

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College
Board of Governors

Program with Special Accreditation

Program without Specialized Accreditation

Program: Certificate of Applied Science General Studies

4-20-2016

Degree and Title

Date

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

Rationale for Recommendation:

It is recommended that the University Transfer General Studies Certificate of Applied Science at Southern WV Community and Technical College be continued with corrective actions. Those corrective actions include developing a comprehensive assessment plan for the program that includes a review of program goals and an identification of appropriate skills assessment for the program; developing an advisory committee for the program; and automating the graduate survey process to promote better response rates.

Signature of person preparing report if other than Division Head

Date

Melinda Sanderson

Signature of Division Head

4-20-2016

Date

A. J. ...

Signature of Vice President for Academic Affairs and Student Services

5-1-16

Date

Signature of President

Date

Signature of Chair, Board of Governors

Date

Post-Audit Review

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College

Program: General Studies, Certificate of Applied Science

I. Introduction

The General Studies, Certificate of Applied Science, has been part of Southern West Virginia Community and Technical College's degree inventory since fall 2013. Per Southern's mission statement, as a comprehensive community and technical college, Southern is committed to providing programs of study leading to the Associate in Arts and the Associate in Science degrees which can be effectively transferred and applied toward a baccalaureate degree. The curriculum of the Certificate of Applied Science, General Studies is fully imbedded within each of the associate degrees offered by the University Transfer Program. Students who aspire to complete a baccalaureate degree at a four-year college or university may transfer the credits earned during the completion of their University Transfer Program Certificate Degree in General Studies. The certificate degree serves as a milestone of the educational plans of those students whose ultimate educational goals include and A.A., A.S., B.A., B.S., M.S., M.A., or other advanced degree.

From inception in fall 2013 through fall 2015, Southern has awarded 160 Certificate Degrees in General Studies. Six of the 160 students have been awarded only the Certificate Degree in General Studies. The remaining 154 awardees were awarded one or more additional degrees either in conjunction with or subsequent to the Certificate Degree in General Studies. Eight students were awarded the Certificate Degree in General Studies in conjunction with both the Associate in Arts and the Associate in Science. Three students were awarded the Certificate Degree in General Studies in conjunction with an Associate in Applied Science.

The University Transfer Program Certificate Degree in General Studies requires 30 credit hours for completion. Degree requirements include courses representing each of the components of Southern's general education goals—oral and written communications; mathematical skills/competencies; information and communication technology; scientific inquiry and research skills; a cultural, artistic, and global perspective; and, infused throughout the curriculum, critical thinking skills. The degrees are available at all campus locations, with some required courses delivered in hybrid or fully-online formats. At some locations, some required courses are delivered via the interactive classroom to maximize availability of the program.

II. Goals and Objectives

Goals:

The Certificate Degree in General Studies is designed to provide students with an educational path that maintains options while completing basic general education requirements. The coursework required for the degree provides skills necessary to be competitive and excel in the workplace including (a) communication skills, (b) critical thinking skills, (c) a knowledge of basic technology, and (d) a strong sense of personal and professional responsibility.

Objectives:

The program objectives coincide with the general education goals and are

1. Critical Thinking Skills--Students will demonstrate their ability to think critically by analyzing and synthesizing material.
2. Oral and Written Communications—Students will demonstrate their oral and written communication skills by reading, writing, and speaking effectively.
3. 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.
4. Information and Communication Technology—Students will demonstrate their information and communication technology skills by using technology, communications tools, and/or networks to access, retrieve, process, and communicate information.
5. Scientific Inquiry and Research Skills—Students will demonstrate their scientific inquiry/reasoning skills by using resources and methods appropriate to the program's curriculum.
6. A Cultural, Artistic, and 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.

The Certificate Degree in General Studies was implemented in response to West Virginia Code § 18B-3C-6 and §135-37-7-7.2.

Refer to Appendix V for evidence related to implementation of the program.

III. Assessment

The University Transfer Program Certificate Degree in General Studies utilizes a variety of assessment measures. Student achievements in general education and elective courses are assessed in accordance with the institution's plan for assessment. Additionally, students participate in formal and informal assessments within program courses which include oral and written presentations, class examinations, web-based assignments, and peer interactions.

Beginning with the implementation of the co-curricular model of delivery for EN 101 and developmental writing and reading during fall 2015, English faculty began administering a common essay prompt to all students. Student writing is assessed by this prompt at the start and conclusion of each semester. Writing samples collected across all disciplines are submitted to the Writing Scoring Committee chaired by a member of the Assessment Committee. The committee's reports from 2013 through 2015 and success data regarding the first semester of implementation of the co-curricular model of delivery for Freshman Composition I are provided in Appendix VI.

Common final exams are utilized by the mathematics faculty. Results of these assessments are discussed at the start of each semester and used to modify the schedule and lesson construction within the courses. Additionally, samples of the use of mathematical skills and competencies within courses across all disciplines are submitted to the Math Rubric Assessment Team chaired by a member of the Assessment Committee. The team's reports from 2013 and 2014, along with recommendations concerning the future direction of this team are provided in Appendix VI.

During the spring 2015 semester, the team of Speech faculty piloted a common assessment within the discipline. The culminating speech given by students as a required component of the course, the persuasive speech, is recorded and assessed by the speech faculty team by rubric. The team's report, along with a copy of the rubric used, is provided in Appendix VI.

During academic year 2014-2015, full-scale implementation of the co-curricular model of delivery for developmental and gateway mathematics courses was initiated. Success rates are provided in Appendix VI.

Discipline teams assimilate and report the results of the common course assessments as well as applicable individual course assessments to the Assessment Committee.

IV. Curriculum

A. Summary of Degree Requirements

The University Transfer Program Certificate Degree in General Studies requires 30 credit hours for completion. Degree requirements include courses representing each of the components of Southern's general education goals—oral and written communications; mathematical skills/competencies; information and communication technology; scientific inquiry and research skills; a cultural, artistic, and global perspective; and, infused throughout the curriculum, critical thinking skills.

A summary of the number of hours required for each general education goal is given by

General Education Goal	Certificate Degree in General Studies Hours Required
Oral and Written Communications	9
Quantitative and Qualitative Reasoning	3-7
Cultural, Artistic, and Global Perspective	9-15
Information and Communication Technology	0-4
Electives*	2-9

*The student is to choose courses based upon the planned baccalaureate major in consultation with an academic advisor and the catalog/transfer agreement for the intended transfer institution.

In accordance with West Virginia Code § 18B-1-1A; 18B-2B-6; 18B-3C-2; Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 23, Basic Guidelines and Standards for Admissions at Community and Technical Colleges, and policy, SCP-4000, Southern is an open admissions institution. The University Transfer Program Certificate Degree in General Studies adheres to the open admissions policy providing admission to those age eighteen and older and able to benefit from study at the community college level and have no additional admission requirements nor any additional standards of student progress required in order for students to remain in the program. Successful completion of the program requires completion of the program's curriculum as outlined in the catalog with a grade point average of 2.0 or higher.

B. Program Requirements and Course Descriptions

For current program requirements for the Certificate Degree in General Studies and complete course descriptions, see Appendix I.

C. Course Delivery Modes

All required courses for the Certificate Degree in General Studies are available at all campus locations, with some required courses delivered in hybrid or fully-online formats. At some locations, some required courses are delivered via the interactive classroom to maximize availability of the program.

V. Faculty

Prior to the implementation of the Certificate Degree in General Studies, during academic year 2011-2012, Southern employed 74 full-time faculty. Among that number were faculty representing the following University Transfer Program disciplines: English, seven; history and political science, three; mathematics, four; psychology and social science, two; transitional studies, six; social science, five; natural science, seven; speech, two; and art, one. During 2011-2012, Southern's full-time faculty also included faculty housed in other divisions teaching courses in the following University Transfer Program identified disciplines: economics, two, and computer information systems and information technology, five. For the academic year 2015-2016, Southern's faculty roster included 71 faculty. Among that number were faculty representing the following University Transfer Program disciplines: English (including transitional studies), seven; mathematics (including transitional studies), nine; natural science, six; and speech, two. Southern's full-time faculty also included faculty housed in other divisions teaching courses in the following University Transfer Program identified disciplines: computer information systems and information technology, four; economics, two; history and political science, two; and psychology and social science, two.

Southern relies on a cadre of highly qualified, dedicated part-time faculty to meet program delivery needs. The median number of part-time faculty teaching three to nine credit hours between spring 2011 and fall 2015 (ten semesters) in a University Transfer program discipline in number is given by

Discipline	Median Number of Part-Time Faculty
Appreciation (Art, Music, Theater)	3
Compute information systems and information technology	0.5
English (including transitional studies)	5
Economics	1
History and Political Science	2
Mathematics (including transitional studies)	8
Natural Sciences	6
Psychology, Social Science, and Religion	15
Speech	1

Refer to Appendix II: Faculty for a summary of faculty rank, employment status, academic preparation, any professional development activities, and any other pertinent information.

VI. Enrollment and Graduates

Program Enrollment and Graduates

From inception in fall 2013 through fall 2015, Southern has awarded 160 Certificate Degrees in General Studies. Six of the 160 students have been awarded only the Certificate Degree in General Studies. The remaining 154 awardees were awarded one or more additional degrees either in conjunction with or subsequent to the Certificate Degree in General Studies. Eight students were awarded the Certificate Degree in General Studies in conjunction with both the Associate in Arts and the Associate in Science. Three students were awarded the Certificate Degree in General Studies in conjunction with an Associate in Applied Science.

The curriculum of the Certificate of General Studies is fully imbedded within each of the associate degrees offered by the University Transfer Program. During the fall 2015 semester, the University Transfer Program Associate in Arts and Associate in Science, and by extension, the Certificate Degree in General Studies included 435 identified majors, representing 26.1% of Southern's student body (435 of 1669 students). More than one quarter of the institution's student population was enrolled in the University Transfer Program.

The University Transfer Program has experienced major growth in the number of declared majors over the review period, rising from 160 to 353 students in the Associate in Arts and from 26 to 82 in the Associate in Science. It is expected that program enrollment will remain at the current level for the foreseeable future.

For more detailed enrollment and graduation data, see Appendix III.

Graduate Satisfaction and Transfer Acceptance

One hundred forty-seven graduate surveys were distributed by email on November 16, 2015. Of these 147, ten completed surveys were returned. A copy of the survey, the aggregate of the responses, and the individual responses are found in Appendix III. The survey needs to be distributed annually for a three year period to each graduate to obtain a more complete picture of transfer success and baccalaureate degree completion. Six of the ten respondents indicated that they completed between 60 and 90 credit hours in achieving degree completion. Eight of ten respondents indicated that they planned to transfer to a four-year institution to complete a baccalaureate degree with Marshall University as the most popular choice institution of transfer (three respondents) and elementary education as the most popular degree (five respondents) sought by respondents. Most respondents felt that Southern helped them achieve their educational goals and prepared them for success at their transfer institution (six respondents). The highest positive response (six respondents) concerning student perception of Southern's ability to impart general education goals yielded a strong agreement that Southern improved the students' mathematical skills and competencies and ability to use oral, written and listening skills to communicate. Four statements yielded a negative response. A single respondent strongly disagreed that Southern prepared the student for success at the student's transfer institution, provided skills that the student has used since graduating from the program, improved the student's ability to use scientific inquiry and scientific principles, and helped the student advance at the student's job. Three respondents indicated that all of their transferred credits were able to be used to meet the requirements for their baccalaureate degrees. The four other respondents to the question indicated that they were able to apply between 30 and 60 of their transferred credits to meet the requirements of their baccalaureate degrees. Sixty-two percent (62%) of respondents would recommend the program to a friend or co-worker. In general, respondents were very satisfied with program advisement (seven respondents), availability of faculty (six respondents), cost (six respondents), and times of classes (six respondents). Contradictorily, two respondents were somewhat or very dissatisfied with the cost of the program.

VII. Financial

The University Transfer Program receives an annual budget dedicated to meeting the program's needs. From academic year 2010-2011 through 2013-2014, the University Transfer Program, including the Associate in Arts and Associate in Science, was guided

by the Dean of University Transfer and five Department Chairs—Humanities, Math, Natural Sciences, Social Sciences, and Transitional Studies. Funds were allocated to individual departments as well as to the office of the Dean of University Transfer. The budget for part-time faculty was administered by the offices of the Vice President of Academics and Student Services and the Chief Financial Officer. Reorganization of the governance structure implemented in July 2014 resulted in the merger of departmental budgets. The Division Head of University Transfer Programs administers budgets allocated to the disciplines of English, fine arts, mathematics, science, and speech. The Division Head of Social Science, Education, and Nontraditional Programs administers budgets dedicated to the disciplines of social sciences, history, and political science. The Division Head of Healthcare and Business Programs administers the budget allocated to economics. The Division Head of Applied and Industrial Technology administers the budget dedicated to computer informational systems and informational technology. The budget for part-time faculty is administered by the office of the Vice President for Academics and Student Services. Information regarding financial resources allocated for the University Transfer Program may be found in Appendix IV. Although limited, the financial support has been adequate to meet the needs of the program.

VIII. Advisory Committee

A priority for the Division Head of University Transfer is to form an advisory committee for the program. The committee should contain representatives from within the college, peer institutions in the region, and four-year colleges and universities to which Southern students typically transfer. Representation should include a variety of discipline experts, transfer specialists or registrars, and administrators. No evidence of the existence of an advisor committee from 2013 to the present exists. An advisory committee is to be convened in April, 2016, and will meet annually thereafter.

For a list of Advisory Committee invitees to the April 2016 Advisory Committee meeting, refer to Appendix VII.

IX. Accreditation

Accreditation is not available for this program.