rhythms. The purpose of this activity is to provide a musical and social experience for the students to foster wellness and to foster connection with the greater community. Drum circles, and music in general, has been shown to provide many social and neurological benefits.
- [mindfulness-based meditation training](#) which is an evidence-based program that was originally developed by Jon-Kabat Zinn at the University of Massachusetts. ASPIRE collaborates with a student leader from the Integrative Medicine Club to provide an eight week program during the Fall semester. During the 2018-2019 academic year, the group was facilitated by a second year student from the club with support from the ASPIRE staff. The structure of the program has been developed with permission using

the [Palouse Mindfulness Online Program](#). If students complete all eight sessions and the required homework, they can apply to receive a certificate from the online program. The expected outcome is that students gain exposure and practice with using a positive coping strategy to manage stress. We also have a mindfulness room adjacent to the ASPIRE suite that students can use at any time to practice meditation. This room includes access to guided meditations and a zero-gravity chair to help students positively manage their stress.

In addition, ASPIRE staff present sessions during the first year Orientation and during the first few weeks of the curriculum to inform new students about [ASPIRE services](#) and equip them with [learning strategies](#) that are needed to be successful. Staff present in the second year to discuss support options for COMLEX-USA, including several [one-hour sessions](#) focused on answering COMLEX-USA style [questions](#). ASPIRE staff work with students in all four years of the curriculum, including sessions and workshops with third and fourth year students who have concerns such as: [difficulty balancing family and work demands](#), effective preparation for COMLEX-USA national board exams, and [adjusting to the demands of clinical medicine](#). Further, ASPIRE counselors also conduct presentations on suicide awareness. As required by the West Virginia State Code [§18B-1B-7](#), during Orientation, ASPIRE staff provide all incoming students with information about depression and suicide prevention resources available to students. Outreach activities are also conducted on suicide prevention, for example, QPR ([Question, Persuade, Refer](#)), a SAMHSA evidence-based program.

With the requirement of passing the licensing examinations (COMLEX-USA), which are administered by the National Board of Osteopathic Medical Examiners (NBOME), WVSOM's Office of National Boards and Exam Center (ONBEC) monitors administrative issues related to the National Board examinations and has a primary responsibility for assisting students in board preparation. Institutional support for students preparing for COMLEX-USA begins in the first year and continues until graduation. The following student support services are provided by ONBEC for students:

- **Information/Orientation Sessions:** First, second and third year students are provided an introduction, orientation and updates to licensure exams and COMLEX-USA. These presentations include, but are not limited to, an [introduction to ExamN](#), [COMLEX introduction and preparation information](#), [test taking strategies](#), an [introduction to each level of the licensure](#), and [board study techniques](#).
- **Monitoring:** Students are administered specific tests during the first through third years to monitor progression towards licensure. During the first two years, students are provided real-time feedback on assessment through the web-based assessment system ExamN Dashboard; a component of WVSOM's academic management system that provides specific course examination feedback. This [Dashboard](#) is updated after each testable assignment. Further, at the end of the first year, students are administered a comprehensive, cumulative, faculty-written exam. Performance feedback is provided and students can view areas of strength and areas for improvement. Second and third year students are administered external examinations to monitor progress. These tests

include NBOME's Comprehensive Osteopathic Medical Self-Assessment Examinations (COMSAE) which are practice licensure examinations and a foundational biomedical comprehensive examination, also created and administered by the NBOME. Students deemed "at-risk" after these external assessments are counseled by WVSOM's ASPIRE staff and the Director of ONBEC. This counseling may include participation in a Prep Track based on COMSAE performance. If a student scores below the internal "Pass Score" on a Qualifying Exam (COMSAE), then the student participates in a mandatory Prep Track. Second year students are provided with an on-campus Board Preparation Prep Track. Activities include mandatory question work, sessions with ASPIRE staff, and faculty-led reviews. A sample learning plan for [COMLEX Level 1](#) and [COMLEX Level 2CE](#) are provided as evidence. Third year students complete weekly Question Assessments and have regular check-ins with the Director of ONBEC as part of the Prep Track. Students may take a second COMSAE to gauge readiness for the appropriate COMLEX exam.

- **Review Resources:** The institution provides second and third year students with an "[Approved Board Study Materials](#)" list from which they can select, purchase, and be reimbursed for specific items up to ~\$500. Students are encouraged to pick board study resources that are effective for learning. Second and third year students are also provided with a subscription to TrueLearn, a COMLEX-USA focused question bank. This question bank contains questions for COMLEX-USA Levels 1 and 2. Finally, a faculty-led, 4-week Board Prep is offered at the end of the second year in preparation of COMLEX-USA Level 1.
- **Academic Advising:** WVSOM's ASPIRE staff, Director of ONBEC, and other faculty and administrators advise students preparing for licensure examinations, including intense, structured counseling and feedback for students who have been unsuccessful in passing.

Other student support services offered that are appropriate to WVSOM's student population include: Financial Aid and Registrar services. All WVSOM students are provided access to the [Financial Aid Guide](#) that describes the financial assistance services available through WVSOM's Financial Aid office. The Financial Aid staff are in contact with each student multiple times each year to determine [financial aid needs](#) and any related [adjustments](#) to financial aid planning. In addition to the [Financial Aid Guide](#), WVSOM provides a [Financial Aid Exit Checklist](#) to inform students regarding financial aid obligations prior to graduation. Continuous counseling is available by the Director and Associate Director, from time of application through graduation (and after graduation, upon request). Loan [entrance](#) and [exit](#) counseling session requirements are outlined on the [loan counseling web page](#) for WVSOM's Financial Aid office. Student participation in these sessions is documented by the Financial Aid office along with completion of other financial literacy programs. Other financial literacy programs in which students participate include: entrance and exit counseling available online at studentloans.gov; as well as a review of two of the five financial aid debt management modules for osteopathic medical students provided by the AACOM which includes: borrowing considerations and repayment options, student loan and financial best practices, choosing between federal and private payment and forgiveness programs, modern student loan repayment case studies for today's osteopathic medical school graduate, and managing your income and finances early in

your career. Graduating students participate in a mandatory session regarding best practices on how to manage loans provided by Doctors without Quarters (DW/OQ).

The WVSOM Foundation supports three events on [money matters](#) each year to the students. Representatives from PracticeLink, Ltd., Raleigh General Hospital, and Synergy 360 Consulting present to students on debt repayment, what to look for in an employment contract, retirement planning, insurance needs, along with other relevant issues. In addition, a WVSOM Graduate presents to students on financial planning. During graduation week, a representative from DW/OQ presents a mandatory exit session with every senior graduate, providing debt management assistance. As the [services section of the DW/OQ web page](#) indicates, they are "dedicated to advocating for medical graduates and early-career physicians and graduate health professionals as they weigh their options regarding student loan repayment and forgiveness programs."

The Registrar's staff is responsible for maintaining current and accurate academic files on all students. All student files are electronic. The staff provide a variety of services to students including school and permanent address updates, name changes, transcript requests, diploma copy requests, enrollment verification, and certification of degrees. Each of these services is outlined on the web page for the Registrar. Verification of education is provided for current students and alumni and includes military verification and the processing of veterans' benefits. Transcripts are available to students and alumni upon request, and the transcript request form is available on [WVSOM's web page](#). As outlined in the [department's CQI report](#), the goal is to have all transcripts processed within 48 hours of the receipt of the request, using the school's secure Banner database, then mailed or faxed to the requested recipient. Additional services include name change requests which may include, in the case of alumni, changes on diplomas.

3D2.

The ASPIRE program is the main academic support service offered to students. Assistance in achieving the necessary level of preparation begins prior to matriculation. During the summer prior to matriculation, ASPIRE staff contacts all incoming students via email, encouraging them to consider making appointments before the start of the school year. ASPIRE also hosts an open house during the first month of school ([2017](#), [2018](#)) so that students become familiar with the staff, services, and location of the office suite, with the goal of reducing students' negative perception regarding seeking help. Beginning in December of each year, ASPIRE sends out a notice to all students encouraging them to register for an online pre-matriculation program called [Expert Skills Program](#). While this program is free, it is not mandatory for students to participate. The program is hosted through the Texas Tech University Health Sciences School of Medicine and focuses on a growth mindset, deliberate practice, personality type and the roles of emotion and sleep. Beginning in summer 2018 with the Class of 2022, students were given the opportunity to select a book for a common reading experience and complete a reflective essay prior to matriculation. This provided evaluators an opportunity to identify early those students who would benefit from extra support, particularly in the areas of critical thinking, English language proficiency and/or emotional preparedness. Of the 214 members of the Class

of 2022, concerns were identified with 13 students, and of these students, seven utilized ASPIRE's services. ASPIRE staff have followed up with the other six students to offer assistance, but participation is not mandatory.

On the first day of first year Orientation, the ASPIRE staff presents an hour-long introduction to the [resources](#) the office provides, along with students' self-administration of the [Learning and Study Strategies Inventory](#). On the second day of Orientation, an hour-long session on Personality and Learning helps students identify their [Myers-Briggs Type Indicator](#) (MBTI) types and helps students gain an understanding of how this could influence individual study habits as well as the roles they chose to take on in team learning settings. The ASPIRE staff follow this up with a two-part, one-and-a-half-hour series in weeks two and three on [Active Learning Strategies](#). During the semester, ASPIRE offers additional "just in time" one-hour workshops on [test taking](#), [time management](#), [stress management](#) and [question analysis](#) for board style questions. ASPIRE also offers stress management opportunities including a student-led [mindfulness-based meditation workshop](#) series, drop in art studios and drumming. The ASPIRE suite is home to a mindfulness room that students can use on a drop in basis. Additionally, the ASPIRE staff is available for individual appointments to assist students with learning, and to oversee the College Reading and Learning Association-[accredited](#) peer tutoring program in which second year students offer group sessions and individual tutoring to first year students. The three licensed professional counselors and a psychologist are also available to students for mental health appointments.

During the first and second year, if a student fails an exam, they are placed on [Academically-at-Risk Category 1](#) status and required to meet with an ASPIRE staff member and the Associate Dean for Preclinical Education. If a student fails a course, the student is placed on [Academically-at-Risk Category 2](#) status and must develop a learning plan, in consultation with the ASPIRE staff and the Associate Dean for Preclinical Education. Students who, after academic failure are approved to repeat the first or second year, are required to attend a two-day workshop covering skills aimed to help them become successful during their repeated year. The Self-Aware Integrated Learning (SAIL) program covers the following topics: [growth mindset](#), [MBTI](#), [self-care](#), [stress management](#), [time management](#), [test-taking](#), [attention and the active learning framework](#). Students receive a [bound workbook](#) developed during summer 2018, which they can then refer back to throughout the year and beyond. Second and third year students who have scored below the acceptable threshold on a boards barrier exam (COMSAE) also work with ASPIRE staff in both group and individual sessions. Students, who experience a failure of either COMLEX Level 1 or 2 of the board examinations, work with ASPIRE staff on an individual basis to prepare to retake the exam. This work covers a variety of topics including test anxiety and techniques for taking standardized tests.

3D3.

WVSOM advises students in the following ways:

- **Orientation:** First year students are provided a [four-day orientation](#) program that covers all aspects of their education program. The orientation activities include practical matters as well as academic orientation. Second year students are provided a [one-day orientation](#) at the beginning of the fall semester. A [two-week long orientation](#) is held in each region for third year students prior to the start of their clinical rotations. [Topics covered](#) with the third year students include: hospital-specific orientation, professionalism, prescription writing, a case presentation activity, history and physical activity, hospital documentation, educational days and a Statewide Campus overview.
- **Academic Advising:** As discussed in 3D2, WVSOM's ASPIRE program employs learning specialists/counselors to assist students with academic difficulty. The licensed professional counselors and the psychologist assist students with personal issues. Though first and second year students are the majority users of the ASPIRE program, WVSOM understands the need for its third and fourth students during clinical rotations at one of the Statewide Campuses to also have access to [counseling resources](#). The Regional Assistant Deans (RAD) meet regularly with students and stay in close contact with preceptors to learn of unsatisfactory clinical performance early in the rotation. Students are counseled on these areas to help students complete their rotations successfully. In the event a student's performance is unsatisfactory at the end of the rotation, the RAD reviews all information including: preceptor's ratings, written tests, logs, case studies and other documentation, and counsels the student regarding ways to make up deficiencies. All third and fourth year students are made aware that the learning specialists in the ASPIRE program are available to them. These students can call, email, video conference, or make an appointment to visit one of the learning specialists.
- **Career Advising:** Career advising at WVSOM starts during orientation and includes discussions of the academic performance that will best prepare students for competitive residencies. These concepts are highlighted in the "[Dean's Hour](#)" and "[President's Hour](#)" sessions which run throughout first and second year. During the third year, the RADs meet with each student on a quarterly basis to review progress; the student's abilities with regard to the specific specialties covered by the required rotations; and student interests in and abilities for graduate medical education. Finally, the Associate Dean for Graduate Medical Education and staff provide one-to-one counseling upon request to students seeking advice in choosing an appropriate residency.
- **Careers in Medicine (CiM):** The primary aims of the CiM Program which is funded by an [academic development grant](#) are to: 1) assist students in understanding their options for choosing a specialty and applying to a residency program; and 2) provide individualized learning experiences through valid and reliable career inventories, 100+

specialty pages, job search advice for navigating the residency selection process, and a comprehensive database of active and accredited residency and fellowship programs. Students have access to informational interviewing questions, competitive program data, and evaluation tools for residencies. Students learn skills and apply the tools necessary to make informed decisions, based on self-assessments, information about career options, and their own determination of which residency options suit them best.

While participation in the CiM Program is voluntary, students who sign-up are required to attend one workshop each semester. A [pre-survey](#) was administered electronically to all students who elect to participate to obtain a [baseline](#) of their current level of career knowledge and awareness. The first workshop was held on [November 12, 2018](#), and repeated on December 5, 2018. In an effort to provide another opportunity for more students to attend, a second set of workshops was held in late [January 2019](#). A [post-survey](#) was administered electronically to all Program participants, and a Final Report will be sent to the Academic Development Committee. The goal is to show at least a 75% level of improved career knowledge and awareness among the participating students. While CiM is a voluntary program all of the RADs, ASPIRE, and the Associate Deans for Predoctoral Clinical Education and Graduate Medical Education have access to this program to use with students.

- **Peer Mentoring Program:** This program is one in which second year students [apply](#) to become volunteer mentors for first year students. Mentors interact with the first year students informally and provide practical information about negotiating the academic program and navigating the local area.
- **Graduate Teaching Assistants:** This program is outlined in [Institutional Policy: E-31 Graduate Teaching Assistant and procedures](#) where third year students [apply](#) to provide enhanced educational opportunities and training for students in a selected discipline, and provide additional instructors for disciplines involved and support for other institutional educational programs. As the GTAs often provide instruction in small groups, they have a unique opportunity to engage and advise first and second year students on an individual basis.
- **Tutoring:** ASPIRE administers a peer tutoring program [accredited](#) through the College Reading and Learning Association. Through this program, second year students, who have undergone an interview and a screening process to ensure that they meet professionalism and academic standards, are invited to be peer tutors for the first year students. Funding for student salaries is provided through Federal work-study funds. Because the second year students offer both small group sessions and individual tutoring, these second year students are in an excellent position to advise first year students on a variety of topics.

3D4.

WVSOM's James R. Stookey Library provides curricular and life-long learning resources for WVSOM students, faculty, alumni, and staff, as well as the Mountain State Osteopathic Postdoctoral Training Institutions, Inc. (MSOPTI) residents and faculty. The library includes print and electronic resources, course textbook reserves, Continuing Medical Education (CME) materials, and study/learning areas in the main library, which is located on campus. The library also provides supplemental core print collections and remote access to electronic resources at clinical rotation sites in order to support curricular functions, increase clinical knowledge, and to emphasize and embed life-long learning at the point-of-care for students and residents. Students have access to the library resources throughout their years of study and into residency, if a program within the MSOPTI is chosen.

The library staff includes a Director, Manager of Library Services, three library technicians, and eight work study students. While there is an area available to students 24-hours per day, the library is staffed seven days and 92.5 hours per week. The library collection is extensive and includes:

- 5,737 print books,
- 1,077 E-books,
- 21 databases,
- 11,084 periodicals and serials,
- 377 audio-visual materials, and
- 39 other items including Osteopathic Manipulative Treatment (OMT) tables.

The yearly circulation of print, audio-visual, and physical items is 1,939; the inter-library loans include 218 loaned with 741 borrowed, and the weekly gate count averages 1,337.

Determination of library and learning resources necessary to support curricular requirements, as well as integration of resources into the curriculum, is fostered by the WVSOM administration. This is done by including the Library Director on the [Educational Resources Committee](#), [Technology Initiative Committee](#), the [MSOPTI Curriculum Committee](#), the [Dean's Advisory Council](#), and the [President's Forum](#). In addition to actively participating in these committees and forums, the Library Director also uses Brandon-Hill and Doody's Core lists, feedback from on-campus faculty, preceptors, regional and national medical library association input, and literature reviews as part of the selection of library resources.

Students also have input during the selection, integration, and evaluation of learning resources. Students are encouraged to suggest resources to the library for trial and/or evaluation that they have found to be useful and effective for learning. Trials of potential resources always include groups of students who provide feedback. Students are also surveyed periodically for suggestions on specific collections. A [recent survey](#) turned up a number of recommendations for the library's board review collection, and these resources were [purchased](#).

The Information Technology (IT) Department provides a comprehensive technology infrastructure for the WVSOM faculty, staff and students. These technology resources cover various applications, custom web and database development, networking and server environments, teleconferencing, document management, identity management, security, training and help desk support. The IT Department continuously performs risk assessment of all systems and applications in regards to their relative importance to sustaining the infrastructure. [Several web pages](#) have been provisioned to link important WVSOM campus information and to allow access to software applications and educational resources. The WVSOM web page is public and provides technology-specific information located in the Information Technology section under the "[About](#)" tab. In addition, myWVSOM, an intranet site, provides faculty, staff, and students with authenticated and secured access to confidential information such as the Banner Student Information System which contains grades and financial aid information. A mobile site addresses the targeted needs of students for schedule information, the housing application, emergency contacts, and the Osteopathic Medicine Manipulation in Motion application.

The IT Department is staffed by a Chief Technology Officer with 18 full-time positions and one part-time temporary position. The department supports the technology needs across campus including 800+ students and 270+ faculty and staff. IT maintains a five year [strategic plan](#) to ensure internal departmental goals align with the institutional [strategic plan](#). IT requires staff to remain current regarding the latest technologies and environmental changes by participating in annual training. The IT Department seeks biennial feedback from [student](#) and [non-student](#) campus constituents to identify current and developing technology needs. The Dean chairs and meets monthly with the [Technology Initiative Committee](#) whose membership is diverse and includes the: Library Director, Chief Technology Officer, Media Services Director, Clinical Evaluation Center (CEC) Director, and Electronic Health Records Manager. The [Educational Resource Committee](#) meets as needed to advocate for specific technology used by faculty and students.

Every WVSOM faculty member is provided either a laptop or desktop computer, and network access to high-speed printers is also provided. All computers are systematically replaced on a four-year cycle as warranties expire. The institution uses the following common platforms: Office 365 Cloud and Microsoft Suite. The "Calendar" function of Microsoft Outlook is routinely used to schedule and announce meetings. The non-confidential portions of faculty and faculty committee's meeting minutes are posted on the secure myWVSOM web page.

WVSOM provides incoming students with laptops as outlined in the [Student Handbook](#), in part to standardize and simplify distribution of learning materials and the administration of computer-based tests. During the first day of [student orientation](#), the IT Department provides the chosen device to students along with a review of the technology resources available to them. Wireless internet access is provided by WVSOM throughout the campus. The first and second year students also have access to a [wireless print system](#).

WVSOM staff and faculty use a wide variety of learning technology with the assistance of the Media Services department which is staffed with a Director, five full-time technical positions, one full-time clerical position. At times these positions are assisted by work study students. This department provides audio/visual support for the WVSOM campus classrooms, laboratories, and other teaching spaces to enable the students, faculty and staff to fulfill the educational mission of the institution. The department offers photograph and video production support; sound and video for graduation, convocation, and other special events on campus. The department is also involved in distance learning applications for graduate medical education programs and special events and provides live streaming video for any teaching space on campus.

All first and second year course syllabi and other course materials are posted on eMedley, a cloud-based academic management platform. Students are able to download lecture materials electronically from this platform and take notes into the presentation slides during classroom lectures. All first and second year lectures are audio and video recorded and [posted in eMedley](#) each day for student review. All “written” exams are administered and graded by computer as part of the new academic management system, eMedley.

To increase interactivity in the classroom, all first and second year students are issued Turning Technologies® audience response system cards often referred to as “clickers”. This technology allows lecturers to poll the students regarding their understanding of critical concepts and obtain immediate feedback on student understanding of material. The “clickers” are also used for lectures in years three and four as well as for CME programs. For WVSOM’s teaching of histology, microanatomy, and pathology, WVSOM has adopted the Leica Aperio ScanScope® digital microscope system. Students have 24/7 access to a large bank of these images for study and review.

The [CEC](#) at WVSOM is a 37,000 sq. ft. [accredited facility](#) that provides learning and assessment opportunities to medical students from the first through the fourth year. Opportunities to bridge classroom learning with real-life clinical experiences include experiences with standardized patients, [manikin simulators, and task trainers](#). The IT Department installed a state-of-the-art centralization server in December 2014 and is expected to undergo an additional upgrade during the summer of 2019 along with a NetApp storage appliance for video storage to accommodate the B-Line simulation system.

With the increased national focus on Electronic Health Records (EHR), training is integrated throughout the curriculum, to include didactic lectures and hands-on experiences. Training prepares future health professionals and clinical preceptors to use EHRs, evidence-based medicine, medical decision support and point-of-care tools to reduce errors, improve standards of care and promote appropriate documentation. First through fourth year students are trained on all aspects of an EHR including: history, review of systems, physical exam, assessment, plan, computerized orders, electronic prescribing, flow sheets, lab results and consultations through didactic lectures, group tasks, communication labs, and assignments for electronic patients. No real patient data is entered into the EHR.

3D5.

In an effort to guide students in the effective use of research and information resources, first and second year students are given an introduction to the library by the Library Director during student orientation as evidenced in the following sample PowerPoint presentations: [First Year 2018](#), [MSOPTI Residents](#). To support off campus students during the third and fourth year, the library created a [web page](#) that includes required and recommended links to texts for rotations, as well as tutorials for using resources and searching literature. For the internship and residency programs, WVSOM holds a “[Lunchtime Lecture](#)” on accessing and applying library resources to research initiatives for residents.

The curriculum incorporates basic biostatistics, study design, clinical testing, interpretation of results, and discussion of primary literature throughout the curriculum, as evidenced by the [evidence based medicine map](#). Students have the option to do on-campus research during the third or fourth year clinical rotation or to do a [research rotation](#) consisting of 3-4 weeks of off-campus research.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3E1.

While the academic curriculum at WVSOM provides students with the foundation of medical knowledge, skills, and competencies needed by osteopathic physicians, participation in student organizations and co-curricular programming available on campus further enhances the educational experience. Involvement in co-curricular programs and activities provides opportunities for students to develop skills that will better prepare them for eventual practice in the community. Leadership skills, time management, interpersonal relationships, marketing, public speaking, and networking with national professional and student professional associations are just some of the benefits and opportunities offered through the co-curricular program.

WVSOM's co-curricular programs engage with identified constituencies and communities and provide service to the community while providing excellent learning opportunities for students. A description of each of the [27 student organizations](#) can be found in the student handbook. All of the student organizations at WVSOM are student chapters of national professional organizations and abide by the national by-laws. The relationships with the national organizations give students an important professional network that provides educational and training opportunities. An additional benefit is the potential to be mentored by professionals in the field. WVSOM students serve on national committees for national professional organizations, further enhancing the educational experiences and leadership development. Most [student organizations](#) have a dedicated [non-profit community partner](#) with which students engage in service and fund-raising activities, thereby strengthening students' ties to the local community.

Additionally, when students see a need, they have the opportunity to work with Student Life on the development of additional ad hoc opportunities that tie into the institutional mission but are not covered under one of the existing student organizations. A recent example of an ad hoc committee is the Community Relations Committee which began in 2015 and was integrated

into the Student Government Association since there was no national organization partnership available. The Committee now serves as a liaison between WVSOM and Lewisburg's surrounding community. Likewise, students have developed educational series to supplement what they have learned in the curriculum. These series have focused on the following topics: LGBTQ+, Professional Leadership in the Medical Setting (PaLMS), Medical Case Presentations, and the History of Medicine. Additional information on many of these diverse co-curricular activities is included in Criterion 1C2.

Student learning within the co-curriculum is tracked on an ongoing basis. Each student organization is required to host at least two educational events each year for which they have identified and [assessed learning outcomes](#). The evidence shows the types of events student organizations sponsor, student learning outcomes anticipated from participating in the event as well as the survey items that will be used to assess participants.

3E2.

WVSOM demonstrates that it meets the claims outlined in its [mission](#) which includes the following key components: advancing scientific knowledge through research; service to West Virginia; educating students from diverse backgrounds; and graduates practicing in primary care in rural areas. For example, as described in Criteria 2E1 and 3B5, faculty, staff, and students are involved in academic and clinical research and regularly publish in professional journals and/or present at national meetings. Evidence is presented in documents related to these sections of the assurance argument.

Service to the residents of West Virginia is instilled in WVSOM students from their first day on campus, with community service projects developed and run by students to provide assistance to those in need in Greenbrier County, other parts of the state, and across the world. [Day of Service](#), an annual tradition which takes place on the Saturday following Orientation for first and second year students, allows new students an introduction to the local community while completing a half-day of service with their peers at various non-profits. Students receiving Health Resources and Service Award (HRSA) Scholarships for Disadvantaged Students also complete a half-day service project as a requirement of their participation in the scholarship program. All student organizations engage in [service and/or fundraising projects](#) related to a [non-profit](#) that they have chosen and which often relates in some way to the focus of the student organization.

Students also engage in community service on an individual basis. For example, the AACOM Council of Student Government Presidents' (COSGP) Translating Osteopathic Understanding into Community Health (TOUCH) program "encourages osteopathic medical students to engage in service throughout their community...for the purpose of expanding the osteopathic ideals and principles to those unaware of our professional values." Students are able to log TOUCH hours into an online system. During the 2017-2018 academic year, [173 WVSOM students completed over 11,900 hours of community service](#). Of the students who participated, the student with the greatest number of hours each year is designated as having reached platinum

status; last year's student platinum designee completed over 400 community service hours while 37 students reached gold status by completing 100 or more hours, and 71 students reached silver status by completing 50 or more hours of service.

WVSOM's Student Government Association (SGA) also engages with the community by hosting an annual [Mini Med School program](#) for interested community members, including high school students. A sub-committee of the SGA, the Community Relations Committee, engages in community improvement projects throughout the county and was greatly involved in relief and recovery efforts related to the 1,000-year flood that devastated parts of Greenbrier County in June 2016 as evidenced in the statement to [campus](#) and the [community](#) and outlined in the [WVSOM Winter Magazine of 2017](#).

Students may also arrange international service trips and shadowing experiences on their own or in smaller groups by working with the [Center for International Medicine and Cultural Concerns](#) (CIMCC) whose mission is to "encourage students to consider rotations, educational experiences and medical service and mission trips to global medically underserved communities with the intent to create future physicians who are culturally aware, sensitive, and knowledgeable of individual differences and their personal outlook on medical service" which is outlined in the CIMCC [history document](#). Between 2015 and 2018, 124 students participated in international medical experiences, 15 international rotations, 75 spring break service trips, and 34 summer medical training experiences. DOCares sponsors medical service and mission trips during spring break to underserved countries such as the Dominican Republic, further expanding the opportunity for students to work with diverse populations in preparation for eventual practice in a global society.

Service components are also evident in the curriculum and among the faculty. Second year students take part in an eight-week Osteopathic Manipulative Medicine (OMM) clinic each spring that is open to referred community member patients. Faculty members also give of their time through various pipeline programs focusing on middle school, high school and undergraduate students such as: [Science Fair](#), [Just Say KNOW Program](#), and [Green Coat Program](#).

Fundamental to the osteopathic philosophy is the awareness of the integration of mind, body, and spirit. WVSOM is committed to educating students from diverse backgrounds as outlined in Criteria 1C and 3B4, and is supportive of student expression of a range of religious traditions, as demonstrated through the institution's religiously-affiliated student organizations. The Christian Medical and Dental Association (CMDA) is a long-established student organization whose signature event is an annual spring break medical mission trip. The Medical Muslim Student Association also has a signature event, an annual Fast-a-Thon, in which all members of the WVSOM community are invited to participate in a day-long fast, followed by a fast-breaking meal and educational program. The Jewish Medical Student Association sponsors an annual Hanukkah Celebration.

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

WVSOM provides high quality education, wherever and however its offerings are delivered. The institution currently offers a single professional degree program, Doctor of Osteopathic Medicine (D.O.), that is accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA) which has found the program requirements to be appropriate to higher education and for the degree awarded. WVSOM's curricular model is based on the most common ways patients present to a physician and the learning outcomes are articulated through seven core competencies: osteopathic principles and practice, medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice. As a result, students demonstrate intellectual inquiry, application, acquisition, and integration of broad learning skills.

Human Resources, through the hiring process implemented, ensures faculty and staff are appropriately credentialed and are in sufficient numbers to provide a high quality program. This is further evidenced in the faculty workload document provided in the Assurance Argument. The quality of faculty and staff is also demonstrated by the various professional development and training opportunities provided by and funded through WVSOM. These activities promote faculty to remain current in their respective disciplines as well as staff who provide student support, tutoring, financial aid, and/or academic advising.

In order to remain in good standing with the AOA COCA Standard 9, WVSOM must "develop and implement policies and procedures as well as provide the human and physical resources required to support and promote health and wellness in order to meet and advance the physical, emotional, mental, career, academic and professional needs of its students, faculty and staff. All osteopathic medical students of the COM have the same rights to and must receive comparable services." As a result, WVSOM provides resources to students for physical healthcare, mental health services, and policies and procedures for students seeking counseling and mental health services. Student support services provided by WVSOM for student learning and effective teaching including co-curricular activities are outlined in the Assurance Argument.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4A1.

West Virginia School of Osteopathic Medicine (WVSOM) maintains a [Comprehensive Institutional Effectiveness and Assessment Plan](#) that includes a detailed description of the practice of [program review](#) through various committees, reports, and processes. As outlined in [Section 2.1.3.6](#) of the Faculty Handbook, the Curriculum Committee assists in the development and maintenance of the curriculum to assure appropriateness of the curriculum for meeting the mission and goals of the institution. The Curriculum Committee [reviews outcomes](#) from the Dean's review of courses, [approves course syllabi](#), conducts [curricular analyses](#), and reviews/approves [proposed curricular changes](#).

The Dean's Review discusses strengths and weaknesses of each course yearly. For this review process, the Course Director (a faculty member) completes a [course review form](#). This includes general information about the course (hours and credits), grades (average, lowest, highest, failures), strengths, weaknesses, and areas for improvement. Dean's Review forms and minutes from Foundations of Osteopathic Medicine 607 ([forms](#) and [minutes](#)) and Heart 724 ([forms](#) and [minutes](#)) courses are provided as evidence. During the meeting, recommendations are made based upon the data provided and comments from the Course Director. The Curriculum Committee Chair or designee reports the Dean's Review findings to the Curriculum Committee. The Course Director is responsible for presenting any proposed curricular modification to the Curriculum Committee for approval. The proposed modifications can be approved, denied, or sent back to the Course Director for additional considerations. Examples of this process are provided illustrating each step for the [Clinical Skills I 698](#) and [Heart 724](#) courses. It is the responsibility of the Course Director to make the changes the next time the course is taught as evidenced by the next year's Dean's Review of the [Heart 724](#) course. This [process](#) is used for courses [across all four years](#).

WVSOM's [Continuous Quality Improvement \(CQI\) Committee](#) assesses and analyzes the institution's outcomes critical to its [mission](#) such as [diversity](#), [practicing in rural areas](#), [placement in primary care](#), and [national data comparisons](#). The committee sets [benchmarks](#) each year, then [reviews and revises](#) those benchmarks as needed. The departmental CQI committee reviews departmental annual CQI reports with the appropriate institutional department or group as exemplified in the [Admissions](#) and [Library](#) departmental reports.

4A2.

WVSOM offers a single professional degree, the Doctor of Osteopathic Medicine (D.O.), and does not transcript credit for experiential or prior learning. The Curriculum Committee evaluates the course credit hours through approval of course syllabi as evidenced in the [September 4, 2018](#) and [October 2, 2018](#) minutes and through request for [changes to courses](#). The institution uses an approximation of the Carnegie Unit for [calculating credit hours](#).

As outlined in the [College Catalog](#), in first and second year courses, one credit hour is equal to 15 hours of lecture or 30 hours of laboratory (rounded to the nearest 0.50 credit hours). When calculating lecture contact hours, a 50 minute lecture is equal to one contact hour. When calculating laboratory contact hours, a 120 minute lab is equal to one contact hour. In courses for the third and fourth year rotations, 1.5 credits are awarded for each week of rotations (approximately 60 hours).

4A3.

WVSOM's [Institutional Policy: E-05 Student Transfer Policy](#) assures the quality of the transfer credit. This policy outlines the requirements in Section 3.1, process for review in Section 3.2, and transfer from WVSOM in Section 4. WVSOM does not receive transfer requests

often. However, in Fall 2018 the Admissions Committee and Student Promotion Committee appropriately reviewed and processed a transfer request for a student as evidenced by the [meeting minutes](#). In this example, the policy was followed, but a mistake was made in the Office of Admissions during communication to the student. As a result of this mistake, the Director of Admissions [re-communicated](#) the transfer procedures for admissions to the WVSOM Admissions office.

4A4.

WVSOM's College Catalog outlines the [prerequisite courses](#) students are required to complete for admissions into the program. WVSOM does not offer dual credit courses.

The institution evaluates the rigor of courses through standards for progression in the program as outlined in [Institutional Policy: E-21 Remediation](#), [Institutional Policy: E-23 Promotion Requirement National Board Examination - Passage of COMLEX](#), and Section 13.5 of [Institutional Policy: ST-01 Academic and Professional Standards](#); the use of standardized, national licensing exams for osteopathic medical schools; and as outlined in sample [Foundations of Osteopathic Medicine](#) and [Heart](#) course syllabi. The rigor of the curriculum is evidenced by passage of the three national licensing exams part of the Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA series) administered through the National Board of Osteopathic Medical Examiners (NBOME). The COMLEX-USA series of exams are taken at the end of year 2 ([COMLEX Level 1 CE](#)) and at the end of year 3 ([COMLEX Level 2 CE](#) and [COMLEX Level 2 PE](#)). The levels and descriptions can be found on the NBOME [web page](#). The institution monitors [outcomes of the board exams](#) through the CQI Committee and rigor of courses ([Foundations of Osteopathic Medicine 607](#) and [Heart 724](#) courses) annually through a Dean's Review.

The institution has resources available to students to assist them in achieving its educational goals which are outlined in [Institutional Policy: E-01 Educational Goals](#). WVSOM offers intervention for students with potential academic problems as outlined in [Institutional Policy: E-19 Academically-at-Risk](#) through the Associate Dean for Preclinical or Predoctoral Education (or designee) and a counselor or learning specialist. Other institutional learning resources available to students are outlined in Criterion 3D.

The Human Resource Department has a thorough [hiring process](#) for new faculty. Each position has defined requirements to ensure the faculty member is qualified to teach in the assigned area as evidenced in the following faculty job descriptions: [Anatomy](#), [Family Medicine](#), [Pharmacology](#), and [Physiology](#). The faculty member's credentials (transcripts/licensure/certifications) are verified prior to hiring. Details are further elaborated in Criterion 3C.

4A5.

The Doctor of Osteopathic Medicine program is accredited by the American Osteopathic Association's Commission on Osteopathic College Accreditation (AOA COCA) as evidenced in the letter from the [2016 accreditation](#) visit.

The institution's Clinical Evaluation Center is [accredited](#) by the Society for Simulation in Healthcare in two areas: Teaching/Education and Assessment.

The Mountain State Osteopathic Postdoctoral Training Institutions, Inc. (MSOPTI) is accredited by the Council on Osteopathic Postdoctoral Training Institutions (COPTI) of the AOA as well as the Accrediting Council for Graduate Medical Education (ACGME). At its October 2011 meeting COPTI [reaffirmed the accreditation](#) of the MSOPTI and [October 2018](#) the ACGME granted continuing accreditation to the MSOPTI as an institutional sponsor. The MSOPTI will submit an annual institutional update to ACGME in August 2019 that addresses the "areas not in compliance."

4A6.

As stated earlier, WVSOM offers one professional degree, the Doctor of Osteopathic Medicine (D.O.). The institution ensures that students have the academic background and clinical skills for employment as a Doctor of Osteopathic Medicine. In the field of medicine, it is understood that the first job for a graduate is the post-graduate training program "the residency." WVSOM students can [match](#) in either an osteopathic or allopathic residency.

WVSOM's [mission](#) is to provide primary care and rural physicians with a special focus on serving West Virginia. In [Table 43](#) of the American Association of Colleges of Osteopathic Medicine 2017-2018 Academic Year Survey of Graduating Seniors report, WVSOM's graduating seniors are twice as likely to indicate an intention to practice in a town of 10,000 or less than other graduating osteopathic students. [Table 45](#) illustrates that 72% of WVSOM students plan to practice in a rural location compared to 49% at other schools. As further outlined in WVSOM's [2017-2018 Data Repository](#), WVSOM's all time (classes of 1978-2015) percentage of graduates practicing in West Virginia is 28%. The overall (classes of 1978-2015) percentage of graduates practicing in primary care specialties is 69%. The overall (classes of 1978-2015) percentage of graduates practicing in rural areas is 34%. This [graduate outcome data](#) is monitored [annually](#) by the institutional [CQI committee](#).

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4B1.

Student learning goals are outlined in the course syllabi (example first and second year syllabi include: [Foundations of Medicine 607](#), [Early Clinical Encounters 696](#), [Heart 724](#); all [third](#) and [fourth](#) year syllabi are included in the Clinical Education Manual) and core competencies (noted in the [College Catalog](#) and in the [Clinical Education Manual](#)) which follow the [national osteopathic core competencies](#). [Assessment](#) of student learning and achievement of learning goals is evaluated through passage of the courses, Objective Structured Clinical Examinations (OSCEs), COMLEX-USA exams, standardized clinical rotation exams (Comprehensive Osteopathic Medical Achievement Test - COMATs), and progress toward meeting the [national osteopathic core competencies](#). Assessment of [core competencies](#) is done through tagging of the competencies to not only the [curricular outcomes but also the exam items](#) which link curricular outcomes to student performance. Additional information regarding the core competencies can be found in Criterion 3A2.

The main goal of co-curricular programs at WVSOM is to support and reinforce the learning that is taking place in the classroom. Because of the focused nature of medical education, co-curricular programs are most often organized by health professions student organizations. Each student organization hosts several events throughout the academic year, which are educationally focused and may include community service projects. Student organizations are required to complete learning outcome and assessment worksheets for two educationally-focused co-curricular events each year. These [worksheets](#) are structured to ensure that organizations set at least three learning outcomes and a method of assessment for each event as evidenced by the [Student Osteopathic Medical Association](#) and [Sports Medicine Club](#) worksheets. These required events can be held at any time during the year.

4B2.

The institution reviews achievement of student outcomes at the following meetings: Board of Governors (Board), Faculty Assembly, CQI Committee, annual Dean's Reviews, OSCE Assessment Committee, and Curriculum Committee. The Office of National Boards and Exam Center presents a summary of the COMLEX-USA scores for all three levels to the [Board](#), [Faculty Assembly](#), [CQI Committee](#), and [Curriculum Committee](#). Progress on core competencies, disciplines and session outcomes as well as course passage rates and exam performance (both preclinical and clinical) are reviewed at each course's Dean's Review meeting as evidenced in the [Foundations of Osteopathic Medicine 607](#) and [Heart 724](#) course reviews. Performance on OSCEs are reviewed at the OSCE Assessment Committee meeting as evidenced by the [second](#) and [third](#) year meeting minutes from 2018 and [Curriculum Committee](#) meetings.

4B3.

The institution uses assessment data to improve student learning through actions/recommendations from the faculty, CQI Committee, Dean's Review, OSCE Assessment Committee, and Curriculum Committee as well as continued communication with students on how to monitor progress toward mastery. WVSOM annually uses COMLEX-USA exam passage rates to promote discussion at required [faculty meetings/training session](#), Curriculum Committee including discussion on the [Test Assessment Sub-Committee](#) (TASc) which is a sub-committee of the Curriculum Committee, and [OSCE Assessment Committee](#) regarding methods to improve the scores on these exams. The mastery of the core competencies, disciplines, or session outcomes is monitored throughout the four year curriculum by students who can look at their [individual dashboards](#) at any time. Core competencies are also monitored by the institution through the academic management system and Dean's Review process as evidenced in the [Foundations of Osteopathic Medicine 607](#) and [Heart 724](#) course reviews as well as [second](#) and [third](#) year OSCE Assessment Committee reviews. Students receive an [orientation session](#) on how to review and use the data in their dashboard's for self-improvement. Further, the institution continually monitors assessment data and develops strategies for improving student learning. For example, OSCE performance [second](#) and [third](#) year, [Q groups](#), [TASc](#) and Dean's Reviews ([Foundations of Osteopathic Medicine 607](#) and [Heart 724](#) courses).

4B4.

Faculty members have a substantial role in the assessment of student learning. The program curriculum drives the success of the students on the COMLEX-USA exams as well as other student outcomes. As stated earlier, achievement outcomes are presented to the [Faculty Assembly](#) to show transparency on how the curriculum affects these outcomes. The faculty have input on curriculum changes that will affect the learning outcomes. Proposals from faculty are presented to the [Curriculum Committee](#) for further discussion and, when warranted, are [approved](#). The use of national assessment tools such as the [COMATs](#) at the end of the core clinical rotations is further evidence that the institution's processes and methodologies to assess student learning reflect good practice.

The [CQI Committee](#) annually reviews the results of the COMLEX-USA exams for achievement of the institution's learning outcomes. This committee is comprised of faculty, staff and administration. The committee reviews the achievement of learning outcomes to determine if the institution is meeting its stated goals. If the learning outcomes are met, a discussion is held regarding whether to continue with the same goal or to change the goal. Input from the appropriate committee, group or department is considered. If goals are not met or further investigation is needed, the committee will work with the appropriate committee, group or department to make recommendations for an action plan to achieve the stated goal. For example at the [February 20, 2018](#) the CQI committee recommended that a subcommittee of the Curriculum Committee examine the new NBOME blueprint. The follow up report was provided at the [February 19, 2019](#) CQI Committee meeting.

The [Dean's Review process](#) ensures that faculty are deeply involved in improvement within the curriculum as well as with student performance on examinations. The [Clinical Skills I 698](#) and [Heart 724](#) courses are examples of this process. Course Directors meet with all course faculty prior to submitting the [Dean's Review form](#) to review data, outline academic achievements from prior terms, and identify opportunities for improvement through the next year. This gives all faculty teaching in the course input and direct involvement in the process to improve student learning.

Finally, the OSCE Assessment Sub-Committee includes faculty, staff, and administrators who discuss variables from OSCE performance, cases, and processes to improve outcomes and the OSCE efficacy as practice for the COMLEX Level 2 PE exam. This sub-committee [reports its findings](#) to the [Curriculum Committee](#) and then oversees the implementation of new processes for improvement as evidenced by the [second](#) and [third](#) year meeting minutes.

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4.C - Core Component 4.C

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

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

WVSOM has a [comprehensive process and methodology](#) for collecting and analyzing information on student retention, persistence, and completion of programs using well established continuous quality improvement practices. This includes setting [defined goals](#) and reviewing [outcome data](#) annually through the institutional [CQI committee](#).

All current and past data for persistence, retention, and completion are maintained in [Section 2 Table A-1](#), [Section 2 Table B](#), [Section 2 Table C](#), [Section 4 Table A](#), and [Section 4 Table B](#) of the [2017-2018 Data Repository](#) which is overseen by the Office of Assessment and Educational Development. Data are presented in multiple formats, including by class, overall, 3-year and 5-year cohorts. This allows faculty, staff and administrators to readily review this information for comparison. The CQI Committee sets and adjusts goals based on the data for each rate, monitors trends, and recommends changes to both processes and [benchmarks](#) for persistence, retention, and completion as evidenced in the following CQI meeting minutes: [December 13, 2016](#), [January 10, 2017](#), [April 7, 2017](#), [May 24, 2017](#), and [June 19, 2018](#). In addition, the institution pays particular attention to [in-state](#) students to help meet WVSOM's mission of serving West Virginia. Other departments also use this information for improvements as evidenced by the [HRSA grant advisory committee's](#) use of retention data to change a grant objective.

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4.S - Criterion 4 - Summary

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

Summary

WVSOM demonstrates responsibility for the quality of its educational programs, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. The institution's Dean's Review process ensures and demonstrates quality of the single program, and the CQI process indicates institutional effectiveness as well as departmental quality. Quality in the program is further ensured by the involvement of faculty representation on the Curriculum and CQI Committees and direct involvement in the Dean's Review. These processes are evidence of WVSOM's commitment to educational achievement and improvement through cyclical assessment of student learning as well as attention to retention, persistence, and completion rates.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5A1.

West Virginia School of Osteopathic Medicine (WVSOM) has the fiscal and human resources as well as the physical and technological infrastructure to support operations. WVSOM remains fiscally strong as evidenced in the last two fiscal audits ([2017](#) and [2018](#)). As of June 30, 2018, WVSOM had no existing capital debt and does not expect to incur debt to complete planned capital projects. From 2017 to 2018, the total assets of WVSOM increased by \$5.6 million primarily due to an increase of cash while liabilities decreased \$700,000 resulting in a net asset increase of \$5.1 million. The ratio of current assets to current liabilities for the 2018 was 15.7:1. For the 2017-2018 academic year, the State of West Virginia's appropriation decreased by \$177,947. WVSOM was able to tolerate this cut with no decrease in program quality.

The Board allows WVSOM to set tuition so that when student cohorts start the tuition rate will be the same for all four years. In an effort to remain marketable, the Chair of the Board's Finance and Audit Committee reviewed the final FY 2017 budget and the Board of Governors (Board) approved a 5% tuition increase for FY 2017 for incoming first year students at the [March 16, 2016](#) meeting; however, during FY 2018 incoming first year students did not

receive a 5% increase over what the previous year first year students were charged. As a result, in FY 2018, WVSOM had 2 different tuition rates, one for first and second year students and one for third and fourth year students. In FY 2019 WVSOM continues to have two different tuition rates, one for first, second and third years and one for fourth years.

WVSOM's [facilities](#) are more than sufficient to meet the program needs of the students currently enrolled in the Doctor of Osteopathic Medicine (D.O.) as well as the Master of Science in Medical Education program requested as outlined in the [change request](#). The campus is 69.4 acres and is comprised of 17 facilities which are a mix of historic and modern buildings. The [facilities include](#); the Main Building which is comprised of three interconnected buildings that house faculty, administration, staff, and student study rooms; the James R Stookey Library and the Osteopathic Clinical Skills Laboratory; the Technology and Rural Medicine Building that houses two state-of-the-art lecture halls each seating 200+ students; the Clinical Evaluation Center which houses the examination rooms, simulation rooms, and team based learning room which also serves as a meeting hall; the Fredric W. Smith Science Building which houses the anatomy laboratory, animal facilities, and research laboratories; the Roland Sharp Alumni Center which houses the alumni association and foundation offices, and large meeting space; the Admissions Building; the Robert C. Byrd Clinic; and the Founders' Activity Center which is a 24/7 fitness center for staff, faculty and students. Two years ago the Student Center was added and houses a cafe, the campus store, recreational room, quiet study space, President's Parlor, and a large multipurpose meeting space that can seat 900+ individuals.

WVSOM has the infrastructure to support the [Statewide Campus](#) (SWC) which consists of seven regions with 22 base hospitals where students complete their third year CORE rotations/courses. Within the last two years, WVSOM split the Central Region into two regions (Central East and Central West) for a total of seven current regions. The purpose of splitting the region was to decrease the size to provide more support for students. Since this large region already had two Directors, the institution only needed to add one Regional Assistant Dean (RAD) and an Administrative Assistant. Currently, SWC has seven Regional Assistant Deans (D.O. physicians), seven Regional Directors and seven Administrative Assistants who maintain consistency across the SWC. This past year, preceptor pay was also increased from \$500 to \$750 across all regions including those with adjunct status.

In 2011, the campus contracted Paradigm Architecture to lead the effort to prepare a new 10-year [Facilities Master Plan](#). This led to a comprehensive review of the campus and included the [Board, the faculty, staff and students](#) of the School. The resulting plan was approved by the WVSOM Board on [May 7, 2011](#) and the WV Higher Education Policy Commission on [December 9, 2011](#). In addition to campus design, the planning effort included a [campus grounds assessment](#), a [space needs analysis](#), a program needs assessment, a deferred [building maintenance assessment](#) and an [ADA analysis and compliance plan](#). It was determined that the existing facilities would meet the needs of the campus for the planning period, which was 10-years. Deferred maintenance issues identified through the planning effort are being [systematically addressed](#). For example, new HVAC systems have been installed in the Robert C. Byrd Clinic, Smith Science Hall, Tech Building, and Building B and C of the Main Building; new

roofs for Science and Alumni buildings; re-pointing and sealing of brick for Quad Building and Building B and C of the Main Building; remodeling of three bathrooms in Buildings B and C of the Main Building.

The institution plans for [two major construction projects](#) between 2018-2019 and 2021-2022 that were identified in the 2011 [Facilities Master Plan](#) process and institutional strategic plan. The first is a 17,000 square foot expansion of the Center for Technology and Rural Medicine Building to accommodate a testing center and additional office space and expansion of the Clinical Evaluation Center. The second is an improvement to the front entrance of campus which includes a landscaped walkway replacement and road improvement.

The technological infrastructure of the institution is sufficient to support operations. The Information Technology (IT) Department manages all necessary software applications, servers and network components that are required to deliver an outstanding medical education. The department is staffed with the technical expertise necessary to oversee the institution's technology infrastructure and maintains an IT HelpDesk for faculty, staff and students. Additional information on Information Technology is provided in Criterion 3D4.

WVSOM utilizes the Ellucian Banner Student Information System for a wide variety of services. For example, it is used to process initial recruitment of student applicants to acceptance, registration, course performance, and academic history. In addition, this Oracle-based Enterprise Resource Planning system tracks institutional statistics, departmental budgets, payroll, student financial aid and graduate medical education activities.

On the academic side, faculty and students have access to eMedley to manage and review course sites and materials. Electronic test administration occurs through the utilization of ExamN which is an online cloud-based testing solution. Many electronic library resources, such as EBSCO and Clinical Key, are made available to students through [subscription services that are accessed from the web page](#) and provided by WVSOM. Students are provided use of audio/video technology which is integrated into the curriculum through lectures, OMT labs as well as gross anatomy labs. Students become familiar with EHR (Electronic Health Record) systems and coordinate their use with the simulated patient scenarios and clinical practice. The school has also added a wireless print system and video conferencing capabilities.

The college has emergency call stations on campus, an alert system, electronic signage, security cameras in addition to the campus building door access system.

Finally, WVSOM has the senior leadership, administration, staff and faculty to support its delivery of the program as described in Criterion 3C1.

5A2.

WVSOM's sole purpose is the education of osteopathic medical students, and the institution allocates its resources and expenditures related to osteopathic medicine education as its top priority. Several examples of onetime allocations are provided in Criterion 5A5. The institution does not have any superordinate entities to fund. However, WVSOM does support its associated services of Alumni Affairs, Development, and Research in support of its mission. WVSOM follows [Institutional Policy: F-10 Allocation of WVSOM Resources](#) which ensures the institution's practice of allocation of resources. Section 10-2 of the policy states, "when allocating WVSOM resources, academic expenditures related to osteopathic medical education shall receive top priority."

5A3.

WVSOM's organization, resources and opportunities are all focused on meeting the institutional [mission](#). Institutional [strategic planning](#) and the [Continuous Quality Improvement \(CQI\) process](#) are used to set goals and [benchmarks](#) to meet the mission. The [organization of the institution](#) provides the structure to accomplish the mission with appropriate leadership and staffing organized into a chain of command that provides checks and balances. There are offices or departments in all key areas including: preclinical (years 1 and 2), predoctoral (years 3 and 4), national board and exam center, graduate medical education, assessment and educational development, research and sponsored programs, student affairs, clinical evaluation center, rural health initiative, healthy children's initiative, Academic Support and Intervention Resources (ASPIRE), and center for rural and community health. Additionally there are standard offices or departments including: admissions, business, financial aid, registrar, human resources, information technology, media services, library, food service, maintenance, and housekeeping.

The institution has appropriate resources to meet the mission and strategic plan of the institution as indicated in externally audited financial statements ([2017](#) and [2018](#)). Education of the osteopathic medical students is the top priority for resource allocation and is implicit in the [Institutional Policy: F-10 Allocation of WVSOM Resources](#). The institutional budget which is reviewed at each Board meeting as evidenced in the following meeting minutes: [January 28, 2016](#), [January 27, 2017](#), [January 26, 2018](#), [March 16, 2016](#), [March 24, 2017](#), and [March 09, 2018](#) indicates that WVSOM allocates funds based on its mission. Additional external funds are secured to support the rural health initiative, healthy children's initiative, research and community outreach via the center for rural and community health programs as evidenced in the [2016](#) and [2017](#) Annual Reports. The institution has no outstanding debt, including facilities. The institution has superior facilities to support its mission, most recent additions include expansion of the [Clinical Evaluation Center](#) and the building of a [student activity center](#) that houses additional study space, recreational area, campus store, food service, conference center and student life offices. New projects under consideration include the creation of a testing center which has not gone before the Board at this time. WVSOM maintains the [infrastructure](#) for its third and fourth year which includes, a Regional Assistant Dean, Director

and Administrative Assistant at each of the seven statewide campus clinical rotation training sites, as well as appropriate office space and housing for students.

WVSOM has established opportunities to further its mission including: a pre-osteopathic medical program to work with undergraduate institutions, rural health initiative to support rural primary care, healthy children's initiative to address childhood obesity in West Virginia and the nation, center for rural and community health to address the health care needs of West Virginians and their communities, and research and sponsored programs to fund the acquisition of new knowledge. WVSOM collaborates with other institutions including:

- West Virginia University on the [Clinical and Translational Science Institute](#),
- Marshall University through the [WV-INBRE](#) sub-award and [Alliance for the Economic Development of Southern West Virginia](#),
- [West Liberty University](#) with a [Memorandum of Understanding](#) for a Master of Arts in Biology, and
- Concord University as a [partner](#) in the Abracadabra TV show.

These collaborations illustrate how the institution seeks opportunities in order to meet its mission.

5A4.

As evidenced in Criteria 3D1 and 3D2, and 3C6 respectively, all faculty and staff are appropriately qualified and trained for their position within the institution. The Human Resource Department makes this determination through the interviewing process, verifying of credentials and training of employees.

5A5.

The [mission](#) and [strategic plan](#) of the institution are important drivers of budget decisions. It is the intention of the institution to provide the best osteopathic medical education to students possible. As a result, this requires a well-developed [budget process](#). During the annual budget process, the Vice President for Finance and Facilities distributes a [budget template via email](#) and requests each department head to provide a budget for the upcoming year. Even with the challenges due to the recent reduction in state allocations, considerations are made for one-time purchases such as [\\$35,000](#) for a one time replacement of EKG machine, [~\\$300,000](#) for computer equipment, and [\\$60,000](#) for a backhoe attachment. Priority is given to budget requests that improve the delivery of instruction, meet the institution's strategic goals and achieve the mission of the institution. The institution's budget is monitored closely with financial reports to the Board at each meeting as evidenced in Criterion 5A3 above. Further, in January of each year, the Vice President for Finance and Facilities, along with the Budget Analyst, perform a mid-year review ([2018](#), [2019](#)) of each spending unit as part of the [budget process](#), to identify where each spending unit stands, and confirm charges to the spending units

are correct. The Budget Analyst determines if there are any significant differences in spending and reports these findings to the Vice President for Finance and Facilities.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5B1.

[Nine members of WVSOM's Board](#) are appointed by the Governor of West Virginia and three members represent faculty, staff and students who are elected by their respective constituencies. The Board membership includes WVSOM alumni, personnel affiliated with a health care organization, and individuals from the West Virginia business community. The Board hires and delegates the day-to-day responsibilities for operation of WVSOM to the President. The Board also approves all financial, academic, and institutional policies per West Virginia State Code [§18B-2A-4. Powers and duties of governing boards generally](#). Further, the Board approves the institutional budget as evidenced in the [January 27, 2017](#), [March 24, 2017](#), [January 26, 2018](#), [March 9, 2018](#), and [January 24, 2019](#) meeting minutes. The Board also approved the school's [Facilities Master Plan](#) and [institutional strategic plan](#) and actively participated in the creation and development of these documents. For example, Board members indicated willingness to participate in the strategic planning process at the [June 21, 2014](#) meeting, identified as part of the strategic planning process group at the [September 3, 2014](#) meeting, and reviewed initial and final drafts of the strategic plan at the [November 20, 2014](#) and [January 14, 2015](#) meetings respectively.

WVSOM is currently entering a new five-year strategic planning cycle. At the [January 24, 2019](#) Board meeting, members were advised that the 2015 strategic plan was complete and that a new plan needed developed. The Board participated in a brainstorming session on March 9, 2019 after the regularly scheduled meeting on March 8, 2019. In addition to Board members, [other participants](#) included faculty, staff, students, and community members. The [agenda](#) for the working session included review of the mission statement and the former strategic plan. Participants worked in [groups to brainstorm](#) and record ideas to move forward.

These activities resulted in a [draft outline](#) of the 2019 strategic plan. Additional input on the draft will be sought from constituency groups from across the institution and will be shared with the Board. It is anticipated the final 2019 strategic plan will be submitted for approval by the Board during Fall 2019.

As outlined in [West Virginia State Code §18B-1D-9](#), "The commission and council, either jointly or separately, shall coordinate periodic training and development opportunities for...institutional governing boards as provided in this section." All Board members receive extensive training for their institutional fiduciary role. New Board members undergo an [orientation program](#) by the institution to make them aware of their legal and fiduciary responsibilities, the institutional strategic plan, institutional finances, and the academic program. Ethics and Open Governmental Proceedings Act [training](#) is also included in the orientation program. Board members have access to [state level training](#) by the West Virginia Higher Education Policy Commission (WVHEPC) on an annual basis which includes updates on state policies and budgets. Educational presentations, such as [graduate medical education](#), [patient presentation curriculum](#), [student affairs](#), [Center for Rural and Community Health](#), and [COMLEX-USA](#) results, are made to the Board throughout the year at board meetings, which [satisfies state code requirements](#) for Board members' continuing education. Board members can request additional training and education as needed. The Board receives updates on all major areas of the institution on a regular basis, including the institution's finances and academic policies and practices. WVSOM's legal counsel attends Board meetings and provides advice as needed.

5B2.

WVSOM is governed by institutional policies and procedures, as well as certain policies of the WVHEPC not superseded by WVSOM policies. The policies and procedures are posted on the institution's [web page](#) for review by its constituencies and the public. As evidenced in Criterion 5B1, the Board is required by West Virginia State Code to approve all institutional policies. As specified in state code and as evidenced in Criterion 2C, the Board [membership includes](#) a student, faculty, and staff representative each elected by the representative's respective constituent group. These Board constituency representatives are directly involved in the revisions to and approval of policies. All internal constituencies, including WVSOM's Board, administration, faculty, staff, and students, have the opportunity to provide input before policy revisions are adopted. Pursuant to West Virginia State Code [§18B-1-6](#), WVSOM has and employs [Institutional Policy: GA-35 Adoption, Repeal or Amendment of Institutional Operating Procedures](#) to engage its internal constituencies in the institution's policy development and revision. Policy development and revision consists of policy committees made up of internal constituencies, [public comment period](#), administrative opinions about revisions based on public comments, approval by the Board, and notification to campus and WVHEPC. Once WVHEPC is notified that the Board approved a policy, [official notice](#) of the policy is provided to internal constituencies, including students, faculty, and staff and the policy is posted on the [WVSOM policy and procedure web page](#).

Representatives from the faculty, staff, and student body comprise the President's Forum, which meets with the President for information sharing across constituency groups as evidenced in the [August 15, 2018](#) and [February 20, 2019](#) meeting notes. Faculty, staff, and students are also members of appropriate institutional committees. Per [West Virginia State Code §18B-6-3](#), WVSOM, as a state institution of higher education, must have a faculty senate or faculty assembly. Each of these groups has its own formal organization, which meets regularly as evidenced in the [Faculty Assembly](#) and [Staff Council](#) sample meeting minutes. WVSOM's Faculty Assembly is described throughout the [Faculty Handbook](#), and meets with the President [at least quarterly](#). Faculty committees advise WVSOM's administration on such matters as curriculum, faculty promotion and tenure, student admissions, student promotion, and educational resources. The Staff Council advises the President in matters concerning WVSOM's staff. The Staff Council also meets [at least quarterly](#) with the President. The composition, role, and authority of the Staff Council are described in the [Staff Council By-Laws](#). The Student Government Association (SGA) maintains communication among all members of the student body and acts as the representative of the student body to the faculty, staff, administration, and the general public as outlined in the [SGA Constitution and By-Laws](#). The President and other senior administrators are invited and attend SGA meetings. The President meets with SGA and class officers as needed.

5B3.

As evidenced in Criterion 5B2, faculty, staff, and students are engaged in the process to contribute and collaborate in areas such as academics, policy and processes. Further, as specified in West Virginia State Code [§18B-2A-1c3A-C](#), members of WVSOM's faculty, staff, and student body are elected as voting members to the institutional Board, providing a direct mechanism for staff and faculty to have involvement in major institutional decisions. Faculty, staff, and students [represented](#) their respective groups during the last strategic planning process, and all members of the campus community had the opportunity to provide input for the document. WVSOM faculty, staff, and students also meet regularly with WVSOM's President to provide input and share information as describes in Criterion 5B2.

Students are voting members of institutional committees such as the Committee for Social and Cultural Diversity, Wellness Committee, Curriculum Committee, Financial Aid Committee, and the WVSOM Board. The student governance structure includes election of students to the Residency Appeals Committee as outlined in [Institutional Policy: ST-10 Residency Classification and Appeals](#). Students are elected to serve on [external committees](#) such as the National Council of Osteopathic Student Government Presidents, the Delegate Assembly of the American Osteopathic Association, and the West Virginia Osteopathic Medical Association. Students serving on these committees, councils, or associations contribute to collaborative efforts within WVSOM.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5C1.

The priority of the budget process is to allocate funding to ensure the institution has the resources to deliver the curriculum for the success of students as evidenced by [Institutional Policy: F-10 Allocation of WVSOM Resources](#). Educational priorities are outlined in Section I of the [2015 strategic plan](#) and include items such as

- assessing the [preclinical osteopathic curriculum](#) with a focus on core competencies and outcome measures,
- reviewing the [predoctoral curriculum](#) with a focus on improving and expanding didactic programs,
- assessing existing [Graduate Medical Education](#) (GME) programs and identify and develop new GME programs,
- developing additional programs at the [Clinical Evaluation Center](#) with an emphasis on physician focused evaluation, and
- conducting a needs assessment to identify [new degree programs](#) benefiting WVSOM students, alumni, and West Virginia.

Progress has been made toward each of these mission priorities and others outlined in the strategic plan. For example, in 2016 WVSOM allocated resources to hire the strategic consulting firm, Tripp Umbach, to conduct a detailed [market analysis of health-related programs](#) the institution should consider developing. The firm utilized [three criteria](#) to evaluate programs appropriate for the institution. First, the demand nationally and locally for health-related programs that provide graduates with sustainable earnings to cover debt load. Second, limited national and West Virginia Program supply for health-related programs that provide

graduates with sustainable earnings to cover debt load. Third, capability for WVSOM to develop high quality sustainable health-related educational programs in areas that have high market demand, high wages for graduates, and limited supply from other institutions.

One of the programs recommended was a [Master of Health Professions Education](#). Faculty were updated on the agreement to conduct a market analysis for new programs at the [March 23, 2016](#) meeting and were advised that a feasibility study would follow on the development of new programs. Results of the report were shared with faculty via email on [May 19, 2017](#). The Board provided feedback at the [January 28, 2016](#), [March 16, 2016](#), and [June 9, 2017](#) meetings. In the interim, WVSOM experienced a [presidential transition](#) upon the retirement of the former President after 8 years of service in that role. As a result, the current President decided to move forward with the implementation of a [Master of Science in Medical Education](#) program with the support of the faculty, staff, and the Board. The Board formally approved the program at the [January 24, 2019](#) meeting.

5C2.

WVSOM offers one professional degree, Doctor of Osteopathic (D.O.) medicine. As a result, the [mission](#), [Facilities Master Plan](#), [institutional strategic plan](#), [CQI process](#) and [budgeting process](#) are focused on student learning and resources are prioritized to educate students. The institutional CQI process allows the [CQI Committee](#) to review and evaluate the [goals and benchmarks](#) for student outcomes including national licensing board performance; retention, persistence and graduation rates; and residency placement which represents the graduates' first job. The departmental CQI process reviews both academic and non-academic operations and planning including: [preclinical education](#) (years 1 and 2), [predoctoral education](#) (years 3 and 4), [graduate medical education](#), [national boards and exam center](#), [ASPIRE](#), [library](#), [information technology](#), [marketing and communications](#), [registrar](#), [facilities](#), [financial aid](#), [finance](#), and [admissions](#). Each of the departmental CQI reports outline accomplishments from the previous reporting cycle as well as planned goals for the coming reporting cycle. While feedback on the departmental reports is obtained from the Vice President for Administration and External Relations and the Associate Dean for Assessment and Education Development, final determinations on the next cycle outcomes rest with the department head. Those responsible for the CQI process both at the institutional and departmental level then use the goals and benchmarks developed through the CQI process when forming their budgets.

5C3.

The WVSOM [institutional strategic plan](#) provides the directional guidance for the institution. The strategic plan focuses on the institution's mission and covers the following six broad areas: Education, Facilities, Technology, Finances, Outreach and Reputation of the Institution. The research mission of the institution is embedded throughout the plan to enhance the educational and service goals. The planning process encompassed the institution as a whole and considered the perspectives of internal and external constituents groups as described in Criterion 5B. The 2015 strategic planning process included [representatives](#) from the Board,

administration, faculty, staff, students, alumni, and the local community, with opportunity for comment from the entire campus community.

5C4.

The institution uses an open budget process to develop departmental budgets that ultimately are consolidated to become the draft budget presented to the Board as described in Criterion 1A3. The [budgetary process](#) begins in September of each year when the Vice President of Finance and Facilities [distributes](#) the budget request preparation instructions to each department. The Budget Committee, established by the President, [meets with departmental spending unit managers](#) to provide an opportunity for managers to fully explain budget requests.

The institution monitors activities at the state legislature to identify potential impacts on institutional funding. For example, a legislative update was provided at the [March 14, 2017](#) Board meeting to keep the members informed regarding HB 2542, a Human Resources bill, that contained [fiscal implications](#) for higher education institutions across the state. The impact of this legislation was acted upon by the Board at the [March 9, 2018](#) meeting by approving "a 3.0% salary increase to all WVSOM employees employed as of April 30, 2018, with an effective date of July 7, 2018; or as mandated by the State of West Virginia, whichever is greater benefit to WVSOM employees." This demonstrates how the institution anticipates possible state support impacts on the budget.

Enrollments for the osteopathic program are set by the Commission on Osteopathic College Accreditation (COCA). As a result, enrollments are consistent from year to year when considering the budget. Enrollment projections are provided by the Registrar and revenue calculations are prepared by the Budget Analysts. Approved budgets are consolidated by Budget Analysts in the Office of Business Affairs. The first budget draft is presented to the Board at each January meeting with the final draft presented for approval at the March meeting. Evidence of these meetings is provided in Criterion 1A3. The institution's internally approved budget is forwarded to the WVHEPC and the State Budget Department for review and approval in June of each fiscal year.

5C5.

It is important for WVSOM to remain current in all areas of osteopathic medicine and anticipate emerging factors that impact the institution and the field. Members of WVSOM's leadership are involved with medical education at a national level, remaining well informed on emerging factors impacting higher education and WVSOM, and in cases influence the direction of osteopathic medical education at the national and international level. For example, the Department Chair of Osteopathic Practice and Principles (OPP) and a Professor of OPP, serve on the American Association of Colleges of Osteopathic Medicine's (AACOM's) project for the Education Council of Osteopathic Principles (ECOP). They have submitted the *ECOP: Glossary of Osteopathic Terminology* into the Systemized Nomenclature of Medicine-Clinical Terms

(SNOMED-CT), an international metathesaurus of medical terminology, by working with an author from the National Library of Medicine. In 2017, the OPP Department Chair attended the [SNOMED-CT Expo in Bratislava, Slovakia](#), representing the osteopathic profession as the AACOM representative. In 2018, she attended the SNOMED-CT Expo in Vancouver, Canada, and lectured on "[How We are DO-ing it](#)". The purpose was not only to establish vocabulary within an international realm, but to submit the terms in a hierarchy that will be used (and is currently being used) as a basis for International Classification of Diseases (ICD) coding and therefore medical billing amongst insurers. WVSOM's OPP Department Chair and Professor continue their work with ECOP/AACOM and have been appointed to the Glossary Task Force of the Osteopathic International Alliance.

Other examples of WVSOM's engagement in organizations to assist in anticipating emerging factors include:

- the President currently serves as an American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA) evaluator and the AACOM Assembly of Presidents;
- the Vice President for Academic Affairs and Dean, serves on the AACOM's Deans Council and is an AOA COCA evaluator;
- the Associate Dean for Assessment and Educational Development, is Chair of the AACOM's Entrustable Professional Activities Steering Committee, Program Committee Member for the International Association of Medical Science Educators, Member of the International Association of Medical Science Educators Webcast Audio Seminar Committee, Member of the National Board of Osteopathic Medical Examiners Portfolio and Expanded Assessments Taskforce, and Chair of the Mentor Sub-Committee for the National Association of Osteopathic Medical Educators;
- the Director of Accreditation serves as a team chair and peer reviewer for the Higher Learning Commission (HLC);
- the Assistant Dean for Student Affairs serves as the institutional representative for AACOM's Council on Student Affairs and the Diversity Council, and also serves as a peer reviewer for the HLC; and
- faculty and staff travel budgets to attend state and national meetings to stay current in their areas.

WVSOM's extensive use of technology in the curriculum includes Human Patient Simulators and Electronic Health Records, laptop program, electronic testing, state-of-the-art classroom and labs, videoconferencing, wireless and hard wire networks, and a wireless print system. Providing our students with up to date technology is very important to the institution.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5D1.

WVSOM develops and documents evidence of performance in its operations. Evidence of performance is documented in several ways such as financial statements for audits, benchmarks from the Continuous Quality Improvement (CQI) process and department level CQI reports, student performance on national exams, employee performance management system, evaluation, promotion and tenure of tenure-track faculty, and WVSOM's Annual Report are all examples. Details on this evidence is provided in Criterion 5D2.

5D2.

WVSOM consistently utilizes evidence of performance of its operations to improve institutional effectiveness, capabilities, and sustainability of its component parts. For example, the institution's financial statements are audited annually by an independent auditing firm demonstrating operational sustainability ([2017](#) and [2018](#)). In the 2018 audit, regarding "[Compliance and Other Matters](#)," the auditor's report indicated that "The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards."

In addition, the [CQI process](#) is intended to monitor and document evidence of performance at the institution including its operations. The institutional [CQI Committee](#) annually reviews and sets [benchmarks](#) on data including, but not limited to, student [retention, persistence, and completion/ graduation rates](#); [national licensing exam performance](#); placement into [graduate medical education residencies](#); and [faculty](#) and [student](#) diversity. Data are also reviewed on mission specific items including number of graduates [practicing in West Virginia, in primary care specialties and rural areas](#).

Further, the institution utilizes [incoming](#) student surveys, [exit surveys](#), and/or student and non-student services evaluations to feed data into the departmental CQI review process where these instruments provide performance data on the institution's operations. For example, the Library department used the [student services evaluation](#) to identify three outcomes which were

included in their 2018-2019 CQI report as outlined in [section III](#) of that report to help improve satisfaction with library services. These include improving library services for third and fourth year students, helping students improve literature search skills, and responding to all library requests within 24 hours. Leadership of the institutional CQI Committee conducts departmental CQI meetings to review annual reports that report the previous year's results: benchmark, assessment used, whether outcome was met, and how results were shared. For outcomes that are not met, departments utilize data from the evaluation instruments and may carry the outcomes forward to the next academic year as evidenced in the [Admissions](#) and [Media Services](#) departmental CQI minutes; otherwise, for outcomes that are met, departments are asked to provide a [summary of results](#) and findings based on the action strategies provided.

Once the previous year's departmental outcomes are reviewed by the departmental CQI committee, the new outcomes for the coming academic year are also developed. [Components include](#): identification of action strategies to meet outcomes, a benchmark(s), and assessment; determining if the outcome is part of the department's strategic plan, and how and where assessment will be shared. Data from the incoming student survey, exit survey, student and non-student services evaluation, and assessment from previous academic year can be used to set the next academic year's outcomes. While the departmental CQI committee may make recommendations on revisions to the plan, the department head and next level supervisor have final authority on any revisions. Accomplishments achieved at the departmental level in turn improve WVSOM's operations as a whole. Examples of CQI departmental accomplishments include the [Library](#), [ONBEC](#), and [Preclinical Education](#).

To ensure the institution maximizes the performance of its employees, WVSOM has in place a [performance and development plan](#) which is outlined in Section PE 01-12 of [Institutional Policy: PE-01 Personnel](#). The process involves: setting clear expectations about the employee's job duties; communicating how the employee contributes to the goals of the department and the institution; establishing how job performance will be measured; and informing the employee about his/her job performance. Supervisors are asked to focus on continuous employee development through regular employee feedback and the establishment of clear performance goals. Performance goals are managed and aligned with the institution's mission as the foundation for making informed decisions about how to spend time and resources. All members of the administration, including the President, and staff are [evaluated annually](#). WVSOM's ongoing evaluation process of employees ensures continuous quality improvement.

WVSOM's system of evaluation, promotion and tenure of tenure-track faculty also supports institutional effectiveness. As outlined in [Institutional Policy: PE-02 Faculty](#), faculty are evaluated in three main areas:

- [Teaching performance](#): includes course content, course organization, course presentation, knowledge base of the faculty member, rapport with and counseling of students, rapport with other faculty members in the course, and appropriate procedures for evaluation of student performance.

- [Professional growth and development](#): includes maintenance of license, where applicable; meeting current standards of patient care, where applicable; participation in original research, scholarly activities or service projects; and participation in outside professional activities.
- [Service to academic and institutional programs](#): includes participation in faculty committees and institutional functions and participation in programs representing WVSOM to outside groups, either on or off campus.

Goals for each area are agreed to by the faculty member and his/her Department Chairperson with concurrence of the appropriate Associate Dean and the Vice President for Academic Affairs and Dean as outlined in [Section 5.4](#) of the policy. The institution believes that the continued availability of tenure allows WVSOM to recruit and retain highly qualified faculty. WVSOM's faculty is an institutional strength.

WVSOM continually looks at its processes to identify performance improvements in all areas of operations. An excellent indicator of WVSOM's performance is the satisfaction of employees who deliver the program. The *Chronicle of Higher Education* has listed WVSOM as a "[Great College to Work For](#)" seven times; each time the institution has participated. For 2017-2018, WVSOM was recognized in 10 out of 12 categories from the weighted [dimensions](#): collaborative governance; compensation and benefits; confidence in leadership; facilities, work spaces and security; job satisfaction; professional/career-development programs; respect and appreciation; teaching environment; tenure clarity and process; and work-life balance. Additionally, WVSOM was also named to the Honor Roll which is awarded to those institutions that are cited most often across all of the recognition categories.

The two categories WVSOM was not recognized for were diversity and supervisor/department chair relationship. Historically, including this year, recognition in the diversity category which measures responses across specific demographic groups as well as the various systems, policies and infrastructure was not given to any colleges in the small (500 -2,999 students) or the medium (3,000 to 9,999 students) categories. The supervisor/department chair relationship measures managerial competencies, and WVSOM employees ranked this category at 85% overall which places the institution in the "Very Good" to "Excellent" range of 75% - 100%. Recognition for the Honor Roll required 87% or above. WVSOM will continue initiatives to attract and retain a diverse workforce as well as to provide WVSOM supervisors with the training and support needed to cultivate and maintain managerial competencies.

Finally, WVSOM produces an Annual Report ([2016](#), [2017](#), and [2018](#)) to document achievements across the institution over the past academic year. The report focuses on how the institution meets the mission and other accomplishments and highlights of the past year. The Annual Report is distributed to all employees, student leadership, WVSOM Alumni Association Board, community leaders, and legislators. The Annual Report is also available for viewing on [WVSOM's Marketing and Communications web page](#). The information and data in the report is presented as a "State of the School" address to employees and student leadership.

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5.S - Criterion 5 - Summary

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

Summary

WVSOM's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future which is evidenced in both the Strategic and Master Facilities Plans as well as the institutional budget process. The institution remains fiscally strong and facilities are more than sufficient for the current program as well as the Master of Science in Medical Education program outlined in the change request. There is a well-developed process for budgeting and mid-year monitoring of expenditures, and resources are allocated based on planning priorities. The Board is sufficiently knowledgeable about the institution and the governance and administrative structure promotes effective leadership that enables the fulfillment of the institution's mission. West Virginia State Code requires Board training and minutes from these meetings is provided as evidence that this requirement is fulfilled by the Board. Further, WVSOM provides institutional training to the Board at meetings in areas such as graduate medical education, patient presentation curriculum, student affairs, and COMLEX-USA throughout the year, and is also evidenced in meeting minutes. The Board engages faculty, staff, and students in the governance process as each group has a constituency elected member who serves. The Board in turn engages in planning that considers internal and external constituency groups based on current capacity. Finally, WVSOM works to improve performance and sustainability in its operations through the CQI process at both the institutional and departmental level.

Sources

There are no sources.