

**REPORT OF A COMPREHENSIVE EVALUATION VISIT**

TO

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
Mount Gay, WV

April 22-24, 2013

FOR

**The Higher Learning Commission**  
A commission of the North Central Association

**EVALUATION TEAM**

Sally Winship, Vice President Emeritus, Johnson County Community College,  
Lee's Summit, MO 64064

Beth Adams, Dean of Enrollment Management and Student Services, Central Lakes  
College, Brainerd, MN 56401

Jane Marie Harper, Executive Director of Finance and Administration, Ivy Tech  
Community College of Indiana, Lafayette, IN 47905

Bill Lamb, Vice President of Academic Affairs, Kirkwood Community College, Cedar  
Rapids, IA 52406

## Contents

- I. Context and Nature of Visit .....
- II. Commitment to Peer Review .....
- III. Compliance with Federal Requirements .....
- IV. Fulfillment of the Criteria for Accreditation .....

  - a. Criterion One .....
  - b. Criterion Two .....
  - c. Criterion Three .....
  - d. Criterion Four .....
  - e. Criterion Five .....

- V. Team Recommendation .....
- VI. Embedded Changes in Affiliation Status .....
- VII. Additional Comments and Explanations .....

Attachments

- a. Interactions with Constituencies .....
- b. Documents Reviewed .....
- c. Federal Compliance Worksheet .....
- d. Multi-Campus Report(s) (if applicable) .....

## I. CONTEXT AND NATURE OF VISIT

### A. Purpose of Visit

This report details the findings and recommendations of the comprehensive evaluation of Southern West Virginia Community and Technical College (Southern) for continued accreditation.

### B. Institutional Context

Southern West Virginia Community College was established as an independently accredited comprehensive community college in 1971 through the consolidation of two existing branches of Marshall University.

In 1976, the West Virginia Board of Regents established formal service areas for each of the state's public colleges and universities. Southern was assigned an area of approximately 1900 square miles that included the counties of Boone, Logan, Mingo, and Wyoming. In 1981, the college's service area was expanded through an interstate agreement with Kentucky which provided for students from Martin and Pike counties, Kentucky, to attend Southern at in-state institution rates.

In 1995, Southern's name became Southern West Virginia Community and Technical College; 10 community and technical districts throughout the state were outlined which added three West Virginia counties Lincoln, McDowell, and Raleigh to Southern's district.

Since 2001, Southern West Virginia Community and Technical College has been a member of the West Virginia Council for Community and Technical College Education. The system provides for each member institution to have a local policy and coordinating board.

In 1971, head count enrollment was 991 and 760 full time equivalent (FTE) students. In fall 2010, it experienced the highest FTE with 1779 FTE equivalent students.

In 1974, Southern received institutional accreditation of five years as an independently accredited institution. Continued accreditation was granted in 1979, 1984, and 1990, with a focused visit on state-wide governance and institutional re-organization required in 1992.

In 1997, continued accreditation was granted with a focused visit on shared governance, institutional planning, developmental education and library required in 1998-1999 and a second visit focused on assessment of student academic achievement scheduled for 2000-2001.

Continued accreditation was granted in 2003, a focused report on assessment of student academic achievement was required in 2007.

In 2011, a site visit was conducted in response to an institutional application for the notification program for additional locations resulting in a change of status of the Lincoln County Instructional site to an approved additional location.

In 2012, a request for change was submitted, and distance delivery was approved allowing Southern to offer up to 100% of its programs via distance education.

**C. Unique Aspects or Additions to the Visit**

None

**D. Additional Locations or Branch Campuses Visited (if applicable)**

Boone/Lincoln Campus, Williamson Campus, Wyoming/McDowell Campus.

**E. Distance Delivery Reviewed**

The college has offered courses via a distance format for years. Both interactive television classrooms and online delivery options have been available and were reviewed during the site visit. Southern has grown the distance delivery options significantly since 2003, and in 2012, they were approved to offer online degree programs. Several quality measures, including mandatory faculty orientation to online teaching and the use of Quality Matters course assessment, are in place to ensure that courses are at a quality equal to or better than face-to-face delivery options.

**II. COMMITMENT TO PEER REVIEW**

**A. Comprehensiveness of the Self-Study Process**

In 2010, Southern undertook a self-study process in which all aspects of the institution were examined and assessed in order to identify strengths and opportunities for improvement. A steering team and sub-committees were selected to accomplish the task.

**A. Integrity of the Self-Study Report**

Members of the team believe that the self-study presents an accurate picture of Southern. Interviews with employees and community members, tours of the facilities, and review of on-campus documents confirmed the content of the self-study report.

**B. Adequacy of Progress in Addressing Previously Identified Challenges**

In 2007, a report of assessment of student achievement was accepted and approved by the Higher Learning Commission.

### C. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

### III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team examined documents regarding compliance with federal requirements for credit, tuition fees, institutional records of student complaints, transfer of credits, verification of student identity, Title IV program and related responsibilities, institutional disclosures and advertising/recruitment materials, relationships with other accrediting agencies and with state regulatory bodies, notification of the comprehensive visit, and third party comments. The team found the college to be in compliance with these requirements.

### IV. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

**CRITERION ONE: MISSION.** The institution's mission is clear and articulated publicly; it guides the institution's operations.

**Core Component 1A:** The institution's mission is broadly understood within the institution and guides its operations.

**Subcomponent 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.

**Subcomponent 2.** The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

**Subcomponent 3.** The institution's planning and budgeting priorities align with and support the mission.

**Team Determination:**       Core Component is met  
     Core Component is met with concerns  
     Core Component is not met

**Evidence:**

Southern's fundamental mission and corresponding mission statement is reviewed at reasonable intervals to ensure that they are still meeting the needs of their constituents. Southern's mission statement was dramatically revised in 1998 to reflect the move from a transfer institution to a community and technical college. The mission statement was reviewed again in 2010 as part of the master planning process in which input was solicited throughout the institution and the community. The new mission statement was approved by the Board of Governors in 2010 and was reaffirmed in 2011.

Southern's student support services are comprehensive to reflect the needs of their community and align with the mission statement. Specialized services are available to adult learners, first generation college students, and veterans, disabled and low-income students.

Southern's workforce development activities reflect the stated mission of responding to state and community demands. The Academy for Mine Training and Energy Technologies and Work Keys reflect the needs of local employers while embracing the newest technologies and responding to global demand for energy workers. In addition, the Regional Contracting Assistance Center strives to meet the needs of West Virginia based businesses to assist them with obtaining government contracts. These activities provide evidence of meeting both local community and statewide business needs and align with Southern's stated institutional commitments.

Southern's stated mission of providing access is evidenced by their alignment of facilities planning with accessibility. Since the 2003 HLC visit, Southern has added additional instructional sites and has received HLC approval to offer up to 100% of their programs online.

Southern's stated mission of providing an affordable education is evidenced by the second lowest tuition rate among West Virginia public institutions, based on 2011-12 data. In addition, tuition is capped at 12 hours providing additional affordability to students taking large credit loads.

Southern's stated mission of providing an affordable education is evidence by the alignment of the mission with the priorities of the Vision 2020 Major Gifts campaign, which places a large emphasis on student financial assistance in both phases of the campaign.

Southern's stated mission of affordability is evidenced through its change in 2011 from semesters to trimesters. This allows students to complete the educational objectives in a shorter period of time, which impacts both affordability and access.

Southern's planning documents reflect a mission driven approach to planning. Both budgetary and facilities planning documents such as the Ten Year Facilities Plan focus on providing greater accessibility to more offerings in local communities and providing space for more services such as learning resource centers to existing facilities.

**Core Component 1B:** The mission is articulated publicly.

**Subcomponent 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.

**Subcomponent 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.

**Subcomponent 3.** The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

- Team Determination:**    **XX** Core Component is met
- Core Component is met with concerns
  - Core Component is not met

**Evidence:**

Southern's mission statement is prominently displayed on their website, easily accessed by students, staff and community. Mission statements can be found in multiple documents including the Adjunct Faculty Handbook, Faculty Handbook, Student Handbook & Course Catalog and Board of Governors guidelines. These documents are widely distributed in both electronic and written formats. In addition, mission statements are displayed in all college buildings.

Southern's mission statement includes a vision statement, mission statement, core values and institutional commitments, which further define their constituent groups and institutional values and priorities.

Southern's stated goals in their 2010-2015 Goals for Delivery of Community College Education include providing general education and transfer offerings as well as career and technical programs to satisfy the local and statewide workforce needs. These stated goals are also aligned with the mission statement by emphasizing affordability and access as a priority for the institution.

**Core Component 1C:** The institution understands the relationship between its mission and the diversity of society.

**Subcomponent 1.** The institution addresses its role in a multicultural society.

**Subcomponent 2.** The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

- Team Determination:**    **XX** Core Component is met
- Core Component is met with concerns
  - Core Component is not met

**Evidence:**

Southern recognizes the challenges it faces as an institution located in a geographic area in which diversity is quite limited. The institution has taken steps to increase awareness of diverse populations among their constituents by including a general education philosophy and goal of ensuring that students are exposed to a variety of "cultural/artistic and global perspectives". The goal is stated in the Course Catalog as: "Students will demonstrate their awareness of a cultural/artistic/ global perspective by discussing the quality, value, and significance of cultural/artistic artifacts and/or by discussing political, historical, economic, and social issues from a global perspective."

Southern reaches out to diverse populations through its lifetime membership in the NAACP that led to the development of Harmony Week and Harmony 365.

Southern's Appalachian Leadership Academy provides students with the opportunity to explore diversity through its course, HU 203, Building Diversity, that is taught by an instructor specifically certified in diversity training.

Southern embeds exposure to diverse cultures, art, thought and literature within its curriculum in Fine Arts, Literature, Social Sciences, Management and General Education courses. For example, AH 203, Communication Skills for the Health Care Professional, describes one of the course focus areas as detailing "various models of communication including multicultural issues and communicating across the lifespan". Another example is ED 219, Adolescent Literature, which includes "Strategies to stimulate reading for information and for pleasure will include the reading of a wide variety of adolescent literature reflecting cultural, ethnic, social, and sex role differences in a multicultural society".

**Core Component 1D:** The institution's mission demonstrates commitment to the public good.

**Subcomponent 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.

**Subcomponent 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.

**Subcomponent 3.** The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

**Team Determination:**      **XX** Core Component is met  
 Core Component is met with concerns  
 Core Component is not met

**Evidence:**

Southern demonstrates its commitment to the public good through its dedication to providing educational opportunities in a wide variety of settings, delivery modes and completion timeframes to better serve the needs of their students. Classes are offered in accelerated formats, face-to-face, via distance education, at campuses and instructional sites and in accelerated timeframes.

Southern's mission documents stress the importance of meeting the needs of the community at large, including students, businesses and community members. Programs exist for traditional career and transfer education as well as non-credit community education for personal enrichment or recreation. Examples include dance recitals, photography and painting classes and parent education workshops.

Southern ensures that the decision making process at the institution serves the public good by using an inclusive, consultative approach. This includes soliciting input from faculty, staff, employers, advisory committee members and community members. Minutes of meetings are publically available and committees are reflective



of the internal and external communities. The self-study process provides a good example of a diverse committee structure.

**Team Determination on Criterion One:**

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

**Summary Statement on Criterion:**

The team recommends institutional attention be given to increasing the exposure to diverse populations through the development and implementation of activities and course offerings designed to introduce students to diverse cultures. The team acknowledges the challenges and constraints that Southern faces with a community whose demographics reflect a lack of racial diversity. However, we encourage Southern to approach diversity from a multi-cultural viewpoint and to expand on the sharing of the local cultures from both the Native American and Appalachian histories. For example, diversity of religions could be explored as an area of interest, faculty from diverse cultures could share their cultures as part of roundtables, or a foreign language course could be offered as either credit or non-credit.

**CRITERION TWO: Integrity: Ethical and Responsible Conduct.** The institution acts with integrity; its conduct is ethical and responsible.

**Core Component 2A:** The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

- Team Determination:**
- Core Component is met
  - Core Component is met with concerns
  - Core Component is not met

**Evidence:**

Southern emphasizes ethical and responsible conduct as an expectation for all faculty and staff by embedding statements and expectations in the employee handbooks for staff, adjuncts and faculty. Core Values such as “exhibiting integrity in all we do” are explicitly stated in the employee handbook as is their Ethics Statement.

Fair and ethical personnel practices are explicitly cited in the employee handbook as evidenced by the Equal Opportunity and Non-Discrimination Statements. Evidence to support that these practices are indeed followed can be found in some of the statistical data that indicates that women are the majority among faculty ranks, which

is also reflective of the total staff. Key positions, such as College President, Vice President for Workforce & Community Development, Director of Campus Operations, Director of Human Resources, multiple Student Services Directors and Deans are held by women.

Southern has multiple procedures in place for reporting of misconduct or unethical practices. These include SCP-1153, Consumer Complaint Procedures which allows any constituent to file a complaint, Open Door Policies, Student Complaint processes and Employee Grievance procedures. In addition, the Ethics Act, A Code of Conduct for Public Servants in West Virginia, is in place by West Virginia Code that provides guidelines and complaint procedures for all public servants. This act, in its entirety, is part of the Southern Employee Handbook.

Southern's financial procedures reflect the values of ethical and responsible conduct by enforcing polices that exceed state minimums for purchasing to ensure all purchasing activities reflect an inclusive environment for all constituents.

Southern's core values of integrity and ethics is are evidenced in its Academic integrity Policies which outline expectations for academic honesty and consequences for policy breeches, policies for course book adoptions which are designed to avoid conflicts of interest, and Information Technology and Facilities Usage Policy which outlines expectations for responsible use of College resources.

Evidence of expectations of ethical conduct and actions which are for the benefit of the institution's constituents is contained in the Board of Governors Operational Guidelines which explicitly state that a board members responsibilities include the duties to, "define standards for College operations which set forth high quality programs, ensure wise and prudent expenditure of funds, and fair and equitable treatment of students and employees" and to "act with integrity, promoting ethical behavior in all college dealings."

Southern financial statements and annual audits reflect sound financial procedures that reflect responsible stewardship of institutional funds. The Audited Financial Statements for 2011-12 indicate that the College provided a fair representation of their finances and found no internal control deficiencies in the financial reporting practices.

**Core Component 2B:** 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.

**Team Determination:**     **XX** Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

Southern presents its programs, admissions and graduation requirements; tuition costs of attendance and transfer agreements are clearly and publically posted via the institution's website, marketing materials, course catalog and other written media. Other information such as bookstore information, student activities, workforce development and accreditation status is easily located on the website.

Southern's course catalog information and student handbook information is consistent with the information found on the Southern website. Costs are up-to-date and consistent across documents. Other fees such as individual course fees, technology fees, transcript fees and late payment fees are easily found. Information on gainful employment for certificate programs is readily available and contains information on program cost and placement rates.

Southern has a transparent policy for posting meeting minutes on their website for ready access by students, staff, faculty, and community members. Minutes from Board of Governor meetings, Academic Program reviews & audits and the President's newsletters are among the examples of institutional transparency.

Student information as it relates to their personal accounts, including grades, academic progress, financial aid and tuition and fees charges are available 24 hours per day/7 days a week via the Banner Self-Serve system.

The Higher Learning Commission Mark of Affiliation is prominently displayed on the institutions website and in printed materials. In addition, accreditation information for individual programs is readily available under the "academics" link on the institution's website, along with links and contact information for each accreditation organization.

**Core Component 2C:** The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

**Subcomponent 1.** The governing board's deliberations reflect priorities to preserve and enhance the institution.

**Subcomponent 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.

**Subcomponent 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.

**Subcomponent 4.** The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

- Team Determination:**
- Core Component is met
  - XX** Core Component is met with concerns
  - Core Component is not met

**Evidence:**

The President of Southern is the spouse of the Governor of the state who has the authority to appoint 9 of the 12 Board of Governors. The college receives financial support from the state and the Board of Governors also conducts the President's performance reviews and recommends continuation of employment contracts for the President. The accreditation standards require that the board acts as an independent unit without influence from outside entities, including but not limited to, elected officials. Without this independence, the commission and the community-at-large, could question whether or not unbiased decision making is happening. It is vitally important that the institution be able to provide transparency and independence to ensure that all decisions are made within the best interest of the college and its constituents. The team recommends institutional attention be given to address and document how potential conflicts of interest have been addressed both at the time of the Governor's installation into office as well as how any questions arising in the future will be handled.

Southern's governing board's policies contain policies dictating roles and duties in such a way to facilitate a decision making process designed to serve the best interests of the college and the community it serves. Bylaws include roles of the board to include, "Establish the Mission, Vision, and Master Plan of the College and set clear written policy direction that is focused on community needs" and "The Board's governance style is intended to encourage diversity of viewpoints and collective rather than individual decision making. Prior to setting policy, the Board will insure that input has been received from a variety of sources to insure representation of constituents and staff and sound decision making principles."

Southern's governing board's policies explicitly outline that the day-to-day administration is to be delegated to the administration. Roles and duties include "adhere to the Board's policy making role and recognize the President's role as Chief Executive Officer", "refer complaints and problems regarding the College to the President", "delegate power and control to the college President", and "the Board's focus will be on providing strategic leadership and representing the community it serves rather than administrative detail."

Southern's Board of Governance structure requires membership to include a staff member, a faculty member, a student and community members of various political parties to ensure that the a variety of interests are represented. This governance structure increases the integrity of the decision making process and helps ensure that decisions made are in the best interest of the community. The subsequent posting of all board meeting minutes also provides transparency to all constituents.

West Virginia's state codes contain numerous codes that aid in the assurance of a system that provides for transparency in information sharing and decisions making.

Southern has not only adhered to the code requirements but has embraced them as evidenced through their open sharing of information and meeting minutes, CCSSEE data, and program audits on their website. Southern also publicized the invitation for public comments to the self-study process extensively in local and state print media.

**Core Component 2D:** The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

**Team Determination:**     **XX** Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

Southern's policies support and encourage students to express their opinions openly and appropriately by becoming actively involved in student clubs, organizations and associations. Information on student organizations is readily available on the college's website and in the course catalog.

Southern's academic policies including Institutional Procedures for student course evaluations encourage students to provide feedback on both course content and faculty performance. Moving to a web-based survey tool provides further evidence of the institution's commitment to providing an easy way for student's to express their opinions of the institution and instruction.

Southern utilizes a variety of survey instruments to encourage student feedback including course surveys, advising surveys, survey of student perception of instruction, and the graduate survey. Southern acknowledges that student survey responses decreased significantly when the change was made from a paper/pencil format that was administered in class to a web based survey that was taken voluntarily outside the regularly scheduled class times. In response, Southern is now keeping the web format but moving back to having the students complete the surveys in class.

Southern's policies encourage faculty to explore and share a variety of ideas and opinions with their colleagues and students. The faculty senate provides a forum for faculty input, the classified staff have committee forums available, and provide feedback to the Board of Governor's on an annual basis and to the President on a quarterly basis. In addition, employee opinion surveys were conducted in 2009 and 2012.

Southern's faculty handbook details the institution's policy on academic freedom which includes in part: "Southern West Virginia Community and Technical College is committed to the principle of academic freedom. This principle acknowledges the right of a teacher to explore fully within the field of his subject as he believes to represent the truth. The principle also includes the right of a member of the academic staff of the system to exercise in speaking, writing, and action outside the system the ordinary rights of an American citizen, but it does not decrease the

responsibility and accountability which the member of the academic staff bears to the system, the state, and the nation.”

**Core Component 2E:** The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

**Subcomponent 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.

**Subcomponent 2.** Students are offered guidance in the ethical use of information resources.

**Subcomponent 3.** The institution has and enforces policies on academic honesty and integrity.

**Team Determination:**     **XX** Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

Southern encourages the discovery and application of knowledge through its General Education Philosophy and Goals policy which explicitly promotes the institutions goal of developing students with independent and critical thinking skills to function in a global society. One way to accomplish this is by employing a diverse faculty pool to present students with a wide variety of educational ideas. Southern promotes lifelong learning of its faculty through encouragement of professional development experiences and the sharing of those experiences with other faculty and students. The Teaching and Learning Committee is charged with allocating the professional development resources to ensure that faculty is given opportunities at regular intervals.

Southern provides internal professional development activities for faculty and staff at the Teaching Learning Center on the Logan and Williamson campuses. Resources for other campuses are available through request. Opportunities to expand knowledge and application of classroom technologies are offered at the Center. In addition, a limited number of tuition waivers are available for Southern faculty to attend Marshall University or West Virginia University to pursue advanced degrees.

Professional development opportunities are made available both internally and externally. Funds are limited but provided and allocated through the professional development committees for faculty and staff. Faculty and staff both expressed an understanding of the limits on funding but have an overall satisfaction with the allocation process. In addition, multiple internal opportunities exist through the Teaching Learning Center, the Prospera.com Human Resources Training, and the Magna Commons contract/web training modules.

Southern promotes lifelong learning for all faculty and staff through the tuition waiver program that allows any staff member to attend classes at Southern. In addition, “Governance Friday’s” are utilized to provide ongoing, regularly scheduled training and learning opportunities for all staff.

Southern's student handbook has explicit policies and consequences related to academic dishonesty providing evidence of the institution's commitment to responsible and honest use of intellectual property. Academic Integrity policy SCP-4710 outlines policies and procedures for reporting academic dishonesty.

**Team Determination on Criterion Two:**

- Criterion is met
- XX** Criterion is met with concerns
- Criterion is not met

**Summary Statement on Criterion:**

It is strongly suggested that the Board of Governors review and revise, as needed, all policies and procedures under their authority to ensure the inclusion of language that will protect them from conflict of interest. The institution should consider pursuing on-going discussions at the state level in order to develop solutions to address potential conflicts. While the criterion is met, the issues need to be addressed. Commission staff may be able to offer a range of potential options.

Southern demonstrates integrity, ethics and responsible conduct in both their policies, procedures and behaviors. Ethics and integrity can be found as a core value in their value statements, faculty and staff handbooks, student handbook, course catalog and Board of Governors Operational Guidelines. These values are then codified into policies as evidenced by the Academic Dishonesty, Bookstore Adoption, Purchasing, Technology Use, Facilities Use and Personnel policies. Finally, these policies are translated to behavior as evidenced by their high percentage of females in high level positions, purchasing standards that exceed state minimums, transparency of information to students in both their digital and written formats and transparency of operations through the posting of all committee meeting minutes.

Southern's governing board's membership includes a diverse group including faculty, staff, student and community representation. This ensures that multiple viewpoints are represented and heard at the highest level on all matters delegated to the board. A 30-day public comment period prior to the approval of policy adds to the foundation that encourages transparency and responsible conduct.

Southern embraces what many consider to be a foundational element in higher education of freedom of expression and the responsible acquisition and dissemination of knowledge. This is evidenced by the adherence to the academic dishonesty policies, encouragement of the acquisition of new knowledge through professional development, and the behaviors in place to gather feedback from students, faculty, staff and the public.

**CRITERION THREE: Teaching and Learning: Quality, Resources, and Support.**

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

**Core Component 3A:** The institution's degree programs are appropriate to higher education.

**Subcomponent 1.** Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

**Subcomponent 2.** The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

**Subcomponent 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).

**Team Determination:**     **XX** Core Component is met  
 Core Component is met with concerns  
 Core Component is not met

**Evidence:**

Southern's mission clearly states that the college is committed "to provide accessible, affordable, quality education and training while promoting lifelong learning for those we serve." The Academic Affairs unit is charged with being the lead in meeting this mission commitment, yet the college supports the mission throughout all departments and service units.

The college offers a wide variety of programs, both career and transfer, and programs are distributed among the four campuses based on need and review. The program review process is core to this determination and decisions related to program offerings are based on the "viability, adequacy, necessity, and consistency with the mission. Program review also offers the opportunity to look at other comparable institutions." Course objectives and competencies are reviewed regularly by faculty, especially when new textbooks are adopted or changes in industry standards support the change. Faculty revises courses frequently to meet the learning needs of their students.

Collecting feedback from program advisory groups is important, and these discussions guide career and technical course and program revision and new program development. Advisory committees meet annually and are comprised of regional business professionals. From the roundtable discussion with committee members during the site visit, many expressed their commitment to the college and the programs served. Guidance from these meetings is used to add or remove courses and objectives so that the programs are current with industry standards and needs, ensuring quality student preparation for careers. The college could benefit from involving even more community members on these committees and to perhaps have smaller meetings throughout the year.



Southern has a faculty led Curriculum and Instruction Committee charged with reviewing all requested course and program changes. The institutional procedure that outlines both the department and committee process and responsibilities is defined through policy SIP-3165. The committee meets quarterly, or as needed, to review any course change requests. Acceptance or rejection is forwarded to the Academic Affairs Management Council for further consideration. The Vice President for Academic Affairs approves the curriculum request or returns the request to the committee for further review. The process is clearly driven from the department level and inclusive of faculty and related staff/administration throughout the process.

Expected learner outcomes are discussed and revised through department meetings, and faculty involved with Transitional Studies work with discipline faculty to align course objectives and competencies. Each section of a course is required to follow a common course syllabus with common learning outcomes and use a common course textbook, where appropriate. All syllabuses at the college follow a common format.

The college offers Skill Sets, Certificates, and Associate degrees, and each is clearly defined in course materials and on the web. The college recognizes that student learning opportunities and requirements can change, and systems are in place as noted previously, to implement these changes. The purpose of each credential is clearly described on the college website and in the college catalog, as well as related materials.

Southern has a variety of transfer agreements with several colleges in-state and out-of-state as noted clearly on page 88 of the self-study. Many of these agreements are long standing and data provided indicates usage by students through the transfer and articulation process to be successful and clearly delineated.

The college offers courses through a variety of instructional methodologies in order to meet the needs of students. Most recently the college was approved to offer 100% online degree programs in order to serve students with time and place constraints. Each course at the college is taught using the same textbook, regardless of location, and each course section must meet the standard of 80% common course goals, regardless of location or instructional modality. This process works to ensure consistency while supporting academic freedom.

**Core Component 3B:** 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.

**Subcomponent 1.** The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

**Subcomponent 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.

**Subcomponent 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.

**Subcomponent 4.** The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

**Subcomponent 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.

**Team Determination:**    **XX** Core Component is met  
 Core Component is met with concerns  
 Core Component is not met

**Evidence:**

To ensure the quality of online courses, Southern requires all faculty teaching online to be trained in the learning management system and to be trained in the Quality Matters Program designed to provide quality online learning experiences for students. The faculty are clearly dedicated to quality online courses and online support of hybrid and face to face offerings. The student services component has not gone online to support these efforts and concerns expressed related to advising, especially financial aid advising, dictate that caution be taken before broadly expanding online courses or programs of study.

The general education goals are both defined in college policy and required to be approved by the Board of Governors. The policy allows for the college to pursue general education goals as best suited to meet the needs of the college, and all of Southern's Associate of Arts and Associate in Science degrees speak to the general education goals. In addition, these goals are stated in procedure SIP-3160 and form SIP-3160.A, which defines a set of guidelines for course syllabi that include a listing of general education goals covered in each course. These policies are reviewed regularly and invite public comment and feedback on the revision or continuation of the policy.

The college general education philosophy includes a focus on cultural, artistic and global perspectives; however, the demographics of the area do not provide many opportunities for ethnic or race discussions. Harmony 365 has been established to bring presentations and encourage discussions, but there is no evidence to support this work. The college should broaden the focus to bring a multicultural view to students and to encourage conversations related to poverty, religion and regional culture as well as global awareness.

Faculty engage learners in a variety of ways to encourage critical thinking and analysis well beyond rote memorization of ideas. The students are expected to engage in both content and each other as a part of the natural learning process. These strategies are consistent with learner preparation, and faculty commitment to

a variety of strategies is monitored by the department chairs as a natural part of the review process. The critical thinking course was an outgrowth of Assessment Day discussions, and many instructional and curriculum changes have been made in the last two years to broaden student critical thinking and analysis exposure.

**Core Component 3C:** The institution has the faculty and staff needed for effective, high-quality programs and student services.

**Subcomponent 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.

**Subcomponent 2.** All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

**Subcomponent 3.** Instructors are evaluated regularly in accordance with established institutional policies and procedures.

**Subcomponent 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.

**Subcomponent 5.** Instructors are accessible for student inquiry.

**Subcomponent 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.

**Team Determination:**     **XX** Core Component is met  
 Core Component is met with concerns  
 Core Component is not met

**Evidence:**

The college has actively used the Interactive Classroom system in order to provide courses necessary for degree completion at each campus site. Each location has at least one specialized classroom that allows for communication among classrooms and for the instructor to interact even from a different campus. This technology supports the various sites and allows them to offer courses with smaller on campus enrollments.

Southern supports a manageable faculty to student ratio at 18 to 1, which from their research supports improved student success, especially in developmental courses. From faculty interviews during the site visit, several faculty noted that they have accepted additional students over the cap in online courses. These efforts have in some cases negatively impacted the seat time headcount, in some cases resulting in cancelation. Although several faculty positions have not been replaced after retirements, the college has continued its commitment to manageable class sizes. With the budget constraints and planned reductions, this positive student ratio may be challenging to sustain, especially when retirement positions are not being

replaced.

Faculty has ownership for the college curriculum, and they are involved with the assessment of student learning. All faculty participate in the college "Assessment Day" in a variety of roles from proctoring exams to grading. The nationally normed test is being improved so that deans and department chairs may soon be able to disaggregate data by campus or discipline. The common final exams in some areas have been developed as a result of these discussions, and the rubric assessment of the writing component is well managed and organized to inform college faculty on student writing. The college should continue to advance and develop this day of assessment and encourage students to take the assessment seriously as the results informs the quality of programs and instruction for the future.

Faculty credentials are monitored to make sure that faculty meets the guidelines based on the discipline or career program being taught. When dual enrollment faculty were found to be lacking in the quality of credentials required (partly as a result of the self-study process), the college took immediate action to eliminate those course offerings until a qualified faculty might be found.

Department chairs are charged with classroom observations annually during the first three years of employment, and faculty completes a self-evaluation of their performance at the end of the academic year. Faculty have the option to choose different areas for analysis, "including instructional and curriculum development, professional growth, service to the college, service to the profession, service to the community, and research and publication." Because of the large number of faculty, both full-time and adjunct, that report to each department chair, some faculty have not been reviewed for several years, as reported during the site visit. Performance appraisal processes may be designed carefully to provide feedback to faculty and staff on job performance; however, there is no value to the process if there is not time allotted to the review and a commitment to provide such feedback. The college needs to review this process and design a more effective, timely system with clear attention to time required and then implement that process.

The college has moved to an online student feedback collection process for all faculty. This process is also not effective as reported by faculty and administrators during the site visit reviews. The initial problem with the online implementation was the lack of student responses, generally reported as less than 20%. The faculty most recently was required to take students to computer classrooms or labs to have them fill out the online survey. This resulted in a higher response rate; however, the requirement does not promote the collection of effective and thoughtful feedback. To use this information for purposes of retention and promotion does not have any validity. This process needs to be reviewed, and the college needs to identify a less intrusive and time/resource demanding process, or accept that online surveys have minimal response rates.

Adjunct faculty participates in an orientation to help develop a clear and positive

relationship with the college from the beginning. The orientation was established in 2011, and it involved both the department chair and some full-time faculty from the discipline. The same standards of teaching are expected for adjunct faculty, and their work is monitored by the department chair; however, the time required to make these connections is difficult to master with the requirements currently placed on department chairs. Equally, chairs teach full or nearly full loads while trying to serve as administrators for large groups of diverse faculty. The college should revisit the workload demands and time requirements of these department chair positions, and professional development with a focus on leadership and management responsibilities is necessary.

The faculty are required to be available to students with a minimum of 7.5 posted office hours per week. The schedule must be posted and shared with all levels of administration. Many faculty provide more office hours options for students, and some volunteer to tutor in the centers on some campuses or in offices/classrooms on others. Faculty expressed a commitment to helping students learn; however, the time required to teach and to tutor is challenging to balance. The college has an NSF grant that will pay for some tutors in STEM areas, and the college should also consider work study students with content expertise, former teachers in the area willing to volunteer, and others within the college and from the community. Establishing a group of volunteers to supplement the options provided by faculty will benefit student learning.

Student support services staff are also required to meet standard qualifications at the point of hire to ensure that they are qualified for the support position. Additionally, training is offered for these positions during the All Governance days and at other work sessions or conferences throughout the year. The college uses the quarterly Governance Days to provide many options for professional development as well as general college information and discussions.

**Core Component 3D:** The institution provides support for student learning and effective teaching.

**Subcomponent 1.** The institution provides student support services suited to the needs of its student populations.

**Subcomponent 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.

**Subcomponent 3.** The institution provides academic advising suited to its programs and the needs of its students.

**Subcomponent 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).

**Subcomponent 5.** The institution provides to students guidance in the effective use of research and information resources.

- Team Determination:**    **XX** Core Component is met
- Core Component is met with concerns
  - Core Component is not met

**Evidence:**

First time students have required academic advising, and student program advisors are available on all four campuses to assist with orientations, as cited in the self-study report. The purpose of this required meeting is to establish a clear plan and to register for classes. Financial aid questions are managed through the Logan and Williamson campuses, with personnel traveling to other campuses on a regular schedule. Counseling services are also provided on each campus. From the interviews with students at both the two campuses without financial aid offices, there appears to be much inconsistency in terms of service availability and accuracy. Students at the Boone campus reported that they had to go to the Logan campus to sign forms, get questions answered, and to collect awards. The timeliness of the award appears to challenge many students who do not have funds for textbooks or supplies. Financial Aid support for students and advising consistency are clearly not equitable across all four sites and cause many challenges for students needing aid.

Students have access to free tutoring when offered; however, this is only available in areas where faculty are willing to volunteer to serve as tutors. As noted previously, additional options for student learning support should be investigated so that each site and department provides help options to students when needed.

The college maintains an open door policy and encourages students of all backgrounds to attend classes and enhance their learning opportunities. In some courses, placement is determined by a test score, and the college offers a variety of pre-college level courses to help students reach a college level of expertise in core subject areas. The Department of Transitional Studies works closely with academic departments to provide for a smooth transition from pre-college to college level coursework. The faculty is clearly dedicated to student success and work to address student needs individually and in small groups. The Chair not only coordinates the schedule and teaching assignments for all campuses, but he also teaches a near full load of courses each semester—sometimes at multiple sites.

Although the college requires first time students to meet with program advisors and to develop a plan, only 43% of those recently surveyed noted that they had an academic plan and know exactly what they need to do to graduate on time. The college recognizes the need to work to increase this number, and in this vein, the IT area has worked with other state institutions to adopt DegreeWorks, an advising software tool designed to inform and guide students and advisors. From many student comments as well as faculty examples, advising is available but inconsistent for many students. One example shared by faculty was a student who had completed 80 hours before being advised to take Introduction to Business and Fundamentals of Accounting. This lack of help affects students negatively in terms of financial aid and degree completion.

Southern has a variety of resources and services at each of the campuses, although not all campuses have all services. For example, the Logan campus has the Savas-Kostas Theatre while the Boone campus has only a smaller space for performances. Science labs, however, are located at all campuses but with different levels of supplies and materials. Student organizations are active on the two main campuses, less so on the other two. Opportunities for service projects and student organizations are very limited. Finally, space for students to gather between classes or to study in groups is very different and not equitable when comparing all four sites.

The college has been approved to offer online degrees, and there is a long history of online course delivery at the college. However, to move online courses outside the region would be problematic unless the college is open to adding student support services online as well. From the discussions with several groups during the site visit, the college clearly sees online learning as a potential area for enrollment growth, and to do so effectively, the college will need to provide the same resources to students online and drastically change onsite requirements that currently exist.

The basic English composition course requires the use of research techniques in writing, and faculty are supported by library staff available to assist students in learning the methods and strategies required for academic research and writing. However, faculty in the department noted that many recent high school graduates have had no experience with research, which in turn creates a steep learning curve for students at the college. Working with area high school faculty in the region to promote more experience with writing and research could help to develop a more seamless transition. Additionally, these conversations with high school faculty from the region could help to encourage better relationships for dual enrollment programs as well as transfer students.

**Core Component 3E:** The institution fulfills the claims it makes for an enriched educational environment.

**Subcomponent 1.** Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

**Subcomponent 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.

**Team Determination:**    **XX** Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

The Harmony 365 activities promote understanding and diversity through the variety of activities conducted throughout the year. This program has grown over time from a single student event on campus to a variety of events throughout the

communities served. From interviews with students, faculty and staff, this program is very passive in terms of learning from speakers and life stories. The college is not in a region that has much ethnic diversity; however, a broader definition could view this topic in terms of wealth/poverty or regional/global issues. Taking a broader view of diversity well beyond race could provide for rich discussions and student opportunities for more active learning through service and community awareness.

A number of events encourage the sharing of student work, and the college uses a variety of methodologies to engage students in creative and artistic pursuits. A number of co-curricular activities are sponsored by various academic departments throughout the year, including service projects, free computer tune-ups, and the regional math field day as well as many others. Recognizing that the four campuses and one service center serve different communities could help to build even stronger connections for students with the community. These partners—as noted through the community member meetings—are more than willing to help the college in any way possible. Their generous financial giving is one example, but the giving of time is one not clearly utilized to the fullest.

The college offers over 300 non-credit courses available through a third party vendor, although not many of the opportunities offered are widely known. During the campus interviews, non-credit options for community members had limited examples.

**Team Determination on Criterion Three:**

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

**Summary Statement on Criterion:**

Southern has well defined programs of study and a variety of options for students including both career and transfer. The college has structured programs so that students can work to develop skill sets necessary to be successful, and then build on those skills to lead to a credential, moving from lower to higher credentials over time. Programs involve the regional business leaders to ensure consistency with workplace needs, and articulation agreements are maintained with a number of colleges so that students have a variety of seamless transfer options. Having more than one advisory committee meeting would be a good way to increase this community involvement and information sharing, and although there might be some cost to the meetings, the small amount invested could bring much more in returns.

Faculty are appropriately credentialed, and both full-time and adjunct faculty is expected to meet the same standards for course quality and consistency of instructional delivery. Faculty has some academic freedom in terms of goals and



course delivery; however, the 80% rule for educational goals ensures that students are mastering the same competencies within courses and across disciplines. Orientations and evaluations are performed regularly, and many support services are made available to students with plans to enhance those support systems in the future. The Assessment Day activities provides data informed opportunities to the college faculty and administration, and they have used this data to add exit examinations for common courses, courses in critical thinking, and changes within course objectives to better meet the general education goals and objectives.

Providing feedback on the quality of work is very important, especially in classroom instruction where the faculty member is often autonomous in terms of control and oversight. The college has a clear performance appraisal process, yet many faculty and staff are not regularly reviewed, if at all. The site visit reviews noted the workload and time commitments by department chairs as the major barrier; however, some areas did complete annual reviews consistently. Other chairs did not. The college should review this process to see if time, training, or external support is needed to revitalize the process and to ensure that all receive feedback on their work in a timely and consistent manner.

The college has worked to provide consistent instructional delivery and service to all campuses, although each site has unique needs and not necessarily all programs are available at all campuses. The goal of the college is to be fiscally responsible while serving the needs of each community within its region. This is an important goal; however, when significant inconsistencies in service to students are noted, such as financial aid advising or tutoring access, then the college must better define what a service center might provide to area communities and what a campus organization might provide. This information can help inform students so that they are aware of the services and the lack of services at some locations.

The potential to grow programs via a completely online format is certainly an option for the college to consider, especially in unique areas like mining safety and mine management where the college has a demonstrated expertise. The challenge will not be in course delivery but in student service. Students outside the region cannot be expected to travel to the campus for testing, advising, and so forth. The creation of online support services can be costly and time consuming, and this decision to grow outside the region needs careful consideration.

The Assessment Day activities at the college are focused on collecting general education student learning measures, and all faculty have some role in the day. General education goals are clearly defined by policy and clearly shared through a variety of venues, both web and paper. Clearly, changes have been made as a result of this assessment work, and the college continues to collect, discuss, and implement as a systematic process.

**CRITERION FOUR: 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.

**Core Component 4A:** The institution demonstrates responsibility for the quality of its educational programs.

**Subcomponent 1.** The institution maintains a practice of regular program reviews.

**Subcomponent 2.** The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

**Subcomponent 3.** The institution has policies that assure the quality of the credit it accepts in transfer.

**Subcomponent 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.

**Subcomponent 5.** The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

**Subcomponent 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).

**Team Determination:**     **XX** Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

Southern has a robust program review process to ensure that all approved academic programs are thoroughly reviewed on a five year cycle as enforced by the Board of Governors. The college's 2012-2016 Program Review Schedule provides evidence of its commitment to maintaining the quality of its educational programs. The college is in compliance with the West Virginia Council for Community and Technical College Education's Policy Regarding Program Review and has a clearly articulated internal policy. The process is both comprehensive and collaborative involving departmental faculty and their chair, the Division Dean, the Vice President of Academic and Student Affairs, and Program Advisory Boards where appropriate.

The college's program review process ensures transparency by involving the appropriate parties in the review process and communicating the results of the process college-wide. All review documents are shared with departmental faculty, the faculty lead Academic Affairs Management Group, the Executive Council, the President and the Board of Governors. Final approval rests with the West Virginia

Council for Community and Technical College Education. All review reports are available on the college's website.

Southern's Transfer Student Requirements and Credit Evaluation policy provides a clear process for the review and transfer of credits from other accredited colleges and universities. The college is to be commended for their work in establishing transfer articulation agreements and 2+2 programs to provide ease of transfer for its students. Southern currently has articulation agreements with eight other colleges and universities in West Virginia and 2 out-of-state institutions. Each of the college's four campuses have evening/weekend and online bachelor and master's level programs available to serve its students and communities. A total of 26 bachelor's level and two master's level programs are currently made available through Southern's commitment to providing access to education to the citizens of its service region.

Southern has adopted clearly articulated guidelines for granting credits from non-traditional sources including Credit for Prior Learning, Advanced Placement, Credit Based on Experience, the College Level Examination Program (CLEP), Credit by Examination, the College Board Advanced Placement Program, and the Public School Service Program.

The quality of Southern's academic programs is further evidenced by the specialized accreditation received by its Allied Health programs including: Dental Hygiene, Medical Laboratory Technology, Nursing, Surgical Technology, Respiratory Care Technology, Radiological Technician, and Emergency Medical Service – Paramedic Science. Southern's history of passage rates for career and technical programs that have national and state certification exams demonstrates program quality as well. In 2012, eight of Southern's nine programs obtained a 100% passage rate for students who took the exam.

Southern's hiring practices and faculty credentialing policies and procedures are clearly defined and adhered to, thereby ensuring the quality of its faculty. Faculty credentials are closely monitored to ensure that instructors meet the qualifications for the discipline or career program in which they teach. Classroom observations are conducted by department chairs on an annual basis and a rigorous evaluation process exists to determine instructional effectiveness. The college recently discovered that many of the high school instructors teaching dual enrollment classes did not meet minimum qualifications and removed them from the class schedule. Though this action created significant enrollment drops, it demonstrates Southern's commitment to academic rigor and quality faculty.

Faculty are responsible for developing and adopting course syllabi and complying with a common set of course goals. These goals must be written in a competency-based and measurable format. Course goals need to be specific and clearly communicated to students. Where more than one section of a course is offered, faculty are required to ensure that at least 80% of the course goals are common.

A review of the syllabi in the resource room revealed compliance and quality.

**Core Component 4B:** The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

**Subcomponent 1.** The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

**Subcomponent 2.** The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

**Subcomponent 3.** The institution uses the information gained from assessment to improve student learning.

**Subcomponent 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.

**Team Determination:**     **XX** Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

Southern has clearly stated goals for student learning and is refining processes for assessment of student learning and achievement of learning goals.

Evidence exists to demonstrate that Southern has devoted significant effort to advance learning outcomes assessment throughout its curriculum. Since its HLC site visit in 1997 which revealed significant challenges in assessment, the college has worked diligently to establish a culture of assessment and data-driven decision-making. The college's current "Description of Best Practices in Educational Achievement and Ongoing Assessment of Student Learning" can be found on the college's website.

The assessment process is guided by Southern's mission, its general educational goals, division and department goals, and program and course goals. The process is faculty owned and driven. Conversations with faculty and administrators revealed that faculty have become more engaged in the assessment process over recent years and that the two groups work collaboratively to gather and make use of the data. They acknowledge that the college's efforts had lost momentum due to significant administrative turn-over and that the Assessment Plan is a "work in progress." In an effort to continue to advance the college's assessment efforts, the President has considered application to the Academy of Student Learning offered by the HLC.

Southern conducts an annual "Assessment Day" that is dedicated to gathering and compiling assessment data. Students who have completed 45 or more college hours and who have had college level math and English are selected to take the ETS Proficiency Profile Exam. Additionally, Rubric Teams in math and writing score

student work contributed by the faculty and submitted for the College's assessment report. The college's Assessment Committee is working to make use of the data gathered and further Southern's assessment agenda.

Non-instructional assessment efforts at Southern are in the beginning stages. The college's Dean of Enrollment Management and Student Services recently received training in this area and plans to begin defining a plan for assessment within the Student Services Department. The Quality Integrated Services Committee has begun to set the stage for the college's regular use of data to inform decisions and develop a culture of data-based decision making.

**Core Component 4C:** The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

**Subcomponent 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.

**Subcomponent 2.** The institution collects and analyzes information on student retention, persistence, and completion of its programs.

**Subcomponent 3.** The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

**Subcomponent 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.)

**Team Determination:**     **XX** Core Component is met  
                                    Core Component is met with concerns  
                                    Core Component is not met

**Evidence:**

Southern collects, reviews and reports data related to retention, persistence and completion rates as evidenced in the 2011-2012 West Virginia Higher Education Report Card, Annual Compact Update and Performance Indicators Report. Goals and strategies designed to increase student success are included in the West Virginia Community and Technical Colleges System's Institutional Compact Update for 2012-2013 and refined in the college's Enrollment Management Plan. Southern's Strategic Goal 2010-2015 document includes a goal to increase the college's number of graduates by 20% by the end of 2015. The college's Enrollment Management Plan includes enrollment goals for the college, their adult student enrollment and dual credit enrollment. Additionally, the plan includes goals to maintain or increase Southern's current retention rate of 54.9%.

The college makes use of retention and graduate data from both the West Virginia Community and Technical College System and IPEDS. These data are published

in on the college's website in accord with the Student Right to Know Act. These sources also provide comparative data that allows the college to benchmark against peer institutions and inform planning and decision-making.

Meeting minutes and conversations with members of the Quality Integrative Services Committee (QISC) reveal that Southern is making strides in the use of data to guide their work. The QISC has worked to make full use of the data available through Banner and is to be credited for the implementation of Degree Works. The college's decision to contract with Ellucian to manage technology has yielded positive outcomes in enhancing institutional research. The Banner Revitalization Project has been integral in providing meaningful data and eliminating manual work-arounds for each of its service departments. One example of the Committee's use of data is the Accounts Receivable Project which was able to determine causes and solutions to address the college's concerns regarding the increase in unpaid accounts.

Southern's Enrollment Management Plan includes strategic and operational plans for the following departments: Admissions, Advising, Career Planning, Counseling, Disability Services, Financial Aid, Job Placement Services, Recruitment, Registration, Student Life and Services for Adult Learners. Plans include strategies, person responsible and timelines. Departments are expected to define measurable outcomes and regularly report on progress.

Southern administered the Community College Survey of Student Engagement (CCSSE) in 2008 and 2011 and the staff continues to explore and discover ways to use the data. Additionally, each of Southern's four campuses recently administered a Student Services Advisor Survey and is using the data produced to enhance advising services.

**Team Determination on Criterion Four:**

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

**Summary Statement on Criterion:**

Southern demonstrates responsibility for the quality of its educational programs and support services. The college's program review process is both rigorous and comprehensive. Results are thoroughly reviewed and widely distributed throughout the college community. The college is aware of the need to improve the process for gathering student feedback regarding instruction and is working to develop a plan to ensure that meaningful data is generated.

The college has a comprehensive set of policies and procedures to guide its work, all of which are published in their website. Clear definitions and value of credit

hours, transfer credits, transfer evaluation processes, transfer articulation, multiple forms of credit for prior learning and test-out processes exist.

Southern has made significant strides in assessing student learning and achievement in recent years. The process is faculty-driven and its Assessment Committee is made up of members who are invested in guiding the college's assessment efforts. The college's curriculum is under the ownership of the Curriculum and Instruction Committee and new programs are fully vetted internally prior to requesting final approval by the West Virginia Council for Community and Technical College Education. The college recognizes the need and is making strides to develop methodologies to assess non-instructional areas.

The college is to be commended for its work in establishing transfer articulation agreements and 2+2 programs in its service area. Likewise, its pass rates for national and state certification exams and graduate placement rates reflect the quality of its academic programs.

It is recommended that the college explore ways to enhance support for institutional effectiveness and research in order to strengthen a culture of data-based decision-making and continuous quality improvement. The Quality Integrated Services Committee is to be commended for its efforts to make available and utilize data. Additionally, the Enrollment Management Committee has developed a plan that includes measurable outcomes. The work of these committees can serve to guide institutional effectiveness efforts college-wide.

Southern has gathered some useful data on student needs and satisfaction. It is recommended that this data be used to address concerns regarding such things as the disparity in satisfaction levels between campuses' advising services, needs for academic support/tutoring services across the institution and the availability and satisfaction with the quality of Financial Assistance services across its campuses.

**CRITERION FIVE: 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.

**Core Component 5A:** The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

**Subcomponent 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.

**Subcomponent 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.

**Subcomponent 3.** The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

**Subcomponent 4.** The institution's staff in all areas are appropriately qualified and trained.

**Subcomponent 5.** The institution has a well-developed process in place for budgeting and for monitoring expense.

- Team Determination:**     **XX** Core Component is met
- Core Component is met with concerns
  - Core Component is not met

**Evidence:**

Southern has worked to identify strategies for increasing enrollments as a way to increase revenues and to serve students who may be place bound in a geographic area that prevents them from attending a physical location. Southern's recent approval by HLC to deliver up to 100% of their programs online has the potential to help Southern to reach their revenue and enrollment goals. These programs fit into Southern's mission of accessibility.

Southern has ensured a stable and adequate human resource base over a recent period of declining or relatively flat enrollments. Through the difficult economy, Southern has not had any reductions in force and has a process in place to review vacancies and restructure positions to meet the needs of the institution. Southern is responsive to both intended and unintended consequences of these decisions as evidenced by their review of recent restructures and the increased emphasis on distance learning. As a result, they have a plan in place to add a Dean of Distance Learning and a Veterans Coordinator to serve these areas.

Southern ensures a well-qualified faculty pool through credentialing requirements, the use of tuition waivers to attain higher degrees, regular internal professional development opportunities, and the allocation through a committee of funds for external professional development activities. With the exception of credentialing, staff has the same opportunities for continuing education. Southern's resource base includes funding for these activities.

Southern has made improvements to existing facilities and added new locations in order to better serve their communities. Since the 2003 HLC visit, the Lincoln location was opened in partnership with the Lincoln County Board of Education. These shared resources reflect a philosophy of resource efficiency and sustainability. In addition, the Logan campus added a 55,000 square foot Allied Health and Technology Center in 2009 and new construction of a technology facility currently underway at the Williamson campus. These facilities upgrades and additions were made within the institutions master plan and reflect a forward-looking approach to facilities planning. The future plans also include the acquisition of an adjacent building (Armory) and land for future expansion.



Southern's fiscal and technology planning teams recognized the deficiencies in their technological resources and the impending need to address these deficiencies to better serve the existing infrastructure as well as meet the needs of the distance learning community. As a result, in the fall of 2010, a contractual agreement was reached with Ellucian to provide on-site management for technology, software, grants and institutional research. This will result in providing staff training to take full advantage of Banner's capabilities to use as a tool for servicing students, assessing learning, providing institution data, and to fully implement the grants module. In addition, a technology strategic plan has been developed to guide future technology planning, needs and decision-making.

With no subordinate entities, 100% of Southern's resources are directed towards meeting the mission and goals of the institution. The two academic units, Division of University Transfer and Division of Career and Technical Programs, work with the Academic Affairs Management Committee to provide input and direction to ensuring that the academic mission is fulfilled. This group meets monthly and includes the review of proposals and concerns from the Assessment Committee and the Instruction Committee.

Southern's policies help ensure sustainable operations as evidenced by the institution's policy (SCP-5260) for meeting financial exigencies. This policy allows the President to request the Board to declare a financial exigency of up to two years during which a plan of action is required to address the exigency. This plan is to be developed by a committee to include representation from the Board, Student Government, Classified Staff, Faculty, Chief Financial Officer, Faculty Senate and Advisory Council Members. This policy is designed to ensure that a structure exists to address a potential financial crisis and is evidence that planning for both reaction and response to a crisis is in place.

**Core Component 5B:** The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

**Subcomponent 1.** 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.

**Subcomponent 2.** The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

**Subcomponent 3.** The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

**Team Determination:**     **XX** Core Component is met  
 Core Component is met with concerns  
 Core Component is not met

**Evidence:**

Southern's governance system and structure ensures input from a wide sampling of their constituent base. Board of Governors' membership is inclusive of a representative from the staff, faculty and student ranks as well as community members. The board is directly involved in the regular review and approval of policies.

Southern's governing board's policies are designed to ensure that input is encouraged from a variety of constituents and that the decision making process is without personal bias. Written policies and roles include, "the Board's governance style is intended to encourage diversity of viewpoints and collective rather than individual decision making. Prior to setting policy, the Board will insure that input has been received from a variety of sources to insure representation of constituents and staff and sound decision making principles," and "to base decision-making on all available facts and to vote honestly, unswayed by personal bias of any kind, and to uphold the majority decision of the Board." Input includes a 30 day public comment period before new policies or revisions can be approved by the Board.

Evidence of collaborative internal decision-making is evidenced through the various working groups and committees that have been established at the institution. The Curriculum and Instruction Committee and Assessment Committee have established structures and committee charges that dedicate them to the development, implementation, and oversight of curriculum development and instructional delivery. These groups receive input from faculty for new course development and approval and include representation from both faculty and student ranks.

The Board of Governors has policies and procedures in place to define the Board's role in providing oversight of the institution's financial and academic policies and practices. Evidence includes the Board of Governor's Operational Guidelines which include the duty to "Determine, control, supervise and manage the financial, business and education policies and affairs of Southern West Virginia Community and Technical College."

The Board of Governors has policies and procedures in place to ensure that board members are knowledgeable about the institution so that they can make decisions that are in the best interests of Southern's constituents. Evidence includes the Board of Governor's Operational Guidelines which include a required orientation for all new board members, "New Board Member Orientation – The Board will assist each new Board member to understand the Board of Governors role and responsibilities. The Board will develop and periodically review selected materials to be provided to new Board members to facilitate this process. The new Board member will be invited to meet with the Board Chairperson and the College President to acclimate him/her to their new responsibilities."

**Core Component 5C:** The institution engages in systematic and integrated planning.

**Subcomponent 1.** The institution allocates its resources in alignment with its mission and priorities.

**Subcomponent 2.** The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

**Subcomponent 3.** The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

**Subcomponent 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.

**Subcomponent 5.** Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

**Team Determination:**     **XX** Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

Southern recognizes that the decreasing populations in the geographic areas they serve will result in fewer enrollments and hence, tuition revenue. That fact, coupled with their goal to be a nimble flexible institution, results in a best practice of regular program review and suspension or elimination of programs that are no longer needed. The Division of Career and Technical Programs is charged with these reviews in partnership with the Advisory Board. This practice ensures that Southern's resources are focused on the areas of greatest need for the communities they serve.

Southern's successful Vision 2020 Major Gifts Campaign has resulted in additional resources becoming available to support new facilities, technologies, student financial assistance, and the Mine Training and Energy Technologies programs. The allocation of these resources to these priority areas is reflective of the institution's mission of workforce and career training, being flexible to meeting the changing needs of the area and accessibility and affordability to Southern's constituents. Phase I of the campaign reached its goal of \$7m in less than 18 months which demonstrates the employer and community commitment to the institution.

Southern uses a planned and analytic approach to the expansion into new areas or buildings as evidenced by the recent partnership with McDowell County to better serve their population. Through a statewide initiative, Reconnect McDowell, Southern has been provided space to be used one day a week to explore ways in which Southern can serve the area. This approach to entering a new service area ensures that both financial and physical resources are not permanently invested until a thorough study of the needs of the area is completed.

Southern integrates budget planning with the academic, workforce and student services input to ensure that the budget is mission driven. Annual budget hearings

include input from each academic unit and/or administrative department. Through this process priorities for funding are established and allocation of resources made. The annual Performance Indicator Reports provide a “report card” or dashboard by which College leadership can gauge if resource allocations are having a positive effect on outcomes.

Southern’s institutional planning anticipates emerging factors and integrates them into the financial and facilities plans for the future. Evidence includes the recognition of the growing demand for distance education offerings and Southern’s subsequent planning, submission for approval and implementation of expanded distance education course offerings. Resources were committed to the Ellucian contract to ensure adequate technology exists to support the offerings. Additional evidence includes the planned expansion of the Mining Training and Energy Technologies programs beyond the geographic borders of West Virginia. Successful expansion to an international student population has the potential of providing additional financial resources to the institution.

**Core Component 5D:** The institution works systematically to improve its performance.

**Subcomponent 1.** The institution develops and documents evidence of performance in its operations.

**Subcomponent 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.

**Team Determination:**     **XX** Core Component is met  
                                   Core Component is met with concerns  
                                   Core Component is not met

**Evidence:**

Southern scans their environment to assess current state and to plan for the sustainability of operations. Evidence includes Southern’s recognition of an aging workforce in which multiple retirements would be likely during a compressed time period. This recognition of the loss of intellectual capital is being addressed through the development and implementation of the institution’s succession plan. This plan identifies key positions and future leaders and marries the two via the President’s Future Leadership Academy. This academy launched in 2010, provided a yearlong leadership building experience for two 22-person cohorts. Southern reports that several graduates, of the first cohort, have already assumed higher-level responsibilities.

Southern works systematically to improve performance and meet the mission, through various initiatives to apply the latest academic research and findings in the classroom. Recent projects include the implementation of reform initiatives in developmental education such as co-requisite offerings and accelerated course

offerings to help increase student success while simultaneously reducing the time necessary to complete an educational objective.

Southern learns from its operational experience and applies lessons learned in its planning and resource allocation. Recent examples include the recognition of the need for providing resources focused on high-risk students and special needs populations such as veterans. Resource plans include the addition of a coordinator and tutor to work with high-risk students and the addition of a Veterans Affairs Coordinator to serve the specialized needs of Southern's veterans' population. West Virginia's veterans' population (proportionately) is one of the highest in the United States and Southern's recognition of the needs to serve this population as a high priority resource item is evidenced in their planning.

Southern works systematically to improve performance through the use of data from CCSSE, the administration of the ETS Proficiency Profile, and annual employee evaluations. Data from these tools have encouraged change and growth of the inclusion of OR 099 to add critical thinking curriculum in the College's orientation programs.

Southern documents and gathers evidence of performance that can be used as a guide for future decision-making. Performance metrics are gathered annually and published in their Performance Indicator Report which provides data on degrees offered, completion and retention rates, job placement rates, developmental education data, transfer data and Workforce Development outcomes.

**Team Determination on Criterion Five:**

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

**Summary Statement on Criterion:**

Southern effectively manages its resources to ensure a sustainable resource base; meet the current needs of the students, community and workforce; and plan for the future. The operation is designed to be flexible so that it can respond to changing needs and emerging technologies. Evidence of an adequate resource base for current operations included the fact that Southern has had no layoffs during recent years of declining populations in their service areas and flat or declining enrollments. Southern acknowledges that they have managed in part by not filling some vacant positions but have done so in order to preserve employment in filled positions.

Southern demonstrates continuous improvement as both a goal and behavior as evidenced by their support of faculty and staff through professional development, the implementation of the Ellucian contract to provide training, institutional research services and a fully implemented grants module, and new facilities at the Logan and Williamson campuses.

Southern plans for the future as evidenced by their recognition of an aging workforce and subsequent development and implementation of their succession plan. Southern has also demonstrated their continued focus on the future through the exploration of expanding services into McDowell County, plans to expand the Academy for Mine Training and Energy Technologies to an international audience, introduction of a trimester system to assist students with accelerated completion goals and the continued development of the online offerings.

Southern acknowledges that they have some work to do on ensuring success for future goals through their recognition of the need to hire a Dean of Online Technologies and tutors. In addition, Southern acknowledges the need to improve the trimester offerings and marketing to ensure the success of the initiative.

The team recommends institutional attention is given to strategies and processes to ensure compliance with performance appraisal completions. The team received information that compliance rate of completions has ranged from 20-80% over the years, with last year's rate being slightly over 50%. Non-compliance with completion requirements, coupled with the acknowledged problems of obtaining meaningful student evaluation, could be problematic in identifying faculty and staff strengths and in developing improvement and educational plans for individuals.

The team recommends institutional attention is given to developing strategies and processes to ensure a linkage between strategic goals and budget resources to ensure that resources are being focused on the highest and best use to move the institution forward.

The team recommends institutional attention is given to improving the Strategic Planning Committee roles and responsibilities. After interviewing the committee members, it was noted that the roles and responsibilities do not reflect active participation or ensure oversight. The team recommends that the College leadership, in partnership with the committee members, review the Strategic Planning process to ensure that the committee has an active role in the development, review and implementation of strategic goals. In addition, the team recommends developing a process and timeline for action that use data to develop and evaluate goals and strategies. Aligning budgetary resources throughout the process can result in an effective strategy for ensuring resources are focused on the highest priorities and can assist departments with the development of their budget priorities and requests. The committee structure should be reviewed to ensure that all constituents are represented.

The team recommends institutional attention is given to improving the Facilities Planning Committee roles and responsibilities. After interviewing the committee members, it was noted that it is fairly common for facilities requests to circulate outside the established governance process. This has resulted in miscommunication and hard feelings between staff and departments. A recent example noted by the

committee was the expansion of the Cosmetology program from 20 to 30 students, necessitating expanding their facilities footprint. This approval happened outside the Facilities Committee. The Facilities Committee is also unable to effectively plan for the future if they are not involved in all facilities related requests. The team recommends that the College leadership, in partnership with the committee members, review the policies and processes to ensure that the needed information is gathered, routed through the Facilities Committee who can make formal recommendations based on data and available resources. Aligning budgetary resources throughout the process can result in an effective strategy for ensuring resources are focused on the highest priorities. The committee structure should be reviewed to ensure that all constituents are represented.

The team recommends institutional attention is given to ensuring that communication and decision making policies and procedures are effective. The team noted that the President's Cabinet has recently been reconstituted so that the Executive Council could be expanded. Due to the recent nature of this change, it is recommended that the process be reviewed for clarity and compliance and communicated across all campuses to eliminate any duplication in the decision making processes. In addition, it is recommended that the College leadership establish protocol that treats all requests for resources or decisions within the established policies. Governance processes should be strictly followed to ensure fairness, equity and transparency.

## **V. TEAM RECOMMENDATION**

### **A. Affiliation Status**

1. **Recommendation:**

No Change

2. **Timing for Next Comprehensive Evaluation:**

FY 2023-24

3. **Rationale:**

The college is responding to the needs of its community and students. Southern West Virginia Community and Technical College is poised to meet future needs, is financially stable, and works to provide a good education to its students. The college is a vital part of the community and is well supported. The college has been and should be capable, in the future, of expanding its programs to meet the needs of its constituents. The leadership and staff are dedicated and effective in carrying out their roles. The team believes that Southern West Virginia Community and Technical College has demonstrated its ability to grow and respond to community needs.

4. **Criterion-related Monitoring Required (report, focused visit):**

**Monitoring:** June 30, 2014

**Rationale:**

Due to the fact that the President of the college is the spouse of the Governor of the state, who has authority to appoint 9 of the 12 Board of Governors and whose position could have undue influence over financial support of the college, we are recommending that the college develop a report to the Higher Learning Commission in 2014 to clearly outline and report on the following:

1. That the Board of Governors review and revise, as needed, all policies and procedures under their authority to ensure the inclusion of language that will protect them from conflict of interest.
2. The institution should consider pursuing on-going discussions at the state level in order to develop solutions to address potential conflicts.

While the criterion is met, the issues need to be addressed. Commission staff may be able to offer a range of potential options.

5. **Federal Compliance Monitoring Required (report, focused visit):**

Monitoring: None recommended

Rationale:

**B. Commission Sanction or Adverse Action**

None recommended

**VI. EMBEDDED CHANGES IN AFFILIATION STATUS**

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

- ( ) Yes (X ) No Legal Status
- ( ) Yes (X ) No Degree Level
- ( ) Yes (X ) No Program Change
- ( ) Yes (X ) No Distance or Correspondence Education
- ( ) Yes (X ) No Contractual or Consortial Arrangements
- ( ) Yes (X ) No Mission or Student Body
- ( ) Yes (X ) No Clock or Credit Hour
- ( ) Yes (X ) No Additional Locations or Campuses
- ( ) Yes (X ) No Access to Notification
- ( ) Yes (X ) No Access to Expedited Desk Review



Yes  No Teach-out Arrangement

Yes  No Other Change

## **VII. ADDITIONAL COMMENTS AND EXPLANATIONS**

## **Appendix A**

### **Interactions with Constituencies**

Academic Department Chairs & Program Coordinators 17 attendees  
Academic & Student Services Administrators Meeting 8 attendees  
Academy for Mine Training and Energy Technologies 2 attendees  
Administration Dinner 12 attendees  
Assessment Committee, General Education Dept. Chairs, Inst. Research  
16 Attendees  
Board of Governors Dinner Meeting 18 attendees  
Classified Staff Assembly 66 attendees  
Classified Staff Council 14 attendees  
Classified Staff Meeting Boone/Lincoln Campus 6 attendees  
Classified Staff Meeting Logan Campus 40 attendees  
Classified Staff Meeting Wyoming/McDowell Campus 6 attendees  
Classified Staff Meeting Williamson Campus 23 attendees  
Community Leaders Luncheon Meeting Wyoming/McDowell Campus 14 attendees  
Community Leaders Meeting 9 attendees  
Community Leaders Luncheon Meeting Williamson Campus 9 attendees  
Community Leaders Meeting Logan Campus 26 attendees  
Curriculum & Instruction Committee Meeting 12 attendees  
Distance Education Meeting 12 attendees  
Enrollment Management Committee 12 attendees  
Faculty Association 48 attendees  
Faculty Meeting Boone/Lincoln Campus 5 attendees  
Faculty Meeting Wyoming/McDowell Campus 3 attendees  
Faculty Meeting Williamson Campus 14 attendees  
Faculty Meeting Logan Campus 35 attendees  
Faculty Senate 6 attendees  
Finance & Administration Meeting 12 attendees  
Finance & Facilities Committee 13 attendees  
Opening Session 22 attendees  
President's Cabinet 4 attendees  
Professional Development Meeting 12 attendees  
Program Advisory Committee 8 attendees 33 attendees  
Quality Integrated Services Committee 17 attendees  
Self-Study Steering Committee 15 attendees  
Strategic Planning Review Committee 9 attendees  
Student Meeting Williamson Campus 14 attendees  
Student Meeting Boone/Lincoln Campus 13 attendees  
Student Meeting Logan Campus 3 attendees  
Student Meeting Wyoming/McDowell Campus 7 attendees  
Technology Committee 10 attendees  
Transitional Studies Department 6 attendees  
Workforce & Community Development Unit Meeting 4 attendees

## **Appendix B Principal Documents, Materials, and Web Pages Reviewed**

2007 Assessment Report for the Higher Learning Commission

2007 HLC Acceptance of Report Focused on Assessment

Accreditation Disclosure [screenshot]

Adjunct Faculty Handbook

Adult Services Coordinator PIQ

2+2 Transfer Opportunities

Affirmative Action Plan [Hiring Policy]

Annual Budget Allocations 2007-2012

Assessment Report, October 2012

Audit Report for Financial Aid [A-133] 2003-2011

Audit Report for Student Support Services

Audited Financial Statement FY 2011

Audited Financial Statement FY 2012

Baccalaureate and Master's On-campus Agreements

BANNER Services Improvements, Usage, Implementation Since 2003 [Ellucian Contract]

Board of Governors Action/Approval of Mission, Commitments, Vision, Values [October 2011 Minutes]

Board of Governors Agendas / Minutes

Career and Technical Programs Licensure/Certification Passage Rates for Programs Requiring Such

Classified Staff Council Constitution [SCP-1091]

College Budget 2011-2012

College Catalog 2012-2013

College Website

Community College Survey of Student Engagement (CCSSE) Data

Curriculum and Instruction Committee [formerly Academic Affairs Committee] Minutes

Degree Inventory

Developmental Success Data [screenshot of HEPC Data Portal]

Employee Handbook

Employee Grievance Procedure

Ethics Commission Brochure

Employee Opinion Survey Results 2009 and 2011

Employee Opinion Surveys 2009 and 2012

Enrollment Management Plan 2012-2015

Enrollment Management Committee Meeting Minutes

Faculty Handbook

FERPA Brochure

Fulltime Faculty Major and Course Listing Spring 2013

Governance Day Agendas 2010-2011 and 2011-2012

Graduate Follow-up Survey Data

Great Colleges to Work Survey Data

Harmony Week Promotional Materials and Other Documents Regarding Multicultural Programs/Activities

Higher Education Report Cards 2011 and 2012

Higher Learning Commission Mark of Affiliation

Institutional Budget Data [Expenditures by Category – Academic, Student Support, Etc.] for 2009-2010, 2010-2011, 2011-2012

Institutional Effectiveness Report

Institutional Governance System and Handbook (screenshot)

Institutional Governance System Handbook

Institutional Master Plan/Compact 2010-2015

Integrated Postsecondary Education Data System (IPEDS) Data Feedback Reports 2012

Leadership Program Documents

Mission, Commitments, Vision, and Core Values Statements

NAACP Membership Documentation

New Employee Orientation Program

Performance Indicator Report Data 2004-2010

Plan for Assessment of Student Academic Achievement and Improvement of Student Learning [Educational Achievement and Ongoing Assessment of Student Learning]

Program Review Reports 2011-2012

Program Review Schedule Matrix 2011-2016

Quality Integrated Service Committee Minutes

Recent Student Survey [Advising Survey]

Revenue Resources by Percentage

Schedule of Courses 2003-2011

SCP-2218, Evaluation of Full-time Faculty and 2218.A, Evaluation Planning Document

SCP-2624, Employee Development

SCP-2843, Sexual Harassment Policy

SCP-2875, Workload Requirements for Full-time Faculty

SCP-3000, Distance Learning

SCP-3201 and 3201.A, Challenging a Course/Credit by Examination, and Challenge Exam Form

SCP-3214, College Board Advance Placement Credit

SCP-3620, Policy Regarding Program Review

SCP-3625, University Transfer Program Evaluation Model, and SCP-3670.A., Public School Service Program

SCP-3637, General Education Philosophy and Goals

SCP-4000, Basic Guidelines and Standards for Admission

SCP-4151, Academic Standards and Expectations of Students

SCP-4710, Academic Integrity

SCP-4770, Student Rights and Responsibilities

SCP-4786, Transfer Student Requirements and Credit Evaluation

SCP-7125, Information Technology Acceptable Usage

SCP-8600 and 8600.A, Board of Governors Operational Guidelines Policy

Senator Manchin's Senate Floor Tribute to Southern West Virginia Community and Technical College

Southern College Policy (SCP) Manual

Spring 2012 Course Schedule

State of Affiliation Status

Student Complaint Log 2008-2012

Student Government Constitution

Student Grievance Procedure

Student Profile Analysis [2003-2011]

Summer 2012 Course Schedule

Survey of Student Perception of Instruction

SWVCTC Academic Catalog and Student Handbook 2012-2013

SWVCTC Federal Compliance Materials

SWVCTC Organizational Chart

Teaching – Learning Center Committee Minutes

Technology Strategic Plan

Ten-year Master Facilities Plan

Transfer Articulation Agreements

Tuition and Fees Rate 2011-2012

Tuition Rates [screenshot]

Vision 2020 Phase II Brochure

Washington Monthly's 2010 Ranking of America's 50 Best Community Colleges

West Virginia Code §18B-2A-4, Powers and Duties of Governing Boards

West Virginia Code §18B-6-6(g), Institutional Classified Employee Council

West Virginia Code §6-9A-1 through 12, Open Governmental Proceedings

West Virginia Code §6B-2-5, Ethical Standards for Elected and Appointed Officials and Public Employees

West Virginia Community and Technical College System Master Plan: Meeting the Challenge 2010-2015

## Appendix C Federal Compliance Worksheet

### Federal Compliance Worksheet for Evaluation Teams

Effective for visits beginning January 1, 2013

#### Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The worksheet becomes an appendix to the team's report.**

---

#### Assignment of Credits, Program Length, and Tuition

*Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.*

---

#### Institutional Records of Student Complaints

*The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.*

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.



6. Check the appropriate response that reflects the team's conclusions:
- (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments:** Institution has complaint policies and processes that are made available at multiple locations, including web. Logs were reviewed from 2008-2012 and it was determined that the institution follows its stated policies and procedures, maintain records of the complaints, log documents date of complaint, nature of complaint, responsible staff member for handling, whether or not the student had a hearing, result and date closed. Records indicate complaints are followed up and resolved within a reasonable time frame.

Additional monitoring, if any:

---

### Publication of Transfer Policies

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

1. Review the institution's transfer policies.
2. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.
3. Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions.
4. Check the appropriate response that reflects the team's conclusions:
  - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments:** Transfer policies are readily available in both electronic and written formats. Documents accurately reflect transferability of credit and transfer agreements. Documents include the criteria by which transfer credit is earned and provides a list of institutions that have established articulation agreements.

Additional monitoring, if any:

---

### Practices for Verification of Student Identity

*The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.*

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team's conclusions:
  - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments:** The institution uses passwords and secure logins for distance learning classes to verify student identity. Active Directory accounts are established when students are admitted. Student identity is also verified for admissions and financial aid using Dept of Ed matching for names and social security numbers, verification using birth certificates, photo id's, high school transcripts and other identifiers are used in Admissions. Student privacy is maintained throughout the process.

Additional monitoring, if any:

---

### Title IV Program Responsibilities

*The institution has presented evidence on the required components of the Title IV Program.*

**This requirement has several components the institution and team must address:**

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

*any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- ***Financial Responsibility Requirements.*** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

***Default Rates.*** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*

- ***Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- ***Student Right to Know.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
- ***Satisfactory Academic Progress and Attendance.*** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
- ***Contractual Relationships.*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*

- **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*
1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
  2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
  3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
  4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
  5. Check the appropriate response that reflects the team's conclusions:
    - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
    - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
    - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
    - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments:** Documents reviewed and found to be in good standing. Student Right To Know Information is readily available in both electronic and written formats. No contractual or consortia agreements are in place at SWVT&C. No A-133 Audit finds and no Department of Ed findings or citations. Default rates reviewed on the National Student Loan Data System (NSLDS)

Additional monitoring, if any:

---

### Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

- (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
- ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
- ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

---

### **Advertising and Recruitment Materials and Other Public Information**

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

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.
4. Check the appropriate response that reflects the team's conclusions:
  - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments:** Recruitment materials and public information was found to be an accurate and all accreditation relationships are accurate, up-to-date and readily accessible.

Additional monitoring, if any:

---

### Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.
3. Check the appropriate response that reflects the team's conclusions:
  - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

---

### Standing with State and Other Accrediting Agencies

*The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.*

***Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.***

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.
3. Check the appropriate response that reflects the team's conclusions:
  - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments:** Institution is in good standing with all accrediting bodies.

Additional monitoring, if any:

### Public Notification of Opportunity to Comment

*The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team's conclusions:
  - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
  - ( ) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
  - ( ) The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
  - ( ) The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Comments:** Request for comment was made via the HLC website, Southern's website, through newspaper ads in the Coal Valley News and Lincoln Journal Opinion on 1/31/13, the

Logan Banner on 1/20/13, the Wyoming County Report on 1/21/13, The Williamson Daily News on 1/20/13.

No third party comments were submitted.

Additional monitoring, if any:

---

### **Institutional Materials Related to Federal Compliance Reviewed by the Team**

Crime Statistics - <http://ope.ed.gov/security/GetOneInstitutionData.aspx>

Student Right to Know - <http://www.southernwv.edu/?q=right-to-know>

2+2 Transfer Opportunities

Accreditation Disclosures

Audit Report for Financial Aid [A-133] 2003-2011

Audit Report for Student Support Services

Audited Financial Statement FY 2011

Audited Financial Statement FY 2012

Baccalaureate and Master's On-campus Agreements

Career and Technical Program Licensure/Certification Passage Rates for Programs Requiring Such

Default Rates

Degree Inventory

Eligibility Certification Renewal (ECAR)

Fall 2011 Course Schedule

FERPA Brochure

FERPA Understanding Statement



Integrated Postsecondary Education Data System (IPEDS) Data Feedback Reports 2012

National Student Loan Data Systems (NSLDS)- Default Rates

Performance Indicator Report Data 2004-2010

CP-2843, Sexual Harassment Policy

SCP -4151, Academic Standards and Expectations of Students

SCP – 4274, Standards of Progress for Financial Assistance Recipients

SCP-4770, Student Rights and Responsibilities

SCP-4776, Transfer Student Requirements and Credit Evaluation

Series 3, Conversion of Non-Credit Training Activities to College-Level Credit, West Virginia Council for Community and Technical College System, Title 135, Procedural Rule

SIP-3160, Course Syllabus and 3160.A, Course Syllabus Format

SIP-3227 and 3227.A, Credit Based on Experience and Portfolio Evaluation Form

SIP-3240, Assignment of Credit / Non-Credit Courses

SIP-4825, Transfer of Student Credit Hours from Another Institution

Specialized Accreditation Reports by Program / Approval Letters

Student Complaint Log 2008-2012

Student Grievance Procedure

SWVCTC Academic Catalog and Student Handbook 2012-2013

SWVCTC Federal Compliance Materials

Transfer Articulation Agreements

Trimester Calendar

Tuition and Fees Rate 2011-12 and 2012-13

## Appendix

# Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

## Part 1: Program Length and Tuition

---

### Instructions

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

Review the “*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*” as well as the course catalog and other attachments required for the institutional worksheet.

---

### Worksheet on Program Length and Tuition

#### A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes

No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes

No

Comments: No program specific tuition rates are used at the institution.

#### B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

## Part 2: Assignment of Credit Hours

---

### Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
  - Associate's degrees = 60 hours
  - Bachelor's degrees = 120 hours
  - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
  - Note that one quarter hour = .67 semester hour
  - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
  - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
  - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

- Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
  - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.
4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.
5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
- At a minimum, teams should anticipate sampling at least a few programs at each degree level.
  - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
  - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
  - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
  - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
  - Provide information on the samples in the appropriate space on the worksheet.
6. Consider the following questions:
- Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
  - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
  - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
  - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
  - If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
  - If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

## Worksheet on Assignment of Credit Hours

### A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

#### Courses Reviewed:

Accounting 111-AC 111 – 3 credits  
 EMT Basics – EM 103 – 7 credits  
 Calculus 1 – MT 229 – 5 credits  
 Essentials of Nursing – NU 100 – 6 credits  
 First Aid – AH 122 – 2 credits  
 Drawing 1 – AR 217 – 3 credits  
 Intro to Business – BU 100 - 3 credits  
 Principles of Chemistry 1 – CH 213 - 4 credits  
 Intro to Applications – CS 103- 1 credit  
 Community Corrections – CJ 221 - 3 credits  
 The Exceptional Child – ED 224 - 3 credits  
 Mining Electricity – EG 216 - 3 credits  
 Real Estate 2 – FN 226 - 3 credits  
 Restricted Fire Science Curriculum – FS 110 - 26 credits  
 Music Appreciation – MU 175 - 3 credits  
 Arc Welding – WL 104 - 3 credits

#### Programs Reviewed:

Associate in Arts

Associate in Science  
 Medical Assisting  
 Mine Management

## B. Answer the Following Questions

### 1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes  No

Comments:

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes  No

Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes  No

Comments:

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes  No

Comments: Southern West Virginia Technical and Community College has in place policies and procedures for assigning credit hours to coursework that is well within good practice standards for higher education. Compressed course offerings follow the same practice for assigning credit hours as used for traditional 15-week courses.

**2) Application of Policies**

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes  No

Comments:

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes  No

Comments:

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes  No

Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes  No

Comments:

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes  No

Comments:

**C. Recommend Commission Follow-up, If Appropriate**

*Review the responses provided in this section. If the team has responded “no” to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.*

Is any Commission follow-up required related to the institution’s credit hour policies and practices?

Yes

No

Rationale: Samplings reflect strong adherence to credit hour policies, have learning outcomes defined, have course syllabi and contain coursework rigorous enough to warrant credit hours awards with the reasonable expectation that the coursework can be completed within the term length.

Identify the type of Commission monitoring required and the due date:

**D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour**

## Part 3: Clock Hours

### Instructions

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction  
1 quarter hour must include at least 25 clock hours of instruction



Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

## Worksheet on Clock Hours

### A. Answer the Following Questions

Does the institution's credit to clock hour formula match the federal formula?

n/a Yes  No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

n/a Yes  No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

n/a Yes  No

Comments:

### B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

n/a Yes  No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

**C. Recommend Commission Follow-up, If Appropriate**

Is any Commission follow-up required related to the institution's clock hour policies and practices?

n/a Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:

*Team Recommendations for the  
STATEMENT OF AFFILIATION STATUS*

**INSTITUTION and STATE:** Southern West Virginia Community and Technical College, WV

**TYPE OF REVIEW (from ESS):** Continued Accreditation

**DESCRIPTION OF REVIEW (from ESS):** Concurrent multi-campus to three campuses: Wyoming/McDowell Campus, Saulsville, WV; Williamson Campus, Williamson, WV; Boone/Lincoln Campus, Danville, WV.

**DATES OF REVIEW:** 4/22/13 – 4/24/13

**Nature of Organization**

---

**LEGAL STATUS:** Public

**TEAM RECOMMENDATION:** nc

---

**DEGREES AWARDED:** A

**TEAM RECOMMENDATION:** nc

---

**Conditions of Affiliation**

---

**STIPULATIONS ON AFFILIATION STATUS:** None.

**TEAM RECOMMENDATION:** nc

---

**APPROVAL OF NEW ADDITIONAL LOCATIONS:** Prior Commission approval required.

**TEAM RECOMMENDATION:** nc

---

**APPROVAL OF DISTANCE EDUCATION DEGREES:** The institution has been approved under Commission policy to offer up to 100% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

**TEAM RECOMMENDATION:** nc

---

**REPORTS REQUIRED:** None

**TEAM RECOMMENDATION:** Interim Report due June 30, 2014 regarding institutional governance.

---

**OTHER VISITS SCHEDULED:** None

**TEAM RECOMMENDATION:** nc

---

**Summary of Commission Review**

---

**YEAR OF LAST COMPREHENSIVE EVALUATION:** 2002 - 2003

---

**YEAR FOR NEXT COMPREHENSIVE EVALUATION:** 2012 - 2013

**TEAM RECOMMENDATION:** 2023-24

*Team Recommendations for the*  
**STATEMENT OF AFFILIATION STATUS**

---

## ORGANIZATIONAL PROFILE

**INSTITUTION and STATE:** Southern West Virginia Community and Technical College, WV

**TYPE OF REVIEW (from ESS):** Continued Accreditation       No change to Organization Profile

### Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
Associate	27	
Bachelors	0	
Programs leading to Graduate		
Masters	0	
Specialist	0	
First Professional		
Doctoral	0	

### Off-Campus Activities

In-State:	Present Activity:	<b>Recommended Change: (+ or -)</b>
Campuses:	Danville (Boone/Lincoln Campus) ; Saulsville (Wyoming/McDowell Campus) ; Williamson (Williamson Campus)	
Additional Locations:	Hamlin ( Lincoln County High School Site)	
Out-of-State:	Present Wording:	<b>Recommended Change: (+ or -)</b>
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	
Out-of-USA:	Present Wording:	<b>Recommended Change: (+ or -)</b>
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	

### Distance Education Programs:

Present Offerings:

Associate - 11.0103 Information Technology (Information Technology) offered via Internet; Associate - 12.0401 Cosmetology/Cosmetologist, General (Salon Management/Cosmetology) offered via Internet; Associate - 19.0708 Child Care and Support Services Management (Early Childhood) offered via Internet; Associate - 24.0101 Liberal Arts and Sciences/Liberal Studies (Associate in Arts) offered via Internet; Associate - 24.0102 General Studies (Board of Governors Adult Completion) offered via Internet; Associate - 24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other (Associate in Science) offered via Internet; Associate - 30.9999 Multi-/Interdisciplinary Studies, Other (Occupational Development) offered via Internet; Associate - 41.9999 Science Technologies/Technicians, Other (Technical Studies) offered via Internet; Associate - 43.0104 Criminal Justice/Safety Studies (Criminal Justice) offered via One-way or Two Way Transmission; Associate - 43.0301 Homeland Security (Homeland Security and Emergency Services) offered via Internet; Associate - 51.2601 Health Aide (Health Care Professional) offered via Internet; Associate - 52.0201 Business Administration and Management, General (Business Administration) offered via Internet; Associate - 52.0299 Business Administration, Management and Operations, Other (Mine Management) offered via Internet; Associate - 52.0301 Accounting (Business Accounting) offered via Internet; Associate - 52.0402 Executive Assistant/Executive Secretary (Office Administration) offered via Internet; Certificate - 11.0103 Information Technology (Information Technology) offered via Internet; Certificate - 41.9999 Science Technologies/Technicians, Other (Technical Studies) offered via Internet; Certificate - 42.2812 Forensic Psychology (Forensic Psychology and Investigation) offered via One-way or Two Way Transmission; Certificate - 43.0104 Criminal Justice/Safety Studies (Criminal Justice) offered via One-way or Two Way Transmission; Certificate - 52.0402 Executive Assistant/Executive Secretary (Office Administration) offered via Internet

**Recommended Change:**

(+ or -)

**Correspondence Education Programs:**

Present Offerings:

None