

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
UNIVERSITY TRANSFER PROGRAM  
EVALUATION MODEL GUIDELINES  
SCP-3625.A**

**SECTION 1. PURPOSE**

- 1.1 The University Transfer Program is designed to serve a wide variety of people. Following are listed some examples:
  - 1.1.1 That person not seeking a bachelor’s degree, but wanting to broaden and deepen his/her knowledge and skills.
  - 1.1.2 That person who plans to transfer to another college or university and complete a professional or pre-professional program of studies leading to a Bachelor of Arts or a Bachelor of Science Degree.

**SECTION 2. DEPARTMENTS**

- 2.1 Core curriculum offerings cut across five departments – Social Science, Natural Science, Humanities, Mathematics, Transitional Studies.  
  
Elective course offerings cut across all divisions.

**SECTION 3. DISCIPLINES**

- 3.1 University Transfer disciplines are assigned to departments as follows:

<b>Department</b>	<b>Disciplines</b>
<b>Humanities</b>	Fine Arts English Communications Languages Journalism Music Education Theater Religion
<b>Natural Science</b>	Biological Sciences Chemistry Physical and Health Education Physical Sciences Geology and Earth Sciences Physics
<b>Social Science</b>	Geography History Philosophy Political Science

Psychology  
Social Studies  
Sociology

**Mathematics**

Math  
Math Education

**Transitional Studies**

Developmental Math  
Developmental Writing  
Developmental Reading

**SECTION 4. PROGRAM REVIEW FACTORS**

4.1 Course Evaluation

4.1.1 Philosophy/Objectives

4.1.2 Content

4.1.3 Transferability

4.1.4 Need

4.1.4.1 Enrollment pattern (historical pattern)

4.1.4.2 Frequency of offering

4.1.4.3 Average class size - theory (general rule of thumb)

4.1.4.4 Average class size - practice

4.1.5 Cost

4.1.5.1 Per Student (by program)

4.1.5.2 Per course

4.2 Discipline Evaluation

4.2.1 Philosophy/Objectives

4.2.2 Courses

4.2.2.1 Placement within discipline

4.2.2.2 Sequence

4.2.2.3 Duplication

4.2.2.4 Essential/Non-essential (to discipline to program)

4.2.3 Cost Analysis

4.3 Program Evaluation

4.3.1 Course/Discipline

4.3.1.1 Additions

4.3.1.2 Deletions

4.3.1.3 Modifications

4.3.2 Cost Analysis

4.3.3 Rationale

4.3.3.1 Divisions

4.3.3.2 Advisory Councils

4.3.3.3 BOG

4.3.3.4 In-House

4.3.3.5 Other Institutions

- 4.3.4 Process
  - 4.3.4.1 Divisions/Department Management
  - 4.3.4.2 Academic Affairs Management Council
  - 4.3.4.3 President
- 4.4 Staffing Evaluation
  - 4.4.1 Evaluation
    - 4.4.1.1 Need determines staffing
    - 4.4.1.2 Staffing per discipline should be determined based upon the following:
      - 4.4.1.2.1 Class size
      - 4.4.1.2.2 Frequency of offerings – historical pattern
      - 4.4.1.2.3 CHP
      - 4.4.1.2.4 FTE
      - 4.4.1.2.5 Cost per CHP
      - 4.4.1.2.6 Cost per FTE
    - 4.4.1.3 The attached Staffing Ratio Scale is to be used as an objective base for determining number of faculty positions needed per discipline.
  - 4.4.2 Recommendations
    - 4.4.2.1 Additions
    - 4.4.2.2 Overstaffing – BOG guidelines/Institutional Policy
  - 4.4.3 Process
    - 4.4.3.1 Department Chair/Dean
    - 4.4.3.2 Vice President for Academic Affairs
    - 4.4.3.3 President

**SECTION 5. STAFFING RATIO SCALE**

5.1 The Staffing Ratio Scale is as follows and will be reviewed periodically:

	Foundation Level	100-200 Level
<b>SOCIAL SCIENCE</b>		
Geography	-	30
History	-	30
Philosophy	-	30
Political Science	-	30
Psychology	-	30
Social Studies	-	30
Sociology	-	30
<b>NATURAL SCIENCE</b>		
Biological Science	-	22
Chemistry	-	22
Physical Education	-	20
Physical Science	-	20
Physics	-	20

	Foundation Level	100-200 Level
<b>HUMANITIES</b>		
Art	-	28
Art Studio	-	18
English	-	25
Language	-	25
Humanities	-	30
Journalism	-	25
Music	-	30
Speech	-	25
Theater	-	20
Education Foundations	-	25
Religion	-	30
<b>MATHEMATICS</b>		
Math	-	24
Math Education	-	20
<b>TRANSITIONAL STUDIES</b>		
English	-	15
Math	-	15
Reading	-	15

5.2 Average class size (ACS) per discipline (as noted on Staffing Ratio Scale) is to be determined by Division Dean (using “rule of thumb” figure set by division experience).

5.3 This figure (ACS) is established as a base norm to objectively establish a faculty position formula per discipline. The figure itself does not represent one particular course, but rather is a discipline average.

5.4 The faculty position formula is as follows:

$$\text{ACS} \times \text{Full Load} = \text{CHP} = \text{one faculty position}$$

Example: Religion  
 $30 \times 15 = 450 \text{ CHP}$   
 450 CHP determines one faculty position

5.5 This formula, establishing a scale to identify one faculty position, is then used as the base norm for faculty staffing decisions per discipline.

5.6 As trends emerge, division recommendations are to be made. Division recommendations regarding faculty positions are to be based on a two-year period.