



The Higher Learning Commission

A Commission of the
North Central Association
of Colleges and Schools

NCA

30 North LaSalle Street, Suite 2400 | Chicago, IL 60602 | 312-263-0456
800-621-7440 | Fax: 312-263-7462 | www.ncahlc.org

Serving the common good by assuring and advancing the quality of higher learning

May 16, 2007

Ms. Joanne Jaeger Tomblin
President
Southern West Virginia Community and Technical College
Box 2900
Dempsey Branch Road
Mount Gay, WV 25637

Dear President Tomblin:

The progress report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

On behalf of the Commission, I accept the report on assessment. No further reports are required. The institution's next comprehensive evaluation is scheduled for 2012.

I am also enclosing a copy of the institution's Statement of Affiliation Status, which reflects the actions I have taken on behalf of the Commission. If you have any questions about this analysis or any other evaluation matters, please let me know. I can be reached via email at ksolomon@hlcommission.org or by voice at (800) 621-7440 x 127.

Sincerely,

Karen J. Solomon

Karen J. Solomon, Ed.D. ^{to}
Assistant Director for Accreditation Services

KJS:kb

Enclosures

*pc: Board of Governors
Merle Dempsey, Executive Vice President
Cathy Smith-Cox, VP for Academic Affairs*

*Received May 21, 2007
President's Office*



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STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: May 16, 2007

STAFF: Karen J. Solomon

REVIEWED BY: Katherine C. Delaney

INSTITUTION: Southern West Virginia Community and Technical College,
Mount Gay, WV

EXECUTIVE OFFICER: Joanne Jaeger Tomblin, President

PREVIOUS COMMISSION ACTION RE: REPORT: A progress report due on 5/01/07
focused on assessment.

ITEMS ADDRESSED IN REPORT: The office of the Commission received Southern
West Virginia Community and Technical College's report on the above topic on 4/27/07.

STAFF ANALYSIS: Southern West Virginia Community and Technical College
submitted a progress report on assessment that responded to the concerns expressed
by the 2000 focused visit team to the College, i.e.:

- 1) Over-reliance on standardized testing;
- 2) The need for a coherent assessment plan with a timeline and connections
between outcomes, objectives, goals and assessment tools;
- 3) Broader implementation across all campuses and for all students;
- 4) Unified and coordinated assessment of general education in all programs;
- 5) Effective use of data.

The 2004 comprehensive visit team added several expectations to the concerns raised
by the 2000 focused visit team, i.e.

- 1) Establish connections between the community college indicators, program
and general education outcomes, goal statements, and objectives in division
plans, the syllabi competencies, the matrices and assessment tools.
- 2) Write a clear plan with a timetable for assessment activities, including
when various tools are to be used and analyzed, then prioritize and select
appropriate and manageable samples representative of the entire institution.
- 3) Coordinate the results of various assessment activities....
- 4) Continue to rely on faculty leaders...
- 5) Demonstrate the use of data to improve student learning...
- 6) Ensure coherency of general education curriculum across all programs.



Thus, while addressing both concerns and expectations, it was an ambitious and complex agenda this progress report attempted. And it did it well. The report was thorough, richly documented and even economical in addressing such a complex agenda.

The report documented that all constituents of the College are involved in assessment: students, faculty, staff and administration. As well, assessment data are the basis on which decisions are made at the College.

Assessments are now varied at the College. Southern continues to use standardized tests such as MAPP and WorkKeys, but it also uses a variety of programmatic and in-course assessments. Assessment results are used by the faculty to make course and programmatic changes, as documented in the report.

The progress report made a good case for the responsiveness of the assessment plan to changing needs of the institution. It is a "living document" in which connections have been made between outcomes, objectives, goals and assessment tools. A timeline has been published and is now part of the institutional assessment plan.

Faculty and students are extensively involved in the assessment program at Southern West Virginia Community and Technical College. Faculty assemblies, student Assessment Days, and the work of the Assessment Committee have moved the institutional culture to one in which assessment is a given that every responsible faculty member performs as a matter of improving student success.

The progress report documented the evaluation and revision of the general education outcomes and the development of general education matrices to link general education assessment, program assessment and course assessment into a unified process.

Assessment reports are now more user-friendly, with explanations included, and they incorporate faculty-developed measures such as math and writing scoring initiatives, in addition to standardized test information. An abundant set of appendices documented all of these advancements in the assessment program at the College.

It appears that Southern's assessment program has developed substantially and has responded positively and thoroughly to the concerns and expectations of the Higher Learning Commission teams. The institution is commended for the effort, the focus and the resources it has dedicated to assessment.

STAFF ACTION: Accept the report focused on assessment. No further reports are required. The institution's next comprehensive evaluation is scheduled for 2012.



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STATEMENT OF AFFILIATION STATUS

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

Box 2900 Dempsey Branch Road
Mount Gay, WV 25637

Affiliation Status: Candidate: Not Applicable
Accreditation: (1971- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Public
Degrees Awarded: A

Conditions of Affiliation:

Stipulations on Affiliation Status: None.
Approval of New Degree Sites: Prior Commission approval required.
Approval of Distance Education Degrees: Prior Commission approval required.
Reports Required: None.
Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2002 - 2003
Year for Next Comprehensive Evaluation: 2012 - 2013
Date of Last Action: 04/27/2004

Name Change:

Accreditation transferred from Williamson Branch-Marshall University to Logan-Williamson Community College; name changed to Southern West Virginia CC (1971) and to Southern West Virginia Community and Technical College (3/24/95)