

## **SUMMARY OF WEAKNESSES AND CONCERNS IDENTIFIED IN THE 2003 SELF STUDY**

### **Chapter Four – Criterion One: Mission**

1. There is a lack of concrete information regarding an understanding of and support for the College's mission and purposes among currently enrolled students and the general public (page 77).
2. Frequent changes at the HEPC level regarding statewide initiatives, and planning format requirements for the Compact/Master Plan disrupt the institution's ability to properly measure and evaluate goal attainment (this and the remaining concerns regarding mission are found on pages 84-85).
3. Although the mission statement is reviewed annually and has been revised, the process does not include a formal review of the institutional purposes (commitments).
4. The current institutional commitment statements are somewhat wordy and may be difficult to understand by students and the general public.
5. The institutional commitments should be more closely linked to community and technical college performance indicators.
6. Purpose statements are not publicized to the same extent as the mission statement.

### **Chapter Five – Criterion Two: Resources and Planning**

1. "This reassignment of space (art lab in Logan) created some controversy and is now part of an ongoing legal proceeding. Final disposition of the grievance/legal proceeding is yet to be completed at the time of the writing of this report (p. 117)."
2. "Expanded daytime programming should be given special attention to ensure the facility (Wyoming Campus) is utilized to its maximum capacity. This, of course, would require not only a study of the facility but an examination of the human resources required as well (p. 121)."
3. "To provide a solution that addresses the identified issues, the College should provide students with email access through a web-based product. This will encourage students to make use of the resources provided by the institution (p. 137)."
4. "The College should provide students with more online services, especially with the advent of online courses (p. 140)."
5. Due to the infancy of the WV Council for Community and Technical College Education, the impact of their effectiveness will not be realized immediately (this and the remaining concerns regarding resources are found on pages 141–146).
6. A large percentage of administrators will be eligible for retirement within the next ten years.
7. There appears to be a low level of student participation in Students Government and institutional governance process.
8. Population declines are a major concern to the institution.
9. Faculty credential form is not consistently completed as required in SCP 2171 by all adjunct and full-time faculty.

10. Additional support staff in the areas of transitional studies, technology services, academic advising, tutoring, career guidance/counseling, and job placement are needed to serve students at all campus locations adequately.
11. Concerns exist that the institution has a goal of increasing the number of technical programs offered by the College when the existing physical plan is not conducive to such offerings.
12. The Boone Campus multipurpose room is not conducive to a good teaching/learning environment when divided into separate classrooms due to configuration and size of tiered seating.
13. There is a lack of general purpose classroom space at the Logan Campus. The multipurpose room does not lend itself to general classroom use due to the other activities requiring larger space.
14. Heavy dependence on grants to fund new programs and services is of concern.
15. There is a concern regarding an anticipated budget deficit at the state level for the 2003-2004 fiscal year.
16. It is difficult for the College to acquire and maintain up-to-date technology due to increasing costs.
17. There is a low level of use of library resources at the Boone and Wyoming Campuses.
18. Transitional Studies resources are under utilized at the Wyoming Campus due to the lack of a full-time Education Specialist at that location.
19. The College is encouraging development of online courses, but no online system is available for students to apply for admission, register, pay tuition, access transcripts, etc.

### **Chapter Six – Criterion Three: Academic Programs and Support Services**

1. “Our student database system permits only one major to be entered for each student. However, many students seek both a certificate and an associate degree (p. 148).”
2. “A set of matrices has been developed to illustrate where general education competencies are taught, applied, and assessed, either in total or in part, for every course and each program of study (p. 154).”
3. Introductory Algebra course success rates are less than satisfactory (this and the remaining concerns from Chapter Six are found on pages 187-190).
4. Graduates indicate that required courses were not offered with reasonable frequency.
5. Lack of clarity and documentation of actual process for analyzing and using (assessment) data and linking these processes to curriculum development process and procedures.
6. Lack of student understanding of purpose of assessment which leads to student apathy in participating.
7. Tutoring services need to expand.
8. There is a need to provide increased student services during evening hours.
9. Recreational facilities for student activities are limited.
10. Services provided by provided by Talent Search program will not be provided due to elimination of federal funds.

11. There is heavy dependence upon grant resources to support workforce training initiatives and staffing.
12. Southern West Virginia has a poor economic climate.
13. Small businesses in the region lack resources to support training needs.

#### **Chapter Seven – Criterion Four: Ability to Continue to Accomplish Purposes**

1. The shortfall in state revenues poses a potential reduction in state funding for higher education (p.196).

#### **Chapter Eight – Criterion Five: Integrity**

1. Data gathering and reporting for Student Right-to-Know information has not been consistent.

#### **Chapter Ten – Summary of Concerns**

1. The continuing poor economic climate and decline in population among all age groups in the service district are major challenges in terms of enrollment management.
2. Concern exists that the institution has a goal of increasing the number of technical programs when the existing physical plant is not conducive to such offerings.
3. Heavy reliance on grant funds to fund new or expansion of existing programs and services is of concern.
4. A shortfall in projected state revenues may mean possible budget cuts for higher education and other state agencies for the 2004 fiscal year.
5. Frequent changes at the Higher Education Policy Commission level regarding statewide initiatives and planning format requirements disrupt the institution's ability to properly measure and evaluate goal attainment.
6. The wording of the Institutional Commitments may not be appropriately aligned with adopted community and technical college performance indicators.
7. Although ample opportunity exists, there appears to be a low level of student participation in institutional governance, the student government association and other student activities.
8. A lack of understanding of the purposes of the assessment program leads to student apathy regarding student participation in assessment activities.
9. Due to ever increasing costs, it is difficult for the institution to acquire and maintain up-to-date technology.
10. There is a perceived need to increase access to student services during evening hours.
11. Data gathering of Student Right-to-Know information has not been consistently monitored.