



Substantive Change Application Distance Delivery

Substantive Change Application, Part 1: General Questions Distance Delivery

Institution: Southern West Virginia Community and Technical College **City, State:** Mount Gay, WV

Name of person completing this application: Carol Howerton **Date Submitted:** 06/06/2012

Title: Department Chair for Technology and Engineering **Phone:** 304-896-7337

Email: carol.howerton@southernwv.edu

Submit the completed application as a single electronic document (in Adobe PDF format) emailed to changerequests@hlcommission.org.

Requested Change(s). *Concisely describe the change for which the institution seeks approval.*

Southern is requesting approval for an expansion of distance education with a change from Percentage Bracket 2 to Percentage Bracket 3 in Distance-Delivered Offerings

Classification of Change Request. Check all boxes that apply to the change.

Note: not every institutional change requires prior review and approval. Review the [“Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval”](#) to make certain that current HLC policy requires the institution to seek approval.

<p>Change in mission or student body:</p> <p><input type="checkbox"/> change in mission</p> <p><input type="checkbox"/> change in student body</p>	<p>New academic program(s) requiring HLC approval:</p> <p><input type="checkbox"/> certificate <input type="checkbox"/> bachelor's</p> <p><input type="checkbox"/> diploma <input type="checkbox"/> master's/specialist</p> <p><input type="checkbox"/> associate's <input type="checkbox"/> doctorate</p>
<p>New additional locations:</p> <p><input type="checkbox"/> in home state</p> <p><input type="checkbox"/> in other state(s) or in other country(ies)</p> <p>New branch campus:</p> <p><input type="checkbox"/> new or additional campus(es)</p>	<p>Distance Delivery:</p> <p><input type="checkbox"/> Initiation of distance education</p> <p><input checked="" type="checkbox"/> Expansion of distance education</p> <p><input type="checkbox"/> Initiation of correspondence education</p> <p><input type="checkbox"/> Expansion of correspondence education</p>
<p>Consortial or contractual arrangement:</p> <p><input type="checkbox"/> Consortial arrangement</p> <p><input type="checkbox"/> Contractual arrangement</p> <p><input type="checkbox"/> The institution has completed the Screening Form for Contractual Arrangements and has been advised that approval is required.</p>	<p>Other:</p> <p><input type="checkbox"/> Substantially changing the clock or credit hours required for a program</p>

Institutional Context for Substantive Change Review. *In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.*

Southern’s mission includes providing accessible, affordable, quality education. As a commuter institution, an increasing concern is the rising gas prices and the effect on students and faculty. Southern has made concerted efforts, beginning in 1997, to maximize access to courses and programs through the utilization of closed-circuit (ICR) for the delivery of courses across multiple campus locations. The focus of ICR delivery has been the delivery of targeted specialized programs. With time on the ICR system reaching maximum capacity, the academic unit has sought to increase access through internet delivery. The Early Childhood Development program was the first program identified for development through online delivery. Office Administration and Mine Management have also recently been developed for delivery as online programs. Additional individual courses have been developed and offered in an online format on an as-needed basis.

A major increase in the number of online courses developed, along with the assignment of the College to bracket 2 by the Higher Learning Commission for “distance delivery”, resulted in a focused review of Southern’s distance delivery status. This review revealed the College has expanded beyond the 20% maximum for bracket 2 and into bracket 3. The rapid expansion of online courses has resulted in this request for change.

Special conditions. *Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.*

Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?	YES <u>NO</u>	
Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?	YES <u>NO</u>	
Has the institution’s senior leadership or board membership experienced substantial resignations or removals in the past year?	YES <u>NO</u>	
Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?	YES <u>NO</u>	
Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?	YES <u>NO</u>	

Approvals. Check the approvals that are required prior to implementing the proposed change and include documentation of the approvals to the request.

- Internal (faculty, board) approvals
 - System approvals (for an institution that is part of a system)
 - State approval(s) for requests other than for Distance Delivery
 - For Distance Delivery only: process in place to ascertain and secure state approval(s) as required
 - Foreign country(ies) approvals (for an overseas program or site)
 - No approval required
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Specialized Accreditation

Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
 - The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
 - The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation.
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Changes Requiring Visits

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, the Commission will advise the institution based on the information provided in the change application.)

- Request to schedule a Change Visit.
If a Change Visit has already been planned in consultation with Commission staff, specify the date set for the visit: _____
- Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled: _____

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

1. The institution files Part 1 of this change form at least 4 months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.
2. The institution files Part 2 of this change form at least 2 months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit.

Substantive Change Application, Part 2: Topic-Specific Questions
Distance Delivery

Name of Institution: **Southern West Virginia Community and Technical College**

Part 1. Characteristics of the Change Requested

1. Briefly describe the planned initiation or expansion of distance delivery the institution is requesting permission to operate.

Southern is requesting to move from percentage bracket 2, up to 20% of total degree programs as distance delivered, to percentage bracket 3, up to 100% of total degree programs as distance-delivered. Southern currently has approval for 5 associate degrees and 1 certificate (Criminal Justice – AAS, Criminal Justice – Cert, Early Childhood – AAS, Mine Management – AAS, and Office Administration – AAS, and Forensic Psychology – AAS) as distance-delivered. After a thorough review of programs, including a redesign of many programs, and following the new guidelines of determining scope, Southern will have an additional 4 certificates and 11 associate degree programs that contain 50% or more of the courses available as distance-delivered.

2. Include a list of all proposed certificate and degree programs planned in the initiation or expansion of distance delivery. For each degree program or certificate:

CIP Code	CIP Description (Southern Program Title)	Program Level	Type	Modality	Launch Date
42.2812	Forensic Psychology (Forensic Psychology and Investigation)	Certificate	Distance Education	Closed Circuit	Fall 2009
41.9999	Science Technologies/Technicians, Other (Technical Studies)	Certificate	Distance education	Internet	Fall 2011
52.0402	Executive Assistant/Executive Secretary (Office Administration)	Certificate	Distance Education	Internet	Fall 2010
11.0103	Information Technology (Information Technology)	Certificate	Distance Education	Internet	Fall 2010
52.0402	General Studies (Board of Governor's Adult Completion)	Associate	Distance Education	Internet	Spring 2011
24.0199	Liberal Arts and Sciences (University Transfer – Associate in Science)	Associate	Distance Education	Internet	Fall 2009
52.0201	Business Administration and Management (Business Administration)	Associate	Distance Education	Internet	Fall 2011
24.0101	Liberal Arts and Sciences/ Liberal Studies (University Transfer – Associate in Arts)	Associate	Distance Education	Internet	Fall 2009
51.2601	Health Aide (Health Care Professional)	Associate	Distance Education	Internet	Fall 2009
52.0301	Accounting (Business Accounting)	Associate	Distance Education	Internet	Fall 2011
11.0103	Information Technology (Information Technology)	Associate	Distance Education	Internet	Fall 2011
30.9999	Multi-Interdisciplinary Studies, Other (Occupational Development)	Associate	Distance Education	Internet	Fall 2011
41.9999	Science Technologies/Technicians, Other (Technical Studies)	Associate	Distance Education	Internet	Fall 2011
43.0301	Homeland Security (Homeland Security and Emergency Services)	Associate	Distance Education	Internet	Spring 2012
12.0401	Cosmetology/Cosmetologist, General (Salon Management/Cosmetology)	Associate	Distance Education	Internet	Fall 2011

3. What organizational structures are in place to ensure effective oversight, implementation, and management of the institution's distance-delivered offerings?

There are multiple levels of organizational management overseeing all curriculum including distance-delivered offerings.

- **Technology management:**
 - **Chief Information Officer (CIO):** The CIO is responsible for all technology including the interactive (ICR) classrooms and the learning management system. The CIO oversees the implementation of all help-desk activities for faculty, staff, and students.
 - **Director of Television Services:** The director of television services is directly responsible for the oversight of the closed circuit interactive classroom (ICR) system. The director manages staff that provides support services for the system. The director is responsible for maintaining the schedule for courses on the ICR system and all scheduling requests are submitted to the director.
 - **Instructional Technologist:** The instructional technologist is responsible for administration of the learning management system and assists with content development for online courses. The Instructional Technologist is assisted with course content setup by the Department Chair for Technology and Engineering, who served as the original institutional course administrator.
- **Academics management:**
 - **Department Level:** Each academic department is managed by a department chair. The chair is responsible for curriculum development and day to day oversight of course delivery including traditional face-to-face as well as distance-delivery. Chairs are responsible for reviewing course material, evaluating instructors, scheduling and assigning instructors to courses. Chairs manage the program review process and coordinate advisory committees. Departments submit goals and activities to the Division Deans and provide course development details to the Curriculum and Instruction Committee which formally approves all curricular changes.
 - **Division Level:** Departments are organized in two divisions (University Transfer and Career/Technical) with a dean overseeing each division. The deans provide oversight and direction for programs and curriculum development within the division. Deans also work with the technology staff to ensure management of equipment for closed-circuit classrooms and the learning management system for online courses.
 - **Dean for Online Learning (New 2012):** With the expansion of online courses, a new position of Dean for Online Learning is planned for fall 2012. The new position will have direct oversight of all online courses for all departments.
 - **Vice President for Academic Affairs and Student Services:** This position provides leadership in all academic matters.
 - **Administrative Assistant to the Vice President for Academic Affairs:** This position maintains the academic catalog, electronic database, textbook list, and academic information for the institutional website. All approved changes are submitted to the Administrative Assistant for formal documentation and distribution.
- **Governance System:**
 - **Curriculum and Instruction Committee:** This committee oversees curriculum development. Courses, including course syllabi, are presented to the committee for review and approval. All courses, regardless of instructor or mode of delivery, are required to utilize the approved course textbook and each course must maintain at least 80% of the common course goals and objectives.
 - **Academic Affairs Management Council (AAMC):** AAMC consists of the department chairs, deans, librarian, technology staff member, Title III Manager, and the instructional technologist. AAMC meets monthly to review and discuss all academic matters.
 - **Peer Review Teams (New 2012):** With the expansion of online courses and the implementation of *Quality Matters*, peer review teams will be established to review all online curricula beginning fall 2012. Eight faculty members have been certified as peer reviewers. Additional training is scheduled to certify more reviewers.

4. Does the institution have a separately identified organizational unit for providing or marketing the distance-delivered offerings? () Yes (X) No
If yes, please explain how this separate unit coordinates with other academic and administrative units across the institution to ensure the consistency and quality of offerings.
5. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.)

Type of involvement	Name(s) of external organization(s)	% of Involvement
A. Recruitment and admission of students	N/A	0
B. Course placement and advising of students	N/A	0
C. Design and oversight of curriculum	N/A	0
D. Direct instruction and oversight	N/A	0
E. Other Support for delivery of instruction	Ellucian	5%

6. If the institution is planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement.

Marshall University. Through a system-level contract, Marshall serves as the host for the learning management system – Blackboard 9.1. Marshall has served as the host since initial delivery of online courses. Marshall also provides technical support for administration of Blackboard, along with help for students and faculty and also assists with training of faculty on the LMS.

7. Operational Data

Operational Data	Last year (actual tallies)	This year (estimate)	Next year (projected)
A. Total number of academic programs (i.e., counting different majors at all levels). Do not include certificates.	2010-2011 24	2011-2012 26	2012-2013 26
B. Total number of programs in item A above available via distance delivery (i.e., 50% or more of courses available as distance-delivered courses)	8	15	15
C. Percentage of programs available via distance delivery (100 x B/A)	33.3%	57.7	57.7

Part 2. Institution's History with Distance-Delivered Offerings

8. Briefly describe the institution's experience with distance-delivered offerings.

Southern's experience with distance-delivered offerings began in 1988 through the Higher Education Instructional Television (HEITV) videotaped courses. The number of HEITV courses was limited and were discontinued 1999. In 1994 a Title III grant was obtained to develop closed-circuit (ICR) classrooms connecting the four campus locations. ICR courses began delivery in fall 1996 with the focus on coursework for Criminal Justice, Business, and Nursing programs along with several low enrollment courses. The ICR continues to be utilized by the Criminal Justice program for full delivery.

Other programs utilize the ICR classrooms to coordinate delivery of low enrollment courses between campus locations. In 2004 a USDA grant was acquired to expand connection of the classrooms to several high schools in the service district. In 1998, Marshall University provided funds through its Southern Mountains Center to add two additional ICR classrooms which would allow them to deliver baccalaureate programs in our service area. In 2010, an additional ICR classroom was added in the new Allied Health and Technology Building through Title III funds. Current budget allocations have been committed to completely upgrade all existing ICR classrooms.

Southern began internet based delivery in fall 1999 through state initiatives to expand online learning. Marshall University served as the host for the learning management system (LMS) WebCT and Southern's Department Chair for Technology and Engineering served as the institutional contact for online courses. In October 2004, the position of Instructional Technologist was created to serve as the institution's liaison to Marshall and as the local LMS administrator. Additional duties of the Instructional Technologist include assisting faculty with the development of course material. Marshall continues to host the LMS which has received multiple upgrades and has now been purchased by Blackboard. Southern will convert classes to the Blackboard 9.1 Learn system during summer 2012. Marshall continues to host the LMS as well as provide technical support for students and faculty.

Initial online course offerings were developed in business and computer information systems in fall 1999. In 2001, the President initiated an incentive program to encourage faculty to develop online courses. An average of 4-5 courses per year were developed each year through the incentive funding with the majority of courses developed supporting various business programs and general education. In 2002, Southern served as the lead institution in a National Science Foundation grant to develop core components of a statewide Information Technology program online with course development conducted by faculty from multiple institutions across the state. Additional online offerings were made available in 2002 by utilizing the Kentucky Virtual Campus program (KY Online).

Southern began development of the Early Childhood Development associate degree program in 2002. An external consultant with background in online course development and Early Childhood Development was contracted to develop the required courses. The program was approved as an online program in 2004. During the 2006-2007 academic year, the Office Administration program was identified as a priority for development for online delivery and a substantial portion of the program was converted to online delivery with completion in spring 2010. Most recently, Southern identified and developed the Mine Management program as a fully online program in the fall 2010.

With the rapid increase in online course development, Southern conducted a comprehensive organizational review in 2011. As a result of this review, the need to focus efforts on improving online course and program development was identified. A new position of Dean for Online Learning was created and will oversee all aspects of online learning. A planning committee was organized and consultants hired to assist in writing a grant to fund a Professional Development Center to assist with review and development of online courses and programs. The grant has been recommended for funding by the National Science Foundation. A policy for Distance Learning was approved and a distance learning manual was developed. During fall 2011 Southern subscribed to *Quality Matters* and these standards were adopted for all online course offerings. Multiple training opportunities for faculty have been offered to increase faculty knowledge. A full course review will begin during the summer of 2012 to identify courses that need improvement to meet standards.

9. If the Higher Learning Commission approves the institution's initiation or expansion of distance delivery, what future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years)?

Little to no growth is anticipated in the number of online courses in the next six months. The 2012-2013 year will consist of a review of all existing online courses to assure compliance with new distance learning requirements and *Quality Matters* guidelines. This review will begin in summer 2012. This review will also include those programs that were identified as meeting the 50% or more distance delivered criteria for their readiness to move to 100% distance-delivery. There is currently one new program (Mine Technology) anticipated for development with at least partial online delivery. There is no anticipated growth in programs utilizing the closed-circuit (ICR) system.

10. How does the institution plan to manage this growth?

Growth in the number of online courses and programs will be managed by the Dean for Online Learning in conjunction with other academic, student services, and technology personnel. The Distance Learning Manual will provide the procedures for all online course development. Southern has applied and been recommended for funding of a National Science Foundation Grant that will also assist with technology-based instruction. An instructional designer and technical trainer will be hired to assist with all aspects of professional development. The budgeting process will incorporate distance delivery expansion needs. Budget and plans are currently in place to upgrade the technology used in the closed-circuit (ICR) classrooms in the upcoming year.

Part 3. Institutional Planning for Distance-Delivered Offerings

11. What impact might the proposed initiation or expansion of distance-delivered offering(s) have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenge(s)?

No impact has been identified.

12. How does the institution determine the need to expand or initiate a distance-delivered offering? If the institution offers a traditional program now, how does it decide whether to start offering this program via distance delivery?

Development has varied by department. Each department utilizes advisory committees to provide input into curricular decisions. Programs specifically targeted for distance-delivery (Mine Management, Criminal Justice, Early Childhood Development, and Office Administration) were identified through these advisory committees. In addition to full programs targeted for distance-delivery, each department identifies individual courses for distance-delivery. The development of several key general education courses has resulted in an increase in the number of programs classified as distance-delivered under the new criteria of 50% or more of the courses offered through distance delivery. Under the new organizational model, the Dean for Online Learning will coordinate all distance-delivery development.

13. How does the institution plan for changes and future expansion of the role distance delivery plays in the institution? Who is involved? How do new ideas and initiatives originate, and how are they examined and evaluated?

The institution has a state-mandated Institutional Compact as well as a Strategic Plan. Compact Goals are developed at the state level and the institution develops all goals in the strategic plan. The planning process for both the Compact and strategic plan includes students, faculty, staff, administrators, and board members. Distance-delivery was identified in this process as a key element for growth. The strategic planning and organizational review process also identified the need for a Dean for Online Learning, the development of additional policies and procedures, as well as the expansion of distance-delivery. The institutional governance structure also provides opportunities for these constituencies to present ideas and initiatives to appropriate standing committees. Recommendations regarding these ideas and initiatives are presented by each committee to the Academic Affairs Management Council, the Executive Council and ultimately the Board of Governors.

14. How does the institution ensure that financial planning and budgeting for distance-delivered offerings are realistic? What are the institution's projected revenues and expenses?

Revenues and expenses are tracked by the financial unit and used to project future revenues and expenses. Each department submits an anticipated budget for the following year based on actual and planned program needs. All budgets are reviewed and allocated funds to meet institutional priorities within funding limits. The Dean for Online Learning will develop and maintain the budget for distance-delivery. The Technology Unit will be responsible for maintaining equipment and software in cooperation with the Dean for Online Learning.

15. How does the institution assure that promotion, marketing, and enrollment of its distance-delivered offerings stay in balance with its actual resources and technical capabilities?

Marketing and promotion are centrally controlled by the Communications Unit and ensures balance. Enrollment in courses is monitored by department chairs and division deans and kept in compliance with enrollment standards set for each course. Scheduling for all delivery modalities is strategically created and maintained by department chairs. Reviews are conducted each year and recommendations made on additional human resources, technical, and budgetary needs to maintain enrollment and programs.

16. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate?

All curriculum information (catalog, schedule, student information system, etc...) is centrally maintained by the Administrative Assistant to the Vice President for Academic Affairs. All approved changes must be submitted with appropriate paperwork. The Director of Media works directly with the Administrative Assistant to obtain official approved curricular documentation. No publications are released without the approval of the Director of Media. All marketing materials are also proofed at the department level to ensure accuracy.

Part 4. Curriculum and Instructional Design

17. How does the institution assure good instructional design in its distance-delivered offerings? How are the institution's faculty and quality control mechanisms involved in the instructional design process?

Beginning with the summer 2012, all courses will be reviewed by a consultant and areas of concern identified. All courses will then be required to meet guidelines established in the Distance Learning Manual. Courses will require conformance to *Quality Matters* standards. Faculty members are required to attend professional development in applying *Quality Matters* standards and instructional design pedagogy along with technical training on the LMS prior to conducting distance learning. Faculty assigned to the ICR classrooms are required to undergo technical training specific to the assigned classroom. Courses will be (re)developed and transferred to the new LMS Blackboard 9.1 by faculty with assistance from the instructional technologist and the instructional designer. All courses will be reviewed by a faculty peer-review team prior to approval as a distance-delivered course. Courses already on the fall 2012 schedule are an exception. Faculty teaching distance-delivered courses are evaluated by the department chairs on the schedule identified by the institutional policy. This is the same policy for all faculty, regardless of the method by which they teach.

18. What processes and procedures will the institution use for technology maintenance, upgrades, back up, remote services, and for communicating changes in software, hardware or technical systems to students and faculty?

Email is the primary form of communicating technical changes or requirements to all constituent groups. The institution has a monthly standing maintenance window for routine upgrading and maintenance of enterprise systems. The maintenance window guidelines and schedule are posted on the college's web site on the Technology web page. Unscheduled changes are posted on the web site as well as emailed to all constituent groups. Changes to the LMS are posted as announcements on the LMS portal for all online students and faculty.

19. How does the institution assure that it provides convenient, reliable, and timely services to students or faculty needing technical assistance, and how does it communicate information about these services?

The college outsources the help desk function to Ellucian, a technology service provider supporting the higher education market. The help desk provides support for all technology related systems. The technology service desk is accessible by phone 24 hours a day, 7 days a week. Faculty, staff, and students can request assistance via phone, email, or live chat. All requests are entered into a ticketing system and status is reviewed by the institution's technology staff to ensure timely response. The availability of the help desk is communicated via email, the web site, discussions as part of the institution's governance day activities, and signs are posted in open labs/classrooms. Additional help desk support specific to the LMS is provided by the institution's Instructional Technologist and Marshall University's help desk.

20. What is the institution's experience, if any, in collaborating with other institutions or organizations to provide distance-delivered education?

Closed Circuit: Southern works closely with Bluefield State College and Marshall University to deliver closed-circuit courses. Marshall maintains two ICR classrooms through the Southern Mountain Center to deliver the Elementary Education 2+2 and Business Accounting 2+2 baccalaureate programs on Southern's campuses. Bluefield State works with Southern to deliver the Criminal Justice 2+2 baccalaureate program.

Internet: Southern participated as the lead institution for over ten years in a statewide initiative supported by the National Science Foundation to develop and deliver core components of an Information Technology program online. The Department Chair for Technology and Engineering served as the project manager for the initiative and coordinated the development of over 30 IT courses for online delivery. Southern also works with the West Virginia Virtual Learning Network in the development and advancement of distance delivery at the state level as well as delivery of courses on the Southern Regional Educational Board. Southern has worked closely with Marshall University, who hosts the LMS, for development of online offerings. Southern has also utilized courses from the Kentucky Community and Technical College System's KY Online.

21. If the institution is planning partnerships or agreements with external organizations or institutions as identified in Questions 5 and 6, how will the institution ensure that students can use these services effectively?

Information and instructions on accessing the LMS and the Technology Service Desk are posted on the Technology web site and are provided to students during the registration process. Access to support is provided via multiple mechanisms – phone, email, and live chat – with the thought that all members of the community can obtain support via one or more channels.

Part 5. Institutional Staffing and Faculty Support

22. How does the institution staff distance-delivered programs? How does this differ from the institution's processes for staffing traditional programs?

Primarily, full-time faculty members are utilized to teach distance-delivered courses. Part-time faculty members are utilized where necessary and/or appropriate. All faculty appointments must adhere to established hiring policies and procedures. In addition to meeting standard credentials, faculty teaching distance-delivered courses must maintain distance-delivery credentials which include criteria for both pedagogy and technical training as outlined in the Distance Learning Manual.

23. What is the institution's process for selecting, training, and orienting faculty for distance delivery? What special professional development, support, or released time does the institution provide for faculty who teach distance-delivered offerings?

All employees are offered a variety of training on the LMS, ICR equipment, and other technologies throughout the year through the Professional Development Center (formerly the Teacher Learning Center). Faculty members are also given an opportunity to apply for competitive faculty incentives to develop and/or redesign distance-delivered courses. The incentive includes release time and a stipend for course development.

24. How does the institution assure copyright compliance and keep distance delivery faculty aware of institutional policies on using others' intellectual property?

The institution currently distributes guidelines in the faculty handbook and policy SCP-7125 Information Technology Acceptable Usage. This area is currently being updated and a new set of guidelines established which will be included in established policies, the faculty handbook, and the Distance Learning Manual. All faculty will receive the updated guidelines at the annual fall Faculty Convocation.

Part 6. Student Support

25. How does the institution assure that distance delivery students have access to necessary student and
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support services (e.g., institutional information, application for admission, registration, tutoring or academic support, advising, financial aid, tuition payment, career counseling and placement, library resources, complaint processes)? How does the institution provide them information about using these services, and how does it monitor and evaluate their use of these services?

The institution provides necessary support services to distance delivery students by providing:

- Institutional Information - All required information can be located on Southern's website including academic requirements, student handbook, policies, and procedures.
- Applications for Admission - Students are able to apply online and complete the admission process.
- Registration – Students can register for classes and adjust their schedule online once they have been admitted through the banner student self-service portal.
- Tutoring or Academic Support - Southern utilizes the service of SMARTHINKING to provide online tutoring and academic support for students.
- Advising - Advisors are available by phone, email, and through webcam conversations.
- Financial Aid - Students apply for financial aid online using the federal website. Admitted students can track their financial aid status through the student self-service portal. Students can also contact the financial aid office by phone and through email.
- Tuition Payment – Students can pay for classes with credit/debit card online or by phone.
- Career Counseling and Placement – Online career planning is available through College Foundation WV (CFWV) which is provided by a link on the website and direct on the foundation website www.cfwv.com.
- Library Resources - Online access is provided to the library database. No process is in place for access to hard copies of books at this time. Additional methods will be evaluated as needed.
- Complaint processes - Online students can submit formal and informal complaints through the online complaint form.
- Disability Services – Students are able to access the ADA office by way of webcam, phone, or email. Students must provide recent documentation which can be sent by mail or fax.

At this time there is limited monitoring of services other than SMARTHINKING. Additional resources are being reviewed and will be managed by the incoming Vice President for Academic and Student Affairs.

26. How does the institution measure and promote interactions among distance delivery students and faculty (e.g., email, online chats, discussion groups, phone or streaming audio, "office hours," cyber buddies/mentors and tutors)?

Interactions between faculty and students have been at the discretion of the faculty member in consultation with their department chair. Faculty utilize a variety of tools including email, chats, discussion boards, online office hours, and the phone system. Faculty members work with department chairs to schedule 7.5 office hours per week during which students may interact with the faculty. Additional requirements following *Quality Matter* standards will be included in the distance learning manual. The Dean for Online Learning will oversee all aspects of measurement of student-faculty interaction for distance-delivered courses.

27. How does the institution assure that the distance delivery students it enrolls and to whom it awards credit and credentials are the same ones who did the work and achieved the institution's learning goals (student authentication)?

Each student is assigned a unique student ID number and PIN. All students must meet the established guidelines for admission and federal guidelines for receiving financial aid. Additional criteria are being reviewed and considered for adoption to improve identification of online students. Students enrolling in online courses must enter their assigned ID and unique PIN to access assignments and to submit completed work online.

28. How does the institution protect student identity and personal information?

A number that uniquely identifies each student is randomly assigned without any relation to the student's actual personal information. Social Security numbers are masked in all systems and are available only to the personnel required to use them for business purposes. All web-based interfaces to enterprise systems – Blackboard (LMS), Email, and Banner Self-Service (student information system) - require

unique usernames and passwords. Transmission of login and any other student-related data via the internet is encrypted. Specific guidelines are also outlined in policy SCP-7720 Security of Information Technology.

Part 7. Evaluation and Assessment

29. How does the institution assess, review, and evaluate quality in distance-delivered offerings?

As part of the faculty evaluation and curriculum development process, the department chair is responsible for reviewing online course development and instruction. All courses are required to maintain a set of common course objectives and assess common core competencies regardless of delivery method. The institution conducts a periodic review comparing online offerings to on campus offerings and success rates for completion of next level coursework. Beginning fall 2012 all courses will be reviewed for compliance with *Quality Matters* standards.

30. How are the measures and techniques the institution uses for distance-delivered offerings equivalent to those used to assess and evaluate traditional face-to-face offerings? If there are differences, why are these differences appropriate?

All courses are required to have appropriate learning outcomes which are reviewed and approved by the academic department, the advisory committees, and the Curriculum and Instruction Committee.

Assessment of student learning in distance-delivered courses are conducted by program faculty using criteria established for the course and are expected to be equivalent to traditionally taught courses. The assessments utilized vary by course and by program. Students are provided the opportunity to evaluate courses using the same mechanisms as traditional courses.

Additional evaluations are being developed specific to distance-delivered courses that focus on the unique components of distance delivery.

31. How does the institution assess the learning of the students it educates in its distance-delivered offerings to ensure that they achieve the levels of performance that the institution expects and that its stakeholders require?

All courses, regardless of instructor or modality of delivery, are required to have appropriate learning outcomes which are reviewed and approved by the academic department, the advisory committees, and the Curriculum and Instruction Committee. Assessment of student learning through distance-delivered courses is conducted by program faculty using criteria established for the course and is expected to be equivalent to that of traditionally taught courses. The assessments utilized vary by course and program.

32. How does the institution encourage and ensure continuous improvement of its distance-delivered offerings?

All programs are required to have specific learning outcomes and undergo a regular review process as outlined in institutional policy SCP 3620 on Program Review. This includes a review of all courses and methods of delivery. Students participating in distance-delivered courses are expected to demonstrate through course and program assessment the mastery of the same learning outcomes as those participating in traditional courses.

Faculty members are encouraged to improve courses through faculty training opportunities, faculty incentive programs, and other opportunities such as professional conference attendance.

Distance-delivered courses also undergo peer-review on a three-year cycle.