“A Roadmap for Success”

Northern West Virginia Community and Technical College

is a member institution of the Community and Technical College System of West Virginia and is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.

Self-Study Report 2010-2013

Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools
Message from the President

Welcome to Southern West Virginia Community and Technical College, where we are dedicated to student success!

For more than 40 years, Southern West Virginia Community and Technical College has served the citizens of southern West Virginia with a strong mix of high quality educational programs, excellent instruction and a variety of delivery modes for traditional and cutting-edge workforce education.

We have completed our three year Self-Study journey. This process was truly a collaborative effort by the entire college community. It has enabled the College to take an in-depth look at its progress, strengths, concerns, challenges, and opportunities for improvement since its last comprehensive visit in 2003. We believe this document validates the effort we have put forth to advance a culture of success and commitment to excellence. We have examined our past, current, and future paths in order to identify ways to better serve our students and our community.

In West Virginia, the creation of a true community and technical college system has placed community and technical colleges in the state at the forefront of education and workforce training to meet the current and future workforce needs of the state. Not only has Southern West Virginia Community and Technical College developed new programs to meet workforce needs, but we are increasing the number of articulation agreements with four-year colleges and universities, both in and out-of-state, to provide more opportunities for citizens of the district to continue their education beyond the associate degree.

For many citizens in southern West Virginia, the ability to attain a higher education degree is only a dream. The “Road Map for Success” provides the mechanisms for students to realize those dreams.

Southern West Virginia Community and Technical College welcomes the Higher Learning Commission of the North Central Association of Colleges and Schools evaluation team and looks forward to their observations and recommendations.

Sincerely,

Joanne Jaeger Tomblin
President
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<tr>
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<td>Academic Affairs Management Council</td>
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<tr>
<td>AAS</td>
<td>Associate in Applied Science</td>
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<td>ABE</td>
<td>Adult Basic Education</td>
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<tr>
<td>ACCE</td>
<td>Advisory Council of Classified Employees</td>
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<tr>
<td>ACF</td>
<td>Advisory Council of Faculty</td>
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<td>Americans with Disabilities Act</td>
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<td>Appalachian Leadership Academy</td>
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<td>C &amp; I</td>
<td>Curriculum and Instruction</td>
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<td>Commission on Accreditation of Allied Health Education Programs</td>
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<td>Computer Aided Design and Drafting</td>
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<td>(West Virginia) Community and Technical College System</td>
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<td>Joint Review Committee on Education in Radiologic Technology</td>
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<td>MOA</td>
<td>Memorandum of Agreement</td>
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<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>National Accrediting Agency for Clinical Laboratory Sciences</td>
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<td>NAACP</td>
<td>National Association for the Advancement of Colored People</td>
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<td>National Association of College and University Business Officers</td>
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<td>Acronym</td>
<td>Description</td>
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<tr>
<td>NCLEX</td>
<td>National Council Licensure Examination</td>
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<td>NISOD</td>
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<td>NLNAC</td>
<td>National League for Nursing Accrediting Commission, Inc.</td>
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<td>PFLA</td>
<td>President’s Future Leaders Academy</td>
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<tr>
<td>PIQ</td>
<td>Position Information Questionnaire</td>
</tr>
<tr>
<td>RCAC</td>
<td>Regional Contracting Assistance Center</td>
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<tr>
<td>SAA</td>
<td>Southern Administrative Announcement</td>
</tr>
<tr>
<td>SAM</td>
<td>Southern Administrative Manual</td>
</tr>
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<td>SCP</td>
<td>Southern College Policy</td>
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<td>SIP</td>
<td>Southern Institutional Procedure</td>
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<td>Southern West Virginia Community and Technical College</td>
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<td>WVCTCS</td>
<td>West Virginia Community and Technical College System</td>
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<td>WVDOE</td>
<td>West Virginia Department of Education</td>
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Chapter One

Introduction:
Organization of the Report and Overview of Southern West Virginia Community and Technical College
Introduction

Southern West Virginia Community and Technical College (Southern) submits this self-study to the Higher Learning Commission (HLC) as the first in a four-step comprehensive evaluation process for reaffirmation of its institutional accreditation. Southern has chosen the Program to Evaluate and Advance Quality (PEAQ) as the avenue for pursuing continued accreditation by the HLC. The primary purposes for this report are to establish a frame of reference for the review by an assigned evaluation team, to provide evidence that the institution fulfills each of the Criteria for Accreditation, and to provide a framework for the institution’s future in terms of continuous improvement.

This report contains a detailed narrative of the findings from the comprehensive self-study. The report is divided into nine chapters with a separate section for appendices. As seen, Chapter One provides a history and profile of the College and describes the self-study process and the report’s organization. Also, included in Chapter One is an accreditation history, and the chapter concludes with a review of the significant changes and developments at Southern since the 2003 visit.

Chapter Two begins with a description of the goals of the self-study process and includes a review of the self-study process from 2003 through 2012, including the most recent actions by the Higher Learning Commission reflected by the institution’s Statement of Affiliation Status. This also incorporates a brief review of the institution’s history with the accreditation by the Higher Learning Commission since its founding in 1971 as an independently accredited institution. Chapter Two also provides the institution’s responses to the concerns, recommendations, and advice of the 2003 visiting team and concludes with a discussion of the significant changes within the institution since that team’s visit.

Chapters Three through Seven contain the results and findings of each of the College’s self-study committees in addressing the five Criteria for Accreditation. In each chapter, a specific Criterion is examined, and the core components associated with that criterion are addressed. The review of each criterion and core components concludes with a presentation of the College’s strengths, challenges/concerns, and recommendations for improvement as identified by the institution.

The conclusion of the self-study report is presented in Chapter Eight. This chapter summarizes the strengths, challenges/concerns, and recommendations identified by the College through the self-study process. This chapter also includes a formal request for continued accreditation. Both required and supporting documents are included as appendices.
A Brief Look at Southern

Southern West Virginia Community College was established as an independently accredited, comprehensive community college on July 1, 1971, through the consolidation of two existing branches of Marshall University. These branches, located in Mingo and Logan Counties, had been in operation under Marshall’s direction since 1963 and provided the first two years of liberal arts and teacher education, as well as career programs in secretarial science and radiologic technology. In 1971 these two locations became the first two campuses of Southern when it became an independently accredited institution of higher education. It was also in 1971 that Southern’s first building was completed in Williamson.

Since 1971 the College has continued to expand its academic, workforce development, and community service offerings. 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 1,900 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 the in-state tuition rate.

In 1995, with a renewed emphasis on workforce development and technical training, the state legislature changed the names of all community colleges in the state to emphasize their technical components, and Southern’s name became Southern West Virginia Community and Technical College. In addition to the name change, West Virginia Senate Bill 547 also outlined eleven community and technical college districts throughout the state, which added three additional West Virginia counties, Lincoln, McDowell and Raleigh, to Southern’s district. McDowell and Raleigh were identified as “shared counties” with responsibility for providing educational opportunities shared with two other community and technical colleges.

Along with increasing enrollment, expansion of the geographic area served, and growth in the number and types of programs offered, the College’s physical facilities have also grown through the years. Beginning with the original building on the Williamson Campus in 1971, new facilities have been constructed throughout the College’s district. The construction of the first Logan Campus building was completed in 1979, and a new addition was added in 1987. In Wyoming County a new location was selected near Twin Falls State Park, and a building was constructed there in 1989. This building has added new classrooms and remodeled the student commons area since that time. In 1996, the Boone Campus relocated from a renovated facility in Madison to a new building adjacent to the Boone County Career and Technical Center. The Earl Ray Tomblin Workforce Development Center and Administrative Complex opened in Logan in October 1998, and in 1999 a new library wing was added to the Williamson Campus.
fall of 2007, a first of its kind classroom physically connected to the new Lincoln County Comprehensive High School was opened to better serve the people of Lincoln County. The College welcomed students into a new 55,000 square foot, state-of-the-art Allied Health and Technology Center on the Logan Campus in January 2009. Construction is currently underway for a new technology facility on the campus in Williamson with future plans that include obtaining the adjacent National Guard Armory building and property. Current and future facilities will allow Southern to continue to provide comprehensive education and training to meet the needs of current and future credit and non-credit students.

In the fall of 2012, Southern partnered with Reconnect McDowell, a state-wide initiative to assist McDowell County develop educational and economic opportunities for its residents. As part of this agreement, Southern was provided office space in Welch, the county seat of McDowell County. Presently, this office is open one day each week and is being used to assess how Southern can better serve the residents of McDowell County.

Through the years, Southern has developed educational agreements with several public and private colleges and universities to provide local access to additional opportunities for those who have completed the associate degree. This local access to baccalaureate and master's degree programs utilizes a variety of delivery modes, including on-campus, traditional instruction, as well as electronic distance learning and online instruction. These agreements with higher education institutions throughout the state and across the nation are continuously updated and new ones initiated as needed.

Higher education governance in West Virginia has undergone many changes over the years. Since 2001, Southern West Virginia Community and Technical College has been a member of the West Virginia Council for Community and Technical College Education. This system provides for each member institution to have a local Board of Governors, and the Council serves as a policy and coordinating board.

In 2006, in cooperation with the Southern West Virginia Community College Foundation, the College launched its first Major Gifts Campaign, Vision 2020, with the purpose of raising additional funds to assist in achieving a number of long-range goals related to academic programs, physical facilities, and improving student financial support. This campaign continues today, even though it has already exceeded what was to have been a ten year fundraising goal.

Although the institution still faces many challenges, Southern continues to provide the highest quality programs and services and remains committed to meeting the educational and training needs of the residents of its service district.

Since 2003 the Nursing, Surgical Technology, Dental Hygiene, Medical Laboratory Technology, Radiologic Technology, and Respiratory Care Technology Programs have all experienced successful visits by their respective national accrediting bodies.
The number of online course offerings has continued to expand since 2003. During the Fall 2003 semester, 24 of 630 (3.8%) sections were considered online courses. During the Fall 2012 semester, 86 of 581 (14.8%) sections were either completely online, or considered at least 50% online.

Since the 2003 visit, several new associate and certificate degree programs have been added to the institution’s credit-based offerings: a certificate degree program in Central Sterile Supply; associate degree programs in Dental Hygiene; Health Care Professional, Homeland Security, Medical Assisting, Respiratory Care, Salon Management, and Survey Technology; and on campus access to baccalaureate and master’s degree programs with Lindsey Wilson (Counseling); Bluefield State College (Criminal Justice); Concord University (Early Childhood); Marshall University (Elem Ed); WVU-Tech (2+2 Accounting); Wheeling Jesuit (BOLD); and WVU (2+2 Mining Engineering).

Along with new offerings in career/technical and transfer associate degree and certificate programs, Southern has increased services in the areas of non-credit workforce development, customized training, continuing education, and community interest programming, including a highly popular Academy for Mine Training and Energy Technologies.

The College initiated the very successful Vision 2020 - Major Gifts Campaign and acquired a Title III grant.

Other significant events have included Southern’s Harmony 365 – College/NAACP partnership, participation in the GEAR-UP program, recognition as “One of America’s Top 50 Institutions” by Washington Monthly – Oct 2011, the Appalachian Leadership Academy in 2007, the development of the President’s Future Leaders Academy, holding the Women’s Leadership Institute, an increased health and wellness emphasis by creating agreements with Chief Logan and The Harless Center, participation in the College Completion Agenda, developing the Academy for Mine Training and Energy Technologies, and being recognized by US Senator Joe Manchin in a statement to the United States Congress.
Enrollment

Southern’s credit-based enrollment has grown substantially since its beginning in 1971. With an initial headcount enrollment of 991 and 760 full time equivalent (FTE) students, the College has experienced significant growth, although there have been periods with decreases in enrollment. From 1990 through 1994, Southern saw its largest enrollment growth, reaching a peak in the Fall 1994 semester with a headcount of 3,242 and an FTE of 2,239. From 1995 to 2000, there was a significant decline when headcount enrollment dipped to 2,425 and FTE of 1,613. However, beginning in the fall term of 2000, the College experienced another upswing in enrollment to over 2500 students in the fall term of 2001. From Fall 2007 through Fall 2011, the average enrollment was 2483 headcount and an FTE of 1703. Fall 2009 saw the highest headcount enrollment during this period at 2619 students, and Fall 2010 experienced the highest FTE with 1779 full time equivalent students. Based on West Virginia Community and Technical College System (WVCTCS) Performance Data, Southern’s annualized headcount enrollment declined by 1.8% over the past five years, 2005-06 through 2010-11, while the system experienced an overall increase in enrollment of 29.7% during this same period. Student Profile Analyses are provided, but fall headcount and FTE data are summarized in Tables 1.1 and 1.2 below.

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<tr>
<th>Table 1.1: Fall Full-Time Headcount and FTE 2003-2011</th>
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<td>Fall 2003</td>
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<tr>
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<td>1457</td>
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Table 1.1: Fall Full-time Headcount and FTE 2003-2011
Table 1.2: Fall Part-time Headcount and FTE 2003-2011

<table>
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<th>Year</th>
<th>Part-Time Headcount</th>
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<td>Fall 2006</td>
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<td>Fall 2007</td>
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<tr>
<td>Fall 2008</td>
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</tr>
<tr>
<td>Fall 2009</td>
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<tr>
<td>Fall 2010</td>
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<td>387</td>
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<tr>
<td>Fall 2011</td>
<td>1083</td>
<td>395.7</td>
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</table>

The current median age for credit-based students is 23.8 years, with full-time students averaging 23.6 years of age and part-time students 24.2 years. This compares to the Fall 2003 average age of 24.2 years, with a full-time student average age of 23.2 and part-time average age of 27.5. Currently, nearly 67% of those enrolled are female, 96% are white, and 56% are full-time. Table 1.3 provides additional enrollment and demographic data and analysis.
## Table 1.3: Student Profile Data

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<tr>
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<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
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<th>Fall 2007</th>
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<td>25.1</td>
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</table>
Of the 558 first-time entering freshmen in the fall of 2011, approximately 45.6% were required to enroll in a pre-college level, developmental English course, 61.6% enrolled in a developmental math course, and 37.9% enrolled in both developmental English and math. Over 69% of the first-time entering freshmen in the fall 2011 cohort enrolled in at least one developmental course in reading, writing, basic mathematics, or algebra. Of the fall 2011 first-time entering freshmen, 499 were attending full-time (registered for 12 or more credit hours). Of this number, approximately 73% were enrolled in at least one developmental course, with 65.7% registered for developmental math. These data are reported on the West Virginia Higher Education Policy Commission’s Data Portal. Also, in the first-time entering freshman class, 359 students had graduated high school the previous spring and entered Southern directly in Fall 2011. Based on course placement test scores, 73% of these recent high school graduates were required to enroll in at least one developmental course, with 65% requiring developmental math instruction. Placement in college level or developmental courses is currently based on WVCTCS Series 21, which requires entering students to provide either ACT scores for those who have taken that test or performance on The College Board’s Accuplacer placement test.

US Census data for 2010 provide some interesting facts when comparing Southern’s service district population with the state of West Virginia and to the United States as a whole. The total population of the seven county district served by Southern in the 2010 Census was 234,699 for an average of 33,542 people per county. The largest county in the district by

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<td>5</td>
<td>0.1</td>
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</table>
population is Raleigh County (78,859), and it is a “shared” county in terms of access to community college programs and services with New River Community and Technical College, while the lowest populated county is McDowell, another shared county with New River Community and Technical College, with only 22,113 residents.

While the United States showed a 9.7% increase in population for the period 2000 to 2010, West Virginia experienced only a 2.5% increase. In contrast, the Census data show the Southern’s service district with an average decrease in population over 5% per county since 2000. During this ten year period, McDowell County’s population declined by 19%, and Raleigh County experienced the smallest decline among the seven counties at 0.5%. This continuing loss of population has contributed to the decline in the College’s enrollment, especially so with the significant drop in the number of high school graduates produced each year in the district. In the 2006-2007 academic year, the high schools in the College’s service district produced 2898 graduates, but in 2009-10 that number dropped to only 2162, or 736 fewer high school graduates, a decline of nearly 35%.

Based on findings of the U.S. Bureau of Labor Statistics, West Virginia had an average unemployment rate of 8.0% in 2011, and the average unemployment rate for the seven counties within the College’s district was 8.1%, as compared to the 2011 national average of 8.9%. The median household income for the United States in the year 2010 was $51,914, as compared with $38,380 for West Virginia and an average of $33,650 for the seven counties served by Southern. The percent of the population below the poverty level for the entire US in 2010 was 13.8; for West Virginia it was 17.4%; and for the seven-county service district it was 19.3%. Each of these statistics demonstrates that Southern faces a number of challenges in providing higher education services to the residents of its district.

**Fiscal and Human Resources**

According to the financial audit, the College’s total revenue budget from all sources for the most recent fiscal year, ending June 30, 2012, was $22,329,822. This included both unrestricted and restricted funds such as federal and state student financial aid programs and grants. During 2010-2011, Southern employed 26 full-time administrative (non-classified) personnel, including the President; 74 full-time faculty; 69 part-time (adjunct) faculty; 78 full-time classified staff; and 8 part-time classified support staff. Tables 1.4 and 1.5 show historic employment data for Southern based on reports provided by the Office of Human Resources.
Along with traditional college offerings in career/technical and transfer associate degree and certificate programs, Southern continues to increase services in the areas of non-credit workforce development, customized training, continuing education, and community interest programming. With an economy primarily based on coal, Southern supports the training of workers for the mining industry through its Academy for Mine Training and Energy Technologies.

In terms of affordability, Southern’s total annual tuition rate for 2011-2012 was among the lowest in the WVCTCS at $2304.00. The tuition rate of $91 per credit hour is capped at 12
credit hours for full-time students. In addition to tuition, the College also charges various fees. An itemized summary of student charges for 2011-2012 is provided.

Accreditation History

Southern West Virginia Community and Technical College entered its 41st year of providing quality education to the citizens of its district in July 2012. The College has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools during the entire forty years of its existence as an independently accredited institution. The College’s initial accreditation status was established through its affiliation as a branch campus of Marshall University.

The following time line provides an accreditation history for the institution since becoming a freestanding, state-supported community college. Through its open-door admissions policy and continued accreditation by the Higher Learning Commission, Southern is prepared to serve its constituents with a variety of quality educational programs and services at affordable costs.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1971</td>
<td>Southern organized as a freestanding community college</td>
</tr>
<tr>
<td>1974</td>
<td>Received initial accreditation of five years as an independently accredited institution</td>
</tr>
<tr>
<td>1979</td>
<td>Approved for continued accreditation for an additional five-year period</td>
</tr>
<tr>
<td>1984</td>
<td>Continued accreditation awarded for a period of six years</td>
</tr>
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<td>1990</td>
<td>Seven years continued accreditation granted with a focused visit on statewide governance and institutional reorganization required in 1992</td>
</tr>
<tr>
<td>1992</td>
<td>Focused visit on statewide governance and institutional reorganization conducted and no further reports or visits required</td>
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<tr>
<td>1997</td>
<td>Five years of continued accreditation awarded; a focused visit on shared governance, institutional planning, developmental education and library required in 1998-99 and a second visit focused on assessment of student academic achievement scheduled for 2000-01</td>
</tr>
<tr>
<td>1999</td>
<td>Focused visit on shared governance, institutional planning, library and developmental education conducted resulting in acceptance of institutional report with no additional reports or visits required</td>
</tr>
<tr>
<td>2001</td>
<td>Focused visit on assessment of student academic achievement conducted; based on institutional report and evaluation by focus team no additional reports or visits required; next comprehensive visit rescheduled for 2003</td>
</tr>
<tr>
<td>2003</td>
<td>Comprehensive evaluation visit conducted and maximum ten-year accreditation granted; focus report on assessment of student academic achievement required in 2006</td>
</tr>
<tr>
<td>2011</td>
<td>Site visit 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.</td>
</tr>
<tr>
<td>2012</td>
<td>Request for Change in Distance Delivery was approved allowing Southern to offer up to 100% of its programs via distance education</td>
</tr>
<tr>
<td>2013</td>
<td>Comprehensive evaluation visit scheduled for April 2013</td>
</tr>
</tbody>
</table>
Chapter Two

Southern’s Self-Study Process and Response to 2003 Visiting Team Recommendations
Self-Study Process and Response to 2003 Team Recommendations

As a result of action by the Higher Learning Commission in 2003, Southern received continued accreditation for the maximum period of ten years with the next on-site evaluation visit scheduled for 2012-2013. As recommended by the visiting team, the College was required to submit an interim report in May 2006 focused on the assessment of student academic achievement. This report was submitted in 2006, resulting in approval by the HLC.

The self-study process actually began in June 2010 when President Joanne Jaeger Tomblin designated Dr. Merle Dempsey as the Accreditation Liaison to lead the institution’s 2010 - 2013 self-study process. President Tomblin and Dr. Dempsey sought input from the various internal constituencies regarding how to structure the review process and how to organize the Self-Study Steering Committee and other committees needed to conduct an effective self-study process. It was the consensus that the College should, to the extent possible, use the existing governance committee structure to conduct the self-study.

To ensure appropriate representation from a broad cross-section of the College, a Steering Committee was appointed that included leaders of students, faculty, staff, mid-level management, and major administrative staff from all functional units. The existing committees within the internal governance structure were designated as self-study subcommittees. To ensure faculty ownership of the self-study process, President Tomblin in the fall of 2011 asked Mr. Steven Lacek, an Assistant Professor and Chair of the Transitional Studies Department, to serve as co-coordinator of the self-study process along with Dr. Dempsey.

With the appointment of coordinators, steering committee, and subcommittees completed, the next steps of establishing goals for the self-study, creating a framework, and developing a self-study timeline were completed early in 2011. At this time an in-depth analysis of the College and its operations began.
Self-Study Goals and Purposes

The self-study process is the foundation of the Higher Learning Commission’s comprehensive evaluation for the continued accreditation of Southern West Virginia Community and Technical College. It has been the College’s priority to conduct an extensive and thorough self-study of the highest quality.

Although the primary purpose of the self-study process is to demonstrate that Southern meets the Criteria for Continued Accreditation by the Higher Learning Commission (HLC), in the broader context, the objective is to clearly show that the College is driven by its mission and has a vision for the future. Six goals were established for the self-study process.

The Goals of Southern's Self-Study

- Conduct a self-study that reflects Southern’s mission and examines not only where the College has been, but also demonstrates a college-wide understanding of where the institution is going and how each area of the College will contribute to its success.
- Engage the entire College community in the process of identifying areas of strength and weakness while also providing opportunities for celebration of accomplishments.
- Conduct a self-study through participation by all members of the College and external constituencies that seeks input and gives feedback through an open process.
- Develop plans of action to immediately address any challenges identified during the self-study process.
- Obtain HLC approval for Southern to offer fully online associated degree and certificate programs.
- Develop a college-wide understanding that the accreditation process will not result in a final product but will emphasize planning that will allow the College to continue to meet the needs of those we serve well into the future.

To accomplish the goals, the institution encouraged the involvement of all constituencies in examining the mission, institutional commitments, vision, and values of the College and in a thorough and in-depth examination, analysis and evaluation of the educational programs; support services; human, financial, and physical resources; administrative, governance and planning structures and systems; and the overall viability of the College. It is intended that the work of the current Self-Study Steering Committee and its subcommittees be
integrated into the institution’s strategic planning processes so that the College continues its efforts in continuous improvement.

**Review of Self-Study Process: 2010-2013**

As a result of action by the Higher Learning Commission in 2003, Southern, for the first time in its history, received continued accreditation for the maximum period of ten years, with the next on-site evaluation visit scheduled for 2012-2013. As recommended by the 2003 visiting team, the College was required to present a progress report on the assessment of student academic achievement by May 2007. In April 2007, the College submitted *A Report on the Progress of Assessment Efforts at Southern West Virginia Community and Technical College* to the Higher Learning Commission. In this report, the College addressed five concerns related to the assessment of student academic achievement as identified by the 2003 Visiting Team. The focused report provided information and substantive data related to institutional actions addressing the following concerns:

<table>
<thead>
<tr>
<th>Southern Assessment Program Concerns Identified by 2003 Visiting Team</th>
<th>Reliance on standardized tests such as CAAP, WorkKeys, and licensure/certification results;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The need for a coherent assessment plan with a timeline and connections between outcomes, objectives, goals, and assessment tools;</td>
</tr>
<tr>
<td></td>
<td>Broader implementation across all campuses and involvement of students;</td>
</tr>
<tr>
<td></td>
<td>Unified and coordinated assessment of general education in all programs; and,</td>
</tr>
<tr>
<td></td>
<td>Effective use of data to improve student learning with clear, user-friendly data reports.</td>
</tr>
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</table>

This report was submitted in May 2007 and was accepted by the Higher Learning Commission as satisfactorily addressing the concerns of the team, as is documented by the HLC letter of acceptance and analysis of report.
As previously stated in this report, Southern created a new instructional site physically linked to the Lincoln County Comprehensive High School. As this site grew, and HLC definitions for instructional sites and additional locations were revised, it became necessary for the institution to submit Request for Change to designate the Lincoln County site as an “additional location” rather than an instructional site. This request was approved in August of 2010, and a site visit to the location was conducted in April 2011. Following the successful site visit, the Lincoln County site was officially approved as an “additional location” by the Institutional Actions Committee of the Higher Learning Commission, and this designation was included on the Statement of Affiliation Status.

During the annual Administrative Retreat in June 2010, President Joanne Jaeger Tomblin designated Dr. Merle Dempsey, Executive Vice President and HLC Accreditation Liaison, to coordinate the institution’s 2010-2013 self-study. In view of Dr. Dempsey’s impending retirement, President Tomblin sought input from the internal constituencies regarding the appointment of a co-coordinator to serve with Dr. Dempsey. Mr. Steven Lacek, Chair of the Transitional Studies Department and a member of the faculty, was appointed to serve in this key position. As part of the process, President Tomblin sought input from the various internal constituencies regarding the structure for the self-study process, including membership and organization of the Self-Study Steering Committee and other committees needed to conduct an effective the self-study.

The self-study process began in the fall of 2010. To ensure appropriate representation, a general consensus was reached that, to the extent possible, the existing governance committee structure should be used to conduct the self-study. The Executive Council consisting of a broad cross-section of the College, including faculty, staff, mid-level management, and administrators from all functional units, was designated as the Self-Study Steering Committee. In addition to the standing members of the Executive Council, a public member of the Board of Governors, the student, classified staff, and the faculty representative to the Board, and the Chairs of the Classified Staff Council and Faculty Senate were also added to the Steering Committee. The existing standing committees making up the institution’s internal governance structure were designated as Criterion Committees to address each of the five specific Criteria for Accreditation.
With the appointment of coordinators, steering committee, and criterion committees completed, the next steps of establishing goals for the self-study, creating a framework, and developing a timeline were completed. At this point, an in-depth analysis of the College and its operations began.

As the work of the self-study began, the administration, Steering Committee, and Criterion Committees reviewed the pending changes in the criteria for accreditation. Several members of the administration, Steering Committee, and Criterion Committees attended a regional workshop in Columbus, Ohio, where the new criteria were presented and discussed by members of the HLC staff. Audience participants were also able to ask questions and to seek clarification regarding the timeline for approval and implementation of the revised criteria. As a result of the information obtained during this workshop, and subsequent discussion by the President and members of the administration, Steering Committee and the Criterion Committees, the decision was made to conduct the self-study using the newly revised criteria that were to be effective in January 2013. This decision was conveyed to the institution’s HLC Liaison, Dr. Karen Solomon.

Early on in the self-study process, the Steering Committee and Criterion Five Committee recognized the institution was moving rapidly in the development of online course and program offerings. This rapid growth in the number of online courses offered to students was approaching a move from Bracket 2 (20 to 50%) to Bracket 3 (up to 100%) in terms of the number of programs that would be available via distance delivery. The transition to Bracket 3 would require approval by the Higher Learning Commission. The President appointed a special committee to prepare a Request for Change and to submit the required information to seek such approval. The Committee on Request for Change in Distance Delivery prepared and
submitted the required form in June 2012, and the institution was informed by letter on August 23, 2012, of the HLC’s approval for Southern to expand distance delivery of up to 100% of its total degree programs.

Responses to the 2003 Visiting Team Concerns

The last comprehensive evaluation of Southern West Virginia Community and Technical College by the Higher Learning Commission of the North Central Association of Colleges and Schools was conducted in April 2003. Based on the visiting team’s recommendation, the Commission in August 2003 voted to reaffirm the accreditation of the College for the maximum period of ten years. Included in Commission’s action, however, was a recommendation that the institution submit a progress report on assessment of student outcomes to be submitted by May 1, 2006. Due to a delay in communicating the final action by the Commission, the date for submission of the required progress report was extended until May 1, 2007. The Commission’s action was included on the institution’s Statement of Affiliation Status in August 2003.

In addition to the recommended progress report on assessment, the 2003 visiting team also identified several areas of concern. The remainder of this section of the current self-study report addresses these concerns. The 2003 Criterion involved is stated, followed by quotation of the specific concerns from the team’s report. A brief description of institutional action in response to each concern is then provided.

Concerns from 2003 Assurance Section of Team Report:

Criterion Two:
“The institution demonstrates that it has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.”

- In regard to physical facilities, the Boone Campus is in need of additional facilities as evidenced by present and projected enrollment. In addition, even though they are moveable, the tiered structures in several classrooms are not adequate for the intended purposes, nor are they conducive to teaching and learning.

When the visiting team made this observation in 2003, the Boone/Lincoln Campus was experiencing a spike in enrollment. During this time it was also anticipated that due to the ease of access from the Charleston (state capital) area and the low tuition rate, that campus might continue to attract more students. However, just like other campuses, the Boone/Lincoln Campus has had periods of increases and decreases in enrollment. This fluctuation in
enrollment trends made long-range planning extremely difficult, especially in the area of space requirements.

The College building at the Boone/Lincoln Campus is actually a leased facility owned by the Boone County Board of Education. The funding for the College addition was provided through the School Building Authority, an agency within the State Department of Education. The funds allocated for this facility stipulated that the College would have the exclusive use of the new addition on a long-term lease basis. Also, Southern has been able to negotiate the use of additional classrooms on the Career Center side during the evenings when it is not in use. The College did, however, complete a comprehensive Ten-Year Master Facilities Plan for each campus in 2004. Specific plans for the Boone/Lincoln Campus included the removal of the tiered seating specifically noted by the 2003 team, which was to be replaced with tables and chairs that were more conducive to the teaching-learning environment.

President Tomblin initiated a comprehensive review of the organizational structure in 2004 with a particular focus on the relationship between the positions of Campus Manager/Director and the Academic Affairs unit. As a result of this review, the Campus Manager positions were eliminated, and all locations were assigned a Campus Director charged with campus management responsibilities restricted to physical plant operations, maintenance, and security, along with community relations. These administrative positions were not assigned any responsibilities pertaining to academics.

As a result of the same review process, a new Chief Academic Officer position, Vice President for Academic Affairs, was designated and charged with college-wide responsibility for academic matters in 2005. Under the Vice President, the Academic Affairs Unit was also reorganized into two academic divisions – University Transfer Programs and Career-Technical Programs. Each division was assigned an Academic Dean who was charged with providing leadership for his or her assigned division at all College locations. Under the direction of the
Division Deans, a Chairperson was designated for each academic department, and program coordinators were appointed for those academic programs with programmatic accreditation. The Vice President, Deans, Department Chairs, and Program Coordinators were charged with providing academic leadership within their respective roles for all campuses, sites, and course locations.

Due to the retirement of the former Executive Vice President in 2010, and the resignations of the Vice President for Academic Affairs and the Vice President for Student Services in the same year, the President again reorganized the administrative responsibilities by combining leadership responsibilities for both academics and student services under a single vice president—the Vice President for Academic Affairs and Student Services. This structure remains in place at the time of this report. These changes are reflected in the current organizational chart.

The total institutional revenue from all sources for the 2011-2012 academic year was $22,329,882. Of this amount, not including Federal Pell Grants, only 18% is derived through grant funds. A full breakdown of all sources of revenue is provided in the financial audit.

Job Placement Services are now provided at each campus location through the offices of the Student Services Specialists.
The College has struggled with its efforts to fully implement all modules of the BANNER system since the 2003 visit by the HLC. Finally, in 2010 the President decided to contract with SunGard Higher Education (now Ellucian) to provide all technology-related management services for the institution. These management services include the implementation and management of BANNER.

An institutional procedure, **SIP-3160, Course Syllabus**, regarding course syllabi, which includes a common format, **SIP-3160.A, Course Syllabus Format**, was adopted by the Academic Affairs Unit. This policy provides guidance on what is to be included in a course syllabus.
Chapter Two

As required by **WVCTCS Series 11**, all associate and certificate degree programs include general education courses. Certificate programs require at least nine credit hours of general education courses. The associate of applied science degree requires at least fifteen credit hours of general education course work. Both the associate in arts and associate in science transfer degree programs have a specific set of general education core courses. The associate in arts core consists of a total of fifty-one credit hours, including courses in college orientation (one credit hour), communications and humanities (eighteen credit hours), social sciences (fifteen credit hours), natural sciences (eight credit hours), math (three credit hours), physical education (three credit hours), and computer literacy (three credit hours). The general education core for the associate in science is similar to that of the associate in arts but also includes an additional four credit hours in the natural sciences (total of twelve) and an additional three credit hours in math (total of six) but also reduces the literature requirement to only three credit hours.

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**Criterion Three:**

*The institution is accomplishing its educational and other purposes.*

- The February 1999 Report of a Visit indicates lack of a clear definition between general education and the university parallel courses. The institution stated in the Self-Study that it chose “not to change the purposes of GE.” For the transfer courses, faculty have identified a list of six goals, which are delivered in a common core of University parallel courses.

- In the AAS degree there is not a common core of courses required by either the institution or the state. Instead, general education is delivered and measured through competencies. Faculty have identified on matrices where program outcomes and general education outcomes are taught in specific courses. Identifying where a skill is taught does not ensure that the skill is learned, however, so the connection of these outcomes to assessment tools should be established.

- Since General Education teachers do not meet as a unit but in their respective divisions, opportunities to collaborate on committees which address delivery and assessment of general education competencies are very important. The work of the Assessment and Writing Rubric Committees has improved the ability of the institution to focus on delivering and measuring general education outcomes. The writing samples project and the creation of common exams in chemistry and mathematics are positive steps, which can be used as models. However, due to the fragmented nature of general education delivery, Administration working with Division Chairs and faculty will need to be diligent about ensuring delivery and assessment of a coherent general education cores.
Significant Changes 2003-2012

Significant changes have occurred at Southern since the 2003 HLC comprehensive evaluation visit. Some changes in the organizational structure and internal governance have been initiated along with additional changes in administrative leadership positions over the course of the past ten years. Institutional revenues, particularly from grant sources, have increased, and aggressive pursuit of funds to build new or upgrade existing facilities at all campus locations has resulted in significant changes in the College’s physical plant. Instructional program offerings have increased in number and quality, and technology resources and support have been enhanced for both administrative and instructional purposes. College involvement in and leadership of state and local economic development initiatives have become much more visible in the communities served by the institution, and much of this visibility has focused on workforce development and training. In this section a summary of major changes occurring over the past five years is provided and categorized under the following sub-headings: Governance; Administration; Facilities; Academic Programs; Student Services; Workforce and Community Development; Finance; Human Resources; and Technology Services.

Governance

Since 2003, there have been some changes to the internal governance structure. The number of standing committees has been reduced to seven—the Assessment Committee, the Curriculum and Instruction Committee (formerly the Academic Affairs Committee), the Enrollment Management Committee, the Finance and Facilities Committee, the Quality Integrated Services Committee, the Strategic Planning Review Committee, and the Technology Committee, as described in the Governance System Handbook. This new internal governance structure provides for input from all constituencies into all planning and decision-making processes involving these very important issues. The College continues under the state-level coordination of the West Virginia Council for Community and Technical College Education (WVCTCS).

Administration

Since the April 2003 comprehensive evaluation, a number of administrative and organizational changes have taken place. Joanne Jaeger Tomblin was named as President of the College in November 1999 and remains in that position some 13 years later. President Tomblin, a thirty-year employee of Southern, previously served as Vice President for Economic
Development and Community Relations, but has also held a number of other positions, including a member of the full-time faculty and a member of the support staff.

All organizational changes are reflected in the current organizational chart maintained by the Office of Human Resources. Since 2003, changes made within the administrative areas of the institution include:

### Organizational Changes at Southern 2003 - 2012

<table>
<thead>
<tr>
<th>Facet</th>
<th>Details</th>
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<tbody>
<tr>
<td>Redefining of Campus Manager/Directors positions</td>
<td>New titles of Directors of Campus Operations for each campus who are responsible for directing day-to-day business and physical plant operations at each campus as well as serving as the primary college liaison for communities served by that campus;</td>
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<tr>
<td>Creation of two major academic divisions</td>
<td>University Transfer Division and the Career and Technical Program Division—each administered by a Division Dean; reporting to the respective Division Dean are the academic department chairs and/or specific program directors/coordinators; all faculty from all campus locations, both full-time and adjunct, are assigned to an academic department and report directly to the respective Department Chair;</td>
</tr>
<tr>
<td>Consolidating major administrative leadership responsibilities</td>
<td>For both Academic Affairs and Student Services under a single Vice President; the Academic Deans for University Transfer, Career and Technical Programs, and the Dean for Student Development and Enrollment Management all report directly to the Vice President for Academic Affairs and Student Services.</td>
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### Facilities

Since 2003, the College’s physical facilities have increased in size and quality. The Logan Campus has added an Allied Health and Technology Center, which was completed in late 2008 and occupied in January 2009. This 55,000 square foot facility was funded through a bond program sponsored by the state with bond payments coming through state lottery funds. This center houses state-of-the-art classrooms and labs to support the major allied health programs, including nursing, medical laboratory technology, paramedic science, and radiologic technology. Also, this center includes classrooms and labs supporting electrical engineering, surveying, and information technology programs. Faculty and the College’s administrative offices are also included in this facility.

A second major facilities project completed since the last comprehensive visit is the addition of a college classroom and office wing at the new Lincoln County High School location. This site, completed and occupied in 2009, was a joint construction project by the State Department of Education (WVDOE), the Lincoln County Board of Education, the West Virginia Community and Technical College System (WVCTCS), and Southern. The facility includes a new
consolidated high school serving all students of Lincoln County and a 7,310 square foot community college wing providing office, lab, and classroom space for the offering of college programs and services. This college wing contains three general purpose classrooms; an interactive audio/video classroom; a twenty-seven station computer lab; a biology/chemistry lab; restrooms; and, an administrative area with reception area, conference room, small kitchen, and four private offices. This additional location serves as an extension of the Boone/Lincoln Campus and is under the leadership of the Director of Campus Operations in terms of physical plant and financial operations. The Vice President and Deans are responsible for overseeing all academic and student services offerings at this location.

A project currently in the construction phase is a new technology facility located on the Williamson Campus. This facility, with an anticipated completion date in 2013, will provide much needed additional space to support current as well as new technology-based programs at that campus.

<table>
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<th>Additional Facilities Improvements since 2003</th>
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<tr>
<td>The renovation of student commons and lounge areas at the Williamson, Wyoming/McDowell and Logan Campuses;</td>
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<td>Upgrades to heating and cooling systems at all campus locations;</td>
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<tr>
<td>Creation of centralized Student Assistance Centers at the Boone/Lincoln and Wyoming/McDowell Campuses;</td>
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<tr>
<td>Re-allocation of art lab space on the Logan Campus;</td>
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<tr>
<td>Upgrades to the Interactive Classrooms featuring two-way, real-time audio/video enhancements funded by a Title III Grant; and,</td>
</tr>
<tr>
<td>Continued enhancement of the appearance at all campus facilities through new furnishings, paintings and other forms of Appalachian art in entry ways, sitting areas, hallways and other high traffic areas.</td>
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**Academic Programs**

A number of changes have occurred in the academic programs available to students since the 2003 evaluation visit. Additional certificate and associate degree programs have been initiated, and several programs have been eliminated during the past ten years, as is reflected by the current degree program inventory. All programs are reviewed on a five-year cycle, and the majority of changes to existing programs have primarily been the result of the College’s
program review process, outlined in SCP-3620, Policy Regarding Program Review, and the changing economic needs of the state and the local communities served.

A major change was made in the number of “concentrations” offered under the University Parallel (transfer) associate in arts and associate in science degrees. In order to enhance transfer options and ensure course transferability, the University Parallel programs were streamlined by identifying a 45 credit hour common general education core that was recognized under the WVCTCS and West Virginia Higher Education Policy Commission’s Core Coursework Transfer Agreement component of Series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities. The revision to Southern’s two primary transfer programs—the associate in arts and the associate in science—included a reduction in total credit hours required to sixty, with the remaining fifteen credit hours to be selected from courses that fit the individual student’s four-year degree plan. The courses selected are tailored to the intended major and the four-year institution to which the student intends to transfer. These factors increased the ease of transfer in terms of meeting general education requirements and increased flexibility in “major” course selection to fit student need.

- New Associate in Applied Science (AAS) Degree programs started since 2003 with official approval dates include:
  - Board of Governors AAS – March 2004
  - Dental Hygiene – July 2005
  - Health Care Professional – May 2007
  - Salon Management/Cosmetology – May 2007
  - Survey Technology – May 2007
  - Mine Management – August 2008
  - Forensic Psychology and Investigation – June 2009
  - Addiction Counseling – June 2010
  - Homeland Security and Emergency Services – June 2010
  - Medical Assisting – June 2012
- AAS programs created with or added a one-year certificate option since 2003 are:
  - Information Technology – February 2006
  - Electrical Engineering Technology – February 2006
  - Survey Technology – May 2007
  - Forensic Psychology and Investigation – June 2009
  - Addiction Counseling – June 2010
New certificate options were added to existing AAS degree programs in the areas of:
  o Information Technology – June 2006
  o Electrical Engineering Technology – June 2006
  o New Certificate programs begun since 2003 include:
    o Central Sterile Supply – August 2009

Associate Degree and Certificate Programs terminated since 2003 include:
  o Fire Science (CAS) – August 2012
  o Paramedic Science (CAS) – August 2012
  o Applied Industrial Management (AAS) – April 2004
  o Pharmacy Technology (AAS) – April 2007
  o Computer Information Systems (AAS) – April 2007

All changes to academic programs are reflected in the WVCTCS Degree Inventory.

As part of Southern’s mission, the College is committed to lifelong learning. In fulfillment of this aspect of the institutional mission, Southern has entered into agreements with several four-year colleges and universities whereby a number of baccalaureate and master’s degree programs are made available to the residents of the service area. Several of these programs are offered face-to-face on one of Southern’s campuses, and others are made available totally through web-based delivery. Some of these programs and the providing institution and the Southern Campus associated with each program include:

  o Criminal Justice Administration – Bachelor of Science, Bluefield State College – Wyoming Campus (evening program)
  o Elementary Education (Special Education) – Bachelor of Arts, Concord University – Wyoming Campus (evening program)
  o Accounting – Bachelor of Science, Franklin University – online
  o Business Administration – Bachelor of Science, Franklin University – online
  o Health Care Management – Bachelor of Science, Franklin University – online
  o Management – Bachelor of Science, Franklin University – online
  o Marketing – Bachelor of Science, Franklin University – online
  o Human Services – Bachelor of Science, Lindsey Wilson College – Logan Campus (evening/weekend program)
  o Counseling – Master of Arts, Lindsey Wilson College – Logan Campus (evening/weekend program)
  o Elementary Education (K-6) – Bachelor of Arts, Marshall University – Williamson Campus (weekend program)
• Early Childhood – Bachelor of Arts, Marshall University – Williamson Campus (weekend program)
• Nursing – Bachelor of Science, Marshall University – online program
• Accounting – Bachelor of Science – West Virginia University Institute of Technology – online program
• Business Administration – Bachelor of Science, West Virginia University Institute of Technology – online program
• Nursing – Bachelor of Science, West Virginia University Institute of Technology – online program
• Organizational Leadership and Development – Bachelor of Arts, Wheeling Jesuit University – Boone Campus (evening/weekend program)

Finance

In September 2006, the Southern West Virginia Community College Foundation in cooperation with the College initiated the Vision 2020 – Major Gifts Campaign to assist Southern in achieving a multitude of long-range plans to ensure the success of the region and its citizens. A twenty-million dollar goal was established for the year 2020, to occur in three separate phases. Funds from the campaign were to be used to initiate and enhance programs, to increase financial assistance to students, and to support new facilities, technology, and marketing, and to further the work of the Academy for Mine Training and Energy Technologies. To date, the campaign has been very successful. Phase I reached its seven-million dollar goal within 18 months.

Phase II of the campaign began in January 2010 with the goal of an additional seven-million dollars to be reached by 2015. Based on the success of Phase I, a new set of priorities was established for Phase II by members of the Southern Foundation, Southern’s Board of Governors, administrators, faculty, staff, and students. These priorities include improvements to technology to support future growth, multiple delivery modes for academic and entrepreneurial programs, acquisition of the Williamson National Guard Armory building and property, development of new technical programs, increasing the amount of institutional financial assistance for students by $200,000 annually, and construction of a facility to enhance the programs and services provided through the Academy for Mine Training and Energy Technologies, particularly Task Force I and an International Mine Rescue Center.
Technology Services

In the fall of 2010, a major change in the area of technology services was initiated. Southern entered into a contract for management of all technology services with Ellucian (formerly SunGard Higher Education). Under the terms of this agreement, Ellucian provides “on-site” management of all technology-related services, software management, grants services, and support for institutional research. As the parent company for BANNER, Ellucian personnel serve as an important resource for the implementation of the various BANNER modules and provide on-campus training for Southern’s employees.

Workforce Development

Through an initial grant under the President’s High Growth Job Training Initiative within the Department of Labor’s Employment and Training Administration, the Academy for Mine Training and Energy Technologies was created in 2006. The Academy provides training for individuals who are interested in a career in the mining industry and/or other energy technology industry. Specializing in both underground and surface mining operations, classes are geared for enhancing students’ knowledge of advanced, modern processes and technologies to assist them with job placement in a variety of technical fields. Through the use of state-of-the-art training simulators and hands-on labs, students obtain industry certifications, many of which are also eligible for academic credit. The Academy uses a 3D simulator with a full range of motion based operator seat to provide training in the operation of surface mine equipment. The equipment is equivalent to that used by the military and commercial airlines for pilot training. This training allows the student to be immersed in real life situations without the hazard exposure. The Academy also provides opportunities for cross-training of existing employees on new equipment and enhances management training through various operating scenarios. This one-of-a-kind facility enhances the career opportunities for those who successfully complete the varied training programs.

In addition to the Academy for Mine Training and Energy Technologies, the Workforce Development Unit now provides information and assistance to small businesses in the service district in applying for state and federal contracts through the Regional Contracting Assistance Center (RCAC). RCAC is headquartered in Charleston, West Virginia, and maintains offices located throughout the state. A Center location was established at Southern on October 1, 2002, with the goal of helping West Virginia businesses to compete for and win government contracts on the federal, state, and local level. RCAC is a private, non-profit corporation originally organized within the state in 1987 to promote economic development by assisting companies in governmental marketing. The Center is jointly funded and supported by the
Department of Defense, the State of West Virginia, and Southern West Virginia Community and Technical College. RCAC provides services which include counseling in the areas of federal acquisition regulations, contracting terms and acronyms, navigating bid packages, preparing bids, quotes or proposals, obtaining specifications, drawings, and purchase histories, as well as actual contract performance and closeout procedures.

Also new to the Workforce and Community Development Unit since the last HLC comprehensive evaluation is the Appalachian Leadership Academy. The mission of this Academy is to identify Southern students with outstanding character and prepare them with the leadership and diversity skills needed to serve as engaged, conscientious citizens as they enter the business, political, and academic world. Students enrolled in the Academy are identified as “Cotiga Fellows,” named for the business partner sponsor, Cotiga Development Company. Fellows receive full tuition for four semesters, twelve hours of college credit for completion of the assigned activities, and a book allowance. Participants have the opportunity to travel, lead positive change, have an impact in the greater community, and build a network of peers among local, regional, and state leaders. Located on the Williamson Campus, the Cotiga Chapter is an onsite program, with students selected to participate attending classes and seminars once per week. These students are provided with the opportunity to identify and develop their own personal leadership style through classroom lecture, hands-on experiences, group activities, discussions, forums, team-building exercises, and community service projects.
Chapter Three

 Criterion One: Mission

Southern’s mission is clear and articulated publicly; it guides Southern’s operations.
Criterion One: Mission

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

In this chapter, we identify how Southern adheres to Criterion One. In doing so, we briefly discuss the history of the College’s Vision Statement, Mission Statement and Institutional Commitments, and Core Values. Next, we directly address the Core Components of Criterion One and give specific examples of how the College abides by its own institutional commitments. Finally, we summarize areas where the College can improve in its adherence to Criterion One.

The current Vision Statement was developed during a strategic planning process that was conducted in response to concerns expressed by the HLC team, which had conducted a comprehensive visit in April 1997. During this planning process, Dr. Travis Kirkland, Southern’s president at that time, conducted a visioning session that resulted in the development of a vision statement for the College. This vision statement originally approved by the President and included in the 1998 Strategic Plan has been reviewed on several occasions during the past fifteen years but has remained unchanged. The Vision Statement is:

*Southern West Virginia Community and Technical College will be the higher education leader in West Virginia and the region. Southern will provide the leadership necessary to help West Virginia grow and prosper into the twenty-first century. Southern will be the hub around which all education and training/retraining efforts will turn. The College will act as the catalyst for economic development and change in the region. Southern will establish proactive partnerships which include education, business, industry, labor, government, community and cultural organizations, as well as other leaders to achieve regional goals. Southern will become a model of academic excellence, scholarship, creativity, innovation, and cooperation impacting the educational opportunities and economic growth of the region."

Southern has adopted a clearly stated and publicly articulated mission statement that directs all institutional operations. Accompanying the mission statement are seven institutional commitments that outline the comprehensive nature of the institution as a two-year community and technical college. The College has also adopted a vision statement to guide planning for the future. Also, the institution publically articulates the core values that serve as the foundation of the actions of the College in fulfilling the vision, and mission and institutional commitments.
Since its founding in 1971, Southern’s mission statement has undergone numerous revisions. Many were largely stylistic in nature and have not fundamentally altered the College’s original mission as an associate degree granting institution. From 1971 until the late 1980’s, the primary mission of the College was that of a transfer institution. This emphasis can be traced back to its history as a branch campus of Marshall University. In the late 1980’s, Southern began an expansion of its career and technical program offerings to in order to provide students more local and state employment opportunities. In 1998, following an extensive strategic planning initiative, the mission statement underwent a significant change. This version of the mission statement was thought to have more accurately described the changing role of the College as assigned by the state.

The mission statement of 1998 that was still in effect in 2003 stated:

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“Southern West Virginia Community and Technical College is a comprehensive community college located in a rural environment. The College strives to fulfill current and future higher educational and vocational/technical needs of southern West Virginia, its service area, and beyond. Our College emphasizes student-oriented, transferable learning, enabling students to achieve work, career, and personal success.

Our College provides high quality, affordable, student-friendly, and easily accessible educational services. We are highly effective and flexible in responding to state and community demands, and in adapting to a global socio-economic system.”

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When the West Virginia Community and Technical College System (WVCTCS) published its 2010-2015 Master Plan, Meeting the Challenge, it outlined the state system’s strategic priorities and goals for the delivery of community and technical college education throughout every region of the state. At that time, President Tomblin called on all employees to review and submit suggestions for any change to the institutional mission statement. After feedback was collected, the institution’s Strategic Planning Committee developed a new mission statement and submitted it to the Board of Governors. The Board accepted the recommendation for change to the mission statement and submitted the new mission for a thirty-day public comment period, after which the current mission statement was adopted by the Board in June 2010. This version has been reviewed by the Board of Governors on an annual basis at its fall planning retreat and business meeting and most recently was reviewed and reaffirmed on October 13, 2011.
The current mission states that:

**Southern's Current Mission Statement**

“It is the mission of Southern West Virginia Community and Technical College to provide accessible, affordable, quality education and training while promoting lifelong learning for those we serve.”

As previously stated, the mission statement serves as the foundation for institutional strategic planning and in the development of the institutional compact, and it continues to guide the programs and services provided to our students.

The Mission Statement has always included a set of **Institutional Commitments**. However, the 2003 Self-Study Report identified a need for regular review and revision of the institutional commitments. As a result of this finding, the institutional commitments were included in the 2010 mission statement review process. Prior to 2010, the institutional commitments were:

**Southern's Original Institutional Commitments**

1. To provide programs of study which can be effectively transferred to other institutions and applied toward the completion of a Baccalaureate degree.

2. To provide programs of study, which prepare and/or upgrade students’ skills in the occupation of their choice, especially those occupations which help meet the needs of the college’s service district.

3. To provide students with the services necessary to assist them in successfully realizing their educational plans.

4. To provide developmental courses for students who enter through the open door policy and who lack the necessary academic background.

5. To provide continuing education opportunities for individuals in the service district who are interested in personal, cultural, or occupational improvement.

6. To provide workforce training and re-training as a mechanism for economic development through partnerships with business, industry, labor, education, civic clubs and organizations, community leaders and government.

7. To provide activities which are culturally enriching and entertaining for the entire district, as well as those enrolled at Southern.”
Based on input from faculty, staff, students, administrators, board members, and the community, it was determined that the commitments would remain the same. However, it was agreed that they needed to be organized in a more logical sequence and to represent the current organizational structure of the College in terms of services and program delivery. As a result of the 2010 review process, the institutional commitments were revised, and the current version included in the current College Catalog is as follows:

<table>
<thead>
<tr>
<th>Southern's Current Institutional Commitments</th>
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<tbody>
<tr>
<td>1. Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.</td>
</tr>
<tr>
<td>2. Programs of study leading to the associate in arts and the associate in science degrees which can be effectively transferred and applied toward the baccalaureate degree.</td>
</tr>
<tr>
<td>3. Programs of study in career and technical fields leading to a skill-set certification, certificate degree and/or the associate in applied science degree for entry into the workforce.</td>
</tr>
<tr>
<td>4. Workforce development, continuing education and training programs that support the needs of employees and employers and serve as a mechanism for economic development.</td>
</tr>
<tr>
<td>5. Support services that assist students in achieving their education and training goals.</td>
</tr>
<tr>
<td>6. Community interest programs and activities that promote personal growth and cultural enrichment.”</td>
</tr>
</tbody>
</table>

It was during a January 2007 Board of Governors meeting that the Board determined that the values statements of Southern required a review and revision. The Board indicated a desire to articulate the core values that guide the College’s strategic planning process in fulfilling its stated mission and institutional commitments made to the public it serves. Following the January 2007 Board meeting, a Committee on Core Values conducted open meetings to review a proposed list of values statements created by the Board. These proposed Core Values were circulated for public comment and submitted to the Chancellor’s office and were subsequently adopted by the Board in April 2007. The following represent the core value statements of Southern West Virginia Community and Technical College.
Southern West Virginia Community and Technical College

Chapter Three

The mission, institutional commitments, vision, and values statements can be found on the College’s website, in the College Catalog, and are posted throughout the campuses.

We will accomplish our mission by:

• Achieving excellence in service and education.
• Exhibiting integrity in all that we do.
• Collaborating and communicating actively with others.
• Being committed in word and deed.
• Imparting passion and compassion to our every task.
• Leading by encouragement and support of lifelong learning.
• Embracing change through bold actions.
• Being creative and innovative at all levels.
• Initiating opportunities for the community.
• Celebrating success.
Core Components of Criterion One

1. A.  Southern’s mission is broadly understood within Southern and guides its operations.

Southern embeds its mission in all operations of the College. A number of indicators demonstrate understanding of and support for the mission. The College’s decisions and actions are focused on the mission of providing accessible, affordable, quality education and training while promoting lifelong learning.

In efforts to be more accessible, Southern has added a new location since the 2003 HLC comprehensive visit—the Lincoln County High School location—to its previous four campus locations. The College has also expanded access to courses by creating instructional sites providing instruction at over twenty sites. In addition to offering traditional off-campus college courses, Southern works with many of the high schools in the district to offer early entry and dual credit college courses. Online courses and programs have been expanded to make education more accessible to students with lives and schedules that make attending face-to-face courses impractical. Most recently, Southern was approved by the HLC to offer up to 100% of its programs via distance delivery.

In terms of affordability, Southern continues to have one of the lowest tuition rates in the West Virginia Community and Technical College System:

![Table 3.1: Tuition of WVCTCS Institutions](image)

Southern also caps tuition and fees at twelve credit hours, allowing students to take additional credit hours above twelve without adding to their tuition costs. The institution continues to increase local need-based financial aid resources in the form of scholarships and grants from the Southern West Virginia Community College Foundation. This effort is best

To fulfill the mission of promoting lifelong learning, Southern has a major administrative unit—the Workforce, Economic and Community Development Unit—dedicated to promoting workforce development education and customized training, continuing professional education, and community interest programming. This unit encourages citizens of all ages to participate in the educational and cultural enrichment opportunities provided by the College. In addition to the work of this unit, Southern also promotes lifelong learning by brokering access to bachelor’s and master’s degree programs offered by four-year colleges and universities that are available locally on one or more of Southern’s campuses or via online learning.

The mission statement and institutional commitments are reviewed on a regular basis and revised as needed to ensure a continued focus on a comprehensive community college philosophy and the institution’s commitment to meet the education and training needs of the communities served. From its founding as an independently accredited institution in 1971, Southern has continued to grow and adapt to the needs of its constituents. This has been clearly demonstrated through the transparency and accuracy of the vision, mission, institutional commitments, and core values statements.

Based on the results of a 2011 Community College Survey of Student Engagement, there is ample evidence to indicate that the institutional mission statement, is broadly understood by students. All employees receive a copy of the mission statement and an institutionally administered survey of employees also indicates that employees are well informed and that the mission statement guides the general operations of the institution.

Southern’s academic programs, student support services, and enrollment profile are reflective of its mission as a comprehensive community and technical college. The institution’s highest degree offering is the associate degree, which may typically be completed within two academic years or less by those students attending full time. Southern also offers certificate programs of thirty credit hours designed to be completed within one academic year for those attending full time. To advance the mission, the College has developed several new certificate and associate degree programs of study to meet local workforce needs. These programs include Cosmetology/Salon Management, Mine Management, Respiratory Care, Addiction Counseling, Forensic Psychology and Investigation, Homeland Security and Emergency Services, and Survey Technology. The institution continues to collaborate with local businesses to determine future workforce needs and employment trends and strives to develop programs that are relevant to the present and future.

In the fall of 2011, the College converted from the traditional semester system to a trimester academic calendar. The primary purpose for this change was to provide an
opportunity for those students who desired the ability to shorten the time required to reach their educational goals. For example, a full-time student pursuing a sixty-credit-hour associate degree program under the semester schedule would typically register for fifteen credit hours per semester for four semesters (the fall and spring of two academic years). Under the trimester system, this same full-time student can register for fifteen credit hours for each of the three terms offered the first academic year and for one additional term in the second to complete the required sixty credit hours; thus completing the associate degree in one and one-half years rather than the traditional two-year traditional cycle. This change offers the opportunity to make education more affordable and accessible for students.

Although the trimester system has been in place for almost two years, there is still a shortage of courses being offered during the summer term. Little advertising has been done to explain the shortened path to degree completion. More marketing should be targeted to inform high school seniors, recent graduates, and adult learners about the opportunities available through the trimester system. The College has in place a Trimester Review Committee tasked with monitoring the implementation of the trimester system. This committee is interviewing faculty, staff, and students in an effort to identify areas of success and concern with this newly adopted system.

Within the University Transfer Division, the Department of Transitional Studies works to assist academically underprepared students to meet the requirements for entry into college-level courses. Initiated in 2000, the department offers developmental courses in reading, writing, general mathematics, and algebra on all four campuses and the Lincoln County location. The existence of the Transitional Studies department speaks directly to the fulfillment of Institutional Commitment #1. This department serves a large portion of Southern’s entering freshmen. According to data maintained by the Department Chair of Transitional Studies, in the fall of 2011, 616 students were enrolled in at least one developmental math course and 262 students took at least one developmental English course. Many students required both math and English remediation. Passage rates in developmental courses remain less than desired, but faculty in the department are participating with the WVCTCS in a statewide developmental education task force to redesign developmental education delivery. Since fall 2009, the Transitional Studies Department has offered accelerated mathematics and algebra courses. In these courses, students can complete the equivalent of two semesters of math or algebra courses in one semester. This is accomplished by meeting the equivalent of four times per week instead of the traditional twice per week. Success rates in these accelerated courses seem to be better than in traditional semester-long courses, as shown in Tables 3.2 – 3.4.
Table 3.2: MT 090 Passage Rates

Table 3.3: MT 095 Passage Rates

Table 3.4: MT 096 Passage Rates
Developmental reading and composition courses see better success rates than developmental mathematics courses, but there is still room for improvement. Southern has begun to offer a “blended” course that combines both reading and composition skills. This course was first offered in the fall of 2012. During its first semester, this course (EN 095) experienced a 65% passage rate. This compares to a 69% passage rate for the “traditional” developmental composition course and a 75% passage rate for the “traditional” developmental reading course. This course is being offered during the spring 2013 term, so more data will be available for further evaluation of this course.

As a result of professional development sessions provided through the task force, the Transitional Studies faculty are offering developmental writing in an accelerated format where students can complete both the developmental course and college-level English Composition I in a single semester. A similar model for algebra is planned for spring 2012.

Southern works with the local Adult Basic Education (ABE) programs wherein the College provides classroom space for ABE courses and services. Additionally, the Logan Campus hosts an annual ABE/GED commencement ceremony with College employees serving on the planning committee along with ABE instructors and public school administrators. The Department Chair for Transitional Studies sits on the Logan County ABE Advisory Board and meets with that group annually. Together, they work to direct students to the ABE program appropriately.

Based on enrollment data, Southern continues to serve students from throughout the service district. Although several communities have less student participation, this might be attributed to several factors, including a lack of public transportation and the distance to a campus or location. The College has made a concerted effort to expand access while continuing to focus on student completion. The primary expansion efforts in access have focused on the development of more online courses and the availability of complete online programs. Enrollment in online courses has continued to increase (see online course enrollment data). As demand for online courses increased, Southern obtained approval from the Higher Learning Commission, through a Request for Change application, to expand the percentage of its distance delivered programs. The College has now been approved to offer up to 100% of its programs through distance delivery.

Student support services are provided at each campus and the Lincoln County location. Student program advisors are available on each campus during evening hours and provide information on financial aid and other services. Financial aid staff also schedule regular visits to each campus. However, business offices and bookstores are not open during evening hours. Due to increased emphasis on serving adult (non-traditional age) students, as reflected in the WVCTCS and Institutional Master Plan/Compact and the DegreeNow initiative, services and
programs targeted specifically to this population have been brought to the forefront. To organize and coordinate these services, a new position of Coordinator of Adult Services was created and filled in 2011. The primary focus of the position is to develop, administer, and promote services and programs for adult students with an emphasis on enrollment, retention, and completion of certificates and/or degrees.

To support the fulfillment of the mission, the institution engages in systematic, integrated planning through the internal governance structure. Standing committees focused on strategic planning, integration of quality services, as well as finance and facilities, work collaboratively to ensure the alignment of planning and implementation with the institutional budgeting process. The recommendations from each of these committees are forwarded to the Executive Council for review and approval. In addition, budget meetings are held in which all administrative units—academic affairs and student services, workforce and economic development, technology services—share their plans and request resources. Evidence of this planning process include the following:

- **Ten-year Master Facilities Plan**
- **2010 – 2015 Master Plan/Compact**
- Finance and Facilities Committee minutes
- Finance Unit documentation
- College Budget 2011 - 2012

The mission statement clearly identifies Southern as a “community and technical college,” and the institutional commitments that accompany the mission outline in measurable terms how the institution intends to accomplish the stated mission. These statements specifically address that Southern is committed to providing in fulfilling its mission. The institutional commitments present a clear model against which the College can determine its level of success in accomplishing its mission as a comprehensive community college.

The vision that drives the institution to improve is derived from its vision statement that originated from the strategic planning process in 1998. The adopted vision statement is one that challenges the College to become “the higher education leader in West Virginia and the region.” Although some would view this vision as being unattainable, it has been reaffirmed each year by the employees and Board of Governors as the ultimate goal. It reflects the institution’s desire to be the center (or hub) for education and training in the service district, the state and beyond the state’s borders. The vision challenges the College to act as a catalyst for change, to be proactive in the development of partnerships, and most importantly, to be a model for academic excellence, scholarship, creativity, innovation, and cooperation.
1.B.  **The mission is articulated publicly.**

Southern’s mission documents are clear and articulate publicly the organization’s commitments to its internal and external constituents. As living documents, the mission, institutional commitments, vision, and values statements have undergone revisions to ensure they best reflect the College’s position within its communities. As Southern continues to grow and adapt to a changing environment, it has striven to promote transparency and accuracy within its comprehensive documents.

Southern’s mission, institutional commitments, vision, and core values are posted prominently on the College website www.southernwv.edu, framed copies of the Mission Statement are posted near the main entrance at each campus, and the documents are included in each edition of the College Catalog. The Mission Statement is included in the Master Plan/Compact. Currently, the mission, institutional commitments, vision, and values are not included in the student success/orientation course. A suggestion has been made to incorporate a review and explanation of each of these statements in the orientation course. The Mission Statement and related documents are current and were reviewed and reaffirmed by the Board of Governors in October 2011.

The College distributes its mission documents via multiple outlets to ensure that the mission is known and that the vision and values guide decision making. Within the institution, the mission is tied to program review and the budgeting process. The mission documents are visible, accessible, and are distributed through a variety of means – in publications such as the College Catalog/Student Handbook, Faculty Handbook, Board of Governors Operational Guidelines, and policy manuals. They are also posted prominently throughout all campus facilities and locations and are notably displayed on the College’s website. On the website, links are provided that lead directly to the vision, mission, commitments, and core values statements. Providing online access to these documents ensures visibility, transparency, and open access to all internal and external constituencies.

The mission documents are the focal point of the Institutional Strategic Plan/Master Plan and Compact. The goals established in these planning documents include:
These goals encompass the nature and scope of the higher education programs and services at Southern. The Institutional Commitments that accompany the Mission Statement are directed toward the fulfillment of these strategic goals. Commitment 1 states that Southern will provide developmental and pre-college level education for underprepared students and includes the necessary general education competencies as reflected in Strategic Priority 1. Providing associate in arts and associate in science degree programs that can be easily transferred and applied toward the baccalaureate degree is also in fulfillment of the strategic priority. Institutional Commitment 3 speaks directly to Strategic Priority 2 by committing to providing workforce development programs that meet the needs of state employers and assist in the economic development efforts in West Virginia.
1.C. Southern understands the relationship between its mission and the diversity of society.

In a state and region where racial and ethnic diversity is low, an inherent challenge for the institution is to increase diversity within the student and employee populations. As evidenced by the student profile analysis provided in Table 1.3: Student profile Data in Chapter One of this report, Southern’s enrollment is reflective of the population it serves in terms of ethnicity, age, and gender. The 2010 U.S. Census Bureau QuickFacts for West Virginia shows a Caucasian white population of 94.1% for the state. The total minority population in the state is less than 6%. This same source of data indicates that the average Caucasian white population percentage for the seven counties served by the College is 95.3%. The College’s minority enrollment for the Fall 2011 was less than 4%, which is representative of this population across the service district and the state as a whole. McDowell County has the highest minority (non-white) population among the counties served by Southern at 11.6%. Efforts are underway in McDowell to increase the college-going rate. A new initiative has been launched from the local, state, and national levels called Reconnecting McDowell in which the College has been an integral partner. The McDowell Economic Development Authority has provided the College with office space to provide better access to the services and programs available.

Accessibility is one of the descriptors included in the College’s mission statement and is one step toward producing an atmosphere of inclusiveness. With an open enrollment policy, Southern provides accessible educational opportunities through the operation of multiple campus locations located throughout southern West Virginia. Southern recognizes the needs of the communities it serves and seeks to provide accessible education for the citizens of each of its seven counties. Students with disabilities are provided resources through the Disability Services Office. Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), Southern ensures that qualified individuals with disabilities are afforded equal opportunity to participate in programs and services with appropriate accommodations provided. Reasonable modifications in policies, practices, and procedures ensure equal access for individuals with disabilities in a supportive environment. Disability Services provides and coordinates reasonable accommodations, advocates for an accessible learning environment, and encourages self-advocacy and personal responsibility on the part of students with disabilities. This process is designed to assure that all students have equal access and opportunity.

The College promotes an atmosphere of sensitivity to and an understanding of all cultures. Southern’s employees are actively involved in community, local, and state organizations with several serving on the boards of these organizations. The College continues to seek other venues and opportunities to connect with and recruit minority populations in
order to increase the enrollment percentage from the various ethnic populations within our communities. The College’s efforts to address student diversity are also demonstrated through its low tuition, student recruitment activities, program offerings, and cultural activities, such as Harmony 365. An ongoing partnership with several organizations, including the local chapters of the **NAACP, in which Southern is a lifetime member**, led to the creation of the Harmony Week and which later developed into Harmony 365. This is a series of events and activities involving the College, the public schools, the NAACP, and others to promote multicultural activities and recognition of the diverse society in which we live.

The creation of Southern’s Appalachian Leadership Academy has given students the opportunity to become involved in leadership development through enrollment in leadership courses taught by an instructor certified in diversity training. HU 203: Building on Diversity, Leadership Management course is a required course in the Academy.

The General Education Philosophy and Goals include “cultural, artistic, and global perspective” as a general education competency:

**A Cultural / Artistic / Global Perspective**

- 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.

To achieve this goal, Southern offers a variety of fine arts classes, literature classes, social science classes, and management classes that address cultural and global issues.
1.D. **Southern’s mission demonstrates commitment to the public good.**

Southern is committed to making an education available to students from all walks of life. As evidence of this effort, the College regularly offers alternative scheduling options and non-traditional modes of delivery. For example, Southern offers “Fastrack” classes that meet on an accelerated schedule to shorten the time required for students to complete. Additionally, several courses are offered as weekend classes, as is seen in the schedule of courses each semester. Southern offers many evening classes to meet the needs of students who work during the day and offers web courses for students who need or desire this type of delivery. The College continues to use its network of interactive, closed circuit classrooms (ICRs) where students can participate in classes being taught from another location. Although Southern strives to provide a variety of scheduling options, not all classes are provided in one or more of the above mentioned formats. This may be due to a shortage of instructors for the classes, time conflicts with other classes, or room scheduling issues.

As a public institution supported through state funds and revenue generated from tuition, Southern has no parent organization or investors. The governance system that extends from the Board of Governors through all levels of the institution promotes effective leadership through collaboration and communication, enabling the College to fulfill its mission and to operate through appropriate processes. The nine appointed members of the Board of Governors represent the public by knowing and understanding its needs and seeking a variety of perspectives when setting policy. These members promote the College in the community, create a positive leadership environment, and act with integrity and ethical behavior. All actions and decisions of the Board reflect an understanding that the institution is to serve the public good.

Southern strives to maintain an internal decision-making process based on consultative governance that provides opportunities for participation by all constituencies. This system is based on an atmosphere of collegiality and mutual respect and is guided by the principles of disclosure, responsiveness, and accountability. Representatives from administration, faculty, staff, students, and district residents work in a climate of trust in gathering and sharing information related to significant issues, and they work toward decisions on those issues in accordance with the mission, commitments, vision, and values of the College. Governance-related interaction among constituent groups provides the balance of stability and change necessary for the advancement of the institution in serving the public good. Throughout this process, all constituencies recognize that the College administration is ultimately responsible for making decisions regarding issues and concerns advanced by this system of consultative governance.
As part of the Vision 2020 - Major Gifts Campaign, President Tomblin led a brainstorming session to develop priorities for funding through the year 2020. As a result of this activity, uses of new funds raised through the campaign were developed and submitted to the College Foundation for adoption. These priorities included new academic and entrepreneurial programs; fine arts/Appalachian Artisan Crafts Center; Applied Technology Center at Williamson; increased financial assistance for students; and building, infrastructure, and equipment renewal. These priorities reflect recognition of the commitment to serve the public.

This chapter has presented evidence that the understanding of and support for the mission are prevalent throughout the institution, as demonstrated through the documentation provided. The mission and related documents are developed in a collaborative process initiated by the Board of Governors. They are articulated publicly, place appropriate emphasis on human diversity, are directed toward the public good, and are responsive to the changing needs of the communities the college serves.
Criterion One Strengths:

1. Southern is adaptable to changing needs of the communities it serves. To that end, Southern actively reviews and revises its mission. During this revision process, all constituents are provided the opportunity to contribute to the process.

2. All Southern employees embrace the mission of the College and demonstrate this as they carry out their duties.

3. There continues to be strong community support of the College and its mission.

4. Expansion of the number and quality of online courses and offering courses through a variety of alternative scheduling options including Fastrack and weekend courses, is assisting the institution in meeting its access mission.

5. Creation of Coordinator of Adult Services position with the Student Services unit places increased emphasis on recruitment, retention and completion of degrees of the adult student population.

6. A mature and effective internal governance structure provides ample opportunity for input into the decision-making process by all constituencies.

7. The linkage between System priorities, the Institutional Master Plan/Compact, and institutional commitments in planning is a strength of the College.

8. Southern’s membership in the NAACP continues promote positive relationships with the minority community. The Harmony 365 initiative provides an excellent forum to promote educational opportunities for minority residents within the district.

9. Southern has the necessary resources to fulfill its mission.
Criterion One Concerns:

1. Although the Mission Statement, Institutional Commitments, Vision, and Values Statements are accessible through Southern’s website and are physically posted in buildings on campuses and the Lincoln location, these documents could be more prominent in marketing materials.

2. A trimester system was piloted with the intent of allowing students to complete a program in less time. However, this has proven to be problematic in ways not anticipated. Among the academic departments, there is a sense of confusion about the status of the trimester system.

3. Passage rates in developmental courses remain less than desired.

4. The institution lacks documentation regarding global perspective and diversity being addressed in the classroom.

5. Southern lacks a system by which student knowledge and understanding of the mission documents is assessed. The Community College Survey of Student Engagement appears to be the single source of data pertaining to student understanding/familiarity with the institutional mission statement.
Criterion One Recommendations for Improvement:

1. Make Southern’s mission, vision, and institutional commitments more prominent in advertising materials.

2. Administration should provide clarification of the status of the Trimester initiative for students and employees.

3. Continued review of the developmental education program and active participation in the Statewide Developmental Education Task Force is recommended. This review should include the possibility of expanding access to Adult Basic Education to all campuses.

4. The institution should better document occasions where global perspective and diversity are addressed in the classroom.

5. Southern needs to develop a system by which student knowledge and understanding of the mission documents can be assessed.
Chapter Four

Criterion Two:
Integrity: Ethical and Responsible Conduct

*Southern acts with integrity; its conduct is ethical and responsible.*
Criterion Two: Integrity: Ethical and Responsible Conduct

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

In this chapter, we demonstrate how Southern operates with integrity and responsibility. We begin by speaking directly to Criterion Two by giving specific examples of how Southern operates in an ethical and responsible manner. We then continue by addressing each of the Core Components of Criterion Two. Finally, we summarize strengths and challenges we have identified during the Self-Study process.

Southern’s actions guide its vision, institutional commitments, and, in particular, its mission and core values. Southern’s mission and core values state:

“It is the mission of Southern West Virginia Community and Technical College to provide accessible, affordable, quality education and training while promoting lifelong learning for those we serve.”

- We will accomplish our mission by:
  - Achieving excellence in service and education
  - Exhibiting integrity in all that we do
  - Collaborating and communicating actively with others
  - Being committed in word and deed
  - Imparting passion and compassion to our every task
  - Leading by encouragement and support of lifelong learning
  - Embracing change through bold actions
  - Being creative and innovative at all levels
  - Initiating opportunities for the community
  - Celebrating success

Southern is an open-door admissions institution that is located in what is historically one of the most under-served regions of West Virginia. Southern was established in order to provide opportunities to communities that would otherwise go without. It is imperative that Southern remember this purpose, and, in doing so, act in a manner that is only for the good of the people it serves.

Southern promotes a strong educational community with access supported through widely published policies, programs, and activities. The institution encourages a multi-cultural view and provides equal opportunities for all citizens to the degree resources are available.

Southern works to maintain a low cost of attendance, and until recently boasted the lowest tuition of any college in the state.

Southern pursues accelerated delivery methods and distance learning opportunities to further reduce student costs and time to completion. Southern recently received approval by
HLC to offer 100% of its programs online by way of a successful Request for Substantive Change. This, coupled with a state-wide initiative to provide high-speed internet to all of West Virginia, should help reduce travel costs associated with college attendance. Additionally, Southern utilizes a system of interactive classrooms (ICR’s) that allows students to enroll in courses that might not be offered at their nearest campus. Instead, students can see, hear, and interact with the instructor who is teaching from a distance. Some programs are offered at the smaller campuses entirely by ICR. This not only benefits the student, but it reduces travel and staffing costs to the College.

Southern has several transfer agreements with other institutions wherein students can begin their academic careers with Southern and transition to a baccalaureate program. Some of these programs are offered on Southern campuses, and others require students to travel to the partnering institution. These agreements are listed in Chapters Two and Five of this report. These agreements help promote the idea of life-long learning in students, they provide a less expensive route to a bachelor’s degree, and they allow students to continue to contribute to their home communities while working toward a bachelor’s degree.

Southern is committed to fair and equitable employment practices. The College hires on the basis of merit without regard to age, gender, race, religion, or national origin. This policy extends to all posted positions. The following tables illustrate the composition of the faculty and staff of Southern as reported to the West Virginia Higher Education Policy Commission:

![Table 4.1: Southern Staff by Ethnicity](image-url)
Southern’s Affirmative Action Plan is available to all employees through its intranet. During the Self Study process, it was discovered that the Affirmative Action Plan has not been revised since 2003. Additionally, no evidence came to light that would show the plan was reviewed during the past ten years. Appropriate Equal Employment Opportunity statements are included in all position postings and in appropriate institutional documents. The Director of Human Resources, who acts as the Affirmative Action Officer, is actively involved in the hiring process. This individual provides consultation to the hiring supervisor throughout the process: from the wording of the position posting, to the screening process.

The hiring process follows a set procedure to ensure fairness. This process is documented and shared with members of the search and screening committees. All positions are advertised on the College’s website, marketing them to a national and global audience. The College actively works to recruit minorities both as students and as employees.

Both Southern’s student body and workforce are composed of more women than men. For 2011 – 2012, 58.4% of Southern’s faculty are women, of the 202 employees currently listed on the college directory, 132 or 65.3% are women, and, according to the most recent Student Profile Analysis, 67.7% of the student body is female. Southern has an excellent record of promoting and compensating women as well. According to the West Virginia State Auditor’s public record of state employee compensations, fifteen of the top 25 salaries at Southern for 2011 (most recent data available) went to women. Several key positions (including college president) belong to women.

Southern is committed to providing pertinent information to its constituencies. In addition to maintaining its website, www.southernwv.edu, Southern’s Director of Media posts announcements to the College’s various social media accounts, including Twitter, Facebook, and YouTube. Also, Southern has its own television studio and regularly produces informational programs to air on local public access channels. Southern’s Public Relations Specialist is the voice that represents Southern in local media. This individual prepares articles that are submitted to local newspapers, invites television media to the campus when events are taking place, assists with College event planning, supplies news articles to the director of media to be posted on social media and the College website, and assists in the development of department and program advertising material.

New employees receive a new employee orientation with the benefits coordinator. During this orientation, the newly hired employee is provided with benefit information and relevant policies are reviewed. Additionally, the employee is provided with a faculty handbook or employee handbook that encompasses most information needed. All new employees are also required to participate in a sexual harassment awareness training session.
Southern’s policies are readily available on the College website and are reviewed regularly. However, an individual or group can, at any time, make a formal request to revise or cancel a policy. Any reasonable request for policy change must go before the Board of Governors, which has the final say in policy changes.

Other formal recommendations must make their way through Southern’s shared governance system, which is founded on the principles of disclosure, responsiveness, and accountability. This decision-making system provides for participation by constituents from the College, including administration, faculty, staff, students, and community representatives. In any case, official recommendations are to be submitted in writing to the appropriate entity, using the appropriate form that includes a field where the President and/or the chair of the Board of Governors must justify the denial of a recommendation.

Full details of the Governance System can be found in the Governance System Handbook. Current memberships of each committee are also located in the handbook. Table 4.2 below shows the committees that make up the governance system and the flow of the decision-making process.

Southern’s classified staff is represented by the Classified Staff Council and the faculty by the Faculty Senate. These two bodies may interject recommendations at any point in the process outlined above. Additionally, these two bodies make presentations to the Board of Governors annually.

Table 4.2: Governance System Committees
As part of its over-arching system of policies, Southern has several policies in place that help guide ethical and responsible action in its employees and students. These policies are guided both by West Virginia state code and West Virginia Community and Technical College System procedural rules:

**West Virginia State Code §18B-1-6, 6B-2-5**

**West Virginia Council for Community and Technical College Education, Title 135, Series 31: Ethics**

**Institutional Policies:**
- SCP-1153, Consumer Complaint Procedure
- SCP-1160, Diversity Philosophy
- SCP-1215, Use of Institutional Facilities
- SCP-1735, Solicitation Policy
- SCP-2562, External Professional Activities of Faculty and Other Professional Staff
- SCP-2843, Sexual Harassment Policy
- SCP-4710, Academic Integrity
- SCP-4770, Student Rights and Responsibilities
- SCP-5074, Selection, Adoption, Use and Sale of Textbooks and other Course Materials
- SCP-7125, Information Technology Acceptable Usage
- SCP-8600, Board of Governors Operational Guidelines Policy
- SCP-8600.A, Board of Governors Operational Guidelines
Core Components of Criterion Two

2.A. Southern 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.

The Chief Financial Officer has put into place procedures for purchasing that go above and beyond the minimum requirements imposed by the state. The institution conducts an annual financial audit through an independent auditing firm. From this audit, recommendations are made regarding the institution’s financial operations. These audits are presented to the Board of Governors during their final meeting of the calendar year. The full report from the auditor is included in the Board of Governors agenda books and is available to the public through Southern’s website. Additionally, the West Virginia State Auditor’s office conducts checks each year of institution finances to make sure that we are good stewards of the state’s funds. As with all West Virginia public employees, all salaries for Southern employees are a matter of public record and can be researched through the West Virginia State Auditor’s website.

The College operates bookstores on each of the four campuses, which are part of the finance unit and are staffed by classified staff members. The operation of the bookstores is guided in part by West Virginia Council for Community and Technical Colleges Title 135, Series 51, Bookstores and Textbooks and Southern West Virginia Community and Technical College policy SCP-5074, Selection, Adoption, Use and Sale of Textbooks and Other Course Materials. One of the intentions of these policies is to minimize the cost of textbooks to students. The bookstore operation is currently under review to determine if a third-party vendor could better serve students.

Southern maintains institutional policy SCP-4710, Academic Integrity, which addresses the College’s stance on academic dishonesty. Also, there is SCP-4770, Student Rights and Responsibilities, that outlines student expectations and rights. SCP-5074, Selection, Adoption, Use and Sale of Textbooks and other Course Materials, outlines the process by which departments are to adopt textbooks. The intention of this policy is to avoid a conflict of interest on the occasion that an instructor wrote a textbook and would benefit from using the book in his or her class and to keep prices as low as possible for students by encouraging regular evaluation of the textbooks used. Finally, SCP-7125, Information Technology Acceptable Usage provides guidelines for student and employee use of technology in and outside of the classroom. Students and faculty are also subject to SCP-2843, Sexual Harassment Policy, as are all Southern employees.
Each new employee is required to attend an orientation session conducted by the Human Resources Department and is given an employee handbook relative to his or her position. They are also asked to sign that they received a copy of the Ethics Commission Brochure provided by the West Virginia Ethics Commission. Employees are required to maintain a record of any outside employment to avoid conflicts of interest.

SCP-2202, Personnel Assessment Philosophy and Practice Statement, provides that all employees are to be evaluated annually. In a 2009 employee survey, roughly two-thirds of all employees, including administrators, felt that the performance appraisal process worked well. This question elicited some of the lowest positive responses of that survey. This suggests that the appraisal process should be re-evaluated.

The State has also created a Job Evaluation Committee, Series 8, Personnel Administration to review classified staff position descriptions to make sure institutions across the state are consistent in their classification of positions. This ensures equitable pay for similar responsibilities across the institution and across the state. Entry level salaries are set by these evaluations.

Employees have the right to file a grievance if they feel the institution is not following State Code or institutional policies and procedures. The College adheres to the West Virginia Public Employee Grievance procedure. The low number of grievances filed is an indicator that the College is following its policies and procedures.

All West Virginia Community and Technical College Council and Southern West Virginia Community and Technical College policies must be reviewed periodically, and when revised a thirty day public comment period must be provided. The Board of Governors considers all recommendations and makes a final ruling on the policy.

The College operates a television studio which provides a variety of audio-visual services. The television studio offers recording and broadcasting services to outside organizations for a fee. The requestor must sign a contract which clearly states guidelines and fees. The television studio abides by the Copyright Act of 1976 and the Consortium of College and University Media Centers Fair Use Guidelines for Educational Multimedia.

For a time, the College had auxiliary food service operations on some campuses. These facilities were managed by the finance department. However, in January 2012, all of these operations were contracted to external vendors. Throughout the existence of these services, prices were set with the intention of balancing operational cost and providing a reasonably priced product.

The College does make its physical facilities available to outside organizations who need meeting space or wish to use the theater on the Logan campus. The College has in place,
in institutional policy SCP-1215, Use of Institutional Facilities that outlines the guidelines for use of any of the College facilities.

The Council for Community and Technical Colleges in West Virginia has adopted Series 4, Rules, Guidelines, and other Policy Statements to provide a framework for institutional governing boards to operate within. The Board of Governors members are required to attend several training sessions each year, and the institution also holds an annual retreat to familiarize them with their duties and responsibilities as directors. These events are documented in the Board of Governors agenda books and minutes. The Board of Governors operates in compliance with institutional policies SCP-8600, Board of Governors Operational Guidelines Policy and SCP-8600.A, Board of Governors Operational Guidelines.
2.B. Southern 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.

Information posted on the website is provided by various groups and individuals within the College. The Graphics/Web Designer uses the information provided to create/update the information and pages of the website. The website contains information on academic programs, Workforce Development, student services, financial aid, tuition and fees and administration. Additionally, the website provides bookstore information, including a textbook price list (per the 2008 Higher Education Opportunity Act, WVCTCS policy Series 51, and Southern Policy SCP-5074). The website provides access to online courses via Blackboard and the library. The College’s Mark of Affiliation to identify its accreditation status with the Higher Learning Commission, and information regarding individual programs with specialized accreditation are also presented on the website. All southern policies are available on the website for use by students and employees. College procedures are available on the College’s intranet.

The Administrative Assistant to the Vice President maintains the web and printed copy of the catalog. Any academic changes to the catalog must first be approved by the Curriculum and Instruction Committee. Non-academic changes to the catalog are submitted to the Administrative Assistant by unit representatives.

Since about 2007, Southern has used Banner Self-Service. This is a web-based component of the Banner system that allows students to access their information and register for courses online. Starting with Fall 2011, students can see their financial aid requirements and can accept their financial aid online through self-service. They can also see a record of any financial awards received. Students can view their itemized account information to see the amount they owe and can make payments online.

In Spring 2000, President Tomblin started making recruitment visits to the high schools in Southern’s service district. These visits included the President and a team of college personnel who talked to the high school students and administrators about Southern, the programs we offered, our services, and financial aid. In Fall 2010, President Tomblin turned the high school visits over to the Student Services Unit.

Southern’s Channel 17 is a public access channel that is broadcast on the Suddenlink cable system. Southern has produced shows in which college employees discuss various issues about the College. Channel 17 also has a video message board that the school uses to notify students, staff, and the public about events occurs at the College, such as theatrical performances and registration dates.
All four campuses host various campus events for students and the community. The College hosts events for recruitment purposes such as financial aid workshops, College Goal Sunday, which is an opportunity for students and families to get free help completing the Free Application for Federal Student Aid, summer academic camps for area children, and Tech Prep events which bring area high school students to the campus to give them information on technical programs offered by the College.
2.C. The governing board of Southern is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

According to WV Code §18B-2A-4, powers and duties of governing boards generally are:

<table>
<thead>
<tr>
<th>Powers and Duties of the Board of Governors:</th>
</tr>
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<tbody>
<tr>
<td>• Determine, control, supervise and manage the financial, business and education policies of the College</td>
</tr>
<tr>
<td>• Establish and amend the campus Master Plan for the College including the compact</td>
</tr>
<tr>
<td>• Prescribe specific functions for the College to meet the higher education needs of the service area without unnecessary duplication</td>
</tr>
<tr>
<td>• Develop and submit a budget for the College to the West Virginia Council for Community and Technical College Education</td>
</tr>
<tr>
<td>• Review all academic programs at least every five years</td>
</tr>
<tr>
<td>• Ensure the sequencing of academic programs to ensure program completion in a reasonable time frame and to assure that the needs of non-traditional students are met</td>
</tr>
<tr>
<td>• Utilize faculty, students and classified staff in institutional level planning</td>
</tr>
<tr>
<td>• Administer a system for the management of personnel matters</td>
</tr>
<tr>
<td>• Administer a system for the hearing of employee grievances</td>
</tr>
<tr>
<td>• Solicit, utilize or expend voluntary support including financial contributions</td>
</tr>
<tr>
<td>• Appoint a president or administrative head of the College</td>
</tr>
<tr>
<td>• Conduct a written performance appraisal of the president</td>
</tr>
<tr>
<td>• Submit an annual report to the West Virginia Council for Community and Technical College Education on the performance of the College</td>
</tr>
<tr>
<td>• Enter into contracts or agreements with other educational institutions and/or share resources</td>
</tr>
<tr>
<td>• Delegate power and control to the president;</td>
</tr>
<tr>
<td>• Abide by the existing rules for acceptance of advanced placement credit;</td>
</tr>
<tr>
<td>• Establish an efficient system for the financial management and expenditure of special revenue and appropriated state funds;</td>
</tr>
<tr>
<td>• Establish a plan to administer a consistent method of conducting personnel transactions;</td>
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<tr>
<td>• Transfer funds for any account appropriated for the College’s use</td>
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<tr>
<td>• Acquire legal services.</td>
</tr>
</tbody>
</table>

Over the past fifteen years, Southern’s governance and decision-making processes have undergone significant changes. With the establishment of a local Board of Governors with voting representatives from the faculty, staff, and student ranks, the actual decision-making process is now more in the hands of the constituents. The Board of Governors has been empowered by the state to assess local needs and to create or eliminate programs to meet those needs. The varied backgrounds of the Board members bring to the table a wealth of diversified economic and educational information that is helpful in assessing the needs of the community that Southern West Virginia Community and Technical College serves.
As required by West Virginia Code §18B-6-7g, Classified Staff Council presents an annual report to the Board of Governors. This provides an opportunity for staff achievements and concerns to be brought before the Board for future consideration on actions involving staff. Likewise, as required by West Virginia Code §18B-6-3g, Faculty Senate has an annual report to the Board of Governors that address faculty concerns and achievements.

The Board of Governors reviews institutional policies on a five year cycle. A thirty day public comment period is included in the institutional policy review process. This allows students, staff, faculty, and external parties to voice their opinions about the policies before any changes are voted on by the Board of Governors. An email is sent to all employees by the Executive Assistant to the Board at the beginning of the thirty day period. A link to the policy is made available so that others can read it. The Board of Governors then reviews the comments made for each policy for relevancy before taking action on the policy; therefore ensuring input from both internal and external parties. All Board approved policies can be found on the College website.

The Board of Governors consists of twelve members. Of the membership, nine are public members appointed by the governor, by and with the consent of the state senate, who have demonstrated a sincere interest in, and concern for, the welfare of the institution and are representative of its population and fields of study. Of the citizen members, no more than five are to be from the same political party and may include up to three out-of-state residents. In addition to the citizen members, there is a full-time faculty member elected by the faculty assembly; a member of the student body in good academic standing; and a member of the institutional classified staff elected by the staff assembly. A chairperson is elected from the public members. Board members serve staggered terms of four years and may serve no more than two consecutive terms. Membership restrictions to the Board of Governors is dictated by West Virginia State Code, which states:

WV State code §18B-2A-E1b

•For a community and technical college, a person is ineligible for appointment who is an officer, employee or member of any other board of governors; a member of a board of visitors of any public institution of higher education; an employee of any institution of higher education; an officer or member of any political party executive committee; the holder of any other public office, other than an elected county office, or public employment, other than employment by the county board of education, under the government of this state or any of its political subdivisions; an employee of any affiliated research corporation created pursuant to article twelve of this chapter; an employee of any affiliated foundation organized and operated in support of one or more state institutions of higher education; or a member of the council or commission. This subsection does not prevent the representative from the faculty, classified employees or students from being members of the governing boards.
The members of the Board are well-informed citizens who represent the communities served by the College and beyond. New Board members attend an orientation where they learn the extent of their responsibilities. They understand these responsibilities and function in accordance with the West Virginia Council for Community and Technical College policies and state code. This Board has demonstrated its effectiveness in the actions taken to date, and each member of the governing board possesses the resolve needed to preserve the integrity of the institution.

All Board of Governors meetings are announced to the public at least three days prior to the meeting and are open to the public. The President, members of the Presidential Cabinet, and often additional college employees attend Board of Governors meetings. At each Board of Governors meeting, the President of Southern West Virginia Community and Technical College gives a status report which updates board members to various events taking place at the West Virginia legislature that affect the college. The President also includes in her report updates on projects and events taking place on Southern campuses. The President states in her reports how the College is meeting challenges and opportunities brought forth through normal operational changes recommended by governance committees throughout the College. With the exception of the previously mentioned annual reports from classified staff and faculty senate, the President provides official reports to Board of Governors regarding normal day-to-day operations of the College.
2.D. **Southern is committed to freedom of expression and the pursuit of truth in teaching and learning.**

**SCP-4470, Student Rights and Responsibilities**, supports students’ freedom to espouse causes, to inquire, evaluate, and to listen to any person through the invitation of organizations recognized by the College. This policy also grants students’ rights to organize associations and clubs and rights to privacy and due process.

Students are encouraged to form interest groups, and clubs. Southern’s Student Government Association has chapters and sponsors at each of the four campuses. Each chapter has its own president, officers, and budget apportioned based on campus enrollment. All four campuses follow the same Student Government Association Constitution, and come together to meet at the quarterly All Governance Days.

**SCP-3637, General Education Philosophy and Goals**, reflects the College’s intention to promote independent, critical, and conceptual thinking and those skills necessary for effective communication. This policy states that graduates will have improved in several scholarly endeavors, specifically critical thinking skills, oral and written communications, mathematical skills competencies, informational and communication technology skills, scientific inquiry/reasoning skills, and a cultural/artistic/global perspective.

Students are expected to be honest in their academic work. Likewise, through College Orientation courses OR 099, OR 110, OR 115, students are taught the importance of course syllabi. They learn that a course syllabus not only states the policies and expectations that the instructor has of the students, but the expectations that the students should have for the instructor and the course. Many syllabi state that the teacher and student agree to show mutual respect of opinions, ideas, and encourage conflicting views.

The process by which students anonymously evaluate their instructors at the end of the term allows students to freely express their thoughts and opinions about their instructors without the fear of repercussion from the faculty member. This process is outlined by **Institutional Procedure SIP-2220**.

Southern previously administered these surveys using paper and pencil, but recently moved to a web-based format. There has been an adjustment period in which instructors had to learn the new system and understand it well enough to relay expectations to students. In spring 2012, the new electronic surveys were administered and the participation level was very low. It is hoped that the fall 2012 surveys will a higher percent of returned surveys. The College continues to monitor and adjust the administration of these surveys.

**SCP-4710, Academic Integrity** identifies the student behaviors that inhibit the freedom of expression and the pursuit of truth, like plagiarism, cheating, and fraud. Course syllabi also
outline academic dishonesty and usually detail behaviors considered cheating. Additionally, some faculty members use plagiarism software that identifies students who may be guilty of copying others’ work.

SCP-4151, Academic Standards and Expectations of Students establishes standards and expectations of students regarding their responsibility relating to course work, degree and certificate requirements, satisfactory academic progress, and program completion.

Students who feel they have been treated unfairly are encouraged to follow Southern’s grievance procedure. This serves multiple purposes. First, it documents the entire process and provides due process to both sides of the dispute. Additionally, it teaches students how to prepare evidence and think critically. The Dean for Enrollment Management and Student Development acts as a contact person for any student who wishes to file a grievance.
2.E. Southern ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Southern’s curricula are developed by faculty at the departmental level. Departments work to ensure that different sections and different instructors of the same course provide as uniform information to students as possible.

SCP-2624, Employee Development increases professionalism, productivity, and individual and organizational effectiveness. The purpose of this policy is to create and promote a culture that is dedicated to maintaining a learning organization.

SCP-3637, General Education Philosophy and Goals, reflects the College’s intention to promote independent, critical, and conceptual thinking and those skills necessary for effective communication. This policy states that graduates will have improved in several scholarly endeavors, specifically critical thinking skills, oral and written communications, mathematical skills competencies, informational and communication technology skills, scientific inquiry/reasoning skills, and a cultural/artistic/global perspective.
Criterion Two Strengths:

1. Southern has a well-established system of checks and balances. Many of these derive from West Virginia State code and the West Virginia Community and Technical College System Rules and Policies.

2. Southern encourages input and participation from all constituents.

3. Southern supports the academic freedom of its students and faculty.

Criterion Two Concerns:

1. The flow of the decision-making process outlined in the Governance System Handbook is not always adhered to.

2. Student surveys evaluating courses and instruction are a point of concern. Lack of sincere responses from students lessens the validity of the activity.

3. The Affirmative Action Plan has not been updated in some time.

Criterion Two Recommendations for Improvement:

1. All participants including faculty and staff need to be made aware of and required to comply with the flow of recommendations as outlined in the Governance Handbook.

2. Increased emphasis should be placed on making students aware of the purposes of student survey responses in evaluating courses and instruction and how these responses are used and why valid, thorough responses are important.

3. The Affirmative Action Plan should be updated in a timely manner.
Chapter Five

Criterion Three:
Teaching and Learning: Quality, Resources, and Support

Southern provides high quality education, wherever and however its offerings are delivered.
Criterion Three: Teaching and Learning: Quality, Resources, and Support

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

In this chapter, we demonstrate how Southern West Virginia Community and Technical College ensures the quality of the education all of its students receive. We begin with a narrative describing how Southern adheres to Criterion Three. Then we address each of the Core Components of Criterion Three. Finally, we summarize strengths, challenges, and how the College plans to address any challenges found.

As can be referenced in Chapter Three of this report, Southern’s mission states:

“It is the mission of Southern West Virginia Community and Technical College to provide accessible, affordable, quality education and training while promoting lifelong learning for those we serve.”

The Academic Affairs unit plays the lead role in meeting this mission. Table 5.1 provides the organization of Southern’s Academic Affairs unit.
The deans’ positions are administrative, while department chairs hold faculty rank. Since Southern has four campuses and one additional location, most University Transfer departments have at least one full time faculty member for each campus. This system is a good balance between academic needs of the service region and budgetary restrictions. Having full time faculty members available on each campus helps to ensure that students can take advantage of the services faculty provide outside of the classroom such as advising, career counseling, and help with classwork. However, there are cases where two campuses share the same faculty member. For example, in the Department of Social Sciences, one faculty member works on both the Boone and Wyoming Campuses. This does not significantly detract from services available to students because these faculty members keep office hours on both campuses.

The nature of the Division of Career and Technical Programs is different, and thus its model is different. According to the 2010 US Census, Southern’s service region covers approximately 14.25% of the area of West Virginia, or 3453.66 square miles (roughly 1.39 times the size of Delaware.) This includes Raleigh and McDowell counties, which are considered shared with New River Community and Technical College. Southern’s service region has a population density of 67.96 people per square mile and is home to approximately 234,699 West Virginians, or about 12.7% of the state’s total population.

Table 5.2: Southern’s Service Region

This causes issues when trying to develop a schedule of courses that balances course offerings with financial responsibility. A solution to the problem of delivering quality education to small clusters of students over a large geographic region is the use of web-based instruction. As part of its rethinking of distance delivery, which included the submission of a Request for Substantive Change to the HLC in 2012, Southern now requires that any faculty member
teaching an online course be trained in both the learning management system (currently Blackboard 9.1) and have training in the Quality Matters Program, which is a nationally recognized system for assuring the quality of online education. Based on SCP-3000, Distance Learning, these requirements will take effect in the spring 2013 semester.

Often, there are several small clusters of students across the service region who need the same class. Instead of using three or four faculty to teach a handful of students, or to postpone offering the class until a time of greater demand for a particular course, Southern uses its Interactive Classroom (ICR) system. Each campus and the Lincoln location have at least one specialized classroom that allows for communication among the classrooms. Students on one campus can interact with the instructor who may be on a different campus. These classrooms are especially helpful when a qualified instructor is not available to teach on a particular campus or location.

Due to different needs across such a large service region, it is neither financially nor academically practical to offer every career and technical program on every campus. To this end, Southern, through a well-established process, determines which career and technical programs to offer at each campus. According to institutional policy SCP-3620, Policy Regarding Program Review, every academic program must go through a program review process once every five years. This process involves the Executive Council, Academic Affairs Management Committee, the appropriate Department Chair and all of the faculty teaching within the department. The review looks at the enrollment and the number of graduates in each academic program offered in the department over the previous five years. The review considers viability, adequacy, necessity, and consistency with the mission. Program review also offers the opportunity to look at other comparable institutions. Decisions and recommendations can be made in regard to renewing or eliminating a particular program. During this process, the curriculum of each program can also be revised in order to keep the program current.

The Division of Career and Technical Programs maintains a Program Advisory Committee. This committee is made up of business and industry professionals working in Southern’s service area. The committee meets each year during the spring semester. A general meeting is held, followed by break-out sessions organized by academic department. The feedback provided by these industry professionals aids in the development of curriculum. Courses can be added, removed, or updated to comply with the changing environment.

Program review reports are presented to the Board of Governors and are included in the Board of Governors Agenda Books, which are readily available on the College’s website. The agenda and minutes from the Program Advisory Committee meetings are also available.

Although there is not an overarching Advisory Committee for the entire Division of University Transfer, it does rely on advisory committees for the Criminal Justice and the Early
Childhood Development program. College policy SCP-3625, University Transfer Program Evaluation Model establishes a framework for the evaluation and revision of the curricula of the Associate in Arts and Associate in Science degrees and at the department level. Any addition, deletion, renaming, or changing of credit hours awarded for courses all must be approved by the Curriculum and Instruction Committee. Changes to the course goals or objectives are approved at the department level. All of these procedures are governed by institutional procedure SIP-3165, Adding or Deleting Courses to/from the Curriculum and Revising Existing Courses.

The department chairs, deans, faculty on each campus, and each campus’s student program advisor work together to determine which individual courses are to be offered each semester on each campus or location. The deans and Vice President of Academic Affairs and Student Services have the final say on the course schedules. According to graduate surveys, students are generally satisfied with the frequency at which required courses are offered. However, a formal analysis of trend data would prove helpful when establishing course schedules each term.

Many courses are taught by adjunct faculty. Although the actual numbers have fluctuated from fiscal year 2003 to fiscal year 2011 (most recent data available), Southern’s faculty body averaged 49.5% full time faculty and 50.5% part time faculty during that time period. The actual values during these years are shown in Table 5.3.

<table>
<thead>
<tr>
<th>Year</th>
<th>F/T Faculty</th>
<th>P/T Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>64</td>
<td>78</td>
</tr>
<tr>
<td>2004</td>
<td>65</td>
<td>81</td>
</tr>
<tr>
<td>2005</td>
<td>67</td>
<td>80</td>
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<td>2006</td>
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<td>2008</td>
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<td>84</td>
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<td>2009</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>2010</td>
<td>76</td>
<td>74</td>
</tr>
<tr>
<td>2011</td>
<td>74</td>
<td>69</td>
</tr>
</tbody>
</table>

Table 5.3: Faculty Employed by Fiscal Year
With such a reliance on part-time faculty, Southern has updated its Adjunct Faculty Handbook that outlines expectations, relevant policies and procedures, among other pieces of information. Additionally, in 2011, Southern began conducting adjunct faculty orientations. During these orientations, part time faculty members meet with the deans, their respective department chairs, and some full time faculty members to further discuss expectations. Additionally, department chairs keep in regular contact with adjunct faculty throughout the semester. Adjunct faculty members are subject to regular classroom evaluations by their department chair, much like the full time faculty. The same standards are applied to adjunct faculty as are to full time faculty. This includes credentialing requirements, adherence to policies regarding faculty absences, syllabus development, and others.

Southern has a long-standing partnership with local high schools to offered many dual enrollment courses for high school juniors and seniors. During the self-study process, a thorough review of dual credit instructor credentials was conducted. It was found that many of these instructors did not meet Southern’s minimum requirements for faculty teaching general education courses as stated in Southern policy SCP-2171, Professional and Educational Requirements for Faculty. As a result, the College immediately halted the use of these instructors and is currently exploring solutions to this problem. The effects of this can be seen when comparing the number of students identified as “high school student” in fall 2011 to fall 2012 in Table 5.4.

<table>
<thead>
<tr>
<th>Table 5.4: High School Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>286</td>
</tr>
</tbody>
</table>
In that vein, faculty are expected to be experts in the subjects they teach. The institution recognizes that having faculty who are formally educated is very important to the delivery of a quality education. Faculty teaching general studies courses are required to have a minimum of a master’s degree in the field of study in which they teach or a master’s degree in a cognate field with a minimum of 18 graduate level hours in a discipline consistent with the teaching assignment. Faculty in career and technical programs have alternative minimum requirements, including years of experience, professional certifications, etc. These requirements are outlined in SCP-2171: Professional and Educational Requirements for Faculty.

Faculty are sometimes hired with less than minimum requirements. In these cases, the faculty member are hired on a provisional basis and must agree to adhere to a professional development plan that is determined at the time of hiring. Professional development for faculty is crucial to continued improvement of services to students. Southern works to provide meaningful professional development opportunities to its faculty. However, professional development funds are very limited, so the College and its faculty must seek out more cost-effective ways of receiving professional development. As part of its Governance System, Southern has a standing committee, the Teaching and Learning Committee (TLC), that is tasked with the distribution of the modest faculty professional development budget. This committee meets quarterly to review all applications for professional development funding. The Teaching Learning Committee minutes reflect decisions and awards granted by the committee.

The College has instituted a Teaching Learning Center. The Center is located on both the Logan and Williamson Campuses. The Williamson center is staffed by an Instructional Technologist who provides both on-the-spot assistance and regularly schedule classroom technology training sessions. The Williamson center was recently updated through Title III grant monies. The Logan center is scheduled to be updated in the near future.

Marshall University and West Virginia University both provide a limited number of tuition waivers for Southern employees. Many faculty members have taken advantage of this opportunity in pursuit of advanced degrees. Southern likewise provides tuition waivers to any employee who wishes to take classes through Southern. Southern also provides a wide array of Workforce Development and non-credit courses that employees can take advantage of.

The West Virginia Higher Education Policy Commission and the Council for West Virginia Community and Technical Colleges also occasionally secure funding for training opportunities throughout the state, and Southern is able to take advantage of these opportunities. These two bodies on occasion supplement college funding for professional development. For example, during 2012, through the Complete College America grant that West Virginia received, the Council hosted a series of workshops concerning developmental education reformation. Several Southern faculty members and department chairs attended one or more of these workshops.
Finally, Southern conducts quarterly “Governance Days” on Fridays. These are days when the entire college meets for governance meetings, department meetings, and workshop style trainings for all employees.

Southern’s faculty play an integral part in the development of program curriculum through the Curriculum and Instruction governance committee. This committee has representation from each of Southern’s academic departments: Allied Health, Business, Humanities, Mathematics, Natural Sciences, Social Sciences, Technology and Engineering (now Applied and Industrial Technology), and Transitional Studies. The registrar, instructional technologist, and a representative from the nursing program are also voting members of this committee. The deans act as non-voting members of the committee. This committee meets quarterly or as needed to discuss any course requirement changes to any program. Acceptance or rejection of each change is forwarded to the Academic Affairs Management Council for further consideration. The changes accepted by the Curriculum and Instruction Committee are the only changes made to the academic entries of the official College Catalog.

Regular program reviews provide evidence that Southern is indeed providing a quality education to its students. Each of Southern’s programs undergoes a review once every five years.
The Core Components of Criterion Three

3.A.  *Southern’s degree programs are appropriate to higher education.*

Southern requires that each section of each course follow a course syllabus and that syllabus be distributed within the first week of class. This is true for all delivery modes. All course syllabi at Southern are developed at the department level and must be approved by the Department Chair and ultimately by the Chief Academic Officer. Course syllabi follow a common template found in [institutional procedure SIP-3160](#). The development of expected learner outcomes is discussed in department meetings and are revised, but not on scheduled intervals, unless so established by the department.

Many Southern courses administer a common final exam. These exams are also developed within the departments and reflect the expected learner outcomes. Although grading policies vary from course to course, and even from instructor to instructor, it is expected that all students take the common final for courses that have one. The department chairs are responsible for conveying this expectation to their departments – both full-time and adjunct faculty.

Southern offers Skill Sets, Certificates, Associate in Arts, Associate in Science, and Associate in Applied Science programs. The required curriculum differs for each type of academic program. Skill Sets require 9-18 credit hours, Certificates require thirty credit hours, and Associate’s programs require sixty credit hours. In some academic areas a variety of programs are available. For example, students interested in Office Administration have a choice of three different skill sets, a certificate, or an A.A.S. degree. The goals for each are differentiated, even though the subject area is the same. In these cases, all requirements of the lesser credential can be applied to the higher credentials. Table 5.5 illustrates this using Southern’s IT programs as an example.
There are opportunities to develop additional certificate programs and skill sets in programs which currently only offer associate degrees.

Southern clearly states the purpose of each of its offered credentials in the College Catalog and on its website. These are summarized in the following table.

<table>
<thead>
<tr>
<th>Skill Sets Currently Offered by Southern</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bookkeeping</strong></td>
</tr>
<tr>
<td>The Bookkeeping Skill Set is of value to office workers who</td>
</tr>
<tr>
<td>need bookkeeping skills for cross-training and/or to increase</td>
</tr>
<tr>
<td>employment opportunities.</td>
</tr>
<tr>
<td><strong>CADD Technician</strong></td>
</tr>
<tr>
<td>The CADD Technician Skill Set prepares the student as an</td>
</tr>
<tr>
<td>entry-level CADD operator. Students will be skilled in</td>
</tr>
<tr>
<td>AutoCAD and SurvCADD software.</td>
</tr>
<tr>
<td><strong>Computer Repair Technician</strong></td>
</tr>
<tr>
<td>The Computer Repair Technician Skill Set prepares the student</td>
</tr>
<tr>
<td>for work as a computer repair and maintenance technician.</td>
</tr>
<tr>
<td>Students will be prepared to sit for the CompTIA A+ and</td>
</tr>
<tr>
<td>Network + certifications.</td>
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<tr>
<td><strong>Early Childhood</strong></td>
</tr>
<tr>
<td>The Early Childhood Skill Set is designed to provide students</td>
</tr>
<tr>
<td>minimum entry-level skills to work with children from</td>
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<tr>
<td>infancy through early childhood. Students will combine</td>
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<tr>
<td>learned theories with practice in actual settings with</td>
</tr>
<tr>
<td>young children under the supervision of qualified teachers.</td>
</tr>
<tr>
<td><strong>Graphic Design Technician</strong></td>
</tr>
<tr>
<td>The Graphic Design Technician Skill Set prepares the student</td>
</tr>
<tr>
<td>for entry-level jobs involving a variety of graphic designs.</td>
</tr>
<tr>
<td>Students will receive background in web design, graphic</td>
</tr>
<tr>
<td>design, flash programming and video editing.</td>
</tr>
<tr>
<td><strong>Legal Office</strong></td>
</tr>
<tr>
<td>The Legal Office Skill Set is of value to office workers who</td>
</tr>
<tr>
<td>need legal office skills for cross-training and/or to increase</td>
</tr>
<tr>
<td>employment opportunities.</td>
</tr>
<tr>
<td><strong>Medical Office</strong></td>
</tr>
<tr>
<td>The Medical Office Skill Set is of value to office workers</td>
</tr>
<tr>
<td>who need medical office skills for cross-training and/or to</td>
</tr>
<tr>
<td>increase employment opportunities.</td>
</tr>
<tr>
<td>Medical Transcription</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Mine Permit Technician</td>
</tr>
<tr>
<td>Payroll</td>
</tr>
<tr>
<td>Records Clerk</td>
</tr>
<tr>
<td>Tax Preparation</td>
</tr>
<tr>
<td>Transit Technician</td>
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</tbody>
</table>

<table>
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<tr>
<th>Certificates Currently Offered by Southern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addiction Counseling Certificate</td>
</tr>
<tr>
<td>Central Sterile Supply</td>
</tr>
<tr>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Electrical Engineering Technology</td>
</tr>
<tr>
<td>Forensic Psychology and Investigation</td>
</tr>
</tbody>
</table>
| Health Care Technology                  | The Health Care Technology Certificate Program prepares graduates as multi-skilled flexible health care workers, who work under the direction of licensed professionals such as, medical laboratory technologists, registered professional nurses, radiologic technologists, surgical technologists, and physicians. Students may work in a variety of health care settings. The graduate will receive a certificate specific to the option in the program they choose to
complete: electrocardiography or medical laboratory assistant (phlebotomy).

**Information Technology**

The Information Technology Certificate Program was developed for career-oriented individuals who seek entry-level positions in IT tech support industries. It is designed to provide a thorough background in computer technology, basic troubleshooting and repair, and an introduction to networking concepts.

**Office Administration**

The Office Administration Certificate Program provides the basic knowledge and training in the skills of administrative office work. It is designed for those who have little or no training or experience in office administrative work and want to enter employment in an entry-level position or for those who may be employed but wish to formally upgrade their skills.

**Survey Technology**

The Survey Technology Certificate Program is designed to meet the needs of the surveying profession in southern West Virginia and the surrounding areas. It will provide a thorough knowledge of surveying and mapping techniques necessary for certification and employment.

**Technical Studies**

The Technical Studies Certificate Program is designed as a non-transfer program for students completing an occupational specialization at the career/vocational centers. It is designed to provide students with the general education knowledge and technical competencies necessary for employment in a variety of trade skills occupations.

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**Associate Degrees Currently Offered by Southern**

**Addiction Counseling**

The Addiction Counseling Program is designed and tailored to meet the needs of the working professionals and non-traditional students who have an interest in working in the field of addiction counseling. This degree would afford the student the opportunity to work in residential treatment centers and mental health service centers serving addiction clients.

**Board of Governors Adult Degree Completion**

The Board of Governors A.A.S. Adult Degree Completion Program is an alternative, non-traditional, degree program designed for adult students seeking a degree completion opportunity. The degree is flexible in its design and responsive to adult students’ diverse needs and interests. Adult students with a broad range of life and educational experiences may combine a core of academic courses with credits earned through prior learning experiences to structure a unique associate degree program.

**Business Accounting**

The Business Accounting Program is designed to provide a sound background in accounting skills for students who choose to enter the work force upon the completion of an Associate in Applied Science degree. Fundamental principles as well as taxes, payroll, and managerial emphasis are incorporated into the program.

**Business Administration**

The Business Administration Program meets the needs of students who wish a broad overview of business and desire not to enroll in a specialized curriculum in business. The program is designed to acquaint students with major subject areas of business, to improve student’s business vocabulary, and to provide students with an understanding of influencing factors in business decision making and activities. While this program is not designed to transfer into a four-year program, there are some 2+2 articulation agreements in existence with several colleges/universities.

**Criminal Justice – Law Enforcement OR Corrections Option**

The Criminal Justice Program is a non-transfer program designed to prepare individuals for entry-level employment, and to permit persons already employed in the field to upgrade their skills for advancement. Classroom activities are planned to provide instruction related to the skills needed in the criminal justice field. Knowledge and skills gained through this program typically prepare for, or upgrade persons in Patrolman, Deputy Sheriff, Watchman/Guard, Corrections Officer, or Parole/Probation Officer. All students in this program must complete a common general education core, a career support core, and an area of specialization. Southern has 2+2 transfer agreements in place with
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dental Hygiene</strong></td>
<td>The Dental Hygiene Program at Southern prepares the student to examine, assess, and treat dental patients using a variety of diagnostic and treatment modalities. Dental hygienists are invaluable members of the dental team in providing comprehensive dental care for their patients. Employment opportunities include private practice, education, and county, state, and federal agencies.</td>
</tr>
<tr>
<td><strong>Early Childhood Education</strong></td>
<td>The Early Childhood Development Program is designed to give students classroom and practical understanding of the intellectual, physical, social, and emotional principles critical to working with the pre-school child.</td>
</tr>
<tr>
<td><strong>Electrical Engineering</strong></td>
<td>The Electrical Engineering Technology Program has the mission to provide an academic and technical education with sequential/practical instruction for the development of the student as a mature, responsible electrical technician. The curriculum incorporates basic and advanced courses in electricity, electronics and electrical machinery. In addition students must take technical specialization electives in fields that are of particular interest to them.</td>
</tr>
<tr>
<td><strong>Forensic Psychology and Investigation</strong></td>
<td>The Forensic Psychology and Investigation Program examines the production and application of psychological knowledge to the civil/criminal justice system. Topics covered in the program include, but are not limited to: risk assessment, domestic violence, insanity, suicide, psychological autopsies, and sexual harassment.</td>
</tr>
<tr>
<td><strong>Health Care Professional</strong></td>
<td>The Health Care Professional Program prepares individuals to work in a variety of healthcare settings. Those seeking employment in an Allied Health field may work in hospitals, clinics, home health agencies, and physician offices. Individuals seeking employment in management may work as health care professionals in the areas of hospital administration, office management, and other support positions.</td>
</tr>
<tr>
<td><strong>Homeland Security and Emergency Services</strong></td>
<td>Homeland security is possibly one of the most important and talked about issues of our culture today. Jobs in homeland security are in high demand in various areas such as: management, investigation, private/public security, and law enforcement. As one of the largest government agencies, they are looking for strong individuals with a variety of skills to carry out specific tasks. Previous experience in security, public service, military, technology, or administration is helpful but not required.</td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
<td>The Information Technology Program was developed in response to state and national needs for highly qualified IT professionals who can fill the workforce gap. The program provides a flexible curriculum that can adapt quickly to provide the ultimate in technical training. It is designed as non-transfer for career oriented students who seek advanced positions in the IT industry workforce after completion of the program. The focus electives will be customized to student career path and current business and industry demands.</td>
</tr>
<tr>
<td><strong>Medical Assisting</strong></td>
<td>The Medical Assisting Program of Southern West Virginia Community and Technical College strives to meet the needs of the community by educating students in this health care field. The student will be prepared for the work force in the ambulatory care setting. The medical assisting student will perform administrative and clinical procedures. The student will be prepared to successfully take and pass the certification exams for a certified medical assistant, certified phlebotomy technician, certified EKG technician, certified coding specialist, and certified pharmacy technician.</td>
</tr>
<tr>
<td><strong>Medical Laboratory Technology</strong></td>
<td>The Medical Laboratory Technology Program at Southern West Virginia Community and Technical College was developed to fulfill southern West Virginia’s need for qualified Medical Laboratory Technicians (MLT). These professional and competent laboratory personnel, who are certified to examine and analyze laboratory, are essential to the delivery of quality health care. Although graduates generally work in hospitals, clinics, or doctor’s offices, opportunities also exist in commercial or pharmaceutical industries, scientific research, and infection control in both the public and private sectors. Southern’s program aims to help students attain the basic knowledge and skills necessary to begin their career in the field of Medical Laboratory Technology.</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
</tr>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mine Management</td>
<td>The Mine Management Program is designed to prepare and to educate individuals for front-line or mid-level positions in the mining industry, both surface and underground. A degree in Mine Management will provide graduates a diverse range of opportunities which includes a high salary, career progression, and the ability to be employed in a global profession. This mining program is applicable to all energy resource concepts, including coal, oil, gas, and iron ore. The associate in applied science program encompasses a wide variation and correlation of people, financial resources, equipment, community, environmental, and regulatory agencies providing the management team with marketable skills and an educated workforce in today’s competitive landscape.</td>
</tr>
<tr>
<td>Nursing</td>
<td>The Nursing Program is designed to prepare graduates to practice as a registered nurse once licensure requirements are satisfied. The Associate Degree Nurse is expected to be able to provide safe and effective care to meet healthcare needs of individuals of any age in a variety of healthcare settings. The nurse practices within the combination of the three roles: provider of care, manager of care, and member within the discipline of nursing. The faculty in the Department of Nursing believes that nursing is a unique profession concerned with assessing, promoting, maintaining, and restoring the health of individuals and families. The discipline of nursing incorporates the concepts of person-health-environment.</td>
</tr>
<tr>
<td>Occupational Development</td>
<td>The Apprenticeship for Child Development Specialist (ACDS) is an approved apprenticeship training program now available for persons who work as aides in the HeadStart program. Under the guidelines of the Associate in Applied Science in Occupational Development, a participant in a registered apprenticeship program (RAP) may combine the classroom training and on-the-job experience gained through the RAP with a well-defined general education curriculum of the College to earn an associate degree.</td>
</tr>
<tr>
<td>Occupational Development -</td>
<td>The Apprenticeship for Associate in Occupational Development with a Fire Fighter Emphasis is consistent with standards established by the US Bureau of Apprenticeship and Training (BAT). Under the guidelines of the Associate in Applied Science in Occupational Development, a participant in a registered apprenticeship program (RAP) may combine the classroom training and on-the-job experience gained through the RAP with a well-defined general education curriculum of the College to earn an associate degree.</td>
</tr>
<tr>
<td>Child Development Specialist</td>
<td>The Office Administration Program will prepare the student for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, office assistant, customer service representative, or administration office coordinator. Whether it is in the challenging environment of the business world, legal profession, or medical environment, the Office Administration students develop skills that will meet the need of today’s work requirements.</td>
</tr>
<tr>
<td>Paramedic Science</td>
<td>Southern’s Paramedic Science Program prepares students to be competent entry-level paramedics. Today’s paramedics must have a firm grasp of anatomy and physiology, the pathologies of numerous disease processes, kinematics of trauma, pharmacology, basic and advanced life support skills and procedures, and have the ability to apply this knowledge to all age groups. Furthermore, the paramedic must be a leader, able to gain control of the often chaotic scene environment, be a team leader, able to communicate with patients and family members and intelligently with physicians and other hospital personnel. Upon successful completion of the program, students will be ready to provide pre-hospital care to the ill or injured patient following the guidelines of standard patient care.</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>The Radiologic Technology Program strives to meet the needs of the community by educating technologists in this vital health care field. The mission of the Radiologic Technology Program is to meet community and employer needs for radiographers with high quality, student-friendly and accessible educational opportunities and services. The program strives to instill professional development and transferable behaviors into the work place.</td>
</tr>
</tbody>
</table>
## Respiratory Care Technology

The Respiratory Care Technology Program at Southern West Virginia Community and Technical College is designed to meet the growing needs of the healthcare industry focusing on Respiratory Therapy. Respiratory Therapists work in all types of healthcare settings to evaluate, treat, and care for patients with breathing or other cardiopulmonary disorders. Practicing under the direction of a physician they will assume primary responsibility for all respiratory care therapeutic treatments and diagnostic procedures. The graduate of the Respiratory Care Technology program will be eligible to sit for the Certified Respiratory Therapist Exam and the Registered Respiratory Therapist exam offered by the National Board of Respiratory Therapy provided all eligibility requirements are met.

## Salon Management/Cosmetology

The Salon Management/Cosmetology Program provides the student with the knowledge and skills necessary for an entry-level career in the cosmetology field. This program exceeds the 2,000 clock hours required by the West Virginia Board of Examiners for Barbers and Cosmetologists (Board). Upon completion the student will be eligible to sit for the examination administered by the Board provided all eligibility requirements are met.

## Surgical Technology

The Associate Degree graduate of the Surgical Technology Program is a highly skilled surgical technician. The surgical technician functions as an integral part of the surgical team under the direct supervision of a licensed registered professional nurse and in cooperation with the surgeon, anesthesiologist or anesthetist. Duties and responsibilities include preparing the sterile field, equipment and supplies, instrumentation during surgical procedures, as well as being able to operate complex machinery such as sterilizers, electrosurgical units, and diagnostic equipment used in surgery. The surgical technician will assist medical and nursing personnel in operating rooms, emergency rooms, and obstetrical and obstetrical facilities.

## Survey Technology

This program is designed to meet the needs of the surveying profession in Southern West Virginia and the surrounding areas. It will provide a thorough knowledge of surveying and mapping techniques necessary for certification and employment as a Survey Technician. This program is approved by the West Virginia Board of Professional Surveyors. Upon completion of the program, students may apply to sit for the Fundamentals of Land Surveying licensure exam.

## Technical Studies

The Technical Studies Program is designed as a non-transfer program for students completing an occupational specialization at the career/vocational centers. It is designed to provide students with the general education knowledge, management skills and technical competencies necessary for employment in a variety of occupations.

## Associate in Arts

Or

## Associate in Science

Students planning to earn a baccalaureate degree at a four-year institution may complete the first two years at Southern West Virginia Community and Technical College by earning the Associate in Arts degree.

As is referenced in the tables above, Southern maintains many transfer agreements with other institutions. These allow students the opportunity to continue their education after completing a degree with Southern. Moreover, these agreements attest to the rigor of the programs and courses offered by Southern. Many of Southern’s students take advantage of transfer opportunities. Southern transfer rates, as compiled by West Virginia HEPC are summarized in Table 5.6:
Table 5.6: Number of Students Enrolled in Fall Semester Who Transferred to a 4 Year Institution the Next Spring or Fall Semester

Four-year institutions are aware of the quality of Southern’s graduates and are eager to form transfer agreements with Southern. The following list summarizes the institutions with which Southern has transfer agreements and the degrees students can obtain from the receiving institutions. Each of the receiving institutions is accredited by the Higher Learning Commission with the exception of Lindsey Wilson College, which is accredited by the Southern Association of Colleges and Schools Commission on Colleges.
## Current Institutions with Transfer Opportunities for Southern Students

<table>
<thead>
<tr>
<th>Institution</th>
<th>Programs</th>
</tr>
</thead>
</table>
| Bluefield State College  
Bluefield, WV | • B.S. Criminal Justice Administration  
• B.A Elementary Education |
| Concord University  
Athens, WV | • B.A. Elementary Education (Special Education Emphasis) |
| Franklin University  
Columbus, OH | • B.S. Accounting  
• B.S. Business Administration  
• B.S. Health Care Management  
• B.S. Management  
• B.S. Marketing |
| Lindsey Wilson College  
Columbia, KY | • B.S. Human Services  
• M.E. Counseling and Human Development |
| Marshall University  
Huntington, WV | • B.A. Elementary Education (K-6)  
• B.A. Early Childhood Education  
• B.S. Nursing  
• B.S. Medical Technology  
• B.A.A. Management |
| West Virginia State University  
Institute, WV | • B.S. Accounting  
• B.S. Business Administration with options in Accounting, Management, and Marketing  
• B.S. Criminal Justice |
| West Virginia University  
Morgantown, WV | • B.S. Mining Engineering (2+2)  
• B.S. Engineering (2+3)  
• M.S. Nursing |
| West Virginia University at Parkersburg  
Parkersburg, WV | • B.A.S. Business Administration  
• B.A.T. Applied Technology  
• B.A. Elementary Education  
• B.A Multi-disciplinary Studies |
| West Virginia University Institute of Technology  
Montgomery, WV | • B.S. Accounting  
• B.S. Business Administration  
• B.S. Nursing |
| Wheeling Jesuit University  
Wheeling, WV | • B.A. Organizational Leadership and Development |
One of the greatest testaments to the appropriateness of Southern’s programs is the history of the passage rates of the Career and Technical students on national and state certification exams. Nine of Southern’s Career and Technical programs have certification exams. In 2012, eight of those programs obtained a 100% passage rate for students who sat for the exam.

The College offers courses in a wide variety of formats, including face-to-face teaching, interactive, closed-circuit television equipped classrooms, fully online and hybrid courses, and dual credit courses for high school students. Each of Southern’s courses is taught using the same text regardless of the instructor, location, or format in which the class is delivered. Additionally, each section of each course uses a similar syllabus in which 80% of the course goals are common to every section.

The number of web classes offered has increased over the past several years. All of the web classes use the same content management system, but improvements could be made to ensure consistency in the layout and presentation of the courses. In fall 2012, Southern submitted a Request for Change with respect to the number of courses and programs offered by distance delivery. Several challenges were identified in this process. The documentation submitted for this request details the concerns and plans for addressing these concerns. When funding becomes available, the College plans to hire a “Dean of Distance Learning.” This individual will be responsible for the oversight of all distance delivery. The College is phasing in the Quality Matters model for all of its web-based courses to ensure a consistent look and validity of assessment in these classes. Eventually, all instructors will be required to participate in the Quality Matters training before they can teach online courses. Additionally, Southern, along with the rest of West Virginia, is currently researching third-party online proctoring services. These companies provide a proctor for online students during exams. Southern plans to use one or more of these products in the near future.

The offering of dual-credit courses (courses taken by high school students in which the student earns both high school credit and college level credit) has raised some alarms for Southern during the self-study process. First, it was quickly realized that Southern needs a single coordinator for dual credit courses. Therefore, the College has now appointed an employee who is responsible for overseeing dual credit offerings. This individual’s responsibilities include verifying that dual credit instructors’ credentials meet Southern’s standards, working with department chairs to communicate expectations to instructors and students, negotiating course offerings and scheduling with local high schools, and ensuring the instructor receives the needed teaching materials. Sections offered as dual credit are required to use the same learner outcomes, textbook, and course policies as traditional courses. Once the dual credit coordinator began work, it was then realized that many of the long-time dual
credit instructors did not have the appropriate credentials. Unfortunately, Southern had to reduce the number of dual credit offerings once this was realized. There remains a concern regarding the academic rigor of the dual credit courses. Any math class that is offered as dual credit requires the administration of the common final that many 100 level Southern math classes require. It was found that in some cases dual credit students performed substantially lower on these exams than their college counterparts. Table 5.7, compiled by Southern’s Mathematics Department Chairperson, shows one example of the relationship between the grade on the common final exam and the overall grade for the student. These findings concerned the Chair since several students who scored below failing on the final exam received no less than a ‘C’ for the course. The most extreme case was “Student 8”, who received a 33% on the final and still obtained an 82% in the course.

Table 5.7: Spring 2012 Dual Credit Performance in MT 123, Intermediate Algebra

Comparing these findings to a section of the same course taught in the traditional setting, the Chair found a substantial difference, as shown in Table 5.8:
Table 5.8: Fall 2012 Traditional Course Performance in MT 123, Intermediate Algebra

![Graph showing performance in MT 123, Intermediate Algebra]

As a result, the Department Chair and the high school teacher met. They, along with the high school principal decided to suspend offering this class as a dual credit course until a better evaluation of the situation can take place.
3.B. Southern demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

College policy SCP 3637, General Education Philosophy and Goals sets forth the following General Education Goals:

**Critical Thinking Skills**
- Students will demonstrate their ability to think critically by analyzing and synthesizing material.

**Oral and Written Communication**
- Students will demonstrate their oral and written communication skills by reading, writing, and speaking effectively.

**Mathematical Skills / Competencies**
- Students will demonstrate their abilities to think mathematically by using problem-solving skills which include estimation, computation, analysis, assimilation, application, and transference, as well as implementation of appropriate technology.

**Information and Communication Technology Skills**
- Students will demonstrate their information and communication technology skills by using technology, communications tools, and/or networks to access, retrieve, process, and communicate information.

**Scientific Inquiry / Reasoning Skills**
- Students will demonstrate their scientific inquiry / reasoning skills by using resources and methods appropriate to the program’s curriculum.

**A Cultural / Artistic / Global Perspective**
- 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.

These goals are based on Southern’s General Education Philosophy which states:

“Southern West Virginia Community and Technical College is committed to providing general education to help students develop the qualities and skills associated with college-educated adults. Southern’s general education promotes the development of independent, critical, and conceptual thinking skills and those skills necessary for effective communication. Southern’s general education provides students with an integrated view of knowledge and prepares them for their role as productive and responsible members of society.”
This philosophy is in adherence to **WVCTCS Series 11, Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs’** view on general education, which states:

> “Each community and technical college shall file with the Council their institutional policy on general education as approved by the respective Board of Governors. Such institutional policy shall address the college’s vision for the common core of learning outcomes that are essential to the definition of an educated person regardless of the field of study undertaken. Such institutional policy shall include the institutional minimum requirements for general education for each certificate and associate degree designation.”

The generality of the Council’s procedural rule affords Southern the opportunity to pursue its general education goals in a manner that is best suited to the mission of the College. Southern embeds its general education goals into each of its programs. All of Southern’s Associate in Arts and Associate in Science sixty credit hours speak to Southern’s general education goals.

In the Division of Career and Technical Programs, all Associate in Applied Science degrees incorporate the five goals outlined above. Since West Virginia Legislative rules now mandate certificate programs be no more than thirty credit hours, some general education goals are not addressed in each certificate programs. However, WVCTCS Series 11: Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs guides the college in its general education requirements for each degree or certificate offered. This policy states that six credit hours of a certificate, fifteen credit hours of an associate in applied science, and twenty-four hours of an associate in arts or science must be dedicated to general education. Each of Southern’s programs meet or exceed this requirement.

Southern procedure **SIP-3160** and the accompanying form **SIP-3160.A** set guidelines for course syllabi, which include a listing of general education goals addressed in each course. This helps to ensure that students, instructors, departments, and academic leadership are aware the general education goals addressed in each course.

**SCP-3637, General Education Philosophy and Goals** states that all students who complete general education requirements at Southern will have improved in each of the five general education goals. As with all college policies, SCP-3637 is reviewed on a regular cycle and is made available for public comment. All college employees, students, and persons not directly affiliated with the college have the opportunity to provide feedback on the revision or continuation of the policy.
The policy addresses the goals, but does not mention specifically how these improvements are to be measured. Currently, Southern holds an annual “Assessment Day” wherein a sampling of students are asked to take the ETS Proficiency Profile instrument. This product measures four of the five general education goals. The one exclusion is general education goal five. Southern’s assessment efforts, strengths, and challenges are addressed in Chapter 6 of this report.

Additionally, college policy SCP-3625, University Transfer Program Evaluation Model provides a framework for the review of general education at Southern. The review process looks at factors such as class size, enrollment, staffing, and curriculum. The review also requires a comparison with other institutions. This evaluation process ensures that the general education program is current. Courses are also evaluated for transferability to and from other institutions.

The faculty of Southern are committed to facilitating active learning with their students. Most instructors prefer active participation from students. One measure used to assess this is the Survey of Student Perception of Instruction that is administered every semester. In these surveys, students are asked to rank their level of agreement with a series of statements. Among these statements are:

“My instructor emphasizes conceptual understanding of the material rather than memorization.”

“This course has effectively challenged me to think.”

“Assignments require creative and original thought.”

Department Chairs and Division Deans use the results of these surveys in their annual evaluation of faculty members. These results are discussed with the faculty member. As part of that discussion, the Chair and faculty member make plans for improvement as needed. Over the past several terms, the College has piloted an electronic version of this survey. During this time, fewer surveys have been submitted. It is hoped that as the College moves forward, more students will complete the electronic surveys and more data will be available for analysis.
3.C. **Southern has the faculty and staff needed for effective, high-quality programs and student services.**

Southern’s overall student to faculty ratio is 18 to 1. Some academic programs follow strict guidelines for student to teacher ratio. For example, the Nursing program is required to have one instructor per eight students. This is a requirement of the West Virginia Board of Examiners for Registered Professional Nurses. Different sections have different capacities and for different reasons. For example, lab classes are usually limited by the physical restrictions of the laboratory facilities. Other times, class headcounts are limited by good pedagogical practices. This is especially true in developmental courses. That department tries to limit its sections to no more than 18 students. Research has shown that developmental classes are more successful when the class has between fifteen and 18 students. Occasionally, this guideline is exceeded, but it is avoided as much as possible. If needed, and when possible, additional sections for a course can be offered. Additional sections are either taught by full time faculty as an overload, or by an adjunct instructor.

Southern has had several faculty members retire or leave in recent years, and these faculty have not been replaced. There is some concern that more programs and courses could be offered if sufficient faculty were available. Table 5.9 below compares the number of full time faculty to the reported headcount since 2007.

<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
<th>Full Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>2272</td>
<td>78</td>
</tr>
<tr>
<td>2008</td>
<td>2548</td>
<td>84</td>
</tr>
<tr>
<td>2009</td>
<td>2619</td>
<td>80</td>
</tr>
<tr>
<td>2010</td>
<td>2565</td>
<td>76</td>
</tr>
<tr>
<td>2011</td>
<td>2457</td>
<td>74</td>
</tr>
</tbody>
</table>

Table 5.9: Comparison of Headcount to Full Time Faculty

Faculty are heavily involved in the oversight of curriculum. The process is in accordance with **SCP-3165, Adding Courses to the Curriculum and Revising Existing Courses**. All curriculum changes must go through the Curriculum and Instruction committee. Every academic
department has representation on the committee. Curriculum changes are faculty driven, and originate at the department level. Once a request has passed at the department level it must be signed by the department chair. The request is then sent to the Curriculum and Instruction Committee for consideration. Recommendations of the Curriculum and Instruction Committee are then forwarded to the Academic Affairs Management Council (AAMC). This council is comprised of each of the department chairs, the academic deans, and the vice president of academic affairs and student services. AAMC then approves or rejects the recommendations of the Curriculum and Instruction Committee.

During the 2011-2012 academic year, the curriculum of each of the College’s programs was revised in order to comply with a change in WVCTCS policy. Series 11, Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs, which states that all associate degree programs must not exceed sixty credit hours, and certificate programs must not exceed thirty credit hours. Many of the academic programs had a number of credit hours that exceeded these new maximum number of credit hours. Faculty in each program were involved in deciding what classes to eliminate in order to comply with this change in policy. Many departments struggled with the decision to reduce the content and requirements of their programs in order to comply.

Faculty are also involved with assessment of student learning. Faculty are at the front line of course level assessment of student learning, of course, but are also involved at the program and institutional level. Certain academic programs administer professional licensure and certification exams. The faculty as a whole participates in an “Assessment Day”. During Assessment Day a portion of the student population take the ETS Proficiency Profile exam. All faculty participate by either serving as exam proctors or on a scoring team. The scoring teams look at samples of student work in both mathematics and in writing. These samples are collected throughout the year from various classes in anticipation of these assessment efforts. From these samples, the scoring teams hypothesize about the entire student population’s skills in the areas of math and writing. The College also maintains an Assessment committee, which has representation from all academic departments. This committee is responsible reviewing and enacting the College’s assessment plan. The College’s assessment efforts are discussed in depth in Chapter 6 of this report.

SCP-2171, Professional and Educational Requirements for Faculty demonstrates that Southern is in compliance with the Higher Learning Commission. General Education instructors are required to hold either a Master’s degree in the field, or a Master’s degree with at least 18 graduate hours in the field. Technical program instructors must hold a Bachelor’s degree and documented experience in the field. Non-degree and certificate program instructors must hold an Associate degree and documented experience. Transitional Studies instructors must hold a
Master’s degree in the field in which they teach (English, reading, or mathematics). Southern lists all of the required credentials with every faculty job announcement. Candidates that do not meet these requirements are not considered. As with all Southern institutional policies, SCP-2171 is regularly reviewed and as part of that review process, the faculty have the opportunity to provide input toward the revisions of the policy. AAMC and Faculty Senate also review policies as a group. Additionally, there is a thirty day open comment period in which anyone can provide input regarding an existing policy.

The Human Resources department maintains records of all the job postings, job applications, copies of transcripts, etc. All departments must provide a copy of the official SCP-2171.A, Faculty Credentials Certification Form for each faculty member in the department – both full time, adjunct, and dual-credit instructors.

According to SCP-2218, Evaluation of Full-Time Faculty, instructors are regularly evaluated by their department chairperson. The department chair must conduct a classroom observation annually during the first three years of employment. Faculty are required to prepare a self-evaluation of their performance at the end of the academic year. They can choose different areas of analysis, including instructional and curriculum development, professional growth, service to the college, service to the profession, service to the community, and research and publication. This analysis then becomes a part of the overall evaluation report. A comprehensive evaluation is then prepared by the department chair and is discussed in a one on one meeting. The faculty member has the opportunity to provide a written response to the evaluation.

Faculty are also evaluated by their students, as required by SIP-2220, Course Feedback. In the past, the students in each course completed a paper-based evaluation. A staff member, such as an administrative secretary, administered the evaluation. The faculty member was not allowed to be present while the students completed the evaluation. The results of the evaluation are provided to the department chair and each individual instructor. These results are then a part of the faculty evaluation, and are also used in promotion application materials. Starting in the 2011 fall semester, an online evaluation form was tested. The online version will become the new standard for student evaluation of faculty. A potential challenge is that participation is not required, and there is a concern that without time set aside, students will not participate. Additionally, there is some concern that non-traditional courses, such as Fastrack and other accelerated courses, do not get the opportunity to participate in the survey. However, changing to an electronic format will provide the opportunity for these courses to join in the evaluation process.

Opportunities exist for professional development. Many training sessions and activities are offered in-house at the College. Funds are also made available for outside professional
development. Opportunities include attending conferences and completing additional graduate courses. Faculty must apply for professional development funds. The Teaching Learning Center Committee makes decisions regarding the awarding of these funds. This committee has representation from all academic departments. Additionally, all College employees are required to attend quarterly “Governance Days”. During these meetings, some professional development is available to faculty and staff. However, the offerings are limited and do not usually extend into pedagogy. Instead, sessions on using technology in the classroom and in the office are examples of what is offered most often.

According to SCP-2875, Workload Requirements for Full-Time Faculty, all faculty maintain 7.5 office hours per week. A copy of the office hours schedule must be posted on the door of the office. A copy is also given to the chief academic officer, the division deans, department chair, and department secretary. Many faculty choose to maintain additional office hours beyond the minimum required. A tutoring center has also been established at the Logan campus and Wyoming campuses. Many faculty members volunteer their time in the center to work with students.

Southern has a large student support services staff. All employees in this area are highly qualified when they are hired, and continue to develop their skills and knowledge. The College offers training sessions for all employees during All Governance days and encourages participation. Student Support staff regularly attend conferences and training sessions. All Southern employees are eligible for tuition waivers when taking Southern classes. Additionally, staff members are also eligible for tuition waivers at participating universities.
3.D. **Southern provides support for student learning and effective teaching.**

Southern provides a variety of services to its students. First time students are required to meet with Student Program Advisors, who assist students with developing their educational plans and registering for classes. Student Program Advisors are available on all four campuses. Students at the Lincoln location work with a college representative who can provide similar services. The financial assistance office has physical offices on the Logan and Williamson Campuses. A representative from the Financial Assistance office travels to the Wyoming/McDowell and Boone/Lincoln Campuses and to the Lincoln location to meet with students on a regular schedule.

Students have access to free tutoring services offered by faculty members. These services have been offered on each of the four campuses, but are only available when faculty members volunteer their time to do so. It is hoped that tutoring services will be made available on a more regular basis when funding becomes available.

Certain Southern students qualify for assistance through the federally funded Student Support Services office. This program is available to a total of 200 students on the Logan and Williamson Campuses. Students who are first generation college students, who are limited in their finances, have a disability, or are struggling academically can take advantage of Student Support Services tutoring, advising, career counseling, workshops, transfer assistance, and cultural and educational activities. This program has goals of 65% student retention to the next semester, 20% completion rate within four years, and transfer rate of 5% to a bachelor’s granting institution.

Each campus has a counselor available. The counselor provides career counseling and counseling with personal issues as well. Plans are underway to hire a coordinator for career planning and placement when funds are available.

Southern has an open admission policy, as stipulated in **SCP-4000, Basic Guidelines and Standards for Admission.** This is designed to encourage many types of students to apply. Southern serves both the traditional and non-traditional student population. There are many courses that have no prerequisites and can be taken by students who want to start earning college credit immediately. However, **WVCTCS, Series 21** dictates many of Southern’s requirements. This state code prescribes minimum scores on a variety of nationally normed tests, including the ACCUPLACER, COMPASS, ACT, and SAT. This policy, balanced with the general education requirements described earlier in this chapter, helps to establish course sequences for students and programs alike. Programs and courses that require certain skills feature the necessary prerequisites. Faculty members regularly evaluate the prerequisites for every course during program review. First-time students are encouraged to take the
ACCUPLACER exam. These test scores determine the placement of students. Students can also provide the College with ACT or SAT scores.

Southern accepts any student who applies for admission. This often includes students who do not meet the minimum test score requirements outlined in WVCTCS Series 21. These students are required to enroll in developmental education courses, which Southern refers to as Transitional Studies. The Department of Transitional Studies stands as its own academic department under the Division of University Transfer. This department works with approximately 70% of the entering freshmen to enhance critical reading, composition, and mathematics skills. The Department of Transitional Studies offers a variety of courses that are shaped to prepare students for college level work.

The Department of Transitional Studies works closely with the Mathematics Department and the Humanities Department to provide curricula that are as seamless as possible with college-level courses and to prepare students in the areas in which they are deficient in as timely a manner as possible. In recent years, the Department of Transitional Studies has made many changes to its approach to delivery of developmental education. These changes and the data used to justify these changes will be presented in Chapter 6 of this report.

In addition to the Department of Transitional Studies, students can be referred to their home county’s Adult Basic Education program if they demonstrate very low ability in math, reading, or composition. Southern’s relationship with the ABE program has fluctuated greatly over the past ten years, and very few Southern employees are aware of the ABE services provided. Southern is currently working to shore up relationships with the counties and educate its own employees about the services ABE programs can provide to prospective students who might fall far below the prerequisites for college level work. Each county in West Virginia has an ABE program. In Logan and Mingo counties, ABE classrooms are located on Southern’s campuses. In Boone, Wyoming, and Lincoln, the facility is within reasonable distance from the campus.

During the advising process, the students’ goals are assessed and they are advised accordingly. All first time students must meet with a Student Program Advisor. Each campus has a Student Program Advisor who is knowledgeable of each program offered by Southern. The Student Program Advisor can tell the student about program requirements and career opportunities provided by each credential the College offers. Student Program Advisors also work with students to develop education plans to help streamline the students’ time to completion.

Regardless, in a recent survey, 43% of students surveyed “Completely Agree” with the statement “I have an academic plan and I know exactly what I need to do to graduate on time.” Southern aspires to increase the number of students who fully understand what they need to
do to graduate. To that end, Southern, along with all other state institutions, is in the process of adopting DegreeWorks. This is an advising software suite that will allow students and advisors to see real-time transcripts and see what still needs to be taken to complete their stated degree. Students will also be able to easily see their new education plan if they switch majors. Southern hopes to start using this software in spring 2013. It is hoped that this will improve retention and completion rates and completion time, which currently averages seven semesters for both full- and part-time students.

Southern has resources available in many campus locations. There are full library facilities at the Logan and Williamson campuses. Students on the Boone and Wyoming Campuses and the Lincoln location can use library services through inner campus loans. The Logan campus features the Savas-Kostas Theatre, which serves as a performance space. The Boone Campus also has a smaller space for performances. There are science labs at every campus. The Allied Health programs coordinate with many local hospitals and health care facilities to provide students with opportunities for clinical experience. The Interactive Classroom provides the opportunity to make classes available at all campuses and locations simultaneously. A new Allied Health and Technology Center has been constructed at the Logan campus. A new technology center is being constructed at the Williamson campus and is scheduled to be used in the Fall 2013 semester. There are plans for the College to acquire and use the National Guard Armory building located beside the Williamson campus.

However, many of the classrooms and facilities are in need of repair and upgrading. Currently there are plans to renovate the science labs at the Williamson and Logan campuses. The interactive classrooms were updated during the fall 2012 term. Additional classroom technologies are being purchased and installed across the campuses as funding becomes available.

Every academic program at the College requires EN 101, English Composition I. In this class students learn effective research techniques and are required to write a research paper. The course syllabus for EN 101 describes the class requirements. All sections of EN 101 use a standard set of policies regarding research requirements. The library staff is available to assist students with research.
3.E. **Southern fulfills the claims it makes for an enriched educational environment.**

Southern sponsors the Harmony 365 program. This program has grown from a single event to several events, which take place throughout the year. All of the Harmony 365 activities promote understanding and diversity. Events are held on campus, as well as at local churches and other locations. Various academic departments also provide co-curricular activities such as service projects, county spelling bee, regional math field day, and free computer tune-up. For the past few years, students have had the opportunity to apply for and participate in the Appalachian Leadership Academy. Students who have been accepted receive a scholarship from the Cotiga Company. The leadership students participate in many community service projects. Currently the Appalachian Leadership Academy is only available at the Williamson campus.

The College provides students with many opportunities to be creative and express ideas such as through student art shows, aspiring author exhibits, and theatrical performances. Southern also offers a wide array of humanities courses, including art, theatre, literature, religion, and film appreciation. Other activities include small business management (MG264), coalfield Sunday, fiscal fitness, homeowner’s workshops (Whitley, Jackie) by BB&T at Williamson and Logan campuses. Photos of the various creative activities have been featured on the College’s blog, and twitter account. Southern should extend the activities like Small business management (MG264), coalfield Sunday, fiscal fitness, and homeowner’s workshops by BB&T to other campuses.

Southern also hosts over 300 non-credit courses that are available online through the third party vendor Ed2Go. These courses range from personal enrichment courses to workforce skill development courses and certification preparation courses. These courses are not well known by either the general public or by college employees. More should be done for the marketing of these courses.
Criterion Three Strengths:

1. Southern provides educational programs in which students work toward a quality education that is transferable to bachelor’s degree granting institutions across the state.

2. The institution’s policy regarding the professional and educational requirements for faculty ensures qualified instructors, both full-time and part-time, are in the classroom.

3. Transfer agreements, both 2+2 and course-by-course articulation, ensures Southern students ease of transfer to in-state and certain out-of-state institutions of higher education.

4. The structure of Southern’s programs allow students to apply work from lower credentials to higher credentials.

5. Southern offers an array of programs that are well suited to the region’s employment forecasts.

6. Southern’s low faculty-to-student ratio (18 : 1) is a tremendous strength.

7. Southern’s Student Services Unit has many resources available to students.

8. Southern hosts a wide array of non-credit courses that available online.
Criterion Three Concerns:

1. Southern struggles to find a balance between the quality of and number of dual credit offerings.

2. The validity of Student Perception of Instructional Effectiveness Surveys is in question. Students often do not take the surveys serious, or even bother to complete them.

3. The institution’s policy on General Education Philosophy and Goals (SCP-3637) establishes appropriate goals but fails to address how these goals are to be assessed.

4. There was some concern expressed that with a number of retirements among the full-time faculty ranks, positions have not been filled.

5. There is little knowledge of the non-credit courses available through Southern.
Criterion Three Recommendations for Improvement:

1. Increased monitoring of dual credit courses that has been initiated should continue to ensure quality and consistency with regular, on-campus courses.

2. As previously recommended, emphasis should be placed on informing students of the importance of authentic responses to the Student Perception of Instructional Effectiveness in improving instruction.

3. The general education goals outlined in institutional policy SCP-3637 should be clearly identifiable in the instruments and methods used to assess student achievement of these goals.

4. A study should be conducted to determine where additional full-time faculty might be needed. This study should involve a review of both state/system-level and national data.

5. Non-credit courses should receive more emphasis in marketing efforts.
Chapter Six

Criterion Four:  
Teaching and Learning:  Evaluation and Improvement

*Southern 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.*
Criterior Four: Teaching and Learning: Evaluation and Improvement

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

This chapter provides evidence to support Southern West Virginia Community and Technical College’s commitment to the continuous evaluation and improvement of teaching and learning. We begin with a summary of the history of the College’s assessment efforts. Then, we address each of the core components for Criterion Four. Finally, we summarize the strengths, challenges, and how the College plans to address the challenges found.

Southern is dedicated to student learning and teaching effectiveness and is committed to meeting the needs of its students through offering skill-set certifications, certificate degrees, and associate degree programs. To fulfill its mission, Southern has implemented ongoing assessment processes and activities that provide the data needed to plan, improve the quality of, and allocate necessary space and resources to the programs and services offered. The College’s mission promotes effective teaching strategies that provide successful learning experiences in all academic courses and programs so as to assist students in accomplishing their educational goals.

The history of assessment of student learning at Southern has seen both positives and negatives. In 1997, the Higher Learning Commission visiting team summed up the state of assessment at Southern in their report by stating that “the assessment plan and its implementation are more than inadequate and indicate a weak faculty and institutional commitment to assessment.” As a result of this very pointed evaluation, a focused visit on assessment was scheduled for the academic year 1999-2000. The outcome of the 2000 focused visit was quite the opposite of that of 1997, as reflected by the visiting team’s report stating that Southern had “adequately addressed the issue for this focused visit—assessment of student academic achievement.”

During the most recent comprehensive visit in 2003, the visiting team again raised concerns with the assessment program at Southern and required a report on the progress of assessment of academic achievement be submitted by May 1, 2007. The concerns of this team were reviewed, analyzed, and addressed by the institution and the report on assessment was submitted prior to the required date. After Commission staff analysis of this progress report, the institution was informed through a May 16, 2007 letter from the HLC liaison, Dr. Karen
Solomon, that the report had been accepted with no further reports required. Accompanying the letter was a copy of the staff analysis. The highlights of this analysis stated that:

**Improvements Noted in 2007 Assessment Focus Visit Report**

- All constituents are involved in assessment—students, faculty, staff, and administration
- Assessment data are the basis on which decisions are made
- Assessments are now varied—standardized tests, programmatic assessments and course assessments
- Results are used by faculty to make course and program changes
- Faculty assemblies, student ‘Assessment Days’, and the work of the Assessment Committee have moved the institutional culture to one in which assessment is a given that every responsible faculty member performs as a matter of improving student success
- Southern’s assessment program has developed substantially and has responded positively and thoroughly to the concerns and expectations of the Higher Learning Commission teams

With this history in mind, it is now reported that Southern supports its mission through a process of enhancing student learning and teaching effectiveness. Assessment practices employed allow the College to gather evidence of student learning and teaching effectiveness and to provide the data necessary for making curricular and instructional changes to promote student learning and support the College’s mission.
The Core Components of Criterion Four

4.A. Southern demonstrates responsibility for the quality of its educational programs.

A key component in demonstrating responsibility for the quality of its educational programs is the institution’s commitment to a process of regular program review. All academic programs, certificate and associate degree, are reviewed on a standard five-year cycle as shown in the program review matrix. This process is in compliance with the WVCTCS, Procedural Rule Series 10, Policy Regarding Program Review and the institution’s SCP-3620, Policy on Program Review. Under the provisions of this policy, the Board of Governors is charged with the responsibility to review all academic programs at least every five years. Each program is evaluated in terms of its viability, adequacy, necessity, and consistency with the institutional mission, master plan/compact, and educational and workforce needs of the district. As part of the review process, the institution must conduct periodic studies of program graduates and their employers to determine placement practices and the effectiveness of the educational experience provided. The program review policy provides for early identification of a program that may need particular scrutiny to permit changes to be anticipated, appropriate intervention to take place, and corrective action to be accomplished within normal institutional planning efforts.

Program review is conducted through a collaborative process involving program faculty, the Department Chair, the Division Dean, the Vice President for Academic Affairs and Student Services, and in the case of career-technical programs, the program advisory committee. Program review reports for all certificate and associate degree programs must include an analysis based on four primary factors: (1) continuing need; (2) achievement of program objectives and assessment of expected learner outcomes; (3) the ability to improve the quality and productivity of the program; and, (4) five year data trends for enrollment, credentials awarded, and employment of graduates if appropriate.

Completed reports are shared with all members of the academic department and division prior to submission to the Academic Affairs Management Council for review. The program review reports are then submitted to the Executive Council for approval and review by the President. When the internal review process is completed, final reports are submitted to the Board of Governors for final approval. All approved program review reports are then forwarded to the Chancellor’s Office for official approval by the West Virginia Council for Community and Technical College Education. Internally, the faculty use program review data to ensure that academic programs are current, meet their intended purpose(s), and are of the highest quality in terms of preparing students for transfer or direct entry into the workforce.
Copies of the **most recent program review reports** for each certificate and associate degree program are maintained by the President’s Office and are available on the College website.

Institutional policy **SCP-4786, Transfer Student Requirements and Credit Evaluation** outlines the evaluation process and provides a full explanation of the transfer of academic credit from other fully accredited colleges and universities along with assigned responsibilities for its implementation. **WVCTCS, Procedural Rule Series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities and Core Coursework Transfer Agreement** also provides guidance for all system member institutions regarding transfer of credit and grades and the applicability of such credit in meeting degree program requirements.

In accordance with recent trends toward the recognition of non-traditional credit, the College has established specific guidelines for granting credit through non-traditional sources. Students may receive a maximum of twenty-four credit hours from all non-traditional sources; *(2011-12 College Catalog pp. 44-45).*

**Guidelines for Granting College Credit from Non-Traditional Sources**

- non-traditional credit cannot be granted for any course which a student has previously attempted at any college
- a student may not completely place out of major courses either through national examinations, challenge exams, experiential learning or any combination of these sources
- to qualify for graduation, 15 of the last 23 credit hours must be earned in regular courses taken at Southern excluding credit from all non-traditional sources
- any course in which a grade of “Credit” has been assigned is not used in computation of grade point average
- students who plan to transfer to another institution and use credit from non-traditional sources to meet degree requirements must check with the receiving institution to determine its policy for evaluating such credit
To ensure the integrity of academic credit, Southern has established a procedure for distinguishing “credit” and “non-credit” course offerings (SIP-3240, Assignment of Credit for Academic Courses). Provisions of this procedure differentiate those courses for which academic credit will be granted from those to be offered on a non-credit basis for personal enrichment or skill advancement purposes. Southern personnel evaluate all academic credit placed on a transcript. Credit from all sources, including transfer credit from other accredited institutions as well as non-traditional credit granted through Advanced Placement examinations, College Level Examination Program (CLEP), Challenge Exams/Credit by Examination, Prior Learning Assessment, public school service, military training, apprenticeships, and workforce training experiences, is evaluated. System rules, institutional policies and/or procedures governing the acceptance of non-traditional sources of academic credit are as follows:

- **WVCTCS Series 3, Conversion of Non-credit Training Activities to College-level Credit**
- **WVCTCS Series 15, Acceptance of Advanced Placement Credit**
- **WVCTCS Series 16, College Level Examination Program (CLEP)**
- **SIP-3227, Credit Based on Experience**
- **SCP-3201, Challenging a Course/Credit by Examination**
- **SCP-3214, College Board Advanced Placement Program**
- **SCP-3670, Public School Service Program**

In addition to the non-traditional credit sources previously discussed, Southern may also grant college-credit under the WVCTCS “Earn a Degree, Graduate Early” (EDGE) program. Under this program, Southern may recognize certain career and technical courses successfully completed by high school students and grant college credit for courses which have been validated by the College has having equivalent learner outcomes. The guidelines and procedures for granting EDGE credit are provided in **WVCTCS Series 28, Guidelines for Granting College Credit for Courses Under the West Virginia Earn a Degree Graduate Early (EDGE) Program**.

Qualified high school students may also earn college credit through Southern’s early enrollment program. This program is governed by **WVCTCS Series 19: Guidelines for the Offering of Early Enrollment Courses for High School Students**. Through this program, qualified high school students may apply for early admission to the College and enroll in college courses for which they meet the course requirements and prerequisites. These courses are college courses using the approved course syllabus, textbook, and assessment requirements as the course taught on campus. High school students successfully completing the college course may also receive high school credit based upon the policy of the county Board of Education. In such
cases, these college courses are referred to as “dual credit” courses. Faculty teaching early enrolment (dual credit) courses must meet the faculty credential requirement as specified by the College; if the course is taught by a qualified high school teacher, he/she is granted adjunct status. Additional information related to reduced tuition, reporting requirements, and accountability measures are described in Series 19.

Southern maintains and exercises authority over all course content, prerequisites, rigor, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including early entry courses (dual credit) for high school students. In addition, the College ensures that student learning outcomes for all courses are consistent regardless of where, when or how they are delivered. Curriculum development is a primary responsibility of faculty. Proposals for new programs or changes and additions to existing curriculum flow from the faculty to the academic departments to the appropriate governance committee(s) for discussion, revision, and recommendations before being sent to the Academic Affairs Management Council. Each department or program is responsible for continually reviewing and refining the curriculum it offers. This review should culminate in the required five-year program review report previously described. Members of the faculty through participation in academic department and division meetings, as well as through the internal governance process, are responsible for the development of all academic programs, creation and approval of all courses, adoption of course syllabi and required textbooks, establishing appropriate student learner outcomes, and methods for ongoing assessment of student achievement of course and program outcomes.

To ensure faculty of the College maintain and exercise authority over course rigor, prerequisites, and expectations for student learning, the College has adopted a SIP-3160, which outlines faculty responsibilities and the procedures for development and adoption of all academic course syllabi. This procedure requires that a common set of course goals be developed by faculty teaching the course and be adopted through the governance process. The policy also requires that these course goals be written in a competency-based and measurable format. Course goals are to be specific and communicate clearly to the student the competencies that must be mastered to meet each course goal. Course goals written in a competency-based manner allow for assessment of satisfactory goal attainment by both the student and the faculty member. The syllabus for each section of a course must contain the common course goals and these common goals must account for a minimum of 80% of the total course goals required in each course section.

Faculty, in collaboration with academic administrators, also participate in defining the professional and educational requirements for faculty and instructional staff (see SCP-2171) as well as the credentials required for teaching courses at the various levels (pre-college,
class, associate degree) and program types (general education, transfer, occupational non-degree, career/technical). This policy defines the educational credentials required for teaching courses in the general education area, career-technical certificate, and associate degree programs, non-degree occupational areas, and developmental/remedial (transitional studies) courses.

As part of the evaluation and improvement process, several college programs have received specialized accreditation. The associate degree program in Nursing was the institution’s first nationally accredited program when it was accredited by the National League for Nursing Accrediting Commission, Inc. and the West Virginia Board of Examiners for Registered Professional Nurses.

### Southern Programs with Specialized Accreditation

- Nursing: National League for Nursing Accrediting Commission  
- Nursing: West Virginia Board of Examiners for Registered Nurses  
- Dental Hygiene: American Dental Association, Commission on Dental Accreditation (CODA)  
- Medical Laboratory Technology: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)  
- Radiologic Technology: Joint Review Committee on Education in Radiologic Technology (JRCERT)  
- Respiratory Therapy Technology: The Committee onAccreditation for Respiratory Care (CoARC)  
- Surgical Technology: The Committee on Accreditation of Allied Health Education Programs (CAAHEP)

The most recent self-study report for each program with specialized accreditation is available in the Electronic Resource Room. Contact information, including address, telephone number, and web address for each accrediting agency, is provided on the college web site and in the catalog (2012-13 Catalog, inside front cover.)

The evaluation of program graduates is an integral component of the institution’s processes for continuous improvement. Several certificate and associate degree programs require students to complete a national and/or state licensure examination, and other programs which do not require licensure exams to practice require graduates to take a certification exam recognized by the industry or profession in which they will be employed.
4.B. **Southern demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.**

Passage rates on national and/or state licensure exams have been very high. Results of such licensure or certification exams are included in the program review process, reported to the West Virginia Community and Technical College System as part of its Master Plan/Compact reporting requirements (see [Master Plan/Compact Update 2012](#)), included in the annual West Virginia Higher Education Report Card, and as data collected internally in the assessment of student academic achievement.

Southern also conducts [follow-up surveys](#) of graduates on a five-year basis. The most recent survey of alumni was for the class of 2005. The survey data measure the satisfaction of those surveyed with such elements as the availability of courses in the major, overall instruction received, usefulness of texts and other instructional materials, quality of facilities and equipment, quality of instructional technology, access to technical support, frequency with which course offerings were available, class size, level of interest of faculty regarding student learning, level of faculty knowledge of subject matter, relevancy and currency of course content, and the relevancy of required courses to professional goals. In addition to the satisfaction with major program components, graduates were also asked to express how well their chosen program of study prepared them in the areas of general education competencies for understanding current issues; the application of theoretical knowledge to practical situations; understanding human diversity; how to access information from electronic and print sources; to develop or enhance critical problem solving, oral and written communication, quantitative reasoning, mathematical and science skills; and to develop or enhance leadership, teamwork and computer skills.

In this same survey, graduates are asked to provide their level of satisfaction with a variety of student and other services provided by the institution such as admissions and records, business office/cashier, library, computer labs, advising and counseling, and bookstore. Graduates also are asked to report if they are employed, and, if so, if they are employed in the field or closely related field for which their major prepared them. Data from the most recent Graduate Follow-Up Survey are posted to the college website.

There is evidence to show that Southern has devoted significant effort to the development and advancement of a program for the assessment of student academic achievement. A review of the self-study reports, focused visits, and follow-up reports to the Commission over the past twelve years indicates the institution has expended a tremendous amount of time and energy to its assessment efforts. As stated in the introduction to this chapter, the College has experienced both success and failure in these efforts.
The origin of the institution’s assessment plan can be traced to the 1997 comprehensive visit by the team of evaluators from the Higher Learning Commission. This 1997 visit revealed serious challenges in the institution’s commitment and effort to assess student academic achievement. Since that time, Southern faculty and staff have worked to build a culture of assessment that promotes student learning and evaluates the effectiveness of courses and programs offered to its students. Over the years, the College has revised its assessment plan and processes to better describe student learning outcomes at the course, program, department, and division levels. The College has made a valiant effort to use a data-driven process to guide academic decision-making. However, this effort is still very much a work in progress.

An analysis of the most recent report on assessment submitted by Southern to the staff of the Higher Learning Commission in 2007 revealed the College’s progress to that point in implementing its assessment plan:

- All constituents are involved in assessment - students, faculty, staff, and administration
- Assessments are now varied - standardized tests, programmatic assessments and course assessments
- Results are used by faculty to make course and program changes
- Faculty assemblies, student ‘Assessment Days’, and the work of the Assessment Committee have moved the institutional culture to one in which assessment is a given that every responsible faculty member performs as a matter of improving student success
- Southern's assessment program has developed substantially and has responded positively and thoroughly to the concerns and expectations of the Higher Learning Commission teams

The College website contains a copy of the institution’s current Description of Best Practices in Educational Achievement and Ongoing Assessment of Student Learning. Excerpts are referenced in the following discussion of Southern’s efforts to improve student learning through its ongoing assessment program. Efforts are based on the approved institutional mission, commitments, and values statements. The assessment philosophy and established goals are guided by the commitment of the College to the mission of the comprehensive community college. The assessment process involves assessment of student learning at three interconnected levels—course, program, and institution.
As the foundation of the assessment process, the college mission, general education goals, division and department goals, as well as program and course goals, are made explicit in order to assess student learning. The needs of the College’s service district and students are identified, reviewed, and used to direct the College’s efforts in curriculum development, review and revision. By gathering, reviewing, interpreting, and feeding back data, Southern is able to determine how student performance matches set standards and enables the College to identify areas requiring study if standards are not adequately met. Each certificate and associate degree program offered by the College has stated goals for student learning that are expected of those who successfully complete each program. Program goals relate to one or more of the institution’s commitment statements and to appropriate general education competencies adopted by the College.

Southern’s philosophy is that assessment is faculty-owned and data-driven. Various assessment instruments and methodologies are adopted to provide assessment data to be used in course and curricular decision-making. Keying to the institutional mission and established program goals, course goals have also been developed that support student achievement of overall program goals. Course syllabi contain these goals that are competency-based and measurable. A common syllabus for each course helps ensure that the same content is taught in a given course on a college-wide basis wherever and however the course is delivered.

The institution’s assessment program calls for multiple measures of student achievement at various points in their progress—at entry, in-progress, and at completion. Both standardized and non-standardized measures are to be used. At entry, Southern utilizes the ACCUPLACER placement test to assess the reading, writing, and math skills of entering students. Scores are used to place students into appropriate college-level courses or developmental courses if needed.

All faculty are expected to engage in assessment of student learning within each individual course. Faculty have agreed upon common course outcomes for all courses within the curriculum, and individual faculty members determine the methods used to assess student achievement of those outcomes. Faculty adjust course content, teaching methods, and assessment processes as needed based on assessment results. In-progress assessments include the administration of the Educational Testing Service (ETS) Proficiency Profile to degree-seeking students who complete 45 credit hours and have successfully completed a college-level math and English composition course. Additional in-progress assessments include classroom assessments conducted by individual instructors, assessments such as common final exams in some courses, and other measures employed by faculty.

Summative or end-of-program assessments include capstone courses or internship experiences. Many career-technical programs require a professional certification exam
recognized by the industry, or, in the case of most allied health programs, licensure exams required for practice are administered. Specific processes and instruments for the assessment of student learning for each program are outlined in the assessment plan. The Community College Survey of Student Engagement, student feedback on courses, and faculty evaluations are examples of indirect measures. Program level assessment is also conducted by faculty and academic administrators through the program review process with results reported to the Academic Affairs Management Council, Executive Council, President, Board of Governors, and the WVCTCS Chancellor’s Office.

To advance a culture of evidence in which institutional reflection and action are prompted and supported by data about student learning and institutional performance, the College revised its contract with Ellucian (formerly SunGard Higher Education) to provide necessary institutional research support. Beginning in 2012, Ellucian now assists the administration with assembling data from various sources and producing an annual Institutional Effectiveness Report. This action reflects the College’s commitment to examining institutional strengths and identifying areas for improvement. The data assembled in the annual effectiveness report will be reported to the Board of Governors and the college community. The Institutional Effectiveness Report will provide information/data related to the College’s mission, functions, and resources. Topics to be included in the report will include: (1) student learning and achievement; (2) student outreach and responsiveness to the community; (3) faculty and staff; (4) applications of technology; and (5) facility and fiscal support. The report will be used to support and enhance the College’s evaluation, planning, and resource allocation processes. The institutional mission, vision, and strategic goals will guide the planning process. The primary purposes of the Institutional Effectiveness Report are to guide the improvement of Southern’s instructional and student services programs, and support the development of initiatives designed to promote student success. The results of this evaluation, along with program review and assessment of student learning outcomes, will assist the College in achieving its fundamental purposes.

Data produced through the current methodologies and measures are to be maintained (see website assessment reports) and reviewed by the Assessment Committee as well as by faculty within each division, department, and program. Changes to courses and programs along with recommended methods for implementing changes may be offered by any member of the faculty, staff, or administration. Proposed changes are supposed to flow through the approved process (reference flow chart from the 2007 Report on Assessment). All curricular changes are to be based on assessment data and must be approved by the Curriculum and Instruction Committee. Minutes of the Curriculum and Instruction Committee’s actions are to include
documentation of the recommendations for change and the data used to validate the recommended change as shown in the C and I Committee minutes.

By engaging in the current self-study process, the College recognizes many challenges associated with its current assessment effort. Although the institution made significant progress over the ten-year period from 1997 through the submission of the required report on assessment in 2007, the current self-study process has revealed serious issues regarding the continued implementation of the approved assessment plan. Due to significant changes in the organizational structure of the institution, especially in the academic affairs area, and a turnover in the chief academic officer’s position, the College has failed to maintain the momentum it gained in its assessment efforts. A thorough examination and evaluation of the institution’s assessment program reveals a serious concern regarding the full implementation of the approved assessment plan and the use of available data in the academic decision-making processes. This review revealed a lack of understanding of the role and responsibility of the Assessment Committee in providing leadership for the assessment program; a failure to develop the course and program assessment effort into a unified “institutional” plan; a lack of an organized approach to the documentation of assessment efforts resulting in little evidence that available data are actually used by faculty to recommend changes to programs and courses to improve student learning.

As a specific recommendation resulting from this self-study, the President has made a commitment that the College will apply to become a participant in the Academy for the Assessment of Student Learning offered by the Higher Learning Commission. It is recognized that to improve the institutional capacity to assess, confirm and improve student learning, outside assistance and guidance would be helpful. If the institution is admitted to the Academy, it is anticipated that members of the academic leadership team (deans, department chairs, and program coordinators), as well as members of the Assessment Committee, will participate in academy activities that should result in further development of institutional leaders of assessment.
4.C. Southern demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Retention, persistence, and completion rates for students in all certificate and degree programs are of increasing concern to all institutions of higher education. These data are of particular concern to community colleges since these institutions experience the lowest rates in these critical areas. Southern collects, reviews, reports and utilizes data related to student retention and completion rates as measures appropriate to its mission and institutional commitments (see West Virginia Higher Education Report Card Data 2011-2012). Goals and targets are included in the Institutional Compact and are reported on an annual basis to the WVCTCS and the institutional Board of Governors. Retention, persistence, and completion data elements are under consideration by the West Virginia State Legislature for potential development of an outcomes-based funding model.

As a priority of the West Virginia Community and Technical College System 2010-2015 Master Plan: Meeting the Challenge, the goal of producing 16,000 new certificate and associate degree holders by 2016 has been established. In support of this goal and as an important component of the College’s Compact 2010-2015, Southern has established the goal of increasing the number of graduates by 20% by the year 2015. To reach this target, the College has developed and adopted specific retention and graduation strategies which include: (1) revising developmental education; (2) increasing and/or enhancing access to programs through distance education delivery modes; (3) providing full certificate and associate degree programs through non-traditional scheduling models; (4) increasing the number of graduates in non-traditional programs such as the Board of Governors degree program, Occupational Development program, and Technical Studies Degree program; and (5) improving the procedures for awarding of degrees that will encourage eligible candidates for graduation to complete the process. Included in the institutional compact are specific annual targets in the number of certificates and degrees to be awarded, student success rate, retention rate, licensure passage rates, job placement rates, percentage of students successfully completing developmental courses and the number of development students successfully completing college-level courses (see Institutional Compact 2010 - 2015).

The entire College, including faculty, staff, and administrators, actively participate in educational improvement through the review and analysis of retention, persistence, and completion data. Annual reports with retention and graduation data at the system and institutional level are compiled, reported, and analyzed. These reports include IPEDS, WVCTCS Higher Education Report Card, Annual Compact Update, and Performance Indicator Reports.
Through the contract with Ellucian for Institutional Research Services, the College will now have access to a well-organized Institutional Effectiveness Report that will include data necessary to drive decision-making.

Southern uses a variety of sources for collecting and analyzing data on student retention, persistence, and completion. These sources include the annual IPEDS Data Feedback Report, and the data provided through the Higher Education Policy Commission/West Virginia Community and Technical College System Dashboard and annual institutional Compact Updates and Performance Indicator Reports. Based on the data from these sources, as well as national research, the institution developed an Enrollment Management Plan with specific strategies directed toward recruitment, retention, and graduation of students. The Institutional Governance System includes an Enrollment Management Committee and a second committee, Quality Integrated Services, which focus their attention not only on recruitment but also on providing the services necessary to retain students through graduation.

The College uses a variety of best practices in its data collection processes and submits all required reports to the WVCTCS, the U.S. Department of Education’s National Center for Education Statistics through its IPEDS reports, and the Higher Learning Commission’s Annual Institutional Data Update.
Criterion Four Strengths

1. The institution has a demonstrated commitment to the improvement of student learning and its assessment effort.

2. The College has an effective policy and process pertaining to review of its academic programs.

3. The WVCTCS system and institutional policies and procedures ensure effective review of all transfer credit. The institution’s guidelines for granting credit from non-traditional sources maintain the integrity of credit granted through this process.

4. The institution, through its faculty and specific policy, maintains and exercises appropriate authority over all course content, prerequisites, academic rigor and expectations for student learning.

5. The specialized accreditation attained by the Allied Health programs, demonstrates the quality of these programs in terms of meeting national standards.

Criterion Four Concerns

1. Turnover in academic leadership has resulted in the loss of momentum in the full implementation and further development of the assessment plan.

2. Lack of organization of data from the various measures so that they can be effectively used in the academic decision-making process.

3. Confusion regarding the role and responsibilities of the Assessment Committee in comparison to the responsibilities of the academic divisions and departments in the assessment process.

4. Insufficient evidence that available data have been utilized in making recommendations for changes in academic programs and courses to improve student learning.
Criterion Four Recommendations for Improvement

1. Develop and encourage the organization of data collection and reporting.

2. Review and revise the role of the Assessment Committee to empower it to oversee the College’s assessment of student learning.

3. Review and reaffirm policies and procedures to ensure that the use of data is appropriately documented throughout the decision making process.

4. It is recommended that Southern apply for participation in the Higher Learning Commission’s Assessment Academy and if approved, send appropriate representatives from the Assessment Committee, academic divisions/departments, and academic leadership.
Chapter Seven

Criterion Five: Resources, Planning, and Institutional Effectiveness

Southern’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. Southern plans for the future.
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.

In this chapter, we demonstrate how Southern’s resources, structural organization, and planning contribute to the fulfillment of its mission. We begin by providing a narrative addressing Criterion Five. We then address the Core Components of Criterion five individually. Finally, we summarize strengths, challenges identified.

Southern’s budget, as has been the case for the state budget, has remained stable amidst drastic budget cuts across the majority of states. However, with no additional state funding available in the near future, Southern must continue to provide a wide array of opportunities to an ever decreasing number of potential students, while at the same time balancing a modest budget.

As stated in previous chapters of this report, Southern is located in a very rural part of southern West Virginia, and serves a large geographic area with a very low population density. Compound this with a decreasing population in many of the counties Southern serves, and one begins to see the challenges of Southern’s Board of Governors and the internal Strategic Planning Review Committee, both of whom are charged with evaluating the mission and vision of the College and developing long term goals that contribute to the achievement of that mission.

Despite the challenges, Southern has been able to maintain and improve the quality of the services it provides to students and the community. Southern regularly reviews the programs it offers. During the review process, program need is evaluated. The Division of Career and Technical Programs holds regular Advisory Board meetings to help establish the needs of the employers in the community. From these meetings, programs are updated, added, or removed completely. If it is found that a particular program is no longer in need, then it is terminated or suspended. The resources allocated for that program are then applied to other programs that are in greater demand. The Division of University Transfer likewise regularly meets with other institutions to update existing agreements and draft new ones.

Southern must reach out to potential students who live beyond its traditional service region while at the same time providing quality education and training to students who make southern West Virginia their home. This new focus has turned Southern’s attention to distance delivery of courses. As has been mentioned several times throughout this report, Southern
recently was approved by HLC to deliver up to 100% of its programs through distance delivery. It is anticipated that this new focus on distance delivery, along with further development of online support services and appropriate advertising, will bring additional enrollment to Southern.

Southern has added three new buildings since the 2003 self-study. The first of these is the Lincoln location that is shared with the Lincoln County Board of Education. Next, the Logan Campus added a new Allied Health and Technology Center (Building C) in 2009. Finally, the Williamson Campus is in the process of adding a new building that will be completed in 2013. With these new facilities, Southern is positioned to serve its region well into the future.

A dedicated corps of employees is Southern’s greatest resource and will continue to provide quality services for years to come. In 2010-2011, Southern employees participated in The Chronicle of Higher Education Great Colleges to Work For Survey. From that, the institution found that of the 105 respondents to the survey, 69% responded positively to questions regarding job satisfaction, and 80% responded positively to questions regarding pride in their institution. This indicates that the majority of the employees of Southern want to advance the College and will most likely stay with the College.

However, it is true that a large number of employees are nearing eligibility for retirement. In anticipation of this, the administration has developed a Succession Plan that identifies key positions and professional development maps for these key positions. Part of this plan is the President’s Future Leadership Academy. This program, which ran during the 2010-2011 and 2011-2012 academic years, sought out two twenty-person cohorts to participate in leadership skill building exercises over the course of an academic year. Several graduates of the first cohort have taken on more responsibilities.

Southern now plans for positions that were not thought of ten years ago. For example, Southern is planning to hire a Dean of Distance Learning and a Veterans Coordinator when funds become available. Both of these positions are forward-looking. It is anticipated that more and more courses are going to be offered online, so a coordinator will be needed. Additionally, West Virginia has a large veteran population. In order to help serve these anticipated students, a coordinator will be needed.

Southern’s technological infrastructure has seen dramatic improvements since 2003. The College’s network has been enhanced, updated hardware has been installed in many classrooms and offices, and the equipment in the interactive classrooms has been replaced.

Southern’s governance system is flexible enough to adapt to future needs. Each policy is reviewed regularly. Input is sought from employees, students, and external entities in the revision and development of policies.
The Core Components of Criterion Five

5.A. **Southern’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.**

When compared to in-state community colleges, Southern is one of the better funded institutions. The institution puts forth every effort to provide the best services possible for its students while working within its limited budget. The Chief Financial Officer is responsible for Southern’s financial well-being and presents the findings of an independent audit to the Board of Governors at the of each fiscal year. Southern has been able to adjust spending priorities to ensure that all programs are funded. For the 2012 – 2013 fiscal year, Southern anticipates $15.44 million dollars in unrestricted revenue. Revenue sources and expenses are summarized in Table 7.1 and Table 7.2 below:

![Table 7.1: Unrestricted Revenue Sources, 2012-2013 Fiscal Year](image-url)
A difficult economic climate has forced the College to be extremely frugal in its budgeting. Through attrition and closely monitoring departmental operational budgets, the College has been able to continue to function without the elimination of any positions. From 2003 to present, several high level administrators have retired or resigned their positions. Some of these vacated positions were filled, while others were not. The duties of some of these offices have been delegated to other administrators through a series of revisions to the organizational hierarchy, thus reducing payroll and benefit costs. Although this practice has benefitted the College fiscally, it has caused a strain on those who took on the additional duties. The President and Board of Governors have recognized this, and in 2012 a new Vice President of Academic Affairs and Student Services was hired.

Table 5.9 from Chapter Five of this report compares the student headcount to the number of full-time faculty. Southern relies heavily on adjunct instructors, and therefore must pay special attention to that group. Starting in 2011, the academics unit began holding an adjunct orientation each term. The Adjunct Handbook has been revised. Although steps have been taken to make part-time instructors aware of college policies and procedures, more adjunct instructor training could be undertaken. One possible solution would be to develop an online library of training videos. Adjunct faculty are provided with technology support, just as full-time faculty.

Table 7.2: Expenditures from Unrestricted Revenue, 2012-2013 Fiscal Year

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$8,180,616.00</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>$2,709,708.00</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$4,549,938.00</td>
</tr>
<tr>
<td>Reserves</td>
<td>$-</td>
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</tbody>
</table>
The student services unit has representation on each of the four campuses. Students have access to a Student Program Advisor and a Counselor on all campuses. Students on the Logan and Williamson campuses can meet with Financial Assistance personnel in person. A Financial Assistance representative travels to the Boone and Wyoming on a regular schedule. This has proven effective, but walk-in students with financial assistance questions sometimes have difficulty connecting with an individual due to the short notice.

Among the four campuses and the additional location, Southern comprises eight buildings. The oldest building, the main building on the Williamson Campus, opened in 1971, while the newest is currently under construction and is scheduled to open in 2013. Southern’s buildings are not immune to wear and tear. For the most part, these issues are little more than annoyances, and are expected from buildings of similar age. Budgeting practices set aside emergency funds, and more serious issues are dealt with immediately. The College has developed a ten-year Master Facilities Plan. The need for repairs is presented and prioritized. As funding becomes available, the concerns are addressed.

Recent improvement to the physical infrastructure include the construction of an Allied Health and Technology Center on the Logan Campus. Additionally, a new building is being constructed on the Williamson Campus. This building is planned to house workforce training and technical programs. Another significant improvement to the physical infrastructure is the planned renovation of the science labs / classrooms on the Logan and Williamson campuses. Additionally, Southern is in the final stages of acquiring the National Guard Armory building that is located next to the Williamson campus.

Library services are available on all four campuses. However, Boone/Lincoln and Wyoming/McDowell campuses do not have full libraries. Instead, they have resource rooms and a library liaison who assists students with inter-campus book loans. Students on all campuses have access to the electronic resources of the library. Many of these resources can also be accessed from home.

Due to budget strains, Southern struggled to keep up to date with its technological infrastructure. Hardware, software, and networking facilities were lacking for much of the time since 2003. In an effort to make major improvements in this area, the College adopted the issuance of a technology improvement fee. This fee is applied to improving the technology infrastructure. Part of this included the College entering into a contract with SunGuard Technologies, now known as Ellucian. Ellucian provides Southern with a wide array of technology support services. Ellucian has developed a Technology Strategic Plan. As noted earlier in this chapter, many of the long-standing technology issues have been resolved under this agreement.
Southern is a public institution of higher education and has no "subordinate entities." All sources of revenue (state support, tuition/fees, grants, etc.) are allocated to support the fulfillment of the educational mission of the institution as a comprehensive community college. The budgeting process places emphasis on the six institutional commitments derived from the mission statement. The College does financially support "non-credit" workforce development, continuing education, training and community interest programming. However, these activities are included in the institutional commitment to support economic development in the institution’s service district and the State of West Virginia.

<table>
<thead>
<tr>
<th>Southern's Institutional Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.</td>
</tr>
<tr>
<td>2. Programs of study leading to the associate in arts and the associate in science degrees which can be effectively transferred and applied toward the baccalaureate degree.</td>
</tr>
<tr>
<td>3. Programs of study in career and technical fields leading to a skill-set certification, certificate degree and/or the associate in applied science degree for entry into the workforce.</td>
</tr>
<tr>
<td>4. Workforce development, continuing education and training programs that support the needs of employees and employers and serve as a mechanism for economic development.</td>
</tr>
<tr>
<td>5. Support services that assist students in achieving their education and training goals.</td>
</tr>
<tr>
<td>6. Community interest programs and activities that promote personal growth and cultural enrichment.”</td>
</tr>
</tbody>
</table>

Southern’s academic unit is comprised of two divisions. The structure of the academics unit is seen in the organizational chart and is summarized in Table 5.1 in Chapter Five of this report. The Division of University Transfer has primary responsibility for general education courses that can be transferred to a baccalaureate degree, while the Division of Career and Technical Programs addresses Certificate and Associate in Applied Science Degree programs. There are areas where these two divisions overlap, so constant communication between the two Deans is crucial. The Academic Affairs Management Committee (AAMC) meets monthly to
discuss all academic concerns. The Assessment Committee and the Curriculum and Instruction Committee forward proposals to AAMC for approval. These groups work together to ensure institutional commitments 1, 2, and 3 are fulfilled.

Under the Division of University Transfer is the Department of Transitional Studies. This department exists to provide pre-college-level (developmental) reading, composition, and mathematics courses for Southern students who lack the necessary skills for direct entry into college-level English, reading, and math courses. This department has a department chair, five additional full-time faculty, and employs up to twenty adjunct faculty in the busiest terms. The fall semesters usually require as many as eighty sections total of transitional studies courses. The department is participating in a national movement to reform developmental education delivery. Some pilot programs include accelerated courses, conducting co-requisite courses with college-level courses, and placement assessment preparation for students. These efforts are an attempt to both legitimately lower the number of students who require developmental courses, to shorten the time to placement into college level courses, and to increase the success and retention rates of students who do require developmental courses. The hiring of a coordinator for high risk students and tutoring is planned when funds become available.

Southern provides a wide variety of student support services. Each campus has a program advisor who assists students with developing an education plan. At present, faculty members volunteer office time to work in tutoring centers on the Logan and Wyoming/McDowell Campuses. This service has been offered at all campuses in the past, but availability has been limited. Peer tutoring is also available, but identifying qualified tutors and training is a challenge. The WVCTCS has a contract with Smarthinking.com to provide online tutoring services. This program is helpful, but in recent years student use has decreased, most likely due to the increase in live tutors on campus.

Each campus has a counselor available. The counselor provides career counseling and counseling with personal issues as well. Plans are underway to hire a coordinator for career planning and placement when funds are available.

Southern has a Program Coordinator for Adult Services. This position’s primary function is to identify and assist adult learners who have some college credit, but have never earned a credential. This responsibility includes identifying, recruiting, and assisting such individuals. Students 25 years and older are assisted through this office with educational planning, financial assistance, counseling, and provision of a support network while enrolled in classes.

West Virginia’s population comprises one of the highest proportions of United States veterans of any state. In the near future, Southern will be hiring a Coordinator for Veterans Programs to assist these individuals. This person will provide much of the same services as the
Coordinator of Adult Services, but the services will be specific to the needs of U.S. veterans. This position will be brought on when funds become available.

The Vice President for Workforce and Community Development oversees and provides leadership for non-credit workforce development and training, business, industry, continuing education programs and services, and community interest programming. This unit also coordinates with a Small Business Development Center. A Regional Contracting Assistance Specialist provides coordination for the College’s involvement with the various state and local economic development authorities and agencies.

The College’s hiring process ensures that all new employees are well qualified for their appointed positions. College policy SCP-2171, Professional and Educational Requirements for Faculty, outlines the required credentials for faculty. Currently there is not specific policy that states required credentials for staff members. Qualifications are decided through a conference with the position’s supervisor and the director of Human Resources.

The Financial Affairs Unit of the College is under the direction of the Vice President for Finance and Administration. This unit addresses the administrative and business functions of the institution, including budgeting, accounting, payroll, facilities management and maintenance, purchasing, and auxiliary enterprises.

Regarding its financial resources, accounting procedures and auditing process, the College follows all laws and regulations promulgated by the state legislature, WVCTCS, the Department of Finance and Administration, Higher Education Purchasing, the State Auditor’s Office, and the Federal Government. Southern adheres to generally accepted accounting principles and procedures, and reports are based on those supported by the National Association of College and University Business Officers (NACUBO). Financial statements are in compliance with Government Accounting Standard Boards (GASB) 34/35. Accounting data is entered daily into the BANNER Finance System. All payment documents and cash deposits are reconciled monthly with the state auditor’s reports, and corrections are made.
The College has in place, SCP-5260, Meeting Financial Exigencies. This policy ensures a cohesive plan of action in the event of financial exigency, and it states:

SCP-5260: Meeting Financial Exigencies

• "The President may request the Board of Governors to declare a financial exigency at any time it is believed that a bona fide financial exigency exists. The Board of Governors may declare a condition of financial exigency for a period not to exceed two years, unless extended by subsequent action of the Board. Within seven working days after the Board of Governors declares a condition of financial exigency, the Financial Exigency Committee shall submit in writing its initial recommendation to the Faculty Senate and the Classified Council. Within seven working days after receiving the initial recommendation of the Financial Exigency Committee, the Faculty Senate and Classified Staff Council may submit their recommendations in writing to the Financial Exigency Committee. Within five working days after the deadline for receiving the recommendations of the Faculty Senate and Classified Staff Council, the Financial Exigency Committee shall submit its final recommendation in writing to the President. Within seven working days after receiving the final recommendations of the Financial Exigency Committee, the President shall submit recommendations in writing to the Board of Governors for its review and approval."

The Financial Exigency Committee is comprised of one elected lay member of the Board of Governors (non-voting Chairperson); one elected Student Government Representative; two elected Classified Staff members; two elected Faculty Members; one Chief Financial Officer; one Administrator appointed by the President; one Advisory Council of Classified Employee (ACCE) Representative; one Advisory Council of Faculty (ACF) Representative; and the Chair of the Faculty Senate. The Financial Exigency Committee only meets on an as-needed basis.
5.B. **Southern’s governance and administrative structures promote effective leadership and support collaborative processes that enable Southern to fulfill its mission.**

Southern West Virginia Community and Technical College strives to maintain an internal decision-making process based on shared governance. Within that shared governance, opportunities for participation and consultation are provided for all constituent groups including administrators, faculty, classified staff, students, and district residents. This system of shared-governance is based upon an atmosphere of collegiality and mutual respect and is guided by the principles of disclosure, responsiveness, and accountability. Leading this system is the institution’s Board of Governors. Institutional policies [SCP-8600](#) and [SCP-8600.A](#) and [WVCTCS, Series 4](#) clearly define the Board of Governors’ duties and responsibilities in this system. In particular, SCP-800.A states:

*The Role of Southern’s Board of Governors as stated in Institutional Policy SCP-800.A*

- Establish the Mission, Vision, and Master Plan of the College and set clear written policy direction that is focused on community needs.
- Represent the community by knowing and understanding its needs and seeking a variety of perspectives when setting college policy.
- 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.
- Monitor the performance of the College to insure progress towards defined goals and adherence to policies.
- Select, hire and retain the President and to define and monitor the President’s performance through periodic evaluations.
- Promote the College in the community and advocate for its interests with government officials and in its fund-raising efforts.
- Create a positive leadership environment which fosters learning and focuses on outcomes.
- Act with integrity, promoting ethical behavior in all college dealings.
- Function as a unit, speaking with one voice which recognizes that the power of Board rests with the whole Board, not individual members.

Southern’s Governance System Handbook outlines the philosophy, policies, and procedures that guide the College’s shared governance system for all other internal constituents.

Prior to the formal adoption of any institutional policy, a thirty day comment period is opened to the public. During this time, anyone can give input on any policy before the Board of Governors votes on it.

Southern’s Board of Governors consists of twelve members, of whom, nine are public members appointed by the governor, by and with the consent of the state senate, who have demonstrated a sincere interest in, and concern for, the welfare of the institution and are representative of its population and fields of study. A chairperson is elected from the citizen
members. In addition, there is a full-time faculty member elected by the faculty assembly; a member of the student body in good academic standing; and a member of the institutional classified staff elected by the staff assembly. Board members serve staggered terms of four years and may serve no more than two consecutive terms. Among the powers and duties assigned to the BOG by state code are:

This Board has demonstrated its effectiveness in the action taken to date, and each member of the governing board possesses the resolve needed to preserve the integrity of the institution. All Board of Governors meetings are open to the public. Minutes of every meeting are available from the College website.
As part of Southern’s governance system, the Curriculum and Instruction Committee and the Assessment Committee are dedicated to academic matters. As stated in the Governance System Handbook, the purposes of these committees are:

**Southern’s Curriculum and Instruction Committee**

- “…focus on curricular issues of the College and be responsible for submitting recommendations to the Academic Affairs Management Council. Recommendations pertaining to starting new academic programs or discontinuing existing programs shall be reviewed by the Executive Council prior to presentation to the Board of Governors. Responsibilities of the Curriculum and Instruction Committee include continuous review of curricula to ensure that all new and existing academic programs and/or courses provide quality learning experiences in a coherent manner. The scope of the committee will include curriculum development as well as instructional delivery. The committee will establish procedure, format, and deadlines for curricular changes presented to the committee.”

New courses are developed by and approved by the faculty. Departments develop new courses and submit the request to the Curriculum and Instruction Committee. The Curriculum and Instruction Committee then forwards its recommendation to the Academic Affairs Management Council for final approval.

**Southern’s Assessment Committee**

- “…provide input regarding the assurance of quality and consistent teaching and learning through admissions and exit standards, prerequisite course or test score review, assessment of programs, and evaluation of the success of Southern students. Additionally, this committee will work with other committees to establish and distribute standards for portfolio evaluation. The committee will also be responsible for assuring that state, federal, and college assessment standards are reviewed, evaluated, and communicated to all parties concerned.”

The Assessment Committee has a voting student representative, but the Curriculum and Instruction Committee does not. Consideration should be given to changing the membership of the Curriculum and Instruction Committee to include a voting student representative. Additionally, Student Program Advisors should have representation on the Curriculum and Instruction Committee since they are responsible for explaining program requirements to new students. Academic administrators serve as ex-officio members of both the Assessment Committee and the Curriculum and Instruction Committee. Both committees conduct regular open meetings and individuals are welcome to attend and voice their opinions to the committees.
5.C. **Southern engages in systematic and integrated planning.**

Budget hearings are held yearly. At these hearings, unit heads present their vision and funding requests to the President and the CFO. Although not every request from unit heads can be satisfied, comparison of the Annual budget reports, the Compact Master Plan, and Performance Indicator Reports reveals a clear alignment with the **mission and the vision** of the college. The Budgetary Allocations History shows the budgetary allocations for fiscal years 2003 – 2012.

Southern’s budget planning process is illustrated in Table 7.3 below:

![Diagram of Southern's budget planning process]

**Table 7.3: Southern’s Budget Planning Process**
Due to declining population, which has been the trend for several years, Southern must look beyond the traditional borders of its service area. In 2012, Southern submitted a Request for Change to the Higher Learning Commission to allow expansion of its online course offerings. With the Commission’s approval of this change, Southern will be able to develop entire programs to be delivered as distance learning. Each of the four campuses has at least one Interactive Classroom (ICR), which is a closed circuit system where students on one campus can interact with students and the instructor on a different campus. This is a technology that Southern has employed for many years and has proven very helpful to students. Traveling to other campuses can be very time consuming and, in the winter months, treacherous. With this technology, handfuls of students on each campus can be pooled into one larger section to ensure the needed section is available. During the summer and fall of 2012, the oldest ICR’s on each campus were completely updated.

Southern’s Mine Training Academy and Energy Technologies Program is currently in negotiation with international agencies to open its training to an audience outside the United States. Successful negotiations could prove beneficial to the College and could open the door to similar agreements with other programs.
5.D. **Southern works systematically to improve its performance.**

All aspects of campus facilities are evaluated annually. After evaluations are complete, all Campus Directors work with CFO and campus maintenance to eliminate and/or improve the findings of those performing evaluations. Additionally, a variety of safety evaluations are completed yearly.

Southern participates in the Community College Survey of Student Engagement (CCSSE). The results are reviewed by the College and published on Southern’s website. Findings from the survey are used to make adjustments in areas where challenges are found.

Southern, in addition to other assessments of student learning, administer the ETS Proficiency Profile test annually. This test is used to measure students’ mastery of general education concepts. These results have been used to justify academic changes, such as the development of OR 099, which adds critical thinking to the existing College Orientation curriculum. Southern’s assessment of student learning efforts are discussed at length in Chapter Six of this report.

Employee evaluations are completed on a regular basis and are available in individual employee files.

Regarding its financial resources, accounting procedures and auditing process, the College follows all laws and regulations promulgated by the state legislature, HEPC, the Department of Finance and Administration, Higher Education Purchasing, the State Auditor’s Office, and the Federal Government. Southern adheres to generally accepted accounting principles and procedures, and reports are based on those supported by the National Association of College and University Business Officers (NACUBO). **Financial statements** are in compliance with Government Accounting Standard Board (GASB) 34/35. Accounting data are entered daily into the BANNER Finance System. All payment documents and cash deposits are reconciled monthly with the state auditor’s reports and corrections are made.
Criterion Five Strengths:

1. Southern’s and West Virginia’s budgets have remained stable even as other states and institutions outside of West Virginia have seen major budget cuts.

2. Southern has plans to seek additional enrollment through the expansion of its online services and courses.

3. Southern has made major advancements with its technological infrastructure.

4. Southern’s governance system is well developed and promotes collaboration among constituents.

5. Southern has expanded its facilities, adding two new buildings.

Criterion Five Concerns:

1. Due to budgetary concerns, several key positions have not been promptly filled, causing a loss of momentum in some initiatives.

2. Adjunct faculty training and orientations could be further developed.

3. Southern faces a foreseeable decline in enrollment due to an expected decline in the population of the service region.

4. Although plans are in place to create positions that will help better serve students, these positions have not come to fruition due to lack of funding.
Criterion Five Recommendations for Improvement:

1. Make the hiring of vacant positions a budgetary priority.

2. Take steps to develop, plan and conduct more robust adjunct orientation sessions each academic term.

3. Expand online services while at the same time explore other ways to increase enrollment in a declining population.
Chapter Eight

Summary and
Official Request for Continued Accreditation
Summary

For more than two years, Southern has been involved with this Self Study in preparation for its Comprehensive Evaluation by the Higher Learning Commission. Throughout this process, by analysis of evidence and data, strengths and challenges have been identified and brought to light, not only in this report, but through numerous meetings among administration, faculty, and staff. These bodies are wholly committed to advancing the quality of services provided through Southern. Further, they have worked together to compile this report that provides evidence that Southern is in full compliance with the Higher Learning Commission’s Criteria for Accreditation and their Core Components.

Upon the review and the subsequent approval of this report, the following have been identified as the most important strengths, concerns, and recommendations for improvement:

Strengths

1. Southern is adaptable to changing needs of the communities it serves. To that end, Southern actively reviews and revises its mission. During this revision process, all constituents are provided the opportunity to contribute to the process.

2. All Southern employees embrace the mission of the College and demonstrate this as they carry out their duties.

3. There continues to be strong community support of the College and its mission.

4. Expansion of the number and quality of online courses and offering courses through a variety of alternative scheduling options including Fastrack and weekend courses, is assisting the institution in meeting its access mission.

5. Creation of Coordinator of Adult Services position with the Student Services unit places increased emphasis on recruitment, retention and completion of degrees of the adult student population.

6. A mature and effective internal governance structure provides ample opportunity for input into the decision-making process by all constituencies.
7. The linkage between System priorities, the Institutional Master Plan/Compact, and institutional commitments in planning is a strength of the College.

8. Southern’s membership in the NAACP continues to promote positive relationships with the minority community. The Harmony 365 initiative provides an excellent forum to promote educational opportunities for minority residents within the district.

9. Southern has the necessary resources to fulfill its mission.

10. Southern has a well-established system of checks and balances. Many of these derive from West Virginia State code and the West Virginia Community and Technical College System Rules and Policies.

11. Southern supports the academic freedom of its students and faculty.

12. Southern provides educational programs in which students work toward a quality education that is transferable to bachelor’s degree granting institutions across the state.

13. The institution’s policy regarding the professional and educational requirements for faculty ensures qualified instructors, both full-time and part-time, are in the classroom.

14. Transfer agreements, both 2+2 and course-by-course articulation, ensures Southern students ease of transfer to in-state and certain out-of-state institutions of higher education.

15. The structure of Southern’s programs allow students to apply work from lower credentials to higher credentials.

16. Southern offers an array of programs that are well suited to the region’s employment forecasts.

17. Southern’s low faculty-to-student ratio (18 : 1) is a tremendous strength.

18. Southern’s Student Services Unit has many resources available to students.
19. Southern hosts a wide array of non-credit courses that are available online.

20. The institution has a demonstrated commitment to the improvement of student learning and its assessment effort.

21. The College has an effective policy and process pertaining to review of its academic programs.

22. The WVCTCS system and institutional policies and procedures ensure effective review of all transfer credit. The institution’s guidelines for granting credit from non-traditional sources maintain the integrity of credit granted through this process.

23. The institution, through its faculty and specific policy, maintains and exercises appropriate authority over all course content, prerequisites, academic rigor and expectations for student learning.

24. The specialized accreditation attained by the Allied Health programs demonstrates the quality of these programs in terms of meeting national standards.

25. Southern’s and West Virginia’s budgets have remained stable even as other states and institutions outside of West Virginia have seen major budget cuts.

26. Southern has made major advancements with its technological infrastructure.

27. Southern has expanded its facilities, adding two new buildings.
Concerns

1. Although the Mission Statement, Institutional Commitments, Vision, and Values Statements are accessible through Southern’s website and are physically posted in buildings on campuses and the Lincoln location, these documents could be more prominent in marketing materials.

2. A trimester system was piloted with the intent of allowing students to complete a program in less time. However, this has proven to be problematic in ways not anticipated. Among the academic departments, there is a sense of confusion about the status of the trimester system.

3. Passage rates in developmental courses remain less than desired.

4. The institution lacks documentation regarding global perspective and diversity being addressed in the classroom.

5. Southern lacks a system by which student knowledge and understanding of the mission documents is assessed. The Community College Survey of Student Engagement appears to be the single source of data pertaining to student understanding/familiarity with the institutional mission statement.

6. The flow of the decision-making process outlined in the Governance System Handbook is not always adhered to.

7. Student Perception of Instructional Effectiveness Surveys, which are used to evaluate courses and instruction are a point of concern. Lack of sincere responses from students lessens the validity of the activity.

8. The Affirmative Action Plan has not not been updated in some time.

9. Southern struggles to find a balance between the quality of and number of dual credit offerings.
10. The institution’s policy on General Education Philosophy and Goals (SCP-3637) establishes appropriate goals but fails to address how these goals are to be assessed.

11. There was some concern expressed that with a number of retirements among the full-time faculty ranks, positions have not been filled.

12. There is little knowledge of the non-credit courses available through Southern.

13. Turnover in academic leadership has resulted in the loss of momentum in the full implementation and further development of the assessment plan.

14. Lack of organization of data from the various measures so that they can be effectively used in the academic decision-making process.

15. Confusion regarding the role and responsibilities of the Assessment Committee in comparison to the responsibilities of the academic divisions and departments in the assessment process.

16. Insufficient evidence that available data have been utilized in making recommendations for changes in academic programs and courses to improve student learning.

17. Adjunct faculty training and orientations could be further developed.

18. Southern faces a foreseeable decline in enrollment due to an expected decline in the population of the service region.

19. Although plans are in place to create positions that will help better serve students, these positions have not come to fruition due to lack of funding.
Recommendations for Improvement

1. Make Southern’s mission, vision, and institutional commitments more prominent in advertising materials.

2. Administration should provide clarification of the status of the Trimester initiative for students and employees. This should include further development of the summer term.

3. Continued review of the developmental education program and active participation in the Statewide Developmental Education Task Force is recommended. This review should include the possibility of expanding access to Adult Basic Education to all campuses.

4. The institution should better document occasions where global perspective and diversity are addressed in the classroom.

5. Southern needs to develop a system by which student knowledge and understanding of the mission documents can be assessed.

6. All participants including faculty and staff need to be made aware of and required to comply with the flow of recommendations as outlined in the Governance Handbook.

7. Increased emphasis should be placed on making students aware of the purposes of student survey responses in evaluating courses and instruction and how these responses are used and why valid, thorough responses are important.

8. The Affirmative Action Plan should be updated in a timely manner.

9. Increased monitoring of dual credit courses that has been initiated should continue to ensure quality and consistency with regular, on-campus courses.

10. The general education goals outlined in institutional policy SCP-3637 should be clearly identifiable in the instruments and methods used to assess student achievement of these goals.
11. A study should be conducted to determine where additional full-time faculty might be needed. This study should involve a review of both state/system-level and national data.

12. Non-credit courses should receive more emphasis in marketing efforts.

13. Develop and encourage the organization of data collection and reporting.

14. Review and revise the role of the Assessment Committee to empower it to oversee the College’s assessment of student learning.

15. Review and reaffirm policies and procedures to ensure that the use of data is appropriately documented throughout the decision making process.

16. It is recommended that Southern apply for participation in the Higher Learning Commission’s Assessment Academy and if approved, send appropriate representatives from the Assessment Committee, academic divisions/departments, and academic leadership.

17. Make the hiring of vacant positions a budgetary priority.

18. Take steps to develop, plan, and conduct more robust adjunct orientation sessions each academic term.

19. Expand online services while at the same time explore other ways to increase enrollment in a declining population.
Request for Continued Accreditation

Having provided strong evidence that it meets all of the Obligations of Affiliation and adheres to the Criteria for Accreditation, Southern West Virginia Community and Technical College respectfully requests that the Higher Learning Commission, a commission of the North Central Association, grant it Continuing Accreditation.
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