



Southern

**SOUTHERN WEST VIRGINIA
COMMUNITY AND TECHNICAL COLLEGE**

BOARD OF GOVERNORS

**APRIL 27, 2010
MEETING AGENDA**

Members

Kevin N. Fowler, Chair
Terry R. Sammons, Vice Chair
Thomas A. Heywood, Secretary
Linda Q. Akers
Shelley T. Huffman
Jada C. Hunter

George Kostas
Glenn T. Yost
Wilma J. Zigmond
Debbie Dingess
Kimberly Irick
George Morrison

Joanne Jaeger Tomblin
President

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE BOARD OF GOVERNORS
ROOM 429 — CENTER FOR ALLIED HEALTH AND TECHNOLOGY
BOARD OF GOVERNORS MEETING OF APRIL 27, 2010

AGENDA

1. Call to Order Mr. Kevin Fowler
Board Chair
2. President's Report Ms. Joanne Jaeger Tomblin
President
3. Financial Report Mr. Samuel Litteral
Chief Financial Officer
4. Action Items 1-236
 1. Appointment of Nominating Committee for Board Officers Chair Fowler
 2. Appointment of Presidential Evaluation Committee Chair Fowler
 3. Appointment of Board Ceremonial Representatives Chair Fowler
 1. Allied Health Pinning Ceremony – Greetings from the Board
 2. Commencement – Greetings from the Board
 3. GED Ceremony – Greetings from the Board
 4. Approval of March 2, 2010 Board Meeting Minutes pp. 1-9
 5. Approval of Appointments to the Boone County Joint Administrative Board pp. 10
 6. Approval of Amendment to the Student Health and Wellness Fee pp. 11-12
 7. Academic Program Review pp. 13-205
 1. Medical Laboratory Technician, Associate in Applied Science pp. 13-35
 2. Nursing, Associate in Applied Science pp. 36-98
 3. Radiologic Technology, Associate in Applied Science pp. 99-140
 4. Three-year Post Audit Review:
 1. Health Care Professionals, Associate in Applied Science pp. 141-154
 2. Salon Management/Cosmetology, Associate in Applied Science pp. 155-173
 3. Survey Technology, Associate in Applied Science pp. 174-189
 4. Survey Technology, Certificate pp. 190-205
 8. Final Approval of Proposed Policies pp. 206-223
 1. SCP-1215, Use of Institutional Facilities pp. 206-208
 2. SCP-3625, University Transfer Program Evaluation Model pp. 209-216
 3. SCP-3736, Student Standards of Academic Progress pp. 217-219
 4. SCP-5830, Use of Southern West Virginia Community
and Technical College Vehicles pp. 220-223
 9. Approval of Items for 30-day Public Comment Period pp. 224-232
 1. SCP-4786, Transcript Evaluation pp. 224-230
 2. Southern West Virginia Community and Technical College
Mission Statement pp. 231-232
 10. Approval of 2010-2011 Institutional Budget pp. 233-236
5. Informational Item pp. 237-241
 1. Letter from *The Higher Education Foundation*
6. Adjournment Chair Fowler

**Southern West Virginia Community and Technical College Board of Governors
Board Conference Room, 428, Building C
2900 Dempsey Branch Road, Mount Gay, WV
Meeting of March 2, 2010**

Board Members Present: Kevin Fowler, Terry Sammons, Tom Heywood, George Kostas, Linda Akers, Jada Hunter, Glenn Yost, Shelley Huffman, Wilma Zigmond, Debbie Dingess, George Morrison, Kimberly Irick

Board Members Absent: None

Administrative Staff: President Joanne Jaeger Tomblin, Merle Dempsey, Samuel Litteral, Cathy Smith-Cox, Ron Hamilton, Ron Lemon, Cindy Crigger, Allyn Sue Barker, Prudence Barker, Emma Baisden

Guests: Chris Gray, Sandra Podunavac, Martha Maynard, Teri Wells

1. Call to Order:

Chair, Kevin Fowler, declared a quorum present and convened the meeting at 6:00 p.m.

- 2.** President Tomblin presented Burch High School principal and Southern's Board of Governors member, Jada C. Hunter, with the 2010 *Harmony and Peace Award*. The annual award is presented to an individual for their efforts in the success of Harmony 365.

3. Academy for Mine Training and Energy Technologies

Ms. Allyn Sue Barker, Vice President for Economic, Workforce and Community Development, provided an overview of the Academy for Mine Training and Energy Technologies. In 2001, officials from Southern began meeting with officials from the mining industry due to an expansion in production and the industry's need for new employees. In response to this, Southern submitted and received a grant through the WV Development Office which assisted in providing surface and underground apprenticeship training. Over the next several years, discussions between Southern and representatives from the energy and industry sectors continued. As a result, Southern released plans to create The Academy for Mine Training and Energy Technologies with a goal of becoming the premier energy training center in the nation. In 2006, the U. S. Department of Labor awarded a grant to WV University, with Southern as a subcontractor, to address specific training needs of the mining industry and energy sector as a whole. Thus, an Academy was created. The northern portion of the state was under the direction of the West Virginia University Mine Extension Services, and the southern part of the state was under the direction of Southern West Virginia Community and Technical College. The grant ended in 2008.

Southern was fortunate to employ Carl Baisden as the Director of the Academy who brings to the Academy more than 34 years of experience in both mining production, operations, management, and emergency services training. The Academy has flourished through Mr. Baisden's leadership. Since 2006, more than 11,000 individuals, both in- and out-of-state, have received training including surface and underground mining, and oil and gas. In 2009, a new associate degree in Mine Management was initiated. The program is a hybrid of online and traditional classes, but will eventually be delivered completely online. This is one of four similar programs available in the country. The program is a cooperative effort between the credit and non-credit units of the College and business and industry. The Academy's emphasis on safety in training has been identified as a major factor in making the year of 2009 the safest year on record for the mining industry in West Virginia. Through

Southern's partnerships with the WVU Mine Extension Services and the Kentucky Coal Academy, the Academy has expanded training options and locations through the utilization of partner equipment and training sites.

4. Data-driven Decision Making Presentation

Data-driven decision making is the process of collecting and analyzing various types of data to guide a range of decisions related to financial, institutional, classroom performance, and student achievement. Mr. Ronald Hamilton, Chief Technology Officer, presented to Board members the various types of data collected at Southern. Data is collected from a wide variety of sources, such as information on students, grades, programs, personnel, facilities, finances, etc. We collect, report and analyze data to respond to various state and federal accountability mandates, for internal reporting purposes, and to create change in different ways. Mr. Hamilton led the group through various reporting measures and demonstrated how Southern uses data collected in making decisions to improve instruction, determine the hours to conduct registration, for placement of students in academic courses, for student advisement, and so forth. It helps us to determine if we are meeting our purpose and goals, and provides direction for designing curriculum, instruction, and assessment that will lead to student success based on decisions made from appropriate data.

5. Board of Governors Committee on Tuition and Fees Update

Committee Chair, Tom Heywood, informed Board members that during his State of the State address in January, Governor Joe Manchin requested a freeze on tuition and fee increases for all state colleges and universities noting that the state's college-going rate is among the nation's lowest. Mr. Heywood reported that the Board of Governors Tuition and Fees Committee has been diligently working on a plan to raise tuition on a five-year basis. The Community and Technical College Council supported a 4.5% tuition increase for Southern last year. However, to honor the request of Governor Manchin, the Committee will suspend its request for a tuition increase for the 2010-2011 academic year. The group will continue gathering resources to accomplish its mission over a period of time. Mr. Heywood believes the institution is moving in the right direction.

6. President's Report:

1. The annual Association of Community College Trustees (ACCT) Congress will be held October 22-23, 2010 in Ontario, Canada.
2. The West Virginia Council for Community and Technical College Education will host a "Diversity in the Academy" conference on April 8, 2010 at the Charleston Marriott Town Center in Charleston. The conference is geared mainly toward institutional staff and faculty, however, Board members choosing to attend many count 3.5 hours toward required training.
3. The Board of Governors will hold its annual October planning retreat at Stonewall Resort and Conference Center.
4. Our latest student full-time enrollment (FTE) data shows an increase of 56.3 FTE students over the same time period in 2009.
5. Southern participated in Higher Education Day at the Legislature which was held on

February 19.

6. The annual SPEED Reception was held on February 4 at the Charleston Town Center Marriott.
7. Harmony 365 is well underway. Motivational speaker Quandora Hornbuckle served as the guest speaker for the culmination luncheon held February 25 at the Logan Campus. She spoke with members of the Appalachian Leadership Academy following the Harmony 365 banquet. Mrs. Hornbuckle spoke of how the success of her daughter, Alexis, has changed the history of female athletics in West Virginia.
8. In January 2010, the Southern West Virginia Community College Foundation, in cooperation with Southern West Virginia Community and Technical College, launched Phase II of its Vision 2020 Major Gifts Campaign. A second goal of seven million dollars has been established for Phase II, with a target date of December 2015 to reach that goal.
9. Officials of Southern's Academy for Mine Training and Energy Technologies and Task Force 1 were invited by Senate President/Lieutenant Governor, Earl Ray Tomblin, to display their vehicles and equipment at the Capitol on February 24, 2010. Mr. Carl Baisden, Director of the Academy, spoke before the Joint Committee on Energy, Industry and Mining regarding the accomplishments and challenges of the Academy.
10. Southern's Radiologic Technology program underwent an accreditation visit from the Joint Review Committee on Education in Radiologic Technology (JRCERT) February 22-23, 2010. The site visiting team gave high marks and a shining report to the program. The team report will be sent to the JRCERT who will review the findings at its Fall 2010 meeting and provide the College with a final program notification.
11. The Nursing program will undergo an accreditation site visit October 26-28, 2010 by the National League for Nursing Accrediting Commission (NLNAC).
12. The College will undergo a comprehensive accreditation visit by the Higher Learning Commission during the 2012-13 academic year.
13. The National Symphony Orchestra Quintet will perform at the Savas-Kostas Performing Arts Theater on April 10, 2010. The concert has been underwritten by sponsors and is free of charge to the public. The event is part of a program through the Office of the West Virginia Secretary of Arts and Education.
14. The signing ceremony with WVU Institute of Technology providing students with an opportunity to obtain a four-year degree in accounting was rescheduled for March 25, 2010 due to inclement weather.
15. The Boone County Board of Education and Southern have reinstated the Joint Administrative Board that will advise and recommend the creation and implementation of programs and services in our shared facility in Boone County. The Joint Administrative Board is expected to promote and serve the best interest of the citizens of the area. They are responsible for monitoring such things as staffing, security, programs, maintenance, insurance, safety and food services, and for making recommendations for improvements. The Board will officially begin its duties on July 1, 2010.
16. The Nursing program at the Kanawha Valley site will be brought to the Boone

Campus as a non-traditional weekend program.

17. Southern will not be offering its Nursing program at Eastern West Virginia Community and Technical College after the conclusion of this academic year. Eastern has now gained independent accreditation from the Higher Learning Commission and is currently seeking permission from the West Virginia Board of Nursing to establish its own program. Southern may have some involvement in the delivery of courses if and when Eastern's program is established.
18. Southern will no longer offer classes or programs at the Erma Byrd Center in Beckley after the end of this academic year. Our enrollment has been minimal and the cost for us far outweighs the benefits.
19. A total of 18,710 students and 124 middle and high schools were visited from Spring 2000 through Fall 2009 by the President's High School Visiting Team.
20. Senate Bill 480 mandates that institutions fully fund the classified staff salary schedule. No salary increases will be given to any other employees until the institution has achieved full funding of the salary schedule for its classified employees. The Governor's staff is working with attorneys' to develop a workable solution for institutions affected by this mandate.
21. The State of West Virginia has accepted 258 acres at the Dow Research Park.

7. Financial Report

Chief Financial Officer, Sam Litteral, provided the financial report dated January 31, 2010 to Board members. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures. These figures reflect the budgeted amount with actual year-to-date totals. Mr. Litteral presented a proposed budget amendment for 2009-2010 to the Board for review and consideration. The budget shows monies that were shifted from unrestricted to amended unrestricted to provide a detailed analysis on utilities and equipment as requested by Board member Shelley Huffman during the December 2009 meeting. Upon a motion by Terry Sammons and seconded by Tom Heywood, the Board unanimously approved the new format and proposed budget amendments.

8. Action Items:

1. Approval of Minutes

MOTION: George Kostas moved to accept the December 8, 2009 minutes as presented.

ACTION: Glenn Yost seconded the motion. The motion carried unanimously.

2. Approval of Trimester Calendar for Course Scheduling

MOTION: Glenn Yost moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval of the proposed Trimester Calendar for purposes of course scheduling as recommended by the President.

BE IT FURTHER RESOLVED, that the Trimester Calendar becomes effective with the fall 2010 term and that the Administration report the change in calendar type to the Higher Learning Commission of the North Central Association of Colleges and Schools in the Annual Institutional Data Update (AIDU).

ACTION: Jada Hunter seconded the motion. The motion carried unanimously.

3. Institutional Policies for Final Approval

1. **SCP-2005, *Catastrophic Leave* and associated forms**
2. **SCP-2406, *Illness of Faculty Member, Responsibilities for Meeting Affected Classes, and Requests for Leave Due to Illness* and associated form; and**
3. **SCP-2484, *Medical Leave of Absence* and associated forms**

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, that the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2005, *Catastrophic Leave* and associated forms, SCP-2406, *Illness of Faculty Member, Responsibilities for Meeting Affected Classes, and Requests for Leave Due to Illness* and associated form, and SCP-2484, *Medical Leave of Absence* and associated forms, for rescission and conversion to unit procedures following the 30-day public comment period.

ACTION: Terry Sammons seconded the motion. The motion carried unanimously.

4. SCP-2006, Employee Leave

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, that the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2006, *Employee Leave*, following a 30-day public comment period.

ACTION: Debbie Dingess seconded the motion. The motion carried unanimously.

5. SCP-2875, Workload Requirements for Full-time Faculty

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval for SCP-2875, *Workload Requirements for Full-time Faculty*, following the 30-day public comment period.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously.

6. SCP-3479, Mid-term Grade Reports and associated form

MOTION: George Morrison moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-3479, *Mid-term Grade Reports* and SCP-3479.A, *Mid-term Grade Report Form*, for rescission and conversion to unit procedures following the 30-day public comment period.

ACTION: Tom Heywood seconded the motion. The motion carried unanimously.

7. SCP-3780, Textbook Selection Policy

MOTION: Jada Hunter moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval for the cancellation of SCP-3780, *Textbook Selection Policy*, following the 30-day public comment period.

ACTION: George Kostas seconded the motion. The motion carried unanimously.

8. SCP-5075, Bookstore Textbook Procedures

MOTION: Shelley Huffman moved the adoption of the following resolution:

RESOLVED, That the Southern WV Community and Technical College Board of Governors approve cancellation of aforementioned policy, SCP-5075, Bookstore Textbook Procedures, following the 30-day public comment period.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously.

4. Approval of Institutional Policies for 30-day Public Comment

1. SCP-1215, Use of Institutional Facilities

MOTION: George Kostas moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously.

2. SCP-3625, General Studies (University Parallel) Program Evaluation Model

MOTION: Tom Heywood moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-3625, *General Studies (University Parallel) Program Evaluation Model*, and SCP-3625.A, *General Studies (University Parallel) Program Evaluation Model Guidelines*, to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: Terry Sammons seconded the motion. The motion carried unanimously.

3. SCP-3736, Student Standards for Academic Progress

MOTION: George Kostas moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-3736, *Student Standards of Academic Progress*, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: Terry Sammons seconded the motion. The motion carried unanimously.

4. SCP-5620, Parking Regulations Policy

The Board of Governors tabled action on this item. West Virginia Code §18B-4-6 requires institutions have a policy regarding parking, traffic flow and speed. This policy, SCP-5620, will not be rescinded but revised and resubmitted to the Board of Governors with a recommendation for advancement for an additional 30-day public comment period.

5. SCP-5830, Use of Southern West Virginia Community College Vehicles

MOTION: Shelley Huffman moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for distribution of the aforementioned policy to Southern's constituencies and the Chancellor for the West Virginia Council for Community and Technical College Education for a 30-day public comment period.

ACTION: Terry Sammons seconded the motion. The motion carried unanimously.

6. Approval of Health and Wellness Fee for All Full and Part-time Students

MOTION: Tom Heywood moved the adoption of the following resolution with the understanding that administration seek options for other wellness entities (specifically the Williamson City Gym) that are in closer proximity to students to assure convenience for all students:

RESOLVED, That the Southern West Virginia Community and Technical Board of Governors grant approval of a ten(10) dollar Health and Wellness fee, to be assessed to all full and part-time students per semester.

BE IT FURTHER RESOLVED that the Health and Wellness fee become effective with the fall 2010 semester.

ACTION: Shelley Huffman seconded the motion. Both Chair Fowler and Vice Chair Sammons abstained from voting. The motion carried.

10. Executive Session Pursuant to West Virginia Code §6-9A-4(2)(A) to discuss personnel and management issues

Glenn Yost moved that the Board of Governors enter an Executive Session pursuant to West Virginia Code §6-9A-4-2A to discuss personnel and management issues. Debbie Dingess seconded the motion that carried unanimously, and the Board then met in an Executive Session. At the conclusion of discussions, George Kostas moved and Wilma Zigmond seconded the motion that the Board of Governors rise from Executive Session and convene in Open Session.

11. Adjournment:

There being no further business, Chair Fowler declared the meeting adjourned at 8:30PM.

Kevin N. Fowler

Chair

Emma L. Baisden

Assistant to the Governing Board

DRAFT

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

ITEM: Boone County Joint Administrative Board Membership

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors appoint Samuel M. Litteral and Cathy Smith-Cox to represent the Board of Governors on the Joint Administrative Board established to facilitate the administration, operation, and financing of joint programs and facilities of Southern West Virginia Community and Technical College and the Boone County Board of Education; and

FURTHER RESOLVED, Samuel M. Litteral will serve a two (2) year term and Cathy Smith-Cox will serve a one (1) year term. By mutual consent of the Board of Governors and the Boone County Board of Education, Kevin Hill will serve as the at-large member and Chair of the Joint Administrative Board.

STAFF MEMBER: President Joanne Jaeger Tomblin

BACKGROUND:

Pursuant to West Virginia Code §18B-3C-11(c), *Shared facilities and resources; memoranda of agreements; and joint administrative boards* (attached), to facilitate the administration, operation, and financing of joint programs in shared facilities of any institution of public higher education and a county board or boards of education, the affected governing boards and county board or boards of education may appoint a joint administrative board consisting of such membership and possessing such delegated authorities as the respective boards consider necessary and prudent for the operation of such shared facilities. Such joint administrative board shall consist of five members to be appointed as follows: The county board of education shall appoint two members; the appropriate governing board shall appoint two members; and one shall be an at-large member, who shall chair the joint administrative board, and shall be appointed by mutual agreement of the respective boards.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

ITEM: Approval of Amendment to the Student Health and Wellness Fee

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of a ten(10) dollar Health and Wellness fee, to be assessed to all students enrolled for three (3) or more credit hours per semester.

BE IT FURTHER RESOLVED that the Health and Wellness fee become effective with the fall 2010 semester.

STAFF MEMBER: President Tomblin

BACKGROUND:

As a state, West Virginia has significantly higher rates of chronic diseases and obesity than the rest of the nation, and the statistics become more significant in the district that Southern West Virginia Community and Technical College serves.

In 2007, Governor Manchin released a strategic vision and action plan relating to the improvement of the state's health, establishing principles to guide health care reform. These efforts drew attention to wellness and prevention programs which he believes should be the responsibility of all West Virginians.

As an institution, Southern believes that good health and wellness for its students are a critical element in producing future employees and leaders for the state, however, the College has never been able to acquire the facilities or resources to establish the prevention and exercise programs so desperately needed for its students and to assist in the promotion of these efforts.

In its service district, Southern is very fortunate to have the Larry Joe Harless Center, a fully equipped, state-of-the-art recreational facility located in Gilbert, West Virginia, and a new state-of-the-art recreational facility at Chief Logan State Park to be completed in April 2010. These facilities are accessible to students within Southern's district, but memberships may be cost prohibitive to students already struggling to pay for college.

In recent discussions with both these entities, both have agreed to partner with the Southern to provide enrolled students with membership to their facilities at a minimal cost

to the student. To accomplish this, Southern will assess a ten (10) dollar health and wellness fee to all students enrolled for three (3) or more credit hours per semester. This will permit students to utilize the services and programs of both facilities during each semester they are enrolled at the College. The College will pay each entity an equal proportion of the fees collected, which will vary from year to year based on enrollment numbers. A payment process and schedule will be established and agreed upon by all parties prior to initiating the fee for the fall 2010 semester.

The staff requests that the Southern West Virginia Community and Technical College Board of Governors grant approval of a ten(10) dollar Health and Wellness fee, to be assessed to all students enrolled for three (3) or more credit hours per semester, effective with the fall 2010 semester.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

ITEM: Academic Program Review and Continuance of Existing Academic Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Associate in Applied Science in Medical Laboratory Technology at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education Title 135, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Alyce Patterson-Diaz

BACKGROUND:

During the 2009 - 2010 academic year, a program review of the Associate in Applied Science in Medical Laboratory Technology program was conducted by the Allied Health Department and the Medical Laboratory Technology faculty.

The Department recommends the continuation of the program at its current level of activity without corrective action. The Executive Council and the Academic Affairs Management Council concur with this recommendation. The program meets or exceeds all the standards set for program continuance by the West Virginia Council for Community and Technical College Education. There are sufficient numbers of graduates and the need is evident based on the number of students employed prior to or soon after graduation.

PROGRAM REVIEW

2009 - 2010

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

Program: A.A.S. Medical Laboratory Technology

Date: January 2010

INSTITUTIONAL RECOMMENDATION

The Board of Governors recommends:

- 1. Continuance of the program at the current level of activity without corrective action;
- 2. Continuance of the program with corrective action;
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education policy on approval and discontinuance of programs.

Rationale for Recommendation

The Associate in Applied Science in Medical Laboratory Technology meets or exceeds all the standards for a viable program set by the West Virginia Council for Community and Technical College Education. There are sufficient numbers of graduates and the need is evident based on the number of students employed prior to or soon after graduation.

accepted
Recommendation

Vern R. Elkin
Signature of person preparing the report if
other than Department Chair

3/30/10
Date

accepted
Recommendation

Alyce O. Dean
Signature of Department Chair

3/30/10
Date

Accepted
Recommendation

Pamela Alderman
Signature of Dean

March 30, 2010
Date

Accepted
Recommendation

Cathy L. Smith-Cox
Signature of Vice President for Academic Affairs

3/30/10
Date

Recommendation

Signature of President

Date

Recommendation

Signature of Chair, Board of Governors

Date

**Southern West Virginia Community and Technical College
Division of Career and Technical Programs - Department of Allied Health
Associate in Applied Science, Medical Laboratory Technology**

Program Review Summary

Program Review Components

A. Adequacy

- The curriculum requirement adequately meets the required National Accrediting Agency for Clinical Laboratory Sciences and general education requirements core curriculum
- The program is adequately staffed with qualified faculty.
- The entrance requirements for students are consistent with Southern West Virginia Community and Technical College's standards.
- Graduate job placement within their field of study has been very successful. The graduates have been successful on certification examinations.
- An advisory committee is actively involved in the program.
- The assessment system ensures that the student has attained the proper educational objectives.

Conclusion: The program meets and exceeds the minimum adequacy requirements.

B. Viability

- The number of students graduating from the program is acceptable and is expected to continue through the next assessment period.
- The program maintains clinical contracts with facilities in Charleston, Logan and Williamson, West Virginia, and South Williamson, Kentucky.
- Technology has been incorporated in the classroom/lab setting suitable to this course of study.

Conclusion: The program meets minimum requirements for viability as a major.

C. Necessity

- The program meets both an educational and employment need in the service area and beyond.

Conclusion: The program is a necessary program.

D. Consistency with Mission

- The program supports the mission and vision of the institution.
- The program and/or core courses support *Southern's Compact*.

Conclusion: The program is consistent with the Mission of the College.

**Medical Laboratory Technology
Associate in Applied Science
Southern West Virginia Community and Technical College**

I. Program Title, Degree Designation, and Brief Description

The Medical Laboratory Technology (MLT) program at Southern West Virginia Community and Technical College (Southern) is a department within the Division of Allied Health. This program is designed to be completed in two years and upon completion the graduate will receive an associate in applied science degree. Additionally, this program prepares students wishing to pursue a bachelor's degree in Medical Laboratory Technology at another institution with the foundation and background needed to do so.

The primary goal of the MLT program and Southern is to prepare students with the basic skills and knowledge needed to successfully begin their careers as Medical Laboratory Technicians. This is accomplished by a curriculum of MLT courses taught concurrently with related field courses and general education courses. Additionally, MLT courses utilize valuable on-campus student laboratories consisting of guided experiments and experiences, as well as a two week summer phlebotomy practicum and a 16 week clinical practicum during the program's last semester which takes place in one or more of Southern's six clinical affiliates.

Southern's MLT program has developed the following goals:

- Provide students with both a general and technical education which will prepare them as competent entry level Medical Laboratory Technicians in hospitals and other health care environments.
- Prepare graduates with the proper attitudes, knowledge and skills to realize a rewarding career in the clinical laboratory environment.
- Prepare graduates to assume responsibility for self-growth and development in order to adapt to the changing needs of self and the laboratory medicine profession.
- Prepare graduates with the necessary knowledge to be able to pass national certification examinations.
- Prepare graduates to communicate in a facilitative, purposeful and respectful manner with patients, families, colleagues, and other members of the health care team.
- Prepare graduates with the basics for continuing their undergraduate education in medical technology or other field of their choice.
- Provide graduates with prospective job information in an effort to achieve 100% placement within three months of graduation.

Strong support for Southern's MLT program is evidenced by the number of area health agencies participating as clinical affiliates in the program as well as the number of graduates hired by area health care agencies each year. Health care agencies have

a continuous need for well trained and qualified Medical Laboratory Technicians who are willing to live and work in rural southern West Virginia. This was the original purpose for which the MLT program was started in 1974 and still holds true today.

The MLT program was last reviewed in 2005. The program was recommended for continuation at the current level of activity without any deficiencies or need for corrective action.

II. Special Accreditation Information

Southern's MLT program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The last accreditation yielded the maximum 7 years accreditation which continues through April 30, 2014. NAACLS is an accrediting agency for clinical laboratory science educational programs, such as medical laboratory scientist (baccalaureate degree), medical laboratory technician (associate degree and certificate), histotechnologist (baccalaureate degree), histologic technician (associate degree and certificate), pathologists' assistant, etc. NAACLS is recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).

NAACLS' formal response granting continued accreditation, our accreditation certificate, and a copy of Southern's 311 page MLT Self-Study accreditation document prepared in 2006 is available for review upon request.

A. Adequacy

1. Curriculum

The courses within Southern's Medical Laboratory Technology curriculum meet the accreditation standards set forth by NAACLS. The MLT curriculum spans four semesters and a summer semester between the first and second years being utilized for a concise two week clinical rotation in phlebotomy. The support courses required in the program can be found in the curriculum plan for the MLT program located in Appendix I.

Southern's MLT program contains 37 credit hours of course work relating specifically to the field of Medical Laboratory Technology and 31 credit hours of support courses in related fields, general education and electives. Fourteen hours of these support courses (EN 101, EN 102, BS 124 and BS 125) are common to most Southern Allied Health associate degree and certificate programs. This common curriculum core of courses allows students, who are undecided about which allied health program to pursue, time to make an informed decision or the flexibility to apply for all of Southern's Allied Health programs if they choose. Additionally, students may ladder their health care career education, moving from an allied health certificate program to an allied health associate degree program with 14 hours or more of their credits going toward the latter degree.

A copy of the MLT curriculum can be found in Appendix I.

2. Faculty

Two faculty members are employed to deliver the MLT program as well as the Medical Laboratory Assistant program. Both meet the educational and certification requirements stipulated by NAACLS for the positions they hold in the programs.

Vernon R. Elkins is a full-time tenured professor/MLT Program Coordinator, who instructs the MLT courses as well as performs administrative duties related to the coordination of the program. Mr. Elkins is certified as a Medical Technologist (MT) by the American Society of Clinical Pathologists (ASCP) and as a Clinical Laboratory Scientist (CLS) by The National Credentialing Agency for Laboratory Personnel (NCA). He has an MA in Education Administration and Leadership Studies. Maintaining a high level of dedication toward his responsibilities and the continued improvement of the MLT program, Mr. Elkins stays current in Medical Laboratory Technology, as well as educational and teaching methods by attending workshops/seminars and participating in various other continuing education opportunities (list available upon request). He maintains involvement with his profession at the state level by attending medical laboratory conferences. Mr. Elkins served on the WVSCLS Board of Directors for two terms from 1998 to 2002. He has 12 years experience as a Medical Technologist with the last five being served as chief medical technologist/laboratory manager prior to being hired at Southern in January 1991. Additionally, he worked part-time for approximately two years at Logan General Hospital after being employed by Southern.

Shirley Spriggs is employed by Southern as full-time faculty at the instructor level. She is certified as an MT (ASCP) and has her RBA degree from West Virginia State University. She assists Mr. Elkins in team teaching the MLT courses with her primary responsibilities within the MLT program being the preparation and instruction of the student MLT laboratories and teaching part of the didactic portion of ML 103 - Immunohematology and Serology. She has approximately 20 years of medical laboratory work experience, and 16 years of experience instructing students in the student MLT lab. Ms. Spriggs attends Medical Laboratory Technology seminars/workshops, participates in continuing education opportunities, and presently holds a medical laboratory flex position at Logan Regional Medical Center to keep abreast of the latest information in this field.

3. Students

Entrance Abilities:

Students accepted into the MLT Program must be eligible to enter college-level English and math by the application deadline. The ACT and/or the ACCUPLACER tests can be utilized to evaluate the English and Math requirement if entering students have not already successfully completed EN 101 or a MT 100 or higher course. Additionally,

it is preferred that students have a composite score of 100 or better on the National League for Nursing (NLN) Pre-Allied Health/Pre-RN Entrance Exam in order to gain entrance into the MLT Program. However, when available positions are not filled, a score less than 100 will be utilized to fill these vacancies.

Applicants meeting the above admission criteria are selected based on a scoring sheet that gives the applicant a point score and therefore ranks candidates highest qualified to lowest. Points are achieved for ACT scores, courses in the Allied Health core curriculum, other certifications or degrees, and composite score on the National League for Nursing (NLN) Pre-Allied Health/Pre-RN Entrance Exam. Presently, more than 20 students are selected to be admitted into the MLT Program each year in an effort to achieve at least 20 students who accept the position. This number is determined by Vernon Elkins, MLT Program Coordinator, Shirley Spriggs, MLT faculty and Alyce Patterson-Diaz, Chair of Allied Health.

Students accepted into the MLT program have varying degrees of ability. Even though students meet the above entrance requirements, students' abilities vary based on their individual backgrounds in science, biology, chemistry, math, and other areas. Also, a student's dedication and effort while in the MLT program plays an important part in their success.

The average ACT composite score for students accepting positions in the MLT program for the last five years was 18.98. See chart below for individual year figures which also includes Accuplacer averages as well.

Year Avg.	ACT Comp	Accuplacer Averages			
		Reading	Sentence	Arithmetic	Elementary Algebra
2009	18.5	74	88.2	66	55.5
2008	17.92	85.5	94.62	54.5	42
2007	19.38	60	94	60	41.75
2006	19.86	83	87.5	41.33	29
2005	19.26	81.6	96.2	96.8	52

Exit Abilities:

Upon completion of the Medical Laboratory Technology program, students will have acquired the basic knowledge and skills necessary to begin their careers as a Medical Laboratory Technician.

Specific abilities include:

- Collecting, processing, and analyzing biological specimens and other substances.
- Performing analytical tests of body fluids, cells and other substances.
- Recognizing factors that affect procedures and results, and taking appropriate actions within pre-determined limits when corrections are indicated.
- Performing and monitoring quality control within pre-determined limits.
- Performing preventive and corrective maintenance of equipment and instruments or referring to appropriate source for repairs.
- Demonstrating professional conduct and interpersonal communication skills with patients, laboratory personnel, other health care professionals, and with the public.
- Recognizing the responsibilities of other laboratory and health care personnel and interacting with respect for their jobs and patient care.
- Applying basic scientific principles in learning new techniques and procedures.
- Relating laboratory findings to common disease processes.
- Applying principles of safety.
- Recognizing and acting upon individual needs for continuing education as a function of growth and maintenance of professional competence.

Southern's MLT graduates have historically done very well on their certification examinations. Graduates achieved 100% passage for three of the last five years, a 92% for 2008 when one of the 12 graduates failed and an uncharacteristic 66.5% in 2005 when only 10 of 15 passed their certification examination. It should be noted that the five year chart below reflects first attempt passage rates of MLT graduates which is what NAACLS requires for reporting purposes. In almost every case, graduates who failed on their first attempt, passed on their second try.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE American Society of Clinical Pathologists Certification Examination Passage Rates for First Time Examinees					
Year	Number Taking Exam	Number Passing Exam	Percent Passage Rate	National Passage Rate (ALL)	National First Time Examinees Passage Rate
2009	7	7	100%	75%	79%
2008	12	11	92%	73%	78%
2007	10	10	100%	74%	77%
2006	7	7	100%	75%	83%
2005	15	10	66.7%	76%	81%

WorkKeys results have been somewhat consistent for the last five years with the exception of 2007 when students' average score for "Reading for Information" was 3.9 and considerably less than the other four years. WorkKeys results can be viewed below.

Year	AM Average	LI Average	RFI Average
2009	5.1	4.1	5.7
2008	5.23	4.38	5.6
2007	4.9	4.1	3.9
2006	5.3	4.7	5.2
2005	4.8	4.1	4.9

4. Resources

The MLT department receives an annual budget from the college to be utilized by both the MLT and MLA programs. While the budget has not been adequate for several years to purchase audio/visuals, computer programs, or equipment, it has been sufficient to purchase reagents and supplies, and provide for travel of faculty. Although an online resource for journal literature is available to students and faculty, one area of concern is library holdings related to Medical Laboratory Technology. The Library has not had sufficient funds nor has our budget allowed replacement of outdated medical books which will be reviewed by NAACLS during our accreditation visit in 2013. It is hopeful that funds will become available or that NAACLS will take the present state of financial difficulties experienced nationwide into account.

It should be noted that Perkins funds have been utilized to supplement the purchase of some equipment and laboratory supplies. Additionally, we have received some supply and equipment donations from area hospitals. These donations and particularly Perkins funds have been considerably important in maintaining the present level of instruction in the MLT program.

The MLT Program presently utilizes six facilities to provide clinical experiences for MLT students and have received requests from several other facilities desiring to accommodate Southern's MLT students. Students receive excellent training and on-site supervision from personnel working for these affiliates. The facilities in West Virginia and Kentucky include:

1. Charleston Area Medical Center
2. Logan Regional Medical Center
3. Saint Francis Hospital
4. Thomas Memorial Hospital
5. Williamson Appalachian Regional Hospital
6. Williamson Memorial Hospital

The laboratory and classrooms utilized by the MLT program and located in Building C of the Logan Campus are more than adequate for the program.

5. Assessment Information

Assessment relating to student performance and program quality is evaluated in a number of formal and informal ways. Formal methods include mandated evaluation of faculty by an administrator (yearly) and by the students in each course each semester. Additionally, review of certification examination results for the Board of Registry - American Society of Clinical Pathologists (ASCP), review of graduate surveys, graduate supervisor surveys, and student evaluation of clinical affiliates surveys all provide valuable information toward program improvement. In addition to these formal methods, feedback from current and former students as well as conversations with peers within and outside the discipline provides useful informal assessment information. Information from evaluations, certification exams, surveys and informal methods are utilized to improve MLT course content, method of delivery, and clinical training. This is a continuous on-going process. ASCP certification results and WorkKeys results can be found in section 3.

Southern's MLT department mails graduate surveys out approximately six months after graduation. At this time, graduates are asked for permission to send their supervisor a survey. If given, a graduate supervisor survey is sent. These surveys provide insight from both the graduates' and their supervisors' perspective.

Southern's MLT Program consistently gets high ratings from both graduates and their supervisors. Additionally, feedback coming from laboratory managers and personnel during our advisory meetings or when Mr. Elkins or Mrs. Spriggs are visiting these hospitals during students' clinicals is very positive. It is not uncommon to hear that our students are very prepared, that they have good attitudes and that laboratory managers would prefer to hire a Southern MLT graduate over graduates from other area colleges.

Graduate and supervisor survey results for the previous five years, in addition to a copy of the actual survey forms, will be available upon request.

6. Previous Program Review

The Medical Laboratory Technology program was approved during the last review in 2005 with no further recommendations for the program.

7. Advisory Committee

Southern has had an active and involved MLT Advisory Committee for over 20 years. It meets in the spring of each year to provide input for the MLT Program through review, evaluation, discussion, and recommendation. The MLT Advisory Committee is composed of the MLT Program's Medical Advisor, MLT Program Coordinator, MLT faculty, Clinical Site Coordinators or designees, principal clinical instructors and other profession related individuals. An MLT Advisory Committee member list and minutes of these meetings are on record and available upon request.

8. Strengths/Weaknesses

The following is a list of the MLT program's strengths.

- Exceptional support and involvement from area hospitals and personnel
- Qualified and dedicated faculty, staff and administration
- Extremely high job placement rates within the service area supporting program necessity
- Accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) with a history of receiving the maximum years accreditation
- Graduate and employer satisfaction
- High passage rates on certification examinations

The following is a list of the MLT program's weaknesses.

- Most students are not familiar with the job a MLT performs
- High attrition rates

In some aspects, the two weaknesses listed above are related in that some students accepted into the MLT program are not aware of the MLT job description upon entering the program. This results in a few students not being interested in the program therefore not having the dedication nor exhibiting the necessary effort required to pass. This is usually seen in the first semester which is the semester where most withdrawals and failures occur for an accepted MLT class.

High attrition rates are something that plagues MLT programs across the nation. This stems from the difficulty of this medically related career in addition to many students' unfamiliarity with the profession in the beginning. The public image of what a MLT really is, appears to be improving slowly. Some of the new television programs like CSI, which highlight laboratory related work, are beginning to have a positive effect. Additionally, Pamela L. Alderman, Dean for Career and Technical Programs, informs students of the MLT program during high school visits, and Mr. Elkins and Mrs. Spriggs attend career days and tech prep days which result in students being better informed about not only MLT but other allied health programs at Southern as well. It should be noted that applicants to the MLT program have doubled for the last two years compared to the two previous years.

Southern's MLA (Medical Laboratory Assistant) program, which gives students a little sampling of what a MLT actually does, has also assisted the MLT program in compelling more applicants choosing MLT as their first or second choices as a career. Several MLA graduates have been accepted in the MLT program and generally are excellent students which assist in the reduction of attrition rates.

Steps taken in 2003 when the MLT program increased the number of students accepted into the program from approximately 16 to approximately 20 students has

made a modest improvement in the average number of MLT graduates for this five year period. An average graduation rate of 10.6 students was realized for this program review period versus the 9.4 average for the previous five year period.

Another part of this puzzle is related to salary. An MLT's salary is not comparable to that of nurses or radiologic technologists, and the first thing that a high school student will ask during a career day or Tech Prep session is the salary. MLT salaries are increasing especially in other parts of the state and the nation due primarily to staffing shortages, but so are nursing and other allied health professions as well.

In conclusion, these aspects of the MLT profession and program are a problem but in spite of this, Southern's MLT program is in very good shape compared to most programs in the nation. Many programs have had to close due to low enrollment and graduating one, two or three students a year. This occurred at West Virginia Northern Community College whose MLT program has been closed for about 9 years. The fact that Southern has one allied health application that asks students to prioritize their preferred program choices makes students think about applying for the MLT program, who normally would not have. This allows us to fill our class and many of these students who would have never considered MLT, find that they do like it as a career choice. This serves to increase our program numbers in relation to applicants, students and graduates. Applicant, enrollment and graduation statistics provided in section "B. Viability" support these statements.

B. Viability

- 1. Number of Students Admitted/Enrolled per year for previous five years**
- 2. Enrollment Trends for previous five years**
- 3. Number of Graduates for previous five years**

For numbers one, two and three above, see charts below.

1 and 3

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE MLT ENROLLMENT/GRADUATION STATISTICS (Applicants, Enrollees, and Graduates)			
Year	Applicants	Number Admitted and Enrolled	*Number of Graduates
2009	179	20	9
2008	164	17	12
2007	82	14	10
2006	89	16	7
2005	72	17	15

*Note - Students listed are those that graduated for the year listed. These graduates were actually admitted two years prior. (Example: 2005 graduates were actually admitted in 2003).

2.

ENROLLMENT BY SEMESTER AND YEAR		
Semester and Year	1st Year Student Enrollment	2nd Year Student Enrollment
Fall 2009	20	8
Spring 2009	8	9
Fall 2008	17	9
Spring 2008	9	12
Fall 2007	14	13
Spring 2007	13	10
Fall 2006	16	10
Spring 2006	11	7
Fall 2005	17	7
Spring 2005	10	15
Fall 2004	8	15

4. Enrollment Projections

The MLT department at Southern is expected to maintain the number of students accepted into the MLT program at approximately 20 which was increased in 2003 from the previous number of approximately 16. No problems are foreseen in maintaining this number over the next five years due to the level of interest shown by area students in all of Southern's Allied Health programs and the recent increase of applicants to the MLT program. This trend is expected to continue over the next five years due to the overwhelming popularity of Southern's Allied Health programs with area students as well as the promotion of the program from area hospitals, Southern employees, MLT graduates and present MLT students.

5. Articulation Agreements

Southern's MLT Program does have an articulation agreement with Marshall University's Clinical Laboratory Sciences department which allows graduates of Southern's MLT Program to transfer their Southern credit which includes the MLT specific courses and continue their education in Marshall's B.S. Clinical Laboratory Sciences program. Prior to this formal articulation agreement, a few of Southern's MLT graduates have been allowed to complete their B.S. degree in Clinical Laboratory Sciences at Marshall by taking some additional courses. It should be noted that the financial situation of many of Southern's students and the rather small initial gain in salary going from A.S. to B.S. degree compels most MLT graduates to go directly to work after graduation. This articulation agreement is available for review upon request.

C. Necessity:

Southern's MLT Program has consistently maintained a high job placement rate since the program's first graduating class in 1976. The nations', as well as Southern's service area, need for competent Medical Laboratory Technicians is expected to increase. Southern's MLT job placement rates which can be reviewed below support this.

MLT JOB PLACEMENT STATISTICS

Year	Number of Graduates	Number Working	Percent Working*
2009	9	8	88.9% (1 elected to stay home with children)
2008	12	12	100%
2007	10	9	90% (continued education as an LPN but later employed as an MLT)
2006	7	7	100%
2005	15	15	100%

*Jobs were available for those who chose not to go to work immediately after graduation.

The overwhelming majority of Southern's MLT graduates are employed within an approximate 100 mile radius of the Logan Campus. As determined by surveys, the average hourly rate has been gradually increasing each year which is expected to continue. Starting salary ranges for this area range from an approximate low of \$11.30 per hour to an approximate high of \$17.25. In 2005, the average hourly pay for Southern's MLT graduates was \$14.03, 2006 - \$13.13, 2007 - \$15.67, and 2008 - \$14.60. These figures tend to vary up and down depending on which facility hires the majority of our graduates. The ASCP Wage and Vacancy Survey for 2008 reported the average MLT salary at \$38,438 or \$18.48 per hour with a MLT vacancy rate of 6.4%. The few students who have relocated to other areas do generally make substantially more, however, most graduates prefer to remain in the West Virginia and Kentucky service area due to family ties.

It is Mr. Elkins' opinion that the hospitals in the service area would be paying MLTs considerably more if it were not for Southern's MLT program. But the real problem would be that Southern's service area hospitals would be profoundly understaffed in their laboratories due to not being able to persuade those raised outside of rural West Virginia and Kentucky to come and live in this area for any amount of money or sign-on bonus. Due primarily to retirements, individuals leaving the field for better pay and new laboratory positions, the Bureau of Labor Statistics has estimated a need of 9,000 clinical laboratory workers each year, however, colleges are only

graduating approximately 5,000 individuals to fill these positions. This means that there will be about 4,000 positions each year that cannot be filled only exacerbating the industry's already serious shortage of laboratory personnel. This will be compounded each year that this shortfall occurs and by a rapidly aging population requiring increased medical care. The U.S. Department of Health and Human Services reported that 43% of Clinical Labs across the nation reported difficulties hiring personnel and the percentage was higher at 65% for hospitals only. Southern's service area is somewhat sheltered from these serious shortages due to Southern assisting in this health care need. The cost of not having Southern's MLT program would be felt immediately by the area and would escalate quickly to a situation that could be devastating to regional patient care.

D. Consistency with Mission

The philosophy, purpose, goals, and objectives in the MLT program are consistent with the mission of the college, as stated in the college catalog and the institution's Compact/Master Plan.

The MLT program is an integral part of the stated institutional mission in providing specialized educational services that are responsive to the current and future needs and interests of individuals and organizations in the service area and beyond. The program is student-oriented and provides students with the knowledge that enables them to achieve work, career, and ultimately personal success. Southern's success in meeting these goals is evident in the large number of Southern MLT graduates who constitute the staff of area hospitals and other health care providers. Not having the yearly pool of MLT graduates from Southern to fill laboratory positions in our service area would not only present difficult staffing situations for these health care providers but also could result in compromised health care for our aging population who deserve to get fast accurate laboratory test results upon which doctors, physician assistants, nurse practitioners and other health care personnel make life and death decisions.

Additionally, MLT students or students seeking acceptance into the MLT program constitute a significant number of the students who enroll in the required support courses, such as Chemistry 203, Biological Science 124, 125 & 216, Math 128 or higher, a Computer Science course, as well as several general education courses.

III. Recommendation

It is recommended that Southern's Medical Laboratory Technology Program continue at the current level of activity without corrective action.

Appendix I

MEDICAL LABORATORY TECHNOLOGY
Associate in Applied Science
68 Semester Hours

Purpose: The Medical Laboratory Technology Program at Southern West Virginia Community and Technical College was developed to fulfill the need for qualified medical laboratory personnel in southern West Virginia. There is a demand for medical laboratory technicians in West Virginia as well as the country. Professional, competent personnel who are certified to examine and analyze laboratory specimens are essential to quality health care. Southern's program aims at helping students attain the basic knowledge and skills necessary to begin their career in the field of medical laboratory technology.

Recommended Program Sequence

FIRST YEAR - FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours
BS	124	Anatomy & Physiology I	4
CH	203	Fund. of General, Organic, & Biological Chem.	4
ML	101	Clinical Hematology	5
MT		MT 128 (Algebra for Allied Health) or higher	3
Total Hours			16

FIRST YEAR - SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours
BS	125	Anatomy & Physiology II	4
EN	101	English Composition I	3
ML	102	Clinical Chemistry	5
ML	103	Immunohematology and Serology	5
Total Hours			17

SUMMER SESSION

Dept.	Course No.	Title	Credit Hours
ML	200	Phlebotomy Practicum	1
Total Hours			1

SECOND YEAR - FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours
BS	216	Microbiology	4
EN	102	English Composition II	3
CS		Computer Science*	3
ML	201	Urinalysis & Body Fluids	2
ML	202	Clinical Microbiology	5
Total Hours			17

SECOND YEAR - SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours
ML	205	MLT Seminar	2
ML	210	MLT Clinical Practicum	12
		Restricted Elective*	3
Total Hours			17

*choose any 100 level CS course or any combination of CS courses to total 3 credit hours

**choose any 3 credit hour Psychology, Sociology, or Speech course

Institution: Southern West Virginia Community and Technical College
Degree Program: Medical Laboratory Technology Program

Courses Required in Major (by title & course number)	Total Hours	Additional Credits Required in Major Required	Total Hours	Related Fields Courses Required	Total Hours
ML 101 Clinical Hematology	5	EN 101 English Composition I	3	BS 124 Human Anatomy & Physiology I	4
ML 102 Clinical Chemistry	5	EN 102 English Composition II	3	BS 125 Human Anatomy & Physiology II	4
ML 103 Immunochemistry & Serology	5	CS – Any Computer Science Course – 100 level or above	3	CH 203 Fundamentals of General, Organic & Biological Chemistry	4
ML 200 Phlebotomy Practicum	1	Restricted Elective – any Psychology, Sociology, or Speech course	3	BS 216 Microbiology	4
ML 201 Urinalysis and Body Fluids	2			MT 128 Algebra for Allied Health	3
ML 202 Clinical Microbiology	5				
ML 205 MLT Seminar	2				
ML 210 MLT Clinical Practicum	12				
TOTAL	37	TOTAL	12	TOTAL	19

Professional society that may have influenced the program offer and/or requirements:

The National Accrediting Agency for Clinical Laboratory Sciences.

APPENDIX II

APPENDIX II - Faculty Data

(No more than **TWO** pages per faculty member)

Name Vernon R. Elkins Rank Professor

Check one: Full-time X Part-time _____ Adjunct _____

Highest Degree Earned: MA - Ed. Administration/Leadership Studies

Date Degree Received: July 1997

Conferred by: Marshall University Graduate College

Area of Specialization: Bachelor of Science - Medical Laboratory Technology

Professional registration/licensure: Medical Technologist (ASCP)
Clinical Laboratory Scientist (NCA)

Years of employment at present institution: 19

Years of employment in higher education: 19

Years of related experience outside higher education: 14

Non-teaching experience: 14

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught courses, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2008/Spring	ML 205 MLT Seminar	12
	ML 210 MLT Clinical Practicum	12
	*ML 103 Immunohematology & Serology	9
	*ML 102 Clinical Chemistry	9
2008/Fall	*ML 101 Clinical Hematology	17
	*ML 202 Clinical Microbiology	9
	*ML 201 Urinalysis and Body Fluids	9
2009/Spring	ML 205 MLT Seminar	9
	ML 210 MLT Clinical Practicum	9
	*ML 103 Immunohematology & Serology	8
	*ML 102 Clinical Chemistry	8
2009/Fall	*ML 101 Clinical Hematology	20
	*ML 202 Clinical Microbiology	8
	*ML 201 Urinalysis and Body Fluids	8

*Denotes courses team-taught with Shirley Spriggs, MLT faculty.
ML 101, 102 and 202 - 80%; ML 103 - 40%; ML 201 - 80%

(b) If degree is not in area of current assignment, explain. N/A

(c) Identify your professional development activities during the past five years.

I have attended the two day Dade Behring Users Conference annually at Pipestem, WV, since 2005 which provides MLT related continuing education about instrumentation and current topics. I attended various training sessions at Southern West Virginia Community and Technical College. I attended the 12th Annual Joint Meeting of WVCLMA, WVSCLS and WVSSAMT, where MLT related continuing education was provided. In addition to these, I have subscribed yearly to "WVU's Medical Technology Program Continuing Education by Correspondence" since 1998.

APPENDIX II - Faculty Data

(No more than **TWO** pages per faculty member)

Name Shirley Spriggs Rank Instructor

Check one: Full-time X Part-time _____ Adjunct _____

Highest Degree Earned: Regents Bachelor of Arts

Date Degree Received: May 2008

Conferred by: West Virginia State University

Area of Specialization: Associate of Applied Science - Medical Laboratory Technology

Professional registration/licensure: American Society of Clinical Pathologists,
WV State License

Years of employment at present institution: 17

Years of employment in higher education: 17

Years of related experience outside higher education: 21

Non-teaching experience: 21

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught courses, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2008/Spring	AH 112 Basic Laboratory Procedures	10
	AH 113 Phlebotomy Clinical Practicum	10
	*ML 103 Immunohematology & Serology	9
	*ML 102 Clinical Chemistry	9
2008/Summer	ML 200 Phlebotomy Practicum	6
2008/Fall	AH 103 Principles of Phlebotomy	18
	*ML 101 Clinical Hematology	17
	*ML 202 Clinical Microbiology	9
	*ML 201 Urinalysis and Body Fluids	9
2009/Spring	AH 112 Basic Laboratory Procedures	10
	AH 113 Phlebotomy Clinical Practicum	10
	*ML 103 Immunohematology & Serology	9
	*ML 102 Clinical Chemistry	9

2009/Summer	ML 200 Phlebotomy Practicum	5
2009/Fall	AH 103 Principles of Phlebotomy	15
	*ML 101 Clinical Hematology	20
	*ML 202 Clinical Microbiology	8
	*ML 201 Urinalysis and Body Fluids	8

*Denotes courses team-taught with Vernon Elkins, MLT Program Coordinator.
ML 101, 102 and 202 - 20%; ML 103 - 60%; ML 201 - 20%

- (b) If degree is not in area of current assignment, explain. N/A
- (c) Identify your professional development activities during the past five years.

I have attended the Dade Behring Users Conference annually at Pipestem, WV, since 2005. It is a two day conference which provides extensive training on new instruments and information about current topics. I also attended various training sessions at Southern West Virginia Community and Technical College in areas such as: Banner training, sexual harassment, student advising, etc. I attended the 12th Annual Joint Meeting of WVCLMA, WVSCLS and WVSSAMT, where MLT related continuing education was provided. In addition to these, I also receive continuing education in my flex position at Logan Regional Medical Center in areas such as: Safety, Patient Care, Hemostatis, Plasma products, etc.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

ITEM: Academic Program Review and Continuance of Existing Academic Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Associate in Applied Science in Nursing with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education Title 135, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Barbara Donahue

BACKGROUND:

During the 2009 - 2010 academic year, a program review of the Associate in Applied Science in Nursing was conducted by the Nursing Department and Nursing faculty.

The Department recommends the continuation of the program with corrective action. The Executive Council and the Academic Affairs Management Council concur with this recommendation. The program meets or exceeds all the standards set for program continuance by the West Virginia Council for Community and Technical College Education. There are sufficient numbers of graduates and the need is evident based on the number of students employed prior to or soon after graduation. The Department recommends that several changes be made that they believe will improve the program. The administration will address recommendations three and four as budget permits.

PROGRAM REVIEW

**2009 - 2010
SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE**

Program: A.A.S. Nursing

Date: January 2010

INSTITUTIONAL RECOMMENDATION

The Board of Governors recommends:

- 1. Continuance of the program at the current level of activity without corrective action;
- 2. Continuance of the program with corrective action;
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education policy on approval and discontinuance of programs.

Rationale for Recommendation:

Continuance of the nursing program with proposed changes will allow for better utilization of resources and faculty. The proposed corrective actions are as follows:

- 1. Close the Moorefield Campus in May 2010 after graduation.
- 2. Close the Boone Campus and transfer the faculty position to the Logan Campus
- 3. Fill all vacant nursing faculty positions and add at least two additional clinical faculty positions in Logan.
- 4. Increase the departmental budget to meet the needs of the program.

Recommendation	Signature of person preparing the report if other than Department Chair	Date
<u>Accepted</u>	<u>Barbara Conner</u>	<u>3/30/10</u>
Recommendation	Signature of Department Chair	Date
<u>Accepted</u>	<u>Patricia L. Alderman</u>	<u>3/30/10</u>
Recommendation	Signature of Dean	Date
<u>Accepted</u>	<u>Cathy L. Smith-Ox</u>	<u>3/30/10</u>
Recommendation	Signature of Vice President for Academic Affairs	Date
Recommendation	Signature of President	Date
Recommendation	Signature of Chair, Board of Governors	Date

**Southern West Virginia Community and Technical College
Division of Career and Technical Programs - Department of Nursing
Associate in Applied Science, Nursing**

Program Review Summary

Program Review Components

A. Adequacy:

- The curriculum requirements are sufficient for the demands of the nursing program.
- Close the Boone Campus LPN-RN program and move the faculty position to the Logan Campus to better utilize faculty resources.
- Closing of the Moorefield Campus will allow for redistribution of resources (financial and material) to other campus sites.
- Entrance abilities for the students meet the program requirements and exceed those mandated by the college.
- Graduates have been successful in the job market as well as pursuing the next educational level.
- Advisory committee is actively involved in the program.
- The assessment system provides ongoing quality assurance of the program and graduates.
- NCLEX-RN licensure passage rates for all distant campus sites exceed the national mean.
- NCLEX-RN licensure passage rate for Logan Campus exceeded the national mean for 2005-2007. In 2008 and 2009, the passage rate declined by at least 7% to 83%.

Conclusion: The program meets the minimum adequacy requirements.

B. Viability:

- Curriculum with the LPN-RN curriculum option indicates future students seeking a nursing career will have alternative routes of admission.
- Demand of nursing professionals exceeds the supply in surrounding areas and the nation.

Conclusion: The program meets the requirements for viability for Logan and Kanawha Valley Campus sites. It is recommended that Moorefield and Boone Campus site locations close.

C. Necessity:

- Student employment rate is high at 85 to 100% per year. There is a national shortage of nurses.

Conclusion: This is a necessary program.

D. Consistency with Mission:

- The program does support the mission and vision of the institution.
- The program and/or core courses support Southern's Compact.
- Provides the opportunity for a student to upgrade skills and degree.

Conclusion: The program is consistent with the Mission of the college.

Recommendation and Rationale:

Continuation of the nursing program with proposed changes will allow for better utilization of resources and faculty. The proposed actions are as follows:

1. Close the Moorefield Campus in May 2010 after graduation.
2. Close the Boone Campus and transfer the faculty position to the Logan Campus
3. Fill all vacant nursing faculty positions and add at least two additional clinical faculty positions in Logan.
4. Increase the departmental budget to meet the needs of the program.

The Moorefield Campus is scheduled to close in May 2010 after graduation of the current students. Any student who does not graduate and is eligible to return may transfer to the Kanawha Valley or Logan Campus to complete the program. Eastern West Virginia Community and Technical College intends to offer a nursing program in the Moorefield area which is within that college's service district.

The Boone Campus admits only LPN-RN students every other year with only five students in the spring of 2009. Every qualified student that applied was accepted to the program. At least two qualified students did not register even after several phone calls to follow up.

The campus does not have a laboratory and that is a concern. Students must travel to Logan to utilize the laboratory and also must travel to either the Charleston, Logan or Williamson areas to attend clinical experiences. Clinical agencies in Boone County are not adequate to support the program.

It is recommended to close the Boone Campus and utilize the talents of the faculty member assigned to that campus on the Logan Campus.

The West Virginia Board of Examiners for Registered Professional Nurses (Board) and the National League for Nursing Accrediting Commission (NLNAC) have changed the credentialing of full time and part time faculty for the nursing program. The Board states that both full and part time faculty must have an MSN degree or enroll in an MSN program within one year of employment (19-1-11 of the Code).

However, NLNAC states that full time faculty and majority of part time faculty must hold an MSN degree. Currently, there is only one part time faculty that is enrolled in an MSN program and the other faculty have stated that they do not wish to pursue the degree.

A full or part time faculty member will not be approved by the Board if enrollment in an MSN program does not occur within one year of employment. Specialty units such as pediatrics, obstetrics, and psychiatric are the most difficult to recruit adequate faculty. Without filling the vacant positions (two) and adding two clinical positions, the nursing program will not be able to meet the Board required standards that are essential to the viability of the program and the safety of patients.

The nursing program was not given permission to fill a nursing faculty position vacated in the fall of 2009. With at least one faculty member that intends to retire in May 2010, that will result in two vacant unfilled positions. Acquiring replacements for the two vacant faculty positions and adding two clinical faculty positions to the nursing department on the Logan Campus are essential to assuring that qualified faculty are available in number and specialty to provide instruction to our students.

Therefore, if the two vacant faculty positions are filled, the Boone faculty member transferred to the Logan Campus, and two clinical faculty positions added, the need for adjunct part time instructors will diminish. In 2009-2010, the nursing program required two adjunct instructors for fall 2009 and five in the spring of 2010.

Continuation of Board approval of the nursing program and NLNAC accreditation depends on having adequate, qualified faculty to meet the needs of the program and assure safety for patients in the clinical setting.

In the fall of 2009 all qualified students who applied to the nursing program were accepted. The NCLEX passage rate has fallen from 90-100% for the Logan Campus to 83% for the past two years.

Since the curriculum and faculty instruction are the same for all campus sites via the interactive classroom, the declining passage rate is not due to instruction or faculty. Faculty believe it is due to the number of students admitted to the Logan Campus. The

large number of students accepted means that more minimally qualified students are accepted to the program.

This puts much more demand for faculty time and remediation of those students. It also will lead to lower NCLEX-RN licensure passage rates because more students who have some difficulty with critical thinking progress through the program with minimally required grades.

Further, faculty members are assessing the possibility of increasing entry requirements to better ensure that a student has the essential qualities and potential to be successful in the program. While this may reduce the number of qualified students, it should also decrease attrition in the program. Faculty are also developing level requirements that the student must meet in order to progress in the program such as standardized testing at the end of specific courses with a required score.

The interactive classroom will continue to be utilized for distant campus sites and supervised by onsite faculty who also conduct clinical experiences with students. Utilization of the interactive classroom allows the program to take advantage of the diverse talents of the most experienced faculty members on the Logan Campus to deliver much of the nursing program content to the distant sites. Students have been very successful with this type of delivery.

The grant monies that the program has enjoyed for the last two years are dwindling quickly. Without adequate funds for supplies for the main campus and the distant sites, the program will not be able to provide for program needs. Further, equipment is aging and videos and computer programs need updating or replacement.

Some of the grant funds were utilized to purchase texts and journal subscriptions that the library budget is normally responsible for acquiring. The library material was outdated and with the upcoming visit from the accrediting body, it was a concern for the program, students and faculty that the library house updated resources.

It is essential for the integrity and continued success of the program that the recommendation to increase the departmental budget is implemented.

**Southern West Virginia Community and Technical College
Associate in Applied Science, Nursing
Program Review 2005-2009**

I. Program Title and Brief Description

The nursing program is a two year associate in applied science degree program that is designed to prepare the Associate Degree Program graduate for practice as a Registered Nurse once licensure requirements are satisfied. The Registered Nurse is prepared to care for people of any age who have acute or chronic health care problems in a variety of settings. The nurse practices within a combination of three roles: provider of care, manager of care, and member within the discipline of nursing. Graduates of the nursing program are eligible to take National Council for Licensure Exam for Registered Professional Nurses (NCLEX-RN).

Program Goals

The nursing program has established the following programmatic commitments. The nursing program will:

1. Provide the opportunity for continued nursing education through articulation agreements, use of technologies, and distance learning.
2. Provide alternative routes of admission acknowledging nursing experiential learning.
3. Maximize student potential by providing advisement related to services available to assist the individual in successful completion of the program (i.e., ADA, referral counselors, program orientation, developmental courses, etc.).
4. Provide accessible nursing education through distance learning, grant funding, scholarships, financial aid services, and referrals.
5. Empower the student to realize their educational goal by preparing them to successfully take and pass the NCLEX-RN exam.
6. Provide licensed registered nurses with the ability to meet the demand of the College Service District.
7. Prepare students to competently practice within the role of the ADN in a changing global and technological society.
8. Maximize the quality of the Nursing Program by ongoing monitoring and evaluating of program outcomes.

II. Specialized Accreditation Information

The nursing program is approved by West Virginia Board of Examiners for Registered Professional Nurses each year. An annual report provides documentation of continuing compliance with standards and program expectations.

Accreditation is a voluntary but rigorous process. The nursing program has been accredited by NLNAC since 1989. The last full site visit and review by NLNAC occurred in 2002. A focused visit to the Boone and Kanawha Valley Campuses occurred in the fall of 2009 due to a new offering for the Boone Campus and a change in location and space for the Kanawha Valley Campus. NLNAC continued accreditation of the program in 2002 with no recommendations for change or concern. The focus visit report for the fall of 2009 has not yet been received. The next scheduled full visit and review will occur in the fall of 2010.

III. Program Statement on Adequacy, Viability, Necessity, and Consistency with College Mission

A. Adequacy:

1. Curriculum: (See Appendix I)

The faculty used an eclectic approach in developing the philosophy. Concepts from the philosophy are identified and strands defining each concept are incorporated in the curriculum. From the concepts and strands, program objectives are developed that guide level and course objective mapping of the curriculum. The concepts of person, health, environment, nursing, and teaching/learning have generated strands integrated throughout the curriculum. Person strands are wholistic needs and lifespan growth/development. Health/environment focuses on the dynamic health continuum from parameters of norms across the life span to acute/chronic health problems. Nursing strands are critical analysis and roles of the nurse. Teaching/Learning philosophy is based on *Knowles' Andragogical Model of Learning* with the strand identified as accountability. The faculty believes that students are active participants in the learning and self responsibility and accountability are essential to success.

The organizing framework flows from the mission and philosophy with the conceptual framework defining implementation of the curriculum plan as it relates to the philosophy. The philosophy states the student moves from dependence to independence. To this end the nursing program employs three levels of progression moving from simple to complex.

Level I begins with an introduction to growth and development across the life span and then follows with identification and exploration of the biological, psychological, and social needs of individuals of any age. Assessment and Communication (AH 120) builds the foundation for the utilization of critical analysis throughout the lifespan.

Support courses in English, anatomy and physiology, and nutrition further develop this base of knowledge. Psychomotor skills are initiated and practiced under the direction of faculty with the student moving progressively toward independence by utilizing these skills in subsequent nursing courses.

The philosophy indicates that health is an individual interpretation of an experienced process existing on a dynamic continuum with movement in any direction. The experience is a process of becoming. The environment influences the physical, psychological, emotional, and spiritual health through the impact of internal and external forces. While Level I introduces the student to the wholistic needs of individuals and discusses assessment norms and variations across the life span, Level II becomes more complex by approaching the needs of persons with special needs such as childbearing or psychiatric/developmental concerns. The second semester of Level II introduces the student to chronic health care problems. The student begins to utilize the therapeutic presence of the nurse to promote, maintain, and restore health.

Nursing is a profession that is based on a specialized body of knowledge that utilizes creative solutions to meet the health care needs of the person. The faculty recognizes and fosters the importance of preparing the student to utilize critical analysis in meeting the health care needs of southern Appalachia. Critical analysis is utilized through the application of the nursing process by assessing, diagnosing, planning, implementing, and evaluating care of a variety of clients in a variety of settings throughout the curriculum. Again, the faculty move from simple to complex in the development of skills associated with critical analysis.

The use of the therapeutic presence of a nurse facilitates empowerment of the person in his/her endeavor toward health. The curriculum utilizes the three roles of the nurse as a means to promote therapeutic presence and empower the person to meet health care needs. The program begins with the provider of care and member within the discipline. As competencies are developed and demonstrated, the student progresses to manager of care with increasing independence.

At Level III of the program, the student is expected to attain knowledge of more complex health concerns and demonstrate skill and role attainment in the clinical setting. Role Transition to Professional Nursing (NU 210) occurs at this time. The student must demonstrate competency in synthesis and integration of nursing knowledge prior to exiting the course by passing an achievement/competency exam.

Program evaluation of the success of the curriculum is related to the program goal to “empower the student to realize their educational goal by preparing them to successfully take and pass the NCLEX-RN exam.” The program has consistently met and exceeded the West Virginia Board of Examiners standard for passage of the licensure exam (NCLEX-RN).

The graduates have achieved an 83% to 100% passage rate for the NCLEX-RN from 2005 to 2009. The distant campus sites of Moorefield and Kanawha Valley have consistently performed better at 93-100% NCLEX-RN passage rate.

In 2008 when the Logan Campus passage rate dropped to 83%, 13 of the 54 graduates were returning students with many who had difficulty passing one or more core courses.

2. Faculty: (See Appendix II)

There are currently ten faculty members on the Logan Campus and one department chairperson. The Boone Campus has one faculty member. The Kanawha Valley Campus has two faculty members and the Moorefield site has two.

One faculty member and the nursing department chairperson plan to retire at the end of the 2009-2010 academic year. It is essential that both positions are filled with qualified individuals. Both positions are tenured and at the professor rank.

Further, the loss of one faculty position on the Logan Campus prior to the onset of the fall 2009 semester that was not filled exacerbates the need for faculty adequate in number to teach and supervise clinical experiences. The West Virginia Board of Examiners for Registered Professional Nurses sets standards for student to faculty ratios at 1:8-10 and less depending on the clinical area.

For example, there are some areas within a clinical setting where patient care acuity levels are very high and one faculty member cannot safely supervise more than two or three students. Other units may be small and not able to accommodate more than six or eight students.

3. Students:

Southern West Virginia Community and Technical College is an open door admissions institution of higher learning. The policy is consistent with the mission of the college.

Admission to the nursing program is through an application process and admission standards requirement. The student must apply to the program, satisfy college general math and English requirements by the application deadline, and take and pass a pre-entrance exam. Once an applicant meets the admission requirements, selection is based on a point system with a score sheet attached to the application. Each year many more students apply to the program than the program can accommodate given with consideration to the number of faculty available to teach the student and the adequacy of clinical space and experiences.

Accessibility of the nursing program is achieved in several ways. Some students in the program receive grants and loans through financial aid services at the college. In

addition some students may receive local funding through Southern West Virginia Community College Foundation. Accessibility is also achieved by allowing Licensed Practical Nurses (LPN) admitted to the program to receive credit for the first nursing course and challenge the next two nursing courses. Each year the program admits ten to fifteen LPNs.

4. Resources:

The nursing program has a large laboratory on the Logan Campus and will continue to require laboratory space and supplies for the Kanawha Valley Campus. All campus locations enjoy adequate office and classroom space.

Each site also has an interactive classroom (ICR) that is utilized by the nursing program. Most, but not all, of the classroom teaching originates from the Logan Campus and is facilitated by faculty at the distant campus sites. Some, but not all, program required support courses are available at the distant campus sites either through the ICR or in the classroom.

Financial resources are a concern. Departmental budgets from the college are sparse. Grant funds for the last two years have provided for necessary needs of the program as well as some faculty salaries.

B. Viability:

West Virginia and the nation are in the midst of a shortage of registered nurses. There are a variety of reasons for the shortage such as, but not limited to:

1. aging nursing workforce that is retiring at an alarming pace;
2. aging population with more health care needs;
3. decrease in the number of associate degree nursing programs;
4. decrease in the number of students that seek nursing as a career;
5. decrease in an already low number of qualified faculty to teach nursing;
and/or
6. nurses are exposed to many infectious illnesses and injuries on the job

According to a July 2002 report by the Health Resources and Services Administration, 30 states were estimated to have shortages of registered nurses (RNs) in the year 2000. The shortage is projected to intensify over the next two decades with 44 states plus the District of Columbia expected to have RN shortages by the year 2020. The report, ***Projected Supply, Demand, and Shortages of Registered Nurses: 2000-2020***, is available online at <http://archive.hrsa.gov/newsroom/NewsBriefs/2002/nursesshortagereport.htm> .

According to the latest projections from the U.S. Bureau of Labor Statistics published in the February 2004 *Monthly Labor Review*, more than one million new and replacement nurses will be needed by 2012. For the first time, the U.S. Department of Labor has identified Registered Nursing as the top occupation in terms of job growth through the year 2012. www.bls.gov/news.release/ecopro.toc.htm .

The number of graduates from Associate Degree nursing programs has increased by 10% from 2000 to 2003. The increase will not keep pace with the decline in available nurses. The shortage of nurses will continue to rise. West Virginia will experience the decline in nurses even more so than many other states. West Virginia has one of the highest percentages of elderly population in the nation. Thus, more services are needed to meet the elderly's health care needs as the older nurses are retiring at an alarming rate.

Between 2000 and 2010, it is projected that a 16% increase in the number of registered nurses will be needed in West Virginia. With a declining population, increasing percentage of elderly population, and retiring workforce, it is clear at the current graduation rates that the colleges and universities in West Virginia will fall far short of meeting the demand for nurses. Further, even with planned increases in the current number of graduates, it is doubtful that schools can keep pace with the demand.

In the fall of 2008 the nursing program enrollment was 129 on the Logan Campus with eleven full time faculty members. In the fall of 2009 the program enrollment was one hundred and forty students on the Logan Campus alone and the program had lost one faculty member. The nursing department was not permitted to fill the vacant position. The faculty member, whose position was lost, taught primarily clinicals that included two groups per day as compared to one group per day for other faculty that teach classroom and clinical.

Further, the Board and NLNAC changed guidelines for the qualifications of faculty members. This makes it much more difficult to find qualified full and part time faculty. It is predicted that by the fall of 2010, the nursing program will be in serious jeopardy of not being able to provide qualified faculty members in sufficient numbers to supervise the student clinical experiences.

It is also expected that Southern may well experience an increase in the number of program applicants. This is related to the downturn of the national and local economy and job markets. People are searching for skills and professions that will provide a sustainable income and benefits for families.

The Moorefield, Kanawha Valley, and Boone Campus sites utilize on-site faculty for supervision of clinical activities and the interactive classroom for lecture delivery. The number of students at the Kanawha Valley and Boone Campus sites may not

increase due to the number of available faculty and the size of classroom and laboratory space available.

The Kanawha Valley site enjoys offices, classroom, and laboratory space at the site of the West Virginia Rehabilitation Center at Institute, West Virginia. The program moved to the new space offered in H building at the site. Though the new space is wonderful, it did not result in an ability to increase the number of students that may be accepted to the program.

The Boone Campus has one faculty member and no laboratory available. The admission of students is limited to LPN-RN applicants. When the National League for Nursing Accrediting Commission visited the site in October 2009, the site visitor insisted that a laboratory was necessary for continuance of the program. Further, with the proximity of the Boone Campus to the Logan Campus, the faculty member assigned to the Boone Campus is underutilized. Therefore, it is recommended that the Boone Campus nursing program offering is closed and the faculty member is transferred to the Logan Campus.

C. Necessity:

According to the Occupational Outlook Handbook 2008-2009, registered nurses are the largest population of health care providers. Over 567,000 jobs are expected to be generated through 2006-2016. Fifty nine percent of jobs are in the hospital setting. As the population ages in the nation and West Virginia and more people require health care, it is expected that the demand for well educated registered nurses will also increase. Southern's nursing program will help meet that need for the communities it serves.

The employment of Southern nursing graduates begins before graduation. Health care facilities are eager to acquire the graduates. At six to nine months after graduation employment is 85-100%. Unemployment is only due to choice of the graduate or if the graduate does not pass the NCLEX-RN licensure exam.

The Occupational Outlook Handbook 2008-2009 indicates that the job growth for registered nurses is growing faster than any other occupation. The intensity of care will lead to more nurses needed to provide the care per patient. Employers are reporting difficulty in attracting and retaining registered nurses.

Recruitment may result in sign on bonuses, creative scheduling, higher wages, and subsidies for continuing education. Generally those nurses with a bachelor's degree will have better job prospects than those that do not. However, Southern and registered nurses recognize the need for continuing education and often pursue higher degrees after gaining gainful employment in the field.

D. Consistency with College Mission:

Southern West Virginia Community and Technical College (Southern) is a comprehensive community college that places an emphasis on meeting the current and future needs of southern West Virginia and its residents.

Southern provides the means for individual growth and development, as well as educational opportunities that benefit each person as he/she strives for success in a global society.

Due to changing social and economic conditions, Southern is committed to a comprehensive educational approach offering programs and services that prepare students for life's work. The college works with other organizations to provide programs that will train or retrain the workforce.

Southern exists to fulfill its mission. The following table compares the institutional mission commitments/goals to the nursing program mission/philosophy, goals and objectives.

Table I: Comparison of Institutional and Program Goals, Philosophy, and Outcomes

Institutional Goals	Program Mission Goals	Program Philosophy	Program Objective	Program Outcome
Provide programs of study which can be effectively transferred to other institutions and applied toward the completion of a Baccalaureate degree.	Provide the opportunity for continued nursing education through articulation agreements, use of technologies, and distance learning.	<p>Commitment to lifelong learning is essential to the practice of nursing.</p> <p>A person is a unique, dynamic individual with the potential for growth, development and change.</p>	Demonstrate a commitment to lifelong learning through the use of resources, technology, and continuing education.	<p>Professional Development: Professional Development is the act of utilizing resources and seizing opportunities to promote self-learning.</p>
Provide programs of study which prepare and/or upgrade student skills in the occupation of their choice, especially those occupations which help meet the needs of the college's service district.	<p>Empower the student to realize their educational goal by preparing them to successfully take and pass the NCLEX-RN exam.</p> <p>The program recognizes previous life experiences which provide a foundation for future learning.</p> <p>Provide alternative routes of admission, acknowledging nursing experiential learning.</p>	<p>The Nursing Program empowers individuals to reach their career goals and to successfully practice in a changing global and technological society.</p> <p><i>Knowles' Andragogical Model of Learning Theory</i> indicates that the learner is self-directed and brings a lifetime of experiences to the learning situation.</p>	<p>Incorporate a wholistic approach utilizing critical analysis in the care of the person to meet health care needs and role functions.</p> <p>Value perceptions of health as it relates to past and present life experiences.</p> <p>Promote, maintain, and restore health of individuals or groups with acute/chronic health problems across the lifespan in a variety of settings.</p>	<p>Critical Thinking: Critical Thinking is examining and analyzing a situation from different perspectives with nursing knowledge as a form of reference to diagnose, plan, implement, and evaluate care.</p> <p>Program Satisfaction: Program Satisfaction is the perceived level of educational preparedness relative to a nurse utilizing the nursing process, reality to work world,</p>

Institutional Goals	Program Mission Goals	Program Philosophy	Program Objective	Program Outcome
			<p>Function within the roles of the ADN.</p> <p>Appreciate the person as a wholistic being for the purpose of fostering growth and development across the lifespan.</p>	<p>and knowledge of pharmacology.</p> <p>NCLEX-RN Exam: Graduates will take and pass the licensure exam for Registered Professional Nurses.</p>
<p>Provide students with the services necessary to assist them in successfully realizing their education plans.</p> <p>Provide developmental courses for students who enter via the open door policy and who lack the necessary academic background.</p>	<p>Maximize student potential by providing advisement related to services available to assist the individual in successful completion of the program (i.e. ADA, referral counselors, program orientation, developmental courses, etc).</p> <p>The emphasis of the nursing program is to prepare individuals for success in a changing global and technological society.</p>	<p>The student will have opportunities to apply knowledge in various situations.</p> <p>Faculty members act as a learning reference and role model for the student.</p> <p>A person is a unique individual.</p> <p>The student is involved in evaluation of self progression in the nursing program.</p> <p>The student is an active participant in</p>	<p>Demonstrate personal/ professional growth and development with increasing self-direction.</p> <p>Maximize potential for learning by utilizing resources, advisement, technology, and services as appropriate throughout the nursing program.</p>	<p>Student Support Services: Students have access to support services such as math and English placement exams, career placement, counseling, advisement, tutoring, and financial aid.</p> <p>Clinical Resources: Clinical resources refers to those clinical agencies utilized by the nursing program that provides for student hands-on experience of</p>

Institutional Goals	Program Mission Goals	Program Philosophy	Program Objective	Program Outcome
	The program is dedicated to providing quality and accessible nursing education to diverse populations.	the teaching/ learning process. The student moves from dependence to independence.		concepts and skills learned in the nursing program under the guidance of the nursing faculty.
Provide continuing education opportunities for individuals in the service district who are interested in personal, cultural, or occupational improvement.	Student potential is maximized by preparing the individual for life's work, while fostering life-long learning.	Commitment to lifelong learning is essential to the practice of nursing.	Demonstrate a commitment to lifelong learning through the use of resources, technology, and continuing education.	Professional Development: Professional Development is the act of utilizing resources and seizing opportunities to promote self learning.
Provide workforce training and retraining as a mechanism for economic development through partnerships with business, industry, labor, education, civic clubs and organizations, community leaders and government.	Provide licensed registered nurses with the ability to meet the demand of the college's service district. Prepare students to competently practice within the role of the ADN in a changing global and technological society. The program	The student is prepared to utilize critical analysis in becoming a caring leader to meet the changing health needs of Southern Appalachia.	Function within the roles of the ADN.	Patterns of Employment: Patterns of employment are composed of the employment rate of graduates of the program as well as the types of agencies or units within an agency that employ graduates.

Institutional Goals	Program Mission Goals	Program Philosophy	Program Objective	Program Outcome
	recognizes previous life experiences which provide a foundation for future learning.			
Provide activities which are culturally enriching and entertaining for the entire district, as well as those enrolled at Southern.				

The nursing program viewed Southern's mission and goals as a template when developing its own. The view was to specifically speak to how the program implements the goals of the institution with the student population it serves. The nursing program's mission and purpose are to educate students for the role of Registered Professional Nurse, with the ultimate goal that these RN's will then provide health care services and employment for the communities served by the college.

Southern is committed to economic development in a rural area where most employment has been in mining. That source of employment and thus the community economic foundation is crumbling. The college believes it has a responsibility to form partnerships with businesses, industry, labor, education, civic clubs, and government to train and retrain this workforce to new employment opportunities.

The nursing program does not actively promote economic development by forming partnerships with industry, labor, and civic groups. However, the program does affiliate with health care providers and facilities in the community to provide clinical experience opportunities for our students. The program also communicates through advisory meetings with the affiliating agencies and other healthcare providers to address concerns and needs. The program, like the college, provides work force training for the agencies.

The nursing program also has agreements with Eastern West Virginia Community and Technical College to provide classroom and laboratory space as well as technical assistance for delivery of the Moorefield, West Virginia program site. The second partnership is with the West Virginia Rehabilitation Center for janitorial services for the classroom, office, and laboratory space at the Institute, West Virginia site in the Kanawha Valley.

Southern's mission and the mission/philosophy of the nursing program are congruent. Southern provides the majority of registered nurses for the service district area and surrounding counties. Employers and graduates have demonstrated satisfaction with the knowledge and skills achieved.

IV. Assessment

The entire faculty are members of the Curriculum Development Committee (CDC), which is chaired by the nursing coordinator. The CDC develops the curriculum and is responsible for its systematic evaluation and revision as indicated by the data. An evaluation plan exists that includes an assessment of each criterion, operational definition of required and elective outcomes, time lines, appropriate methods and tools, levels of achievements, and collection of analysis of trended data. The findings are used to improve the nursing program. Evidence of curriculum revisions and other appropriate action is documented in the CDC minutes and curriculum change reports to NLNAC and the West Virginia Board of Examiners for Registered Professional Nurses.

The plan follows an organized curriculum which flows from the philosophy and mission statement of the nursing program. The CDC reviews the curriculum routinely, and makes revisions as needed in order to meet the program goal to “Maximize the quality of the nursing program by ongoing monitoring and evaluating of program outcomes.” Evidence to verify implementation of the systematic plan of evaluation can be found in CDC minutes.

Within the plan, a time table exists for assessing the outcomes in the program. The department chair and faculty meet to review the trended data and to make recommendations for change. Nursing students elected by their classmates are encouraged to attend these meetings and provide input into the decision-making process.

The plan evaluates the NLNAC standards with criteria, and the required and elective outcomes of the program. Many of the standards with criterion do not utilize a test requiring reliability and validity testing. Data is collected by the person and/or department identified for each criteria. The nursing department reviews each outcome associated with the criteria to verify compliance within the evaluation plan. The program evaluation plan with documentation of data over time, measurement of outcomes, and action taken to improve the nursing program may be reviewed at the end of this narrative.

Southern’s nursing program has been very diligent in evaluation of the educational effectiveness of the graduates. The curriculum, teaching techniques, course content, and student expectations have been revised by the faculty when change was indicated by the data. Primary sources of data include current student tests scores from the Health Education Systems Inc. (HESI) exams, graduate National Council Licensure Exam for Registered Nurses (NCLEX-RN) scores, graduate surveys, supervisor surveys, and advisory meetings. These examples are not intended to be an all inclusive list of the data sources.

The program has experienced success with the changes. NCLEX-RN scores range from 90% or above until the 2008 when it dipped to 83%. Distant sites licensure passage rate remained very high from 93% to 100% each year.

Faculty believes the precipitous dip on the Logan Campus was due in part to more students returning to the program after withdrawing or failing a course. There were 13 returning students that graduated in 2008 and forty percent of those returning failed the licensure exam on the first attempt. When the course withdrawal date is extended when 73% of the class time has expired, more students withdraw just prior to failing and thus do not incur the rule of two failures resulting in dismissal from the program.

Further, when more students are accepted to the nursing program, more students with less preparation and abilities are admitted. This means more students are admitted with the very minimum of requirements and this leads to more failures and more students with minimal abilities progressing through the program after failing or withdrawing when failure was imminent and returning to the program. This takes some students three to four years to complete a two year program.

Employment rates continue to be 85%-100% within six months of graduation. The graduates and employers are satisfied with the program and preparation of graduates for nursing practice.

Until 2008 graduation rates referred to the number and percentage of graduates from the Associate Degree Nursing Program each May. The formula used for computation of the graduation rate prior to 2008 was dictated by the West Virginia Board of Examiners for Registered Professional Nursing (BON). From 2008 to present, graduation rate is the completion rate or the amount of time it takes a graduate to complete the program. The outcome is that at least 90% of the graduates will graduate within three years of entering the two year nursing program. This is consistent with the National League for Nursing Accrediting Commission program evaluation. In 2008 and 2009 the completion rate was over 90%.

A score sheet is used to select the highest ranked candidates in order of points achieved once admission criteria have been met. Points are achieved for ACT scores, courses in the Allied Health core curriculum, other certifications or degrees, and a score of 100 or above on the Pre-RN exam. Faculty members determine the number of students to be admitted each year in collaboration with the nursing coordinator and Dean of Allied Health. Once the number of students is determined then faculty review the student data to select candidates with the most points.

Assessment data is in Appendix III.

V. Recommendation of Program Faculty and Division Faculty

The department chair and faculty recommend the continuation of the program with the following corrective action to improve and sustain the program:

1. Close the Moorefield Campus in May 2010 after graduation.
2. Close the Boone Campus and transfer the faculty position to the Logan Campus
3. Fill all vacant nursing faculty positions and add at least two additional clinical faculty positions in Logan.
4. Increase the departmental budget to meet the needs of the program.

The Moorefield Campus closing should free funds and supplies that can be applied to sustain and maintain the remaining campus sites. Eastern West Virginia Community and Technical College has applied to the West Virginia Board of Examiners for Registered Professional Nurses to offer their own associate degree nursing program in Moorefield. Transferring the Boone Campus faculty member to the Logan Campus will also add to the depleted resources of the Logan and Kanawha Valley Campuses. Lastly, filling the vacant faculty positions and increasing the budget of the nursing program to meet current and future needs is essential to the continued success of the program.

Appendix I

Institution: Southern West Virginia Community and Technical College

Degree Program: Associate in Applied Science: Nursing

Courses Required in Major	Total Hours Required	Additional Credits Required in Major	Total Hours	Related Fields Courses Required	Total Hours	Required General Studies/ Electives	Total for Degree
NU100 Essentials of Nursing	6	AH120 Health Assessment/ Communication	2	BS124 Anatomy & Physiology I	4		Total: 65 credits required for an Associate in Applied Science Degree <u>Nursing</u>
NU104 Family Centered Maternity Nursing	5	AH210 Nutrition	3	BS125 Anatomy & Physiology II	4		
NU107 Psychosocial Transitions	5	AH241 Pharmacology for Allied Health	3	BS127 Microbiology for Allied Health	3		
NU206 Nursing Care I	9	EN101 English Composition I	3				
NU210 Role Transition to Professional Nursing	3	PY218 Lifespan Developmental Psychology	3				
NU212 Nursing Care II	9	EN102 English Composition II	3				
	Total: 37		Total: 17		Total: 11		

Appendix II

APPENDIX II – Faculty Data
(No more than **TWO** pages per faculty member)

Name Rachel S. Baisden Rank Associate Professor

Check one: Full-time Part-time Adjunct

Highest Degree Earned Masters of Science Nursing

Date Received May 2003

Conferred by West Virginia University

Area of Specialization Family Nurse Practitioner

Professional registration/licensure ANCC, WV, KY

Years of employment at present institution 11

Years of employment in higher education 11

Years of related experience outside higher education 15

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2005	NU 206	55
Spring 2006	NU 212	52
Fall 2006	NU 206	51
Spring 2007	NU 212	50
Fall 2007	NU 206	58
Spring 2008	NU 212	55
Fall 2008	NU 206	55

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2009	NU 212	56

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

During the past five years I have obtained over 150 continuing education hours related to my field of expertise. I also attended the National Organization for Associate Degree Nursing, Conference in Fall 2008. In Spring 2009, I renewed my certification as a family nurse practitioner through the American Nurses Credentialing Center.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name Eleanor Berg Rank Instructor
 Check one: Full-time Part-time Adjunct
 Highest Degree MS in Nursing
 Earned _____
 Date Degree 1995
 Received _____
 Conferred by University of Maryland
 Area of Adult Nurse Practitioner
 Specialization _____
Post-Master’s Certification in Family Nurse Practitioner and Pediatric Nurse Practitioner
from West Virginia University in 1997
 Professional registration/licensure 31685
 Years of employment at present institution SWCTC 1.5
 Years of employment in higher education WVU Field Instructor and Preceptor 12 years
 Years of related experience outside higher education 28
 Non-teaching experience 16

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2008	AH 120 (Fall, 2008)	20
	NU100 Essentials of Nursing	20

Spring 2009	NU104 Nursing of the Childbearing Family	17
Fall 2009	NU107 Nursing Transitions Pharmacology (50%-Fall, 2009)	17 23

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

Maintaining ANCC certifications in Adult, Family, and Pediatric NP and fulfilling continuing education requirements. Developing as an instructor in clinical, lecturing, exam preparation, and testing. Attended the 2008 National Organization for Associate Degree Nursing conference in Myrtle Beach, SC.

APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name Regina A. Bias, PNP-BC Rank Professor
 Check one: Full-time Part-time Adjunct
 Highest Earned Degree MSN
 Date Received Degree May 1992
 Conferred by Bellarmine College, Louisville, KY
 Area of Specialization Nursing Education

Professional registration/licensure WV: 37921 ANCC: PNP KY: 1091047
 Years of employment at present institution 12 Years
 Years of employment in higher education 12 Years
 Years of related experience outside higher education 23 Years
 Non-teaching experience 23 Years

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2005	Nursing Care I	55
Spring 2006	Nursing Care II	52
Fall 2006	Nursing Care I	51
Spring 2007	Nursing Care II	50
Fall 2007	Nursing Care I	58

Spring 2008	Nursing Care II	55
Fall 2008	Nursing Care I	55
Spring 2009	Nursing Care II	56
Fall 2009	Nursing Care I	57

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

Year	Total
2005	28.2 Contact hours
2006	20.2 Contact Hours + 1 Graduate Level 4 hour course (WVU)
2007	2 Graduate level course 6 hour credit
2008	1 Graduate level course + 11.25 contact hour
2009	21.25 Contact hours

Certificates Available upon Request.

APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name Jamie Cook Rank Instructor
 Check one: Full-time Part-time Adjunct
 Highest Degree Bachelor's Degree
 Earned _____
 Date Degree May 2006
 Received _____
 Conferred by WVU Tech
 Area of Nursing
 Specialization _____
 Professional RN License
 registration/licensure _____
 Years of employment at present 2 years
 institution _____
 Years of employment in higher 2 years
 education _____
 Years of related experience outside higher 3.5 years
 education _____
 Non-teaching NICU nurse
 experience _____

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2008	NU 104 Nursing Care of the Childbearing Family	15
	NU 107 Psychosocial Transitions	14
Fall 2008		22
	AH 241 Pharmacology for Allied Health	16
	NU 206 Nursing Care I	

Spring 2009	NU 210 Role Transitions	15
	NU 212 Nursing Care II	15
Fall 2009	AH 120/121 Health Assessment	20
		20
	NU 100 Essentials of Nursing	

- (b). If degree is not in area of current assignment, explain. N/A
- (c). Identify your professional development activities during the past five years.
- Enrolled in Marshall University's Nursing Education Master's Degree program from January 2008 to present. I will graduate with an MSN in December 2009
 - September 2007- Attended CAMC's Perinatal Conference
 - January 2008- Completed 28 online CEU to prepare for teaching OB and Psych clinicals
 - June 2008- Spent 2 weeks in Rio de Janeiro, Brazil through International Field Research Expeditions. I worked on Project Get In Shape which taught children in the favelas ("slums") the importance of exercise and nutrition. I also helped work on a community center in the favelas which gave health information to the community. We held a health fair at the community center after it was cleaned up and organized.

APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name Kathy Dalton Rank Associate Professor

Check one: Full-time Part-time Adjunct

Highest Degree MSN Post Masters _____
 Earned FNP

Date Degree 6/2000 5/2004

Received

Conferred by Mt. State University / WVU

Area of Administration/Education --- Family Nurse Practitioner

Specialization

Professional WV RN License # 30720
 registration/licensure

Years of employment at present 12
 institution

Years of employment in higher 12
 education

Years of related experience outside higher 0
 education

Non-teaching 30
 experience

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2005	NU 100	59
Spring 2006	NU 104	59
Fall 2006	NU 100	65
Spring 2007	NU 104	54
Fall 2007	NU 100	70
Spring 2008	NU 104	56
Fall 2008	NU 100	59
Spring 2009	NU 104	54
Fall 2009	NU 100	77

- (b). If degree is not in area of current assignment, explain.
(c). Identify your professional development activities during the past five years.

Date	Activity	Credit Hours
1/09-10/09	Prescriber's Letter (Pharmacology)	10
1/08-12/08	Prescriber's Letter (Pharmacology)	12
3/10/08	Pulmonary Embolism-Medical Error and Risk Reduction (I)	1.7
3/12/08	Vaccinating Against HPV in young woman	1.5
3/12/08	The Constipation Conundrum: Chronic and IBS	1.0
3/12/08	Pediatric Asthma: Bridging the Gap	1.4
3/13/08	Mission Possible: Taking Control of Pediatric GERD	1.0
3/19/08	Management of Excessive Sleepiness: Effective Treatment Strategies	1.0
3/19/08	Management of Excessive Sleepiness: Cause and Diagnostic Approaches	0.9
3/19/08	Management of Excessive Sleepiness: Prevalence & Consequences	0.9
3/19/08	Management of Excessive Sleepiness: Highlights from Symposia Held at the AANP	1.10
3/25/08	The Endocannabinoid Pathway to Reducing Cardiometabolic Risk Factors	1.5
4/14/08	Pharmacologic Options for Osteoporosis	2.0
4/08-5/08	Hormonal Contraception: Controversial Issues	2.0
7/11/08	The Use of Saline Nasal Irrigation in URI	2.0
7/10/08	Managing the Chronically Constipated Adult	1.0
9/12/08	Clinical Pearls for Managing Erectile Dysfunction	1.5
9/15/08	Conquering Irritable Bowel Syndrome in Women	1.0
9/15/08	Contemporary Perspectives on Treating ADHD	2.0
9/15/08	Coronary Artery Disease 2008	2.0
9/15/08	Clinical Implications of Managing Mixed Dyslipidemia	1.8
11/13/08	N-OADN Convention (Myrtle Beach, SC)	8.4
1/07-12/07	Prescriber's Letter (Pharmacology)	12
2/19/07	TeamHealth Customer Service Seminar	4.0
2/20/07	2007 Annual Compliance Training for Clinical Associates	1.0
1/06-12/06	Prescriber's Letter (Pharmacology)	12
2/9/06	Nurse Unity Day	2.2
3/29/06	Pediatrics Module	3
3/29/06	Abdomen Module	3
3/29/06	Non-Cardiac Chest Pain Module	2
3/29/06	OB-GYN/GU Module	3

3/29/06	Ophthalmology Module	2
3/29/06	Cardiac Module	3
3/31/06	CNS Module	3
3/31/06	Orthopedics and Burn Module	3
4/5/06	Psychiatry Module	2
4/5/06	Medical Errors/Patient Safety Module	2
4/5/06	Wound Care and Infections Module	2
4/17/06	Prophylaxis of Venous Thromboembolism	4
4/28/06	A Fresh Look at Osteoporosis	1.2
4/30/06	Novel Contraceptive Options	2.1
5/2/06	Allergy Management in Practice	1
5/2/06	Pertussis Communicue'	1.2
5/2/06	Evolving Issues in the Care Pathway for Overactive Bladder	1.2
5/3/06	Critical Issues in the Management of Overactive Bladder	3
5/3/06	Depression: Early Detection and New Insights	3
3/10/06	COPD Case Review Quarterly, Issue 1	1.2
5/24/06	Combating HPV Infections: Update on treatment	1
9/7/06	Overcoming Macrolide Resistance in the treatment of RTI	2
9/28/06	Antimicrobials	4.5
10/9/06	Post-op Nursing Care of Patients after Bariatric Surgery	1.9

APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name Barbara Donahue Rank Professor
 Check one: Full-time Part-time Adjunct
 Highest Degree: MSN
 Date Received December 1992
 Conferred by West Virginia University
 Specialization Nursing-Primary Care
 Professional registration/licensure WV 22569
 Years of employment at present institution 21 yrs
 Years of employment in higher education 21 yrs
 Years of related experience outside higher education 0
 Non-teaching experience 36 yrs

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2005	AH120 Health Assessment	68
	AH121 Nursing Transitions	6
Spring 2006	NU210 Role Transition	52
Fall 2006	AH 120 Health Assessment	71
	AH 121 Nursing Transitions	
Spring 2007	NU 210 Role Transition	49
Fall 2007	AH 120 Health Assessment	66
	AH 121 Nursing Transitions	12
Spring 2008	NU 210 Role Transition	55
Fall 2008	AH 120 Health Assessment	52
	AH 121 Nursing Transitions	19

Spring 2009	NU 210 Role Transition	56
Fall 2009	AH 120 Health Assessment	74
	AH 121 Nursing Transitions	9

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

Professional Development Activities:

The West Virginia Board of Examiners for Registered Nurses requires 12 credit hours of CE per year for license renewal. The 12 credit hours per year has been exceeded each year. The last national conference attended was November 2008 in Myrtle Beach SC: The National Organization for Associate Degree Nursing.

APPENDIX II – Faculty Data

(No more than TWO pages per faculty member)

Name Rebecca Donohoe Rank Instructor

Check one: Full-time Part-time Adjunct

Highest Degree Earned MSN

Date Received Degree May 2001

Conferred by Area of Specialization Marshall University

Family Nurse Practitioner

Professional registration/licensure ANCC, WV #52380

Years of employment at present institution 1.5

Years of employment in higher education 1.5

Years of related experience outside higher education 13

Non-teaching experience OB, Oncology, Medical/Surgical, Pain Mgt

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2008	NU104Nursing of Childbearing Family	15
Fall 2008	NU107Psychosocial Transitions	16
	NU206Nursing Care I	15

Spring 2009	NU210Role Transition	15
	NU212Nursing Care II	15
Fall 2009	NU100Essentials of Nursing	19

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

Practice as CFNP with Crystal Bastin, M.D.
 Attended Faculty development conference in Orlando, FL January 2009.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name Sheliah M. Elkins Rank Assistant Professor

Check one: Full-time Part-time Adjunct

Highest Earned Degree MSN

Date Received Degree August 2009

Conferred by Marshall University

Area of Specialization Nursing Administration

Professional registration/licensure WV 41755 1104710 KY

Years of employment at present institution 4 yrs

Years of employment in higher education 4 yrs

Years of related experience outside higher education 0

Non-teaching experience 28 yrs

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2007	NU 104 Nursing of Childbearing Family	54
Fall 2007	NU 100 Essentials of Nursing	70
Spring 2008	NU 104 Nursing of Childbearing Family	56
Fall 2008	NU 100 Essentials of Nursing	59

Spring 2009	NU 104 Nursing of Childbearing Family	54
Fall 2009	NU 100 Essentials of Nursing	77

- (b). If degree is not in area of current assignment, explain.
 Started in masters program prior to becoming a Nursing instructor and wanted to have other options if a career as a nurse educator did not materialize.
- (c). Identify your professional development activities during the past five years.

Professional Development Activities:

NURSING

Date	Course
12/8/2005	Hospice: An Overview HS 792
12/15/2005	Managing Anger HS 807
6/24/2006	Ambulatory Surgical Care
6/25/2006	Intimate Partner Violence: A Domestic Violence Concern
6/25/2006	How Do You Mend a "Broken" Heart
6/28/2006	New ' Superbug' a Danger for Even the Young and Healthy
6/28/2006	Celiac Disease Demands a Lifelong Gluten-Free Diet
6/28/2006	Precepting: The Chance to Shape Nursing's Future
6/28/2006	Abdominal Trauma: A Major Cause of Morbidity and Mortality
6/28/2006	Emergency Care is a Patient's Right – Insured or Not
6/29/2006	Needlestick Safety & Prevention
6/29/2006	Bladder Management after Spinal Cord Injury
1/09/2007	Obstetrical Emergencies for the Perinatal Nurse
1/29/2007	Assessment of Risk in the Term Newborn
3/20/2007	Maternal – Newborn Nursing
3/24/2008	Care at the Crossroads: The Endocannabinoid Pathway to Reducing Cardiometabolic Risk Factors

TEACHING

10/27&28/2005 Bridges – ACTC Teaching/Learning Conference

APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name Karen L. Evans Rank Instructor
Check one: Full-time Part-time
Adjunct
Highest Earned Degree Bachelor
Date Received Degree Aug. 2007
Conferred by West Virginia University
Area of Specialization Nursing
Professional registration/licensure Registered Nurse
Years of employment at present institution 3 years
Years of employment in higher education 3 years
Years of related experience outside higher education 10 years
Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2008	AH 115 Drug Dosage Calculations	18
	AH 102 Introduction To Electrocardiography	3 58
	NU 206 Medical Surgical Nursing (Clinicals)	4 4
Spring 2009	NU 104 Nursing the Childbearing Family	26
	NU 107 Psychosocial Transitions	6
Fall 2009	AH241Pharmacology (Team Taught 50%)	57
	NU 206 Nursing Care I	
	NU 206 Nursing Care I (Clinicals)	

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

Bachelor Degree of Science in Nursing. Currently attending Marshall University Graduate College pursuing MSN/FNP. Attended NOADN National Conference November 2008.

APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name Karan Grimes Rank Professor
 Check one: Full-time Part-time Adjunct
 Highest Degree MSN
 Earned _____
 Date Degree May 1998
 Received _____
 Conferred by Marshall University
 Area of Family Nurse Practitioner
 Specialization _____
 Professional registration/licensure ANCC/WV RN, MSN, APRN-BC
 Years of employment at present institution 18
 Years of employment in higher education 18
 Years of related experience outside higher education 27
 Non-teaching experience 9

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2005	AH 120 Health Assessment	68
	AH 121 Transition/Health Assess.	6
Spring 2006	Clinicals for NU 206	55
	NU 210 Trends	52
Fall 2006	Clinicals for NU 212	52
	AH 120 Health Assessment	71
	Clinicals for NU 206	51

Spring 2007	NU 210 Trends	49
	Clinicals for NU 212	50
Fall 2007	AH 120 Health Assessment	66
	AH 121 Transition/Health Assess.	12
		58
	Clinicals for NU 206	
Spring 2008	NU 210 Trends	55
	Clinicals for NU 212	55
Fall 2008	AH 120 Health Assessment	52
	AH 121 Transition/Health Assess.	19
		55
	Clinicals for NU 206	
Spring 2009	NU 210 Trends	56
	Clinicals for NU 212	56
Fall 2009	AH 120 Health Assessment	74
	AH 121 Transition/Health Assess.	9
		57
	Clinicals for NU 206	

(b). If degree is not in area of current assignment, explain.

Not Applicable

(c). Identify your professional development activities during the past five years.

2/9/06	2006 WV Nurse Unity Day
3/06	ACLS Update
4/06	Improving Immunizations
4/5/06	Post-op Recovery after TRAM Flap Surgery and Post-Lipo Care
4/5/06	Management of OAB
4/12/06	A Fresh Look at Osteoporosis
4/11/06	Allergy Management
4/20/06	Depression: Early Detection
4/21/06	Evolving Issues in OAB
4/24/06	Pertussis Communique Issue 1
4/30/06	Novel Contraceptive Options
5/03/06	Case by Case: Management of OAB
5/10/06	Herpes Zoster
5/10/06	COPD Case Review Issue 1
5/24/06	Combating HPV
5/10/06	Depression and Anxiety Disorders
6/18/06	Prophylaxis of Venous Thromboembolism

7/17/06 Pertussis Communique Issue 2
7/17/06 CABG Recovery and Lung Cancer Surgery
7/17/06 Obesity, Lungs and Airway Management
7/21/06 Overcoming Macrolide Resistance
7/21/06 Update of Management of Respiratory Tract Infections
7/21/06 Management of the Hypertensive Patient
7/21/06 Mixed Dyslipidemia
7/21/06 New Concepts in COPD Management
7/21/06 Manage HTN for Optimal Control
7/21/06 Bipolar Disorder
7/26/06 Alzheimer's Disease
8/02/06 Migraine Headaches
8/07/06 Managing OAB in Men and Women
8/09/06 Acute Stages of Spinal Cord Injuries
8/14/06 COPD Case Review Quarterly Issue 2
8/15/06 Combination Therapy with Statins
8/21/06 Bipolar Disorder: Strategies for Effective Management
8/25/06 Management of Allergic Rhinitis
8/24/06 Acne and Rosacea Management
8/25/06 Comorbid Anxiety and Depression
8/29/06 COPD: Improving Patient Outcomes
8/29/06 Restless Legs Syndrome
8/30/06 Strategies to Prevent Antimicrobial Drug Resistance
8/31/06 Current Options in Contraception
8/31/06 Treatment of Menopausal Symptoms
9/05/06 Regaining Control in Asthma
9/06/06 Patient-Centered Outcomes in COPD
9/06/06 Insomnia Pocket Guide
9/07/06 Chronic Musculoskeletal Pain
9/11/06 Persistent Pain
9/11/06 Antibiotic Treatment of Lower Respiratory Tract Infection
9/15/06 New Pharmacologic Strategies in Management of Mixed Dyslipidemia
9/20/06 OAB: Refining Treatment
9/25/06 Allergic Asthma
9/29/06 Defining and Differentiating Asthma
10/2/06 Out-of-Control Asthma
10/3/06 Primed in Practice No.2
10/3/06 Primed in Practice No.3
10/31/06 Predictive Markers Cardiovascular Risk Reduction
10/31/06 Inhibiting RAS Cardiovascular Risk Reduction
10/31/06 Beyond Framingham Risk Score Cardiovascular Risk Reduction
10/31/06 Insomnia

10/31/06	COPD Case Review Quarterly Issue 3
1/17/07	Annual Compliance Training
5/07	Improving Patient Care in Migraine
4/07	Reducing Cardiometabolic Risk Factors
4/21/08	Managing Nasal Congestion
4/21/08	Vaccinating Against HPV
4/25/08	HIV in WV: A Strategic Approach to Awareness
8/28/07	Precise Dosing of Levothyroxine
5/05/08	Pharmacologic Options for Osteoporosis
9/09/08	Primed in Practice No.4
9/09/08	Primed in Practice No.5
9/10/08	Primed in Practice No.1
9/10/08	Contemporary Perspectives on Treating ADHD
9/10/08	Do You Know This Patient?
9/11/08	Diabetic Foot Ulcer Risks, Prevention, and Management
9/11/08	60 year-old Woman with Urgency to Void
9/11/08	Allergic Rhinoconjunctivitis: Focus on Ocular Symptoms
9/11/08	Taking Steps to Reduce Breast Cancer Risk
9/10/08	18 year-old Female at Risk for Type 2 Diabetes Mellitus
9/10/08	52 year-old Woman with Type 2 Diabetes Mellitus Poorly Controlled with Oral Meds
9/10/08	A Woman with Frequent Headaches
3/19/09	Myocardial Infarction 2: Medical Error and Risk Reduction
4/30/09	Identification and Management of Heartburn and GERD
5/04/09	Dissecting Diabetic Dyslipidemia
4/30/09	CAD: Can we identify and treat risk factors earlier and more aggressive?
4/30/09	The Treatment and Prevention of Head Lice Infestation
4/30/09	Authorized Generics
4/30/09	Treatment Options for Managing Cough and Colds in Children
5/04/09	Managing Type 2 Diabetes and Promoting Metabolic and Cardiovascular Health
5/04/09	The Pain Management Dilemma: From Persistent Pain to Palliative Care
4/30/09	Antibiotic Review #9506
5/06/09	Getting Control Of Cholesterol
4/09	Venothrombotic Events
5/26/09	Optimizing Communication in the Emergency Department
5/26/09	Use of Stroke Scales and Assessing Thrombolytic Eligibility
5/26/09	The Geriatric Acute Abdomen Part 1

APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name Clare Rose Hale Rank Professor
 Check one: Full-time Part-time
 Highest Degree MSN
 Earned _____
 Date Degree May 1995
 Received _____
 Conferred by Marshall University
 Area of Family Nurse Practitioner
 Specialization _____
 Professional WV Bd of Nursing and ANCC
 registration/licensure _____
 Years of employment at present 19
 institution _____
 Years of employment in higher 19
 education _____
 Years of related experience outside higher 38
 education _____
 Non-teaching 38
 experience _____

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2005	NU 206	55
Spring 2006	NU 212	52
Fall 2006	NU 206	51
Spring 2007	NU 212	50
Fall 2007	NU 206	58
Spring 2008	NU 212	55
Fall 2008	NU 206	55
Spring 2009	NU 212	56
Fall 2009	NU 206	57

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

2005	21.1 contact hours	2008	36.3 contact hours
2006	114.1 contact hours	2009	19.9 contact hours
2007	17.5 contact hours		

CERTIFICATES UPON REQUEST

APPENDIX II – Faculty Data

(No more than TWO pages per faculty member)

Name Melissa Kirk Rank Assistant Professor

Check one: Full-time Part-time Adjunct

Highest Earned Degree Masters of Science in Nursing

Date Received Degree August 2004

Conferred by Marshall University

Area of Specialization Nursing Major /Nursing Education Minor

Professional registration/licensure WV Board of RN #42818

Years of employment at present institution 7

Years of employment in higher education 7

Years of related experience outside higher education 19

Non-teaching experience StaffNurse/ChargeNurse/House Supervisor/Nurse Manager

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2005	NU 100 Fundamentals of Nursing	59
Spring 2006	25 %	59
	NU 104 Maternity Nursing 25%	55
	NU 107 Psychiatric Nursing 25%	

Fall 2006 Spring 2007	NU 100 Fundamentals of Nursing 25% NU 107 Psychiatric Nursing 50%	65 55
Fall 2007 Spring 2008	NU 100 Fundamentals of Nursing 25% NU 107 Psychiatric Nursing 50%	70 60
Fall 2008 Spring 2009	NU 100 Fundamentals of Nursing 25% NU 107 Psychiatric Nursing 50%	59 56
Fall 2009	NU 100 Fundamentals of Nursing 25%	77

(b). If degree is not in area of current assignment, explain. N/A

(c). Identify your professional development activities during the past five years.
 I have over 60 continuing education credits in the field of nursing and 25.8 credits with the focus on education. I attended one teaching/learning symposium and one nursing education convention. I completed over 34 hours of one day seminars and online courses.
 N-OADN Conference – 9.8
 Teaching/Learning Conference - 16
 WV Unity Day, 2004 – 4

APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name	Jill Landis			Rank	Instructor
Check one:	Full-time	X	Part-time		Adjunct
Highest Earned Degree	BSN				
Date Received	May 1995				
Conferred by	Alderson-Broaddus College, Philippi, WV				
Area of Specialization					
Professional registration/licensure	53897				
Years of employment at present institution	1 year				
Years of employment in higher education	1 year				
Years of related experience outside higher education	18 years				
Non-teaching experience	12 years				

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2008	NU100 Essentials of Nursing	20
Spring 2009	NU104 Nursing of Childbearing Family	17
Fall 2009	NU107 Nursing Transitions NU206 Nursing Care I	17

- (b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

I am currently working on my MSN degree from Walden University.
Attended NOADN nursing conference in Myrtle Beach SC in 2008.

APPENDIX II – Faculty Data

(No more than TWO pages per faculty member)

Name Shelba Jean Long Rank Asst. Professor
 Check one: Full-time Part-time
 Highest Degree MSN-CFNP
 Earned _____
 Date Degree May 1996
 Received _____
 Conferred by UVA
 Area of Psychiatric Nursing/Family
 Specialization _____
 Professional RN, CFNP
 registration/licensure _____
 Years of employment at present 8
 institution _____
 Years of employment in higher 8
 education _____
 Years of related experience outside higher 23
 education _____
 Non-teaching 23Yrs. Telemetry, Psychiatric Nursing &
 experience ER

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2005	NU 100-20%	59
Spring 2006	NU 107-50%	55
Fall 2006	NU 100-20%	65
Spring 2007	NU 107-50%	62
Fall 2007	NU 100-20%	70
Spring 2008	NU 107-50%	60
Fall 2008	NU 100-20%	59
Spring 2009	NU 107-50%	56
Fall 2009	NU 100-20%	77

- (b). If degree is not in area of current assignment, explain. N/A

(c). Identify your professional development activities during the past five years.

CEU's for 2005-2009

Bridges – ACTC Teaching/Learning Conference	Oct. 28, 2005	6
Nurse Unity Day	Feb. 9, 2006	2.2
Advanced Practice Nursing Update Conference	May 16-18, 2007	15.0
Pri-Med	Dec. 6-8, 2007	15
BTLS	Mar. 25-27, 2008	14
Neonatal Resuscitation Program	Apr. 11, 2008	5.5
N-OADN	Nov. 13-16, 2008	8.1
PALS	Sept. 9, 2008	7

APPENDIX II – Faculty Data

(No more than TWO pages per faculty member)

Name Mary Nemeth-Pyles Rank Asst. Prof
 Check one: Full-time Part-time
 Highest Degree MSN
 Earned _____
 Date Degree 1985
 Received _____
 Conferred by West Virginia University
 Area of Nursing
 Specialization _____
 Professional registration/licensure Registered Nurse-Family Nurse Practitioner
 Years of employment at present institution 1
 Years of employment in higher education 30.5
 Years of related experience outside higher education 35
 Non-teaching experience 35

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2008	NU100	59
	NU104	54
Spring 2009	AH241	26
	NU100	77
Fall 2009	AH241	30
	AH241 (web)	13

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

New Drugs 2009	4/13/09	Nursing Education of Am.	25 hrs
Hepatitis C	4/13/09	Nursing Education of Am.	2 hrs
Bioethics of Memory-Mood Control	8/29/08	Nursing Education of Am.	15 hrs
Advanced Pharmacology—Cardiology	5/8/07	WVU	4.5 hrs
Advanced Pharmacology---Endocrine	5/8/07	WVU	4.5 hrs
Nursing Implications of Lab/Dx Tests	8/3/06-9/2/06	Nursing Education of Am.	30 hrs
Hospice Overview & Pain Management	8/3/06	Nursing Education of Am.	2 hrs

APPENDIX II – Faculty Data

(No more than TWO pages per faculty member)

Name	Shawn Cline-Riggins	Rank	Professor			
Check one:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-bottom: 1px solid black;">Full-time</td> <td style="width: 33%; text-align: center;">X</td> <td style="width: 33%; border-bottom: 1px solid black;">Part-time</td> </tr> </table>	Full-time	X	Part-time	Adjunct	
Full-time	X	Part-time				
Highest Earned Degree	MSN-FNP					
Date Received	5/98					
Conferred by	Marshall University					
Area of Specialization	of Family Nurse Practitioner					
Professional registration/licensure	WV License 35199, ANCC certified					
Years of employment at present institution	16.5					
Years of employment in higher education	16.5					
Years of related experience outside education	25					
Non-teaching experience	25					

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2005	Nursing Care I	55
Spring 2006	Nursing Care II	52
Fall 2006	Nursing Care I	51
Spring 2007	Nursing Care II	50
Fall 2007	Nursing Care I	58

Spring 2008	Nursing Care II	55
Fall 2008	Nursing Care I	55
Spring 2009	Nursing Care II	56
Fall 2009	Nursing Care I	57

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

NOADN nursing conference in Myrtle Beach SC 2008.
 Meet Board of Nursing requirements for professional development for re-licensure each year.

Appendix III

Nursing Program Enrollment Per Semester: Logan Campus

Year	Number of Students
Fall 2005	129
Spring 2006	111
Fall 2006	122
Spring 2007	104
Fall 2007	136
Spring 2008	111
Fall 2008	126
Spring 2009	110
*Fall 2009	140

*All qualified applicants were accepted in the fall of 2009.

Nursing Program Enrollment Per Semester: Kanawha Valley

Year	Number of Students
Fall 2005	25
Spring 2006	22
Fall 2006	21
Spring 2007	21
Fall 2007	22
Spring 2008	16
Fall 2008	16
Spring 2009	15
*Fall 2009	21

*All qualified students who applied were accepted in the fall of 2009.

Nursing Program Enrollment Per Semester: Moorefield

Year	Number of Students
Fall 2005	15
Spring 2006	13
Fall 2006	14
Spring 2007	12
Fall 2007	0
Spring 2008	0
Fall 2008	20
Spring 2009	17
Fall 2009	17

Nursing Program Enrollment Per Semester: Boone

Year	Number of Students
*Spring 2009	5
Fall 2009	6

*All qualified students who applied were accepted in the spring of 2009.

Nursing Program Graduates

Year	Logan Campus	Kanawha Valley	Moorefield
2005	58	20	7
2006	51	0	0
2007	48	21	12
2008	54	0	0
2009	54	14	0

NCLEX-RN Licensure Passage Rate (Licensure Exam)

Year	Logan Campus	Kanawha Valley	Moorefield
2005	89.29%	100%	100%
2006	100%	NA	NA
2007	91.6%	100%	100%
2008	83%	NA	NA
2009	83%	93%	NA

Kanawha Valley and Moorefield Campus sites admit every other year. Moorefield did not admit a class in the fall of 2007 for graduation in 2009.

Work Keys Assessment

Number Taking Exam	Number Passing Exam	Percent Passing	Year
2005	76	73	96%
2006	55	56	98%
2007	51	53	96%
2008	57	57	100%
2009	*74	69	93.2%

*The number of students taking the exam far exceeds the number of students graduating which indicates that some students attributed to nursing may not have been nursing students.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

ITEM: Academic Program Review and Continuance of Existing Academic Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Associate in Applied Science in Radiologic Technology at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education Title 135, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Alyce Patterson-Diaz

BACKGROUND:

During the 2009 - 2010 academic year, a program review of the Associate in Applied Science in Radiologic Technology was conducted by the Radiologic Technology Department and the Radiologic Technology faculty.

The Department recommends the continuation of the program without corrective action. The Executive Council and the Academic Affairs Management Council concur with this recommendation. The program meets or exceeds all the standards set for program continuance by the West Virginia Council for Community and Technical College Education. There are sufficient numbers of graduates and the need is evident based on the number of students employed prior to, or soon after, graduation.

PROGRAM REVIEW

2009 - 2010

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

Program: A.A.S. Radiologic Technology

Date: January 2010

INSTITUTIONAL RECOMMENDATION

The Board of Governors recommends:

- 1. Continuance of the program at the current level of activity without corrective action;
- 2. Continuance of the program with corrective action;
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education policy on approval and discontinuance of programs.

Rationale for Recommendation:

The Radiologic Technology faculty recommends continuance of the program at the current level of activity without corrective action. The program meets or exceeds all minimum requirements.

_____ Recommendation	<u>Eva Hollic</u> Signature of person preparing the report if other than Department Chair	<u>3-30-10</u> Date
<u>accepted</u> Recommendation	<u>Alyce P. Dean</u> Signature of Department Chair	<u>3/30/10</u> Date
<u>Accepted</u> Recommendation	<u>Pamela L. Alderman</u> Signature of Dean	<u>3/30/10</u> Date
<u>Accepted</u> Recommendation	<u>Cathy L. Smith-Cox</u> Signature of Vice President for Academic Affairs	<u>3/30/10</u> Date
_____ Recommendation	_____ Signature of President	_____ Date
_____ Recommendation	_____ Signature of Chair, Board of Governors	_____ Date

Southern West Virginia Community and Technical College

Division of Career and Technical Programs - Department of Allied Health Associate in Applied Science, Radiologic Technology

Program Review Summary

Program Review Components

A. Adequacy

- The curriculum adequately meets the American Society of Radiologic Technologists, ASRT, the American Registry of Radiologic Technologists, ARRT, and general education core curriculum requirements.
- The program is adequately staffed with qualified faculty.
- The entrance requirements for students are consistent with Southern West Virginia Community and Technical College's standards.
- Graduate job placement has been successful. The graduates have been successful in the job market as well as pursuing additional educational or certification levels.
- An advisory committee is actively involved in the program.
- The assessment system ensures that the student has attained the proper competency.

Conclusion: The program meets and exceeds the minimum adequacy requirements.

B. Viability

- The number of students graduating from the program is acceptable and is expected to continue through the next assessment period.
- The program maintains clinical contracts with facilities in Boone, Charleston, Logan and Williamson, West Virginia, and South Williamson, Kentucky.
- Technology has been incorporated in the classroom/lab setting to include activated diagnostic imaging and computed tomography. Courses in computed tomography will continue to be offered on a consistent basis since the installation of the equipment.

Conclusion: The program meets minimum requirements for viability as a major.

C. Necessity

- The program meets both an educational and employment need.

Conclusion: The program is a necessary program.

D. Consistency with Mission

- The program supports the mission and vision of the institution.
- The program and/or core courses support *Southern's Compact*.

Conclusion: The program is consistent with the Mission of the College.

Recommendation:

The Radiologic Technology faculty recommends continuance of the program at the current level of activity without corrective action.

**Southern West Virginia Community and Technical College
Associate in Applied Science, Radiologic Technology
Program Review**

I. Program Title, Degree Designation, and Brief Description

Radiologic Technology has been a part of Southern West Virginia Community and Technical College's program offerings since 1991. The program length is twenty months and upon successful completion, awards the graduate with an Associate in Applied Science degree. A new class is admitted every fall. The program is designated to offer students with little or no training or experience in healthcare, an opportunity to obtain specialized abilities and knowledge in order to be marketable and eligible to seek certification at the national level. Upon completion of the program, graduates may desire to pursue education in various areas of radiology such as radiation therapy, nuclear medicine, MRI, computed tomography, mammography, quality management and others.

The radiologic technologist plays a vital role in healthcare. They must accurately provide accurate diagnostic images of high quality in order to assist the physician with information necessary for diagnosis and treatment. Duties and responsibilities include patient assessment and care, preparing equipment, supplies, and instrumentation during procedures, as well as critical thinking and analyzing as it pertains to pathology and technical adaptations. The RT works integrally with staff, medical specialists, physicians, radiologists and nursing personnel. They work in environments such as radiology/imaging departments, emergency rooms, obstetrical units, surgery, outpatient and mobile facilities.

The program enrollment each year is between fifteen and twenty-five students. This is based on the availability of clinical access to develop psychomotor skills and competency. The cyclical nature of turnover among employed radiologic technologists has partially determined the enrollment number for each new class.

Graduates of the Radiologic Technology program are eligible to take the American Registry of Radiologic Technologists, ARRT, certifying examination in Radiography. The certification exam is not required to practice as a radiologic technologist. However, West Virginia and Kentucky do require a license in order to be employed as a radiologic technologist and do accept the ARRT exam as meeting a criterion for licensure.

The Radiologic Technology Program Goals

- 1) Prepare students to become safe and competent radiographers.
- 2) Provide educational opportunities for students to possess communication and critical thinking skills.

- 3) Demonstrate responsible professional growth.
- 4) Explore and fulfill the needs of the healthcare community.
- 5) Benchmarks:
 - Graduate satisfaction average for expectations met, will be “Yes.”
 - Employer satisfaction average for graduates will be “usually” or “always.”
 - 75% of graduates will pass credentialing exam on the first attempt, over past five years.
 - 70% of students entering the program will complete it; past five year average.
 - 80% of graduates will be employed within six months of graduation or enrolled in other educational programs.
 - 75% of students will complete the program within three years.

II. Special Accreditation Information

The Radiologic Technology Program is accredited by the Joint Review Committee on Radiologic Technology, JRCERT. An interim report in 2008 awarded the program to maintain eight year’s accreditation. The JRCERT site visit was conducted February 22-23, 2010. The site visit team reported one non-compliance out of a possible sixty two objectives. The final accreditation status will be decided in October.

III. Program Statement on Adequacy, Viability, Necessity, and Consistency with College Mission

A. Adequacy:

1. Curriculum:

The curriculum standards are set by the ASRT and ARRT. The ASRT curriculum can be found at ASRT.org. The ASRT believes “the challenge in any curriculum is to give students a solid foundation of traditional core knowledge while also providing opportunities to develop skills that will serve them beyond entry to the profession. In particular, students must develop skills in areas such as information literacy, scientific inquiry, self-reflection, collaboration, peer counseling and mentoring.” Retrieved from <https://www.asrt.org/media/pdf/foreducators/EDCurrRadFinalApproved.pdf>.

Recently the ASRT proposed curricular changes to include computed tomography. They note that “basic understanding to computed tomography is increasingly expected of new program graduates” (ASRT, 2007). Computed tomography didactic instruction and clinical practice have been increased in the last three years. A copy of the current program curriculum is reflected in Appendix I as well as the ASRT curriculum table of contents to note categories of content.

2. Faculty:

Two full-time faculty provide program specific instruction in order to accomplish the institutional mission. The JRCERT requires the didactic instructor to be a certified radiologic technologist, with a minimum of a baccalaureate degree, and is knowledgeable in course development, instruction, evaluation and academic counseling. The coordinator (program director) must possess a master's degree (minimum), be proficient in curriculum design, program administration, evaluation, instruction and counseling, and document three years full-time experience in the profession, and two years experience as an instructor in an accredited JRCERT program (JRCERT Standards, 2002).

Both faculty must comply with institutional qualifications. See Appendix II for complete faculty forms.

The coordinator of the program, Eva Hallis, is a full-time Radiologic Technology instructor, devoting 100% to the program. The coordinator has the following qualifications:

1. Licensed Radiologic Technologist in West Virginia.
2. Master's Degree in Human Resource Management.
3. Twenty-seven years experience as a Radiologic Technologist.
4. Twenty years experience as an instructor/coordinator.
5. Member of ARRT, ASRT, West Virginia Society of Radiologic Technologists, Association for Educators in Imaging and Radiologic Sciences.
6. American Heart Association CPR Instructor and training center faculty.
7. Maintains mandatory continuing education requirements for professional development.
8. Additional eight hours of doctoral work.

The current didactic instructor and clinical coordinator is Russell Saunders who has a combined equivalent of ten years at Southern. JRCERT requirements for a clinical coordinator include baccalaureate degree minimum, proficiency in curriculum development, supervision, instruction, evaluations and counseling; two years full-time experience in the profession and one year experience as an instructor in a JRCERT accredited program (JRCERT Standards, 2001). Mr. Saunders' qualifications are:

1. Baccalaureate degree in Arts.
2. Twenty years experience as a Radiologic Technologist.
3. Ten years experience as adjunct faculty, lab manager, part-time and full-time equivalent.
4. Member of ARRT, ASRT, West Virginia Society of Radiologic Technologists.
5. CPR certified.
6. Additional advanced certification in Computed Tomography from ARRT.

7. Ongoing continuing education for professional development.

Qualified college faculty teach support courses such as English, anatomy and physiology, math, computer system, physics, medical terminology and patient care technology. Support faculty meet or exceed the qualifications of the college's accrediting body, Higher Learning Commission of the North Central Association of Schools and Colleges.

The program must utilize instructors in the clinical settings. These radiologic technologists maintain current ARRT certification or have a West Virginia license in radiography. JRCERT clinical instructors are to be proficient in supervision, instruction and evaluation; have two full-time years professional experience; and maintain ARRT certification and a West Virginia or Kentucky license. Clinical instructors maintain student records. Clinical staff, (radiologic technologists) evaluates the students' competency on radiographic procedures and relevant skills necessary.

3. Students:

A. Entrance Abilities:

Southern West Virginia Community and Technical College is an open-door admissions institution, as evident by its mission statement. Students can be admitted with a GED or high school diploma. All entering students must meet general math and English requirements or take transitional courses to improve their skills to prerequisite levels. Placement can be determined by ACT or ACCUPLACER tests which can be scheduled at each campus location.

The Radiologic Technology program admits students every fall. Students applying for admission must meet the requirements for Allied Health associate degree programs as well as college general admission requirements. Admission is limited due to accreditation and approval requirements, clinical staff/student ratio, and availability of clinical learning facilities. The student must complete a background check and drug screen. In addition, the student must successfully complete a physical exam stating the student is physically able to function in the clinical setting. Completed immunization records for each student must be documented and on file.

B. Exit Competencies:

Upon completion of the Radiologic Technology program, the student will have an understanding of radiologic technology including knowledge of radiation protection, equipment operation and quality control, image acquisition and evaluation, imaging procedures, and patient care and education (ARRT, Content Specifications, 2009).

Students are required to have an overall cumulative grade point average of 2.0 in addition to successful completion of the program requirements. All radiologic technology courses, with RA designation, must be completed with a grade of C or better.

In RA 225, Seminar in Radiologic Technology (offered in the last semester), one outcome is that the student must achieve a minimum of 80% on at least one all-subject mock registry exam. For each of the five clinical courses, one each semester, competency on imaging procedures must be achieved with a minimum of 85% or higher. To be eligible to seek application to take the ARRT Registry Exam in Radiography, the program must assure and document competency in didactic and clinical practice. Although it is not required of the graduate to obtain ARRT certification, the State of West Virginia does grant reciprocity for those who do obtain it. Otherwise, the West Virginia Medical Imaging and Radiation Therapy Board requires passage of a license exam without proof of ARRT certification.

4. Resources:

A. Financial:

The Radiologic Technology program receives its funding through Southern's state appropriated funds and general revenue resources. It has been sufficient to purchase necessary instructional tools. Faculty have been able to attend professional conferences in the region and state. An x-ray machine, table and control panel was donated by the Logan County Commission and has been installed. Williamson Memorial Hospital donated a Phillips Computed Tomography (CT) scanner which has also been installed. Additional capital equipment and technology purchases are now being obtained through a grant from the West Virginia Council of Community and Technical College Education. This will allow the program to house dedicated digital imaging equipment equivalent to area medical facilities. Two full body simulation manikins will let the students learn and enhance their positioning and technical abilities, evaluate images and critically analyze their won images without radiation expose to live patients.

B. Facilities:

The Radiologic Technology program utilizes a number of facilities to obtain clinical experience. The clinical facilities have been very supportive by donating expired supplies for the students' use and providing a mentor and clinical instructor at each facility for the students to report to for assignments. The JRCERT approved facilities in West Virginia and Kentucky are:

1. Logan Regional Medical Center
2. Thomas Memorial Hospital
3. Thomas Imaging Center
4. Boone Memorial Hospital
5. Williamson Memorial Hospital
6. Williamson Appalachian Regional Hospital
7. Charleston Area Medical Center - Memorial Hospital
8. Charleston Area Medical Center - General Hospital
9. Mingo-Pike Radiology, Inc.

The laboratory and classrooms on the Logan Campus are more than adequate for the program. The classroom is equipped with chairs and adequate lighting conducive to learning. Computer labs are available to students on all campuses. The library on the Logan Campus includes historical texts and books related to radiography. In addition, the ASRT educational journal is shelved in the library. Online resources are available to students and faculty. The library houses videotapes on topics of interest to allied health students. Students may borrow radiologic technology books from the lab.

Library texts are available along with several videos that focus on different components of the radiologic technology field. The association's journal is available to students. An online resource for journal literature is available to students and faculty.

5. Assessment Information:

The Radiologic Technology program has an annual assessment plan as required by the JRCERT and includes goals and objectives, benchmarks, method and assessment tool, time, frame, person responsible and analysis/action plan. Each year the plan is evaluated and conclusions or action plans are devised. The use of the results brings revisions or changes in courses, curriculum and assessment tools. The 2008-2009 assessment plan is included in Appendix IV.

A. Assessment Data:

Students enrolling at Southern are given entrance assessment exams to assist in placing students in appropriate English and math courses. All students are expected to participate in institutional, program and course assessment activities. Institutionally, students with 60+ hours participate in WorkKeys every spring. WorkKeys measures academic proficiency in reading, writing and math. WorkKeys has not been a reliable predictor of ARRT Registry Exam passage or successful program completion.

Assessment format includes summative and formal, objective and subjective types. Student achievement is evaluated on an ongoing basis in both didactic and clinical arenas. Within the program, those who evaluate students are the didactic instructor, clinical staff, clinical instructors and clinical coordinator. Feedback is provided to the student at a minimum of twice a semester or as desired.

Assessment tools for student learning include standard examination, oral and poster presentation, research paper, affective non-graded writing, and other learning activities. Student, graduate and employer surveys are also used to assess the program's effectiveness.

B. Copies of Assessment Tools:

See Appendix IV for WorkKeys summary and program assessment plan results.

C. Graduate and Employer Satisfaction:

Students, graduates and employers are requested to complete surveys. Students complete an exit interview (written) in the last semester. Graduate and employer surveys are conducted six months after graduation. See Appendix IV for survey results.

A summary of the strengths of the program reported by Class of 2009 graduates are:

1. "Southern has an excellent program and graduates competent technologists."
2. "...program prepared me to become an excellent radiographer."

Employers completed surveys praising the knowledge of the graduates.

Comments summarized from 2008 employers include:

1. "She has been a wonderful addition to our team."
2. "...very dependable. I would like a dozen like her."
3. "...is very independent and consistently uses good judgment."
4. "...are two of the best new techs that I have hired in years."
5. "She recently assumed a charge tech role on her weekend and is meeting management's expectations."

Students who graduated from the program are very pleased with their preparedness for employment. Employers praise the graduates in advisory meetings and whenever the instructor visits the facilities.

6. Previous Program Reviews:

The program was last reviewed for a five-year period in the spring of 2005. The review found the program adequate with no further recommendations for the program.

7. Advisory Committee:

The advisory committee for the Radiologic Technology program is active. The committee consists of employees of various healthcare facilities representing administration and staff positions, a medical advisor, and current students. The committee makes recommendations and assists the program in carry out its goals and objectives, in relevance with the mission. The committee meets at least once a year in a general session with all Allied Health programs. A designated time for the committee to meet is provided to address specific issues. Ongoing feedback is provided by the clinical facilities. The coordinator and clinical coordinator make regular visits to the clinical education setting, which affords the opportunity for feedback.

8. Strengths/Weaknesses:

The Radiologic Technology program reviews the survey results and other assessment data to determine strengths and weaknesses. The JRCERT self-study also requires strengths and areas for improvement.

A. Strengths:

1. Dedicated coordinator and clinical coordinator.
2. Licensed and qualified coordinator, clinical coordinator and instructors.
3. Cooperation of clinical education settings.
4. Imaging equipment and supplies housed on campus.
5. Students are employed after graduation.
6. The program is accredited by the JRCERT.
7. Interim report to JRCERT permitted eight year accreditation to continue.

B. Weaknesses:

1. Limitations of enrollment due to clinical education settings, staffing and JRCERT requirement to maintain 1:1 ratio of staff-to-student for competency procedures.
Plan to improve: Will discuss at 2010 advisory committee meeting.
2. Availability of program assessment, policies and procedures, admission procedures to the public.
Plan to improve: Will continue to work with appropriate personnel so that information is available on-line.

B. Viability:

1. Program enrollment for the previous five years:

Class Year	Number Enrolled
2005	20
2006	22
2007	15
2008	20
2009	21

The program enrollment has maintained over the previous five years.

2. Number of graduates for previous five years:

Year	Number of Graduates
2005	14
2006	12
2007	11
2008	15
2009	15

A total of 67 students have graduated from the program over the last five years.

3. Enrollment Projections:

The number of interested students who apply to the program has historically been between two and three hundred percent above what the program can accommodate. Enrollment is expected to maintain. The economic stability in the area shows that medical facilities have maintained viability. This permits the program to continue to help supply the area with qualified graduate Radiologic Technologists.

The addition of computed tomography competencies as part of the ARRT curriculum will increase the demand for Radiologic Technologists to further their education by enrolling in CT courses.

4. Off-Campus/Distance Delivery Classes:

The program offers no off-campus or distance delivery classes.

5. Articulation Agreements:

The Radiologic Technology program is in a position to articulate with Bluefield State College's Radiologic Technology program. BSC has an approved 2+2 program for associate degree students who desire a baccalaureate degree. Southern's coordinator has been in contact with the BSC program director and the process should be complete for the fall 2011 semester. Discussions have addressed Southern's computed tomography courses as possible articulation.

C. Necessity:

According to the U. S. Department of Labor's Bureau of Labor Statistics Occupational Outlook Handbook, "employment is projected to grow faster than average,

and job opportunities are expected to be favorable” (2008-09). Retrieved from <http://www.bls.gov/oco/ocos105.htm>.

“**Employment change.** Employment of radiologic technologists is expected to increase by about 15 percent from 2006 to 2016, faster than the average for all occupations. As the population grows and ages, there will be an increasing demand for diagnostic imaging.” Retrieved from <http://www.bls.gov/oco/ocos105.htm>.

Projections data from the National Employment Matrix							
Occupational Title	SOC Code	Employment 2006	Projected employment 2016	Change, 2006-16		Detailed statistics	
				Number	Percent		
Radiologic technologists and technicians	29-2034	196,000	226,000	30,000	15	PDF	zipped XLS
NOTE: Data in this table are rounded. See the discussion of the employment projections table in the <i>Handbook</i> introductory chapter on <u>Occupational Information Included in the Handbook</u> .							

The graduate from the program can easily find employment as a Radiologic Technologist. In recent years, economic instability has reduced the number of new positions in the region’s hospitals and clinics. Graduates have sought employment outside the state. Hospitals will continue to be the primary employer of Radiologic Technologists: however, growth is expected in outpatient care centers.

Occupational Outlook states:

“In addition to job growth, job openings will also arise from the need to replace technologists who leave the occupation. Radiologic technologists are willing to relocate and who also are experienced in more than one diagnostic imaging procedure—such as CT, MR, and mammography – will have the best employment opportunities as employers seek to control costs by using multi-credentialed employees.” Retrieved from <http://www.bls.gov/oco/ocos105.htm>.

1. Graduates:

A. Placement Rates:

Through informal inquiries and feedback from supervisors and former graduates, students have been made aware of jobs. The student is on a job interview during each clinical course. By graduation, students often secure jobs within one of their clinical education settings. Job placement for the last five years follows:

Year Number Employed^

Five year average: 86.7%

2005	14/14	or	100%
2006	10/12	or	83%
2007	9/11	or	81.8% ^^
2008	14/15	or	98%
2009	10/14	or	71% **

^employed within 6 months of graduation or enrolled in an academic program.

^^one graduate chose not to be employed; another chose not to be employed in the profession.

**one additional graduate one pursuing radiation therapy education & one pursuing a nursing degree.

B. Salary Range:

Radiologic Technology graduates have been gainfully employed at entry-level salary ranges within the national average. Increases in salary are possible if additional certification is obtained. The *Occupational Outlook Handbook* reports median annual earnings nationwide for Radiologic Technologists as \$48,170 in May 2006. The middle 50 percent earned between \$39,840 and \$57,940. (Retrieved from <http://www.bls.gov/oco/ocos105.htm>.)

The chart below shows the salary range for West Virginia:

State	Employment	Hourly mean wage	Annual mean wage	Percent of State employment
West Virginia	1,930	\$20.03	\$41,660	0.269%

D. Consistency with Mission:

Southern West Virginia Community and Technical College’s mission is:

“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.”

The Radiologic Technology mission is:

“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.”

Goals of the College as compared to those of the Radiologic Technology program:

Southern:	Radiologic Technology Program:
Provide programs of study which fulfill current and future educational, vocation/ technical needs of the region.	Accessible educational opportunities to fulfill requirements necessary for Radiologic Technologists. Also, may be transferred toward a Baccalaureate or 2+2 degree. Skills are transferable to the work environment.
Provide programs of study which prepare graduates for an extensive range of employment opportunities.	Prepare competent entry-level Radiologic Technologists in the cognitive, psycho-motor and affective learning domains.

Further compliance with the College’s mission is shown by the Radiologic Technology program’s connection to requirements in humanities and sciences. The support of other departments is essential to the program’s future. The ASRT recognizes the importance of applicable knowledge gained from support courses. Oral and written communication is essential in the medical field. Knowledge of anatomy and physiology, physics and computers is also of utmost importance to the successful graduate. Professional development is incorporated into the program including the importance of awareness of professional issues.

Discontinuance of the Radiologic Technology program would eliminate an important educational opportunity for students in the immediate region and would limit the institution’s ability to fulfill the mission.

Appendix I
Curriculum

Radiologic Technology Curriculum Associate in Applied Science 2009

The Radiologic Technology program strives to meet the needs of the community by educating technologists. Students planning to transfer to programs at other institutions are advised to see the Radiologic Technology Coordinator to obtain course requirements. Program must be completed in three years. The American Registry of Radiologic Technologists (ARRT) will implement continued qualification requirements for those individuals awarded ARRT certifications January 1, 2011, and thereafter time-limited to 10 years.

Recommended Program Sequence

		Credit Hours	Total Hours
First Year - Fall Semester			
AH 100	Patient Care Technology	3	
AH 108	Medical Terminology	2	
BS 124	Human Anatomy & Physiology	4	
MT 128	Algebra for Allied Health (or higher)	3	
RA 101	Intro. to Radiologic Technology & Radiographic Positioning	3	
RA 110	Clinical I	1	
OR 110	Intro to College (for those with less than 30 cr. hrs.)	1	17
First Year - Spring Semester			
BS 125	Human Anatomy & Physiology II	4	
EN 101	English Composition I	3	
PH 200	Introductory Physics	4	
RA 103	Radiographic Positioning II & Film Evaluation	3	
RA 104	Principles of Radiographic Exposure	2	
RA 125	Clinical II	2	18
Summer Session			
RA 150	Clinical III (40 hrs/wk x 8 wks)	3	3
Second Year - Fall Semester			
AH 200	Health Care Ethics & Law	1	
EN 102	English Composition II	3	
RA 200	Clinical IV	3	
RA 201	Radiation Biology & Advanced Protection	2	
RA 202	Pathology	2	
RA 203	Special Procedures Positioning & Film Evaluation II	2	
RA 207	Digital Imaging Technology	2	15

Second Year - Spring Semester

CS	Computer Science course	3	
RA 204	Imaging	2	
RA 206	Pharmacology in Radiology	1	
RA 210	Radiologic Quality Management	2	
RA 225	Seminar in Radiologic Technology	3	
RA 250	Clinical V	3	14
TOTAL HOURS			67

Course Descriptions for Radiologic Technology

RA 101 Introduction to Radiologic Technology and Radiographic Positioning I (F) 3 Semester Hours

Prerequisite: Admission to the program.

Radiologic positioning is designed to acquaint the student with the basic positions used in radiography. This includes anatomy, positioning nomenclature, and anatomical landmarks. There will be a LAB component in this course. Introduction to radiation protection will be included. Introduction to radiation protection will be included. Both the didactic and lab components must be successfully completed to advance to the next course.

RA 103 Radiographic Positioning II and Film Evaluation (S)

3 Semester Hours

Prerequisites: RA 101.

Co-requisite: RA 104 and RA 125.

A detailed instruction necessary for the radiography of the skull and spinal column will be presented. The student will begin to explore fluoroscopic and contrasted procedures. Film evaluation includes critique of radiographs for contrast, density, detail, and positioning. There will be a lab component associated with this class. Both the didactic and lab components must be successfully completed to advance to the next course.

RA 104 Principles of Radiographic Exposure (S) 2 Semester Hours

Prerequisite: RA 101.

This course discusses the construction and operation of radiographic tubes, the property and production of x-rays, and factors affecting quality of a radiograph. The class information includes production of radiation and reaction with matter.

RA 110 Clinical I (F) 1 Semester Hour

Co-requisite: RA 101.

Clinical experience at an assigned affiliate hospital meeting 5 hours a day /2 days a week for 10 weeks, both day and evening hours. A certain number of competency requirements must be satisfied in order to be successful in this course. See the

radiology student handbook for a list of required skills. Emphasis is on communication and application of basic equipment operation, and chest and abdomen positioning.

RA 125 Clinical II (S)

2 Semester Hours

Prerequisite: RA 110.

Clinical experience at an assigned affiliate hospital, 6.5 hours per day/2 days a week for 15 week, both day and evening hours. A certain number of competency requirements must be satisfied to be successful in this course. See the radiology student handbook for a list of required skills. Emphasis is on positioning of extremities and spines.

RA 150 Clinical III (SU)

3 Semester Hours

Prerequisite: RA 125.

This course is a clinical practicum and provides the student with an in-depth experience of the overall functioning of several radiology departments. The course is scheduled for 40 hours per week for eight weeks, both day and evening hours. A certain number of competency requirements must be satisfied to be successful in this course. See the radiology student handbook for a list of required skills. Emphasis is on fluoroscopic, head, surgical and trauma radiography.

RA 200 Clinical IV (F)

3 Semester Hours

Prerequisite: RA 150.

Clinical experience at an assigned affiliate hospital meeting for 7 hours a day/3 days a week for 15 weeks, both day and evening hours. A certain number of competency requirements must be satisfied to be successful in this course. See the radiology student handbook for a list of required skills. Emphasis is on surgical radiography.

RA 201 Radiation Biology and Advanced Radiation Protection (F)

2 Semester Hours

Prerequisites: RA 104.

Focus on understanding the effects of ionizing radiation in the biologic systems with the public's right to minimal radiation exposure. Discussions on genetic syndromes and somatic radiation oncology will be stressed.

RA 202 Pathology (F)

2 Semester Hours

Prerequisites: AH 108 and RA 103.

A study of the various diseases and recognition between bacterial and viral organisms will be covered. The student will also recognize conditions of illness involving the different systems of the body including trauma, and how to adjust one's technical factors accordingly for disease.

RA 203 Special Procedures Positioning and Film Evaluation II

2 Semester Hours (F)

Prerequisites: RA 103.

Co-requisites: RA 200, RA 201, RA 202, and RA 204.

Advanced positioning of the patient including discussions of special procedures, contrast media, and radiographic equipment. Venipuncture is included in this course.

RA 204 Imaging (F)

2 Semester Hours

Prerequisites: RA 104 .

Factors affecting quality of a radiograph and how we control them with film, screens, grids, processing, and image intensification will be discussed. Students will mathematically calculate and formulate x-ray techniques used in radiology.

RA 206 Pharmacology in Radiology (S)

1 Semester hour

Prerequisites: AH 100, RA 203

This course will discuss classifications, uses, adverse effects, contraindications and administration of drugs and Radiologic contrast media. Medico legal issues, charting, and documentation will be included. Web delivery.

RA 207 Digital Imaging Technology (F)

2 Semester Hours

Prerequisite: RA 103

This course is designed to provide an understanding and application of computed and digital imaging systems. Components, principles, applications and operations will be discussed.

RA 210 Radiologic Quality Management (S)

2 Semester Hours

Prerequisites: RA 201 and 204.

A comprehensive study of equipment used in establishing a quality assurance program in diagnostic radiology departments. Patient quality assurance tools will also be covered. Laboratory session with assigned quality checks will be scheduled for the student. At the conclusion of this course, the student should be able to develop an overall quality assurance program for radiology.

RA 225 Seminar in Radiologic Technology (S)

3 Semester Hours

Prerequisites: RA 201, RA 202, and RA 204 .

Co-requisite: RA 210 and RA 250.

An individual and directed review of material covered preparatory to writing the registry examination. The course will include basic equipment maintenance and department management, as well as self assessment and resume preparation.

RA 250 Clinical V (S)

3 Semester Hours

Prerequisite: RA 200.

Clinical experience at an assigned affiliate hospital. This experience will meet for 8 hours a day/3 days a week for 15 weeks and will be counted toward competencies needed for graduation. Clinical competencies for this program must be completed prior to graduation. All final competency exams must be completed as well prior to graduation. For the list of competencies and the final category requirements, see the radiology student handbook. If all competency areas are not successfully completed, this clinical assignment may be extended into the summer session and the graduation of the individual may be delayed.

RA 275 Special Topics in Radiologic Technology (O)

1-3 Credit Hours

Prerequisite: Permission by Coordinator or Dean of Allied Health.

Courses in Radiologic Technology which are offered as the need arises for clinical experiences, didactic opportunities, or specific community needs. This course is designed for the individual student's needs and may include seminars, individual instruction and/or research in an area related to Radiologic Technology.

ASRT Radiography Curriculum

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Basic Principles of Computed Tomography.....	1
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Patient Care in Radiologic Sciences	38
Pharmacology and Drug Administration	49
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Radiation Production and Characteristics	58
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Radiographic Pathology	65
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Required General Education	73
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Retrieved from:

<https://www.asrt.org/media/pdf/foreducators/EDCurrRadFinalApproved.pdf>

Appendix II
Faculty

APPENDIX II - Faculty Data

(No more than TWO pages per faculty member)

Name: Eva Hallis Rank: Associate Professor

Check one: Full-time X Part-time _____ Adjunct _____

Highest Degree Earned: MS - Human Resource Management

Date Degree Received: May 1994

Conferred by: The University of Charleston

Area of Specialization: Bachelor of Applied Science - Radiologic Technology

Professional registration/licensure: American Registry of Radiologic Technologists;
ARRT, Radiography.
West Virginia Medical Imaging and Radiation
Therapy Board

Years of employment at present institution: 4

Years of employment in higher education: 29

Years of related experience outside higher education: 8

Non-teaching experience: 8

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2009/Spring	RA 104 Principles of Radiographic Exposure	9
	RA 204 Imaging	15
	RA 206 Pharmacology in Radiology	15
	RA 225 Seminar in Radiologic Technology	15
	AH 200 Healthcare Ethics and Law	29
	AH 124 CPR	7
	AH 124 CPR	3
2009/Fall	RA 201 Radiation Biology & Advanced Protection	9

	RA 202 Pathology	9
	RA 203 Special Procedures Positioning and Film Evaluation	9
	*RA 207 Digital Imaging Technology	9
	**RA 101 Intro to Radiology Technology and Radiographic Positioning	21
	AH 200 Healthcare Ethics and Law	24
	AH 124 CPR	7
2008/Spring	RA 104 Principles of Radiographic Exposure	14
	RA 204 Imaging	15
	RA 206 Pharmacology in Radiology	15
	RA 225 Seminar in Radiologic Technology	15
	AH 200 Healthcare Ethics and Law	43
	AH 124 CPR	10
2008/Fall	RA 201 Radiation Biology & Advanced Protection	16
	RA 202 Pathology	16
	RA 203 Special Procedures Positioning and Film Evaluation	16
	*RA 207 Digital Imaging Technology	16
	**RA 101 Intro to Radiologic Technology and Radiographic Positioning	11
	AH 200 Healthcare Ethics and Law	20
	AH 124 CPR	6

* and ** denote courses team-taught:

*RA 207: (50%) with Dr. C. Maynard (30%) and Russell Saunders (20%)

**RA 101: (20%) with Russell Saunders (80%)

- (b). If degree is not in your area of current assignment, explain. N/A
(c). Identify your professional development activities during the past five years.

I have attended the two day annual conferences hosted by the West Virginia Society of Radiologic Technologists the last five years. This professional conference presents topics on current and upcoming technological advances and often includes sessions for radiology educators. Also participated in various faculty development sessions at Southern West Virginia Community and Technical College. I attended an accreditation workshop presented by the Joint Review Committee on Radiologic Technology in Ohio in 2008. To remain up-to-date regarding current issues and advances, I voluntarily maintain membership in the American Society of Radiologic Technologists, ASRT, which provides a peer reviewed journal with continuing education articles. I have completed eight doctoral hours from A. T. Still, Fall 2009.

APPENDIX II - Faculty Data

(No more than **TWO** pages per faculty member)

Name: Russell Saunders Rank: Instructor

Check one: Full-time X Part-time _____ Adjunct _____

Highest Degree Earned: BA

Date Degree Received: May 2005

Conferred by: West Virginia University

Area of Specialization: Bachelor of Arts - Radiologic Technology

Professional registration/licensure: American Registry of Radiologic Technologists;
ARRT, Radiography and Computed Tomography
West Virginia Medical Imaging and Radiation
Therapy Board

Years of employment at present institution: 17 total; 10 years full-time equivalent

Years of employment in higher education: 17 total; 10 years full-time equivalent

Years of related experience outside higher education: 20.5

Non-teaching experience: 20.5

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2009/Spring	RA 103 Positioning/Advanced Procedures II	10
	RA 210 Quality Management	15
	RA 250 Clinic V	15
	RA 125 Clinic II	10
	CT 263 CT Sectional Anatomy I	10
Summer 2009	RA 150 Clinic III	9
2009/Fall	*RA 207 Digital Imaging Technology	9
	**RA 101 Intro to Radiologic Technology and Radiographic Positioning I	21
	RA 110 Clinic I	21
	RA 200 Clinic IV	9

2008/Spring	RA 103 Positioning/Advanced Procedures II	16
	RA 210 Quality Management	15
	RA 250 Clinic V	15
	RA 125 Clinic II	16
Summer 2008	RA 150 Clinic III	16
2008/Fall	*RA 207 Digital Imaging Technology	16
	**RA 101 Intro to Radiologic Technology and Radiographic Positioning	11
	RA 110 Clinic I	11
	RA 200 Clinic IV	16

* and ** denote courses team-taught with Eva Hallis, RT faculty. See Eva Hallis' faculty page for %.

- (b). If degree is not in your area of current assignment, explain. N/A
(c). Identify your professional development activities during the past five years.

1. Attended the WVSRT state conferences, 2005-2009.
2. Attended Southern's Governance/professional development days in 2005-2009 during the months of August and December.
3. Attended Kettering National Radiography Review Seminars in 2009, 2008 and 2006.
4. Attended Snyder & Smith Radiography Review Seminar in 2007.

Appendix III
Student and Graduate Data

Appendix III

The table below provides a visual overview of the ARRT Registry (certification) Exam for Radiologic Technology pass rates. Rates are for first attempts on the exam.

Certification Exam Pass Rates

Year	Number of Students Taking Exam	Number of Students Passing Exam	Percentage of Students Passing Exam
2005	14	13	93
2006	12	12	100
2007	11	8	73 [^]
2008	15	14	94
2009	15	14	94

[^]2 out of the 3 failing the exam passed on the second attempt, bringing the rate to 83%. Five year average: 90.8%

Program Enrollment/Graduates 2005-2009

Year	Number Enrolled	Number Graduates
2005	20	14
2006	22	12
2007	15	11
2008	20	15
2009	21	15
Averaged	19.6	13.4

Radiologic Technology WorkKeys Data

Mean scores are listed in the table for each of the three categories of the assessment. For the last five years, Radiologic Technology students have exceeded the mean in all three categories.

WorkKeys Category

Year	Applied Mathematics (AM) Mean Score	Reading for Information (RFI) Mean Score	Locating Information (LI) Mean Score
Expected Performance Level	4	5	4
2005 n= 16	5.4	5.3	4.3
2006 n=5	6	6	4.8
2007 n=8	5.4	5.4	4.5
2008 n=15	5.1	5.5	4.6
2009 n=15	5.6	5.87	4.47

Appendix IV
Program Assessment

Summary of Graduate Survey

Class of 2008

In your opinion, to what degree did the RT Program prepare you in the following areas? Please provide comments on the back for any areas receiving less than a "C". Please use the following scale when evaluating the areas below:

A=Excellent	B=Good	C=Satisfactory	D=Poor	F=Unsatisfactory	
4	3	2	1	0	N=10
a. Patient Care and Education of Patient				3.9	
b. Interaction and Communication				3.9	
c. Radiation Protection Methods				4.0	
d. Setting Exposure Factors				3.4	
e. Positioning				4.0	
f. Cooperation with co-workers				3.7	
g. Professional conduct				3.9	
h. Initiative and Self-Confidence				3.7	
i. Ability to make Decisions and Organize				3.9	

Summary of Employer Surveys

Class of 2008

Rate the employee with an "X" for the degree to which the Radiologic Technology program prepared the technologist in the following areas, using the scale:

Extremely Well	Well	Satisfactory	Less Satisfactory	
4	3	2	1	N=10
Patient Care				3.4
Patient Interaction				3.4
Radiation Protection Methods				3.5
Proper use of exposure factors				3.4
Proper positioning skills				3.3
Cooperation with co-workers				3.5
Initiative				3.0
Quality of work				3.1
Quantity of work				3.0
Dependability				3.4
Self-confidence				2.9
Ability to make decisions				2.9
Ability to organize work				3.3
Overall performance level				3.3

Goal 1: Prepare students to become safe and competent radiographers.

Outcome:	Benchmark:	Method/ Assessment Tool:	Time Frame:	Results:	Analysis/Action Plan:
<p>1. The student will practice safe radiation protection methods for self and others.</p>	<p>First year students will score 2.0 or better out of possible 3.0 on "Radiation Protection Methods" of Clinical Coordinator End of Semester evaluation (CCESE).</p> <p>First years will utilize radiation protection methods in labs.</p> <p>Second year students will score 2 or better out of possible 3.0 on CCESE Radiation protection methods.</p>	<p>Clinical Coordinator End of Semester Evaluation</p> <p>Observation by course instructor</p> <p>Clinical Coordinator End of Semester Evaluation</p>	<p>End of each semester</p> <p>First fall and first spring</p> <p>End of each semester</p>	<p>100% scored 2.0 average out of 3.0 n=11</p> <p>100% n=11 fall</p> <p>Met n=10 100%</p> <p>100% scored 2.0 out of 3.0 n=15</p>	<p>Met. May need to change scale to %</p> <p>Met for fall. No action necessary at this time.</p> <p>Met. May need to change scale.</p>

Outcome:	Benchmark:	Method/ Assessment Tool:	Time Frame:	Results:	Analysis/Action Plan:
2. The student will evaluate radiographic images for appropriate positioning and image quality.	Average score of 80% on film critiques in RA 100 and RA 103	Film critique portion of quizzes or exams.	RA 100 first fall RA 103 first spring	Fall: 84.3% 83.4% ave. 89.3% vert col 77.6 dig sys (n=10)	Met for fall. No action at this time. Met average
3. The student will produce diagnostic quality images	First year, average score of three random clinical competency exams per student, will be 88% or higher. Second year, average score of three random clinical competency exams per student will be 93% or higher.	Clinical Competency Evaluation Form Clinical Competency Evaluation Form	End of first fall and spring semesters. End of second fall and spring semesters.	1 st fall: 32 of 33 exam scores above 88% 1 st spr: n=10 30/30 =100% 2 nd fall: 45 of 45 comp. Exam scores above 93%. 44/45 or 98% above 93%.	Met. No action. Met. All above 88% Met

Outcome:	Benchmark:	Method/ Assessment Tool:	Time Frame:	Results:	Analysis/Action Plan:
4. Demonstrate patient care knowledge.	<p>Average score on introduction Patient Care quiz will be 85% or higher.</p> <p>Average score on CCESE patient care over 2.0 out of 3.0</p>	<p>Quiz in Introduction Module, RA 101 first fall.</p> <p>CCESE</p>	<p>Introduction Module in RA 101.</p> <p>End of spring semesters</p>	<p>99.4% average n = 11</p> <p>1st yr: n = 10 100% scored over 2 out of 3</p> <p>2nd yr: n = 15 100% scored over 2 out of 3</p>	<p>Met. No action at this time.</p> <p>Met</p> <p>Met</p>

Goal 2: Provide educational opportunities for students to possess communication and critical thinking skills.

Outcome:	Benchmark:	Method/ Assessment Tool	Time Frame:	Results:	Analysis/Action Plan:
1. Student will demonstrate effectively communication with peers and others.	Average score of 80% or higher on written research paper, final draft, in RA 104 courses, first spring.	Criteria for research paper (convert holistic score to %)	First spring	n = 9	Met. Some found AMA style difficult for citations but with examples adapted.
	Average score on oral presentation will be 85% or higher.				
	Second fall	Pathology grading tool.	Second fall	86.1% average n = 15	Met. Will continue to include presentations.
	Second spring	Mini teaching presentation tool.	Second spring	98% average n = 15	Met. Will continue. Seem to enjoy teaching classmates.
2. Student will explain procedure to patients.	Average score on CCESE for communication will be 2.0 out of 3.0 for first years.	CCESE	End of first spring.	1 st yr: 100% scored 2 out of 2 n = 10.	Met
	Average score on CCESE for communication will be 2.0 out of 3 for second years.		End of second spring.	2 nd yr spr: 100% scored 2 out of 3 n = 15	

Outcome:	Benchmark:	Method/ Assessment Tool	Time Frame:	Results:	Analysis/Action Plan:
3. Student will understand and use critical thinking skills.	Average score on RA 104 Exposure labs will be 80% or higher.	Lab report criteria.	First spring	94% average n = 9	Met. Will continue.
	Average score on case study will be 85% or higher.	Case study criteria.	First spring	Average = 94.8% n = 9	Met.
4. First year students will apply critical thinking skills in the clinical setting when performing non-trauma exams.	Average score of 80% or higher for non-trauma exams.	Clinical competency evaluation form	First spring	30/30 = 100% scored 80% or higher	Met.
5. Second year students will apply critical thinking skills in the clinical setting when performing trauma exams.	Average score of 85% or higher for trauma exams.	Clinical competency evaluation form.	Second spring	45/45 = 100% scored 85% or higher	Met

Goal 3: Demonstrate responsible professional growth.

Outcome:	Benchmark:	Method/Assessment Tool:	Time Frame:	Results:	Analysis/Action Plan:
1. Student will acknowledge state and national professional organizations by name and purpose.	Average score on quiz 85% or higher	Quiz in RA 101 Introductory module	First fall	91.4 Quiz average, n=11	Met. No action.
		Quiz in RA 225 course	Second spring	92% average, n=15	Met. One question misleading. May change next year.
2. Student will participate in annual state conference as second year.	Participation at annual state conference research paper competition, student bowl competition or attend presentations.	Name listed in Competition section of program; or proof of attendance at presentations.	Fall second year	100% participated. Won 1 st and 3 rd place in student bowl competition out of 18 statewide teams!	Met. Continue participation in more than one area of competition.
	Provide feedback about conference	Oral or written feedback following conference.	Second fall	Positive written comments. 100% completed feedback about the conference.	Met. Will continue.

<p>3. Student will research state or national legislative or professional issue.</p>	<p>Submit written paper about a legislative or professional issue, CARE Bill, using criteria.</p> <p>Write and submit letter to legislator taking a stand on the CARE Bill with hopeful response in writing.</p>	<p>CARE Bill assignment for RA 201, Rad. Biology.</p> <p>Return letter from legislator.</p>	<p>Second fall</p> <p>End of 2nd fall or 2nd spring semester.</p>	<p>100% completed paper meeting criteria. N=15. 100% sent letters; 8 of 15% have received response.</p>	<p>Met. Will continue assignment. Valuable lesson on one method to get involved with profession.</p> <p>Met. Cannot control response.</p>
<p>4. complete career plan</p>	<p>Submit measurable goals as career plan.</p>	<p>Career plan sheet</p> <p>Career plan sheet</p>	<p>First spring</p> <p>Second spring</p>	<p>Goals submitted. N=9</p> <p>Goals submitted to include post grad. N=15</p>	<p>Met. Goals simple, yet realistic. Need to include at least 1 personal goal. Met. Some included 5 year goals, further education or advance in different modality.</p>

Goal 4: Explore and fulfill the needs of the health care community.

As of 2/22/10

Outcome:	Benchmark:	Method/Assessment Tool:	Time Frame:	Results:	Analysis/Action Plan:
1. Program will survey needs of community on a need basis	Survey completed (formal or informal) at advisory meetings.	Survey and/or advisory committee minutes.	Spring advisory meeting	Awaiting return of surveys.	Few surveys returned; interest varied from offering US and CT. No action at this time.
2. Graduates will indicate overall satisfaction with the program	Average on exit surveys will be "yes" for expectations met.	Exit interview form	Post Grad.	100% stated expectations met. N=15	Met.
3. Employers will indicate overall performance level.	Average of surveys will be "extremely(4)" or "well (3)"	Employer surveys	Post Grad. (6 months+ post grad.)	As of 2/10, 5 returned. 3 rated extremely; 2 rated well.	Met
4. Graduates will successfully complete the ARRT certification exam on the first attempt.	75% of Graduates will pass ARRT exam on first attempt. Five year avg. = 90.8%	ARRT report	Post Grad.	14/15 pass on first attempt, as of 10/28/09 = 93.3%	Met
5. Program completion rate	70% of students entering program will complete it.	Program Data	Post Grad.	15 of 22 completed in two years, 68%. One re-entered; one additional to return spring 2010.	With 2 returners, program completion is about 77%.
6. Graduates will be employed or enrolled in other	80% of graduates will be employed within six months or enrolled in other educational	Community Feedback	Post Grad.	7 employed in field; 2 others in medical	Due to economic impact, many unable to obtain

<p>educational program within six months.</p>	<p>programs. [JRC rate must be 75% over last 5 yrs]</p> <p>5 yr avg. = 82.5%</p>			<p>field; 1 in RTT school; 7 of 14 cohort = 100% employed as of 10/28/09 [10 of 14 employed as of 3/2010] 71%</p>	<p>employment as RT. Unable to relocate due to financial strains. Will decrease enrollment number in the future. [1 more going back to school as of 2/19/10]</p>
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**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

ITEM: Academic Program Review and Continuance of Existing Academic Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Associate in Applied Science in Health Care Professional with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education Title 135, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Alyce Patterson-Diaz

BACKGROUND:

During the 2009 - 2010 academic year, a post-audit review of the Associate in Applied Science in Health Care Professional was conducted by the Allied Health Department and Allied Health faculty.

The Department recommends the continuation of the program with corrective action. The Executive Council and the Academic Affairs Management Council concur with this recommendation. Corrective action recommended by the Department is to develop and administer graduate surveys to better understand graduates and gather follow-up data.

POST AUDIT REVIEW
Southern West Virginia Community and Technical College

Program: A.A.S Health Care Professional

Date: February 2010

Institutional Recommendation

The Board of Governors recommends:

- 1. Continuance of the program at the current level of activity without corrective action;
- 2. Continuance of the program with corrective action;
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution or sharing courses, facilities, faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education on approval and discontinuance of programs.

Rationale for the recommendation:

This program has complied with all standards set forth by Southern West Virginia Community and Technical College and the Standards and Guidelines of the Committee.

Proposed corrective action:

Develop graduate and employer surveys. Administer surveys six months after graduation.

Recommendation	Signature of person preparing the report if other than Department Chair	Date
<u>Accepted</u>	<u><i>Alyce L. Dean</i></u>	<u>3/30/10</u>
Recommendation	Signature of Department Chair	Date
<u>Accepted</u>	<u><i>Pamela L. Alderman</i></u>	<u>March 30, 2010</u>
Recommendation	Signature of Dean	Date
<u>Accepted</u>	<u><i>Cathy L. Smith-OK</i></u>	<u>3/30/10</u>
Recommendation	Signature of Vice President for Academic Affairs	Date
Recommendation	Signature of President	Date
Recommendation	Signature of Chair, Board of Governors	Date

**Southern West Virginia Community and Technical College
Department of Allied Health
Associate in Applied Science, Health Care Professional**

Program Post Audit Review Summary

Program Post Audit Review Components

A. Goals and Objectives

- The program has sufficient goals and objectives
- The program meets a vital need for local business and industry

Conclusion: Program meets minimum goals and objective requirements

B. Assessment

- The program has valid assessment measurements
- The program utilizes the MAPP exam

Conclusion: Program meets minimum assessment requirements

C. Curriculum

- The curriculum meets the needs of employers in the area and satisfies requirements of the Community and Technical College system of West Virginia.

Conclusion: Program meets minimum curriculum requirements

D. Faculty

- The program has sufficient faculty to meet enrollment

Conclusion: Program has sufficient faculty to teach the curriculum

E. Enrollment and Graduates

- The program had acceptable enrollment
- The program has had one graduate

Conclusion: Program has not had enough time to appropriately measure graduation rates.

F. Financial

- The program has sufficient equipment and resources

Conclusion: Program meets minimum financial requirements

G. Advisory Committee

- The program has an advisory committee that is in partnership with the other Allied Health Advisory Committees.

Conclusion: Program meets minimum advisory committee requirements

H. Accreditation

- No accreditation is required for this program.

Recommendation:

The department recommends the continuation of the program with corrective action. This program has complied with all standards set forth by Southern West Virginia Community and Technical College and the Standards and Guidelines of the Committee.

Rationale for Recommendation:

Graduate and employer surveys have not been developed or administered for this program. It is the recommendation of the Department of Allied Health to develop surveys that will be mailed to the graduate six months after graduation and to the employer once approval is received from the graduate. Data will be collected and analyzed to determine the effectiveness of the program, make curriculum changes if necessary, assess the jobs graduates are working in, and the wages they are receiving. Data collection will begin in November 2010 and analysis of data will begin during the spring 2011 semester.

Post-Audit Review
For Occupational Programs Implemented Under the Provisions of Series 37
West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Associate in Applied Science, Health Care Professional

I. Introduction

The Health Care Professional Program at Southern West Virginia Community and Technical College was designed to allow individuals a choice from either the Allied Health or Management track. Those seeking the Allied Health track may work in hospitals, clinics, home health agencies, and physician offices. Individuals seeking the Management track may work as Health Care Professionals in the areas of hospital administration, office manager, and other support positions. Completion of this program does not guarantee selection into an Allied Health Associate Degree Program.

II. Goals and Objectives of Program

The program goals were developed to meet the goals of the institution while individualizing the needs of the specific program requirements. This program provides the student an opportunity for educational advancement, as well as the ability to obtain work in the health care setting.

The following are the program goals developed for the Health Care Professional:

1. Cognitive Domain: Prepare students for a career in health care. Students may choose either the Allied Health or Management track.
2. Psychomotor Domain: Prepare students to interact in society with a level of professionalism required by the health care and business industry which will be measured by the student's learning ability to demonstrate interpersonal relationship skills with all interactions among patients, families, peers and employers.
3. Affective Domain: Prepare students to gain successful employment in health care and to provide the student the ability to demonstrate appropriate evaluation skills required to make decisions about potential employment opportunities.

III. Assessment

The introductory framework of the Health Care Professional curriculum was designed to introduce the student into health care, either in direct patient care or within the management/business area of the health care setting. This program prepares individuals to work in a variety of health care settings.

The Health Care Professional program utilizes a variety of assessment measures which is reviewed as part of the associate in applied science degree program. Student achievement in the general education and support courses are assessed in accordance with the institution's plan for assessment. In previous years students enrolled in the A.A.S. program were required to take the WorkKeys exam. Beginning in spring 2010 students enrolled in all programs that have completed college level English and math may be selected to take the MAPP exam.

Students who opt to take the Allied Health track take national certification exams. Successful completion of the exams leads to certification in Central Sterile Supply, Electrocardiography, or Medical Laboratory Assistant.

IV. Curriculum

A. Curricula

The curriculum for the Associate in Applied Science degree in Health Care Professional consists of 69-70 semester hours. A complete listing of courses is included in Appendix I.

Entrance Criteria

The Health Care Professional program is an open admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College. Students entering the program must have a high school diploma or GED.

Entrance abilities

There are no program-specific entrance abilities required of students. Those enrolling in college-level English and math general education courses are required to meet minimum scores on the ACT or Accuplacer exam prior to enrolling in these courses or must successfully complete Transitional Studies courses to remediate deficiencies.

Exit abilities

Exit abilities vary based on the track chosen by the student.

B. Course Listing

Course listing is found in Appendix I.

C. Course Delivery Modes

Courses are delivered in a variety of ways. Students may take classes in a traditional classroom or on the web. Allied Health courses require laboratory and clinical components.

V. Faculty

The Health Care Professional program does not have any full-time faculty assigned to maintain the program. Full-time faculty members teach the general education and elective course requirements. Full-time Allied Health and Business faculty members teach the technical core.

VI. Enrollment and Graduates

A. Enrollment Data

Number of Majors per year for previous 3 years

Enrollment for this program may be found in Appendix II. Fall 2009 yielded 314 individuals enrolled in the program.

B. Number of Graduates per year for previous 3 years

Graduates for the past 3 years may be found in Appendix III.

C. Graduate Follow-up data

There is limited information on graduates. A new survey of graduates is being developed and will be administered to the 2010 graduating students.

D. Graduate and Employer Satisfaction

There is no data on employer satisfaction. A new employer survey is being developed and will be sent to employers within the first six months of graduation.

VII. Financial

The Health Care Professional program receives institutional funds. These funds are adequate to meet the needs of the program.

VIII. Advisory Committee

The Health Care Technology program does not maintain a separate advisory council. The Allied Health and Business advisory committees meet annually. At these meetings the Health Care Professional program is addressed. Committee members are provided information regarding the program and they are afforded the opportunity to provide information and feedback related to the students, the curriculum, and the overall program.

IX. Accreditation

There is no accreditation associated with this program.

Appendix I

Appendix I
Health Care Professional
Associate in Applied Science
69-70 Semester Hours

Purpose: This program prepares individuals to work in a variety of health care settings. Individuals may choose from either the Allied Health or Management Track. Those seeking the Allied Health track may work in hospitals, clinics, home health agencies, and physician offices. Individuals seeking the management track may work as Health Care Professionals in the areas of hospital administration, office manager, and other support positions. Completion of this program does not guarantee selection into an Allied Health Associate Degree Program.

General Education Courses

BS 124	Human Anatomy & Physiology I	4
BS 125	Human Anatomy & Physiology II	4
BS 127 or 216	Microbiology for Allied Health or Microbiology	3-4
CS 102	Computer Literacy	3
EN 101	English Composition I	3
EN 102	English Composition II	3
MT 121, 128, or 130	College Math for General Education, Algebra for Allied Health or College Algebra	3
OR 110	Orientation to College	1
PE 223	Lifestyle Intervention	2
PY 201	Introduction to Psychology	3
PY 218	Life Span Development Psychology	3
SO 200	Introduction to Sociology	3
SP 103	Speech Fundamentals	3

Program Specific Courses

AH 124	CPR	1
AH 100	Patient Care Technology	3
AH 108	Medical Terminology	2
AH 200	Health Care Ethics and the Law	1
AH 220	Trends in Health Care	3

* 21 Hours Restricted Electives from one of the following tracks:

Allied Health Track: AH 102, AH 103, AH 114, AH 115, AH 122, AH 130, AH 145, AH210, AH 222, AH 250, AH 275, EM 100, or EM 103.

Management Track: AC 111, AC250, BU 100, BU 205, BU 230, EC 241, EC 242, MG 260, MG 261, and MG 263.

Appendix II

Appendix II

Enrollment

	Spring	Fall
2007	35	94
2008	97	183
2009	176	314

Appendix III

Appendix III

Graduates

	Spring
2007	0
2008	0
2009	1

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

Item: Academic Program Review and Continuance of Existing Academic Programs

Recommended Resolution: *Resolved, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Associate in Applied Science in Salon Management / Cosmetology with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education Title 135, Series 10, Policy Regarding Program Review.*

Staff Member: Alyce Patterson-Diaz

Background:

During the 2009 - 2010 academic year, a post-audit review of the Associate in Applied Science in Salon Management / Cosmetology was conducted by the Allied Health Department and Salon Management / Cosmetology faculty.

The Department recommends the continuation of the program with corrective action. The Executive Council and the Academic Affairs Management Council concur with this recommendation. The corrective action recommended by the Department is to continue the program at its current level of activity with implementation of preadmission prerequisites.

POST AUDIT REVIEW

2009 - 2010

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

Program: A.A.S. Salon Management/Cosmetology

Date: February 2010

Institutional Recommendation

The Board of Governors recommends:

- 1. Continuance of the program at the current level of activity without corrective action;
- X 2. Continuance of the program with corrective action;
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution or sharing courses, facilities, faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education policy on approval and discontinuance of programs.

Rationale for the recommendation:

This program has complied with all standards set forth by Southern West Virginia Community and Technical College and the Standards and Guidelines of the Committee.

Proposed corrective action:

Continuation of the program with implementation of prerequisites required to seek admittance into the program.

Accepted
Recommendation

Jean Thompson
Signature of person preparing the report if
other than Department Chair

3/30/10
Date

accepted
Recommendation

Alyce P. Quain
Signature of Department Chair

3/30/10
Date

Accepted
Recommendation

Pamela L. Alderman
Signature of Dean

March 30, 2010
Date

Accepted
Recommendation

Cathy L. Smith-Cox
Signature of Vice President for Academic Affairs

3/30/10
Date

Recommendation

Signature of President

Date

Recommendation

Signature of Chair, Board of Governors

Date

Southern West Virginia Community and Technical College
Department of Allied Health
Associate in Applied Science, Salon Management / Cosmetology

Program Post Audit Review Summary

Program Post Audit Review Components

A. Goals and Objectives

- The program has sufficient goals and objectives
- The program has formal approval by the WV Board of Barbers and Cosmetologists
- The program meets a vital need for local business and industry

Conclusion: Program meets minimum goals and objective requirements

B. Assessment

- The program has valid assessment measurements
- The program utilizes the MAPP exam
- The program has a state and national licensure exam

Conclusion: Program meets minimum assessment requirements

C. Curriculum

- The curriculum was developed with input by local business and industry

Conclusion: Program meets minimum curriculum requirements

D. Faculty

- The program has sufficient faculty to meet enrollment
- The faculty member is appropriately trained

Conclusion: Program has sufficient faculty to teach the curriculum

E. Enrollment and Graduates

- The program had acceptable enrollment for the first cohort
The number of current students in the second cohort is limited
- Enrollment in future cohorts is expected to meet maximum expectations
- There is sufficient student and employer satisfaction

Conclusion: Program has adequate enrollment and graduation rates.

F. Financial

- The program has sufficient equipment and resources

Conclusion: Program meets minimum financial requirements

G. Advisory Committee

- The program has an active advisory committee

Conclusion: Program meets minimum advisory committee requirements

H. Accreditation

- Accreditation is being investigated. The accrediting body for cosmetology programs is the National Accrediting Commission of Cosmetology Arts and Sciences. Standards and Criteria of NACCAS have been incorporated into the program in the future event that the process of accreditation is pursued.

Conclusion: Program meets minimum accreditation requirements

Recommendation:

Continuation of the program with corrective action.

Rationale for Recommendation:

It is the recommendation of the Department of Allied Health for continuation of the Salon Management / Cosmetology program with the corrective action of the implementation of prerequisites being required to seek admittance into the program. Pre-admission requirements have been developed and presented to the committee for curriculum and instruction.

Post-Audit Review
For Occupational Programs Implemented Under the Provisions of Series 37
West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Associate in Applied Science, Salon Management / Cosmetology

I. Introduction

The Salon Management / Cosmetology program holds the distinction of being the first program of its kind at the collegiate level in West Virginia. Students are provided 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 successful completion the student is eligible to sit for the examination administered by the Board provided all eligibility requirements are met. Students are admitted to the program as a cohort every other year. A new cohort of students is not admitted until the last cohort graduates.

According to the Bureau of Labor Occupational Outlook Handbook 2010-2011, personal appearance workers will grow by 20 percent from 2008 to 2018, which is much faster than the average for all occupations. Employment trends are expected to vary among the different occupational specialties. Employment of hairdressers, hairstylists, and cosmetologists will increase by about 20 percent, much faster than average. This growth will primarily come from an increasing population, which will lead to greater demand for basic hair services. Additionally, the demand for hair coloring and other advanced hair treatments has increased in recent years, particularly among baby boomers and young people. This trend is expected to continue, leading to a favorable outlook for hairdressers, hairstylists, and cosmetologists.

Job opportunities, generally, should be very adequate, particularly for licensed personal appearance workers seeking entry-level positions. A large number of job openings will come about from the need to replace workers who transfer to other occupations, retire, or leave the labor force for other reasons. However, workers can expect keen competition for jobs and clients at higher paying salons, as these positions are relatively few and require applicants to compete with a large pool of licensed and experienced cosmetologists. Opportunities will generally be best for those with previous experience and for those licensed to provide a broad range of services.

II. Goals and Objectives of Program

The program goals were developed to meet the goals of the institution while individualizing the needs of the specific program requirements. This program provides the student an opportunity for educational advancement, as well as the ability to obtain work in the cosmetology profession and to open their own business.

The Salon Management / Cosmetology program goals are:

1. Develop core learning skills in cognitive, psychomotor and affective learning domains at different levels throughout the course of study, beginning with entry level and progressing to more complex levels within the program.
2. Apply critical thinking to integrate current scientific principles/technology to advanced studies in the field of cosmetology in a effort to stay current in an ever changing profession.
3. Build a solid foundation of educational and technical skills required to master the techniques used in the profession while motivating the student to develop all of their artistic skills and communicate effectively with those they serve.
4. Pursue professional development through self-study, continuing education, and advanced studies in the field of cosmetology.
5. To meet or exceed all state licensing requirements, and national skill level requirements.
6. Provide the students with the skills, abilities, and knowledge to open a business.

III. Assessment

The Salon Management/Cosmetology program utilizes a variety of assessment measures which is reviewed as part of the associate in applied science degree program. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment. In previous years students enrolled in the A.A.S. program were required to take the Work Keys exam. Beginning in the spring 2010 students enrolled in all programs that have completed college level English and math may be selected to take the MAPP exam.

Throughout the program students are assessed at intervals on their knowledge and skills related to cosmetology. The cosmetology retention exams measure the students at intervals of five hundred clock hours and measures retention in the following areas:

- 500 hour exam - History of cosmetology, communication and life skills, chemistry, hair styling, shampoo and conditioners, infection control.
- 1000 hour exam - History of cosmetology, communication and life skills, chemistry, hair styling, shampoo and conditioners, infection control. Facials, skin disease and disorders, properties of hair and scalp, cosmetics, skin structure and growth, hair structure and growth.
- 1500 hour exam - History of cosmetology, communication and life skills, chemistry, hair styling, shampoo and conditioners, infection control. Facials, skin disease and disorders, properties of hair and scalp, cosmetic, skin structure and growth, hair structure and growth. Chemical processes, anatomy, business skills, nail structure and growth.

- 2000 hour exam - History of cosmetology, communication and life skills, chemistry, hair styling, shampoo and conditioners, infection control. Facials, skin disease and disorders, properties of hair and scalp, cosmetics, skin structure and growth, hair structure and growth. Chemical processes, anatomy, business skills, nail structure and growth. State Law, nail disease and disorders, artificial nail technology.

At the completion of the Salon Management / Cosmetology program the graduates are required to take a national written exam that has been developed the National Institute of Cosmetology. They also are required to take a state exam administered by the West Virginia Board of Examiners of Barbers and Cosmetologists. The state exam includes both a written and practical component. Students must pass both the national and state exams in order to become licensed as a cosmetologist in West Virginia.

IV. Curriculum

A. Curricula

The curriculum for the Associate in Applied Science degree in Salon Management / Cosmetology is 72 semester hours. A complete listing of courses is included in Appendix I.

Entrance Criteria

The Salon Management / Cosmetology program is an open admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College. Students entering the program must have a high school diploma or GED.

Entrance abilities

There are no program-specific entrance abilities required of students. Those enrolling in college-level English and math general education courses are required to meet minimum scores on the ACT or Accuplacer exam prior to enrolling in these courses or must successfully complete Transitional Studies courses to remediate deficiencies.

The initial group of students that were admitted, it was believed the pre-requisite requirement for admission was not necessary for student success in the program. However, the initial graduating class did not meet graduation expectations. Now it is believed the high attrition rate may have been due to the lack of pre-requisite requirements. Pre-admission requirements have been developed and presented to the committee for curriculum and instruction.

Exit abilities

All Salon Management / Cosmetology courses are competency based. The student must successfully pass each of the specified competencies

both practical and theory for each course. Students must successfully complete all program-specific, general education, and support course requirements with a grade of "C" or better to receive a degree.

B. Course Listing

Course listing is found in Appendix I.

C. Course Delivery Modes

Support courses are delivered in a variety of ways. Students may take classes in a traditional classroom or on the web. Program specific courses in the Salon Management/Cosmetology are taught in a traditional classroom. Students are provided a fully functioning clinic/laboratory that is set up as a cosmetology salon in order obtain practical skills and abilities related to the profession. The cosmetology clinic/laboratory is located on the Logan Campus. Students provide full ranges of services to students, employees of the college, and the community.

V. Faculty

One full time faculty, who is also the program coordinator, is hired for this program. The program coordinator is a master cosmetology instructor and meets the requirements of the Board. The Salon Management Cosmetology Program, by state law of the West Virginia Board of Barbers and Cosmetologists, is required to maintain a ratio of one licensed master instructor per every 20 students enrolled in the program. An additional part-time instructor is also hired to assist with the teaching responsibilities. She holds a junior cosmetology instructor license and meets the requirements of the Board.

VI. Enrollment and Graduates

A. Enrollment Data

Number of Majors per year for previous 3 years

Enrollment for this program may be found in Appendix II. Currently there are six students enrolled in the program.

B. Number of Graduates per year for previous 3 years

Graduation rates may be found in Appendix II. Only one cohort of students have graduated from the program.

C. Graduate Follow-up data

There is limited information on graduates. A survey was sent to graduates and employers, however not enough data was obtained. A new survey of graduates is being developed and will be administered to the 2011 graduating students.

All of the ten graduates from the first class are employed in the industry.

One is self employed as a salon owner, one is a student instructor working in a cosmetology program, five are booth renting, and three are working at commission plus salary.

According to data obtained from the Bureau of Labor Statistics Occupational Outlook Handbook 2010-2011 Median hourly wages in May 2008 for hairdressers, hairstylists, and cosmetologists, including tips and commission, were \$11.13. The middle 50 percent earned between \$8.57 and \$15.03. The lowest 10 percent earned less than \$7.47, and the highest 10 percent earned more than \$20.41.

While earnings for entry-level workers usually are low, earnings may be higher for those with experience. A number of factors, such as the size and location of the salon, determine the total income of personal appearance workers. They may receive commissions based on the price of the service, or a salary based on the number of hours worked, and many receive commissions on the products they sell. In addition, some salons pay bonuses to employees who bring in new business. For many personal appearance workers, the ability to attract and hold regular clients is a key factor in determining earnings.

D. Graduate and Employer Satisfaction

Graduates of the Salon Management/Cosmetology program and their employer completed surveys provided feedback about the program. Both graduates and employers were in agreement that the graduates would benefit from more clinic floor experience. Employers stated the graduates are dependable and willing to learn new techniques. Over all the majority of employers indicated they would hire graduates from the Salon Management Cosmetology Program again. Graduates believe the education they received from Southern was beyond compare and they were ready to enter the industry at an entry level position.

VII. Financial

The Salon Management Cosmetology Program was started using grant funds provided by the Community and Technical College System of West Virginia. The Salon management Cosmetology program receives an operational budget from the institution. Additional income is generated by the students performing practical procedures in the clinic. All funds generated goes into a fund provided by the college to replenish product and supplies the students use during their training. Retail sales of products also go into this fund. Retailing is a learning experience that benefits the students in their chosen profession.

VIII. Advisory Committee

The Salon Management Cosmetology Program utilizes an active advisory committee. The committee is comprised of members of the local cosmetology

communities, which include salon owners, operators, and fellow instructors. The advisory committee members offer valuable input into the program, and has been instrumental in developing the current curriculum and has shown tremendous support of the program.

IX. Accreditation

At this time Southern West Virginia Community and Technical College is not pursuing individual accreditation of the Salon Management Cosmetology Program. The accrediting body for cosmetology programs is the National Accrediting Commission of Cosmetology Arts and Sciences.

Standards and Criteria of NACCAS have been incorporated into the program in the future event that the process of accreditation is pursued.

Appendix I

Appendix I
SALON MANAGEMENT / COSMETOLOGY
Associate in Applied Science
72 Semester Hours

Purpose: 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.

General Education Courses

*BU 115	Business Math	3
*EN 101	English Composition I	3
*MG 262	Small Business Management	3
*PY 201	Introduction to Psychology	3
OR 110	Orientation to College	1
*SP 103	Fundamentals of Speech	3

Program Specific Courses

AH 122	First Aid	2
AH 124	CPR	1
AH 145	Essentials of Human Systems for Allied Health	4
CM 100	Introduction to Cosmetology	3
CM 102	Applied Chemistry of Cosmetology	4
CM 105	Introduction to Salon Management	5
CM 106	Concepts of Cosmetology	3
CM 110	Salon Management I	5
CM 115	Salon Management II	3
CM 200	Principles of Cosmetology	3
CM 202	Cosmetology Law and Ethics	3
CM 205	Salon Management III	6
CM 206	Advanced Cosmetology	3
CM 208	Cosmetology Seminar	2
CM 210	Salon Management IV	10

2040 Clock Hours - Clinical Ratio 3:1 (3 clock hours = 1 credit hour)

*Meets requirements for Master Teacher

Course Descriptions

CM 100

Introduction to Cosmetology

Prerequisite: Admission to the Cosmetology Program.

Co-requisites: CM 102 and CM 105.

This theory based course will develop the students' professionalism and communication skills, and will incorporate infection control, sanitation and decontamination procedures and salon safety practices, as well as provide design elements and principles of hairstyling.

CM 102

Applied Chemistry of Cosmetology

Prerequisite: Admission to the Cosmetology Program.

Co-requisite: CM 100 and CM 105.

This course is designed as an introduction to basic chemistry and emphasizes the physical and chemical properties of cosmetic materials.

CM 105

Introduction to Salon Management

Prerequisite: Admission to the Cosmetology Program.

Co-requisite: CM 100 and CM 102.

Introduces the student to basic fundamental practical of cosmetology including hair, skin, and nail care, hair styling and shaping, manicures, pedicure, facials, chemical thermal services. It is designed to cultivate the proper development of manipulative skills and sanitary practicing procedures. Course utilizes mannequins and classmates.

CM 106

Concepts to Cosmetology

Prerequisites: CM 100, CM 102, and CM 105.

Co-requisites: CM 110.

Theory based study of facials and make up applications, hair removal, and basic skin and nail structure and growth patterns. Properties of hair and scalp, manicuring and pedicure techniques.

CM 110

Salon Management I

Prerequisites: CM 100, CM 102, and CM 105.

Co-requisite: CM 106.

Processes and procedures for desk, and dispensary, and procedures for client services. Provides the student opportunity to demonstrate the implementation of cosmetology processes and procedures on clients under the direct supervision of a Master Instructor.

CM 115

Salon Management II

Prerequisites: CM 100, CM 102, CM 105, CM 106, CM 110.

Theory based hair shaping procedures, business skills and on-the-job procedures needed to develop a successful cosmetologist. Continued practice of all clinical lab application techniques under the direct supervision of a Master Instructor.

CM200

Principles of Cosmetology

Prerequisites: CM 100, CM 102, CM 105, CM 106, CM 110, and CM 115.

Co-requisites: CM 202 and CM 205.

In-depth theory study in chemical texture services and all segments of hair color. The structure of the hand, arm, and nail disease and disorders are included. Provides knowledge of the art and science of nail technology and artificial enhancements.

CM 202

Cosmetology Law and Ethics

Prerequisites: CM 100, CM 102, CM 105, CM 110, and CM 115.

Co-requisites: CM 200 and CM 205.

Provides theory based study of West Virginia of Barbers and Cosmetologists' rules and regulations.

CM 205

Salon Management III

Prerequisite: CM 100, CM 102, CM 105, CM 110, and CM 115.

Co-requisites: CM 200 and CM 202.

Focuses on development speed and efficiency processes and procedures of client services in a clinical environment under the direct supervision of a Master Instructor.

CM 206

Advanced Cosmetology

Prerequisites: CM 100, CM 102, CM 105, CM 110, CM 115, CM 200, CM 202, and CM 205.

Co-requisites: CM 208 and CM 210.

Advanced theory/lab cosmetology chemistry and the structure of anatomy. Basics of electricity are discussed. An in-depth study of the anatomical structures affected by cosmetological services including skin diseases and disorders.

CM 208

Cosmetology Seminar

Prerequisites: CM 100, CM 102, CM 105, CM 110, CM 115, CM 200, CM 200, CM 202, and CM 205.

Co-requisites: CM 206 and CM 210.

Theory based salon business skills to prepare the student for entry level salon employment.

CM 210

Salon Management IV

Prerequisites: CM 110, CM 102, CM 105, CM 110, CM 115, CM 200, CM 202, and CM 205.

Co-requisites: CM 206 and CM 208.

Extensive review and preparing for 2,000 final clock hour exam which incorporates a total review of the cosmetology curriculum. A comprehensive written and practical exam is given in preparation of the cosmetology curriculum. Students implement their own judgment of client services, procedures and solutions to be used on the clinic with supervision of a Master Instructor.

Appendix II

Appendix II

Enrollment

Year	Fall	Spring
2007-2008	15	14
2008-2009	12	10
2009-2010	14	6

Appendix III

Appendix III

Graduates

Year	
2007	N/A
2008	N/A
2009	10

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

ITEM: Academic Program Review and Continuance of Existing Academic Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Associate in Applied Science in Survey Technology with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education Title 135, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Carol Howerton

BACKGROUND:

During the 2009 - 2010 academic year, a post-audit review of the Associate in Applied Science in Survey Technology was conducted by the Technology Department and the Survey Technology faculty.

The Department recommends the continuation of the program with corrective action. The Executive Council and the Academic Affairs Management Council concur with this recommendation. Corrective action recommended by the Department is to continue the program at its current level of activity with a review to follow after the third cohort of students have enrolled in the program which would coincide with the regularly scheduled full program review during year 5 of the program.

POST AUDIT REVIEW

2009 - 2010

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

Program: A.A.S. Survey Technology

Date: January 2010

INSTITUTIONAL RECOMMENDATION

The Board of Governors recommends:

- 1. Continuance of the program at the current level of activity without correction action;
- 2. Continuance of the program with corrective action;
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education policy on approval and discontinuance of programs.

Rationale for Recommendation:

Corrective action recommended by the department is to continue the program at its current level of activity with a review to follow after the third cohort of students have enrolled in the program which would coincide with the regularly scheduled full program review during year 5 of the program.

The program only admits students every other year. There has only been one cohort that has completed the full program. The second cohort has minimal enrollment due to problems with the timing of the survey board approval. Enrollment is expected to increase with the next cohort and meet capacity expectations. The full program review during year five would be an appropriate time for review.

<u>Recommendation</u>	<u>Signature of person preparing the report if other than Department Chair</u>	<u>Date</u>
<u>Approve</u>	<u>Carl A. Ament</u>	<u>3/30/10</u>
<u>Recommendation</u>	<u>Signature of Department Chair</u>	<u>Date</u>
<u>Accepted</u>	<u>Pamela L. Alderman</u>	<u>3/30/10</u>
<u>Recommendation</u>	<u>Signature of Dean</u>	<u>Date</u>
<u>Accepted</u>	<u>Cathy L. Smith-Cox</u>	<u>3/30/10</u>
<u>Recommendation</u>	<u>Signature of Vice President for Academic Affairs</u>	<u>Date</u>
<u>Recommendation</u>	<u>Signature of President</u>	<u>Date</u>
<u>Recommendation</u>	<u>Signature of Chair, Board of Governors</u>	<u>Date</u>

**Southern West Virginia Community and Technical College
Department of Technology and Engineering
Associate in Applied Science, Survey Technology**

Program Post Audit Review Summary

Program Post Audit Review Components

A. Goals and Objectives

- The program has sufficient goals and objectives
- The program has formal approval by the WV Board of Professional Surveyors
- The program meets a vital need for local business and industry

Conclusion: Program meets minimum goals and objective requirements

B. Assessment

- The program has valid assessment measurements
- The program utilizes the MAPP exam
- The program has a state and national licensure exam

Conclusion: Program meets minimum assessment requirements

C. Curriculum

- The curriculum was developed by local business and industry
- The program has formal approval by the WV Board of Professional Surveyors

Conclusion: Program meets minimum curriculum requirements

D. Faculty

- The program has sufficient faculty to meet enrollment
- The faculty member is appropriately trained
- The faculty member is approved by the WV Board of Professional Surveyors

Conclusion: Program has sufficient faculty to teach the curriculum

E. Enrollment and Graduates

- The program had acceptable enrollment for the first cohort
- The number of current students in the second cohort is limited
- Enrollment in future cohorts is expected to meet maximum expectations
- There have not been enough cohorts to measure acceptable graduation rates.
- There is sufficient student and employer satisfaction

Conclusion: Program has not had enough time to appropriately measure enrollment and graduation rates.

F. Financial

- The program has sufficient equipment and resources
- The program has partnerships in place to continue access to current technology and equipment

Conclusion: Program meets minimum financial requirements

G. Advisory Committee

- The program has an active advisory committee

Conclusion: Program meets minimum advisory committee requirements

H. Accreditation

- The program has formal accreditation by the WV Board of Professional Surveyors.
- The program has not had sufficient time to apply for any other accreditation.

Conclusion: Program meets minimum accreditation requirements

Recommendation:

Continue the program at its current level of activity with a review to follow after the third cohort of students have enrolled in the program which would coincide with the regularly scheduled full program review during year 5 of the program.

Rationale for Recommendation:

The program only admits students every other year. There has only been one cohort that has completed the full program. The second cohort has minimal enrollment due to problems with the timing of the board approval. Enrollment is expected to increase with the next cohort and meet capacity expectations.

Post-Audit Review
For Occupational Programs Implemented Under the Provisions of Series 37
West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Associate in Applied Science, Survey Technology

I. Introduction

The Survey Technology program is designed to meet the needs of the surveying profession in Southern West Virginia and the surrounding areas. It provides a thorough knowledge of surveying and mapping techniques necessary for certification and employment.

The program was developed at the request of local business and industry. Individuals representing private business as well as state and local government agencies participated in the design and development of the curriculum. The program also underwent a formal approval process through the West Virginia Board of Professional Surveyors. Full approval for the program was granted May 19, 2009.

Upon successful completion of the Associate in Applied Science program, students may apply to sit for the Fundamentals of Land Surveying licensure exam. The program also features a one-year certificate program.

II. Goals and Objectives

The Survey Technology Program will offer students opportunities to complete both an Associate in Applied Science, Survey Technology degree and a Survey Technology Certificate. The program will offer training in surveying and mapping/drafting techniques for land surveying using both traditional tools and GIS technology.

West Virginia State Code 30-13A on Land Surveyors requires individuals desiring to become a licensed land surveyor to complete a series of requirements including passage of specific examinations, years of service under direct supervision, and educational requirements as outlined in section 8.

Code 30-13A-8 specifically states:

“(a) Before a person may apply for a surveying license to practice under the provision of this article, the person must have completed one of the following educational, experience and examination requirements: ...

(2) On and after the first day of January, two thousand five, has completed one of the following education, experience and examination requirements:

(A) Has a four-year degree....

(B) Has a four-year degree...

(C) Has a two-year degree or an associate degree in surveying or a related field approved by the board, which degree must include a minimum of thirty hours of surveying or surveying-related courses,

has passed an examination in the fundamentals of land surveying, has four years or more of experience in surveying, including two years of experience in responsible charge under the direct supervision of a licensee or a person authorized in another state of country to engage in the practice of surveying, has passed an examination in the principles and practice of land surveying and has passed the West Virginia examination; or
(D) *Is not a graduate of a surveying curriculum, has completed the national society of professional surveyors technician program, has obtained a level IV certification, issued by the national society of professional surveyors, ...”*

The A.A.S. degree will satisfy the educational requirement necessary to become a licensed surveyor under West Virginia State Code. It will prepare students to sit for the Fundamentals of Land Surveying examination. Individuals completing the program with a minimum G.P.A. of 3.0 and passing the Fundamentals of Land Surveying examination will meet the requirements under code to be recognized as a surveyor intern as stated under section 30-13A-9.

According to the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook for 2004-2005, the median annual earnings for surveying and mapping technicians were \$30,380 for 2004 which represents a \$15.79 hourly wage. The wage statistics, as listed on CollegeToolKit, show the last national average as \$22.73 and the WV average as \$20.77 for job categories for survey technicians. This is confirmed by local employers who pay anywhere from \$10 to \$20 per hour for survey technician positions. The lowest wage represents individuals in smaller consulting firms who are hired with no background and are being trained in-house. Those completing the training and showing sufficient skills are quickly moved to \$15-\$20 per hour. Current program students are averaging \$45,000 per year.

This program supports occupational codes for cartographers and photogrammetrists, surveyors, survey and mapping technicians, and drafting technicians. In 2004, survey technicians made up .087% of WV state employment, making WV the third highest employer of survey technicians in the nation behind Montana and Florida.

While no firm statistics are available for job outlook for the next 5 years, the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook reports “overall employment of surveyors, cartographers, photogrammetrists, and surveying technicians is expected to grow about **as fast as average** for all occupations through the year 2014. The widespread availability and use of advanced technologies, such as GPS, GIS, and remote sensing, will continue to increase both the accuracy and productivity of these workers, limiting job growth to some extent. However, job openings will continue to arise from the need to replace workers who transfer to other occupations or who leave the labor force altogether. Many of the workers in these occupations are approaching retirement age.” This is supported by our major local industry and supporter – mining. This industry expects an 85 % turnover of employees in the next five years due to aging.

It is expected that opportunities for surveyors, cartographers, and photogrammetrists should remain concentrated in architectural, engineering, and related services firms. Opportunities should be stronger for professional surveyors than for surveying and mapping technicians. However, a professional surveyor’s license in WV requires four or more years of experience under direct supervision of a licensed surveyor. The timeframe for job needs of professional surveyors will provide the necessary time on the job for advancement for the surveyor interns.

In addition, the new advances in GPS technology have created an emerging need for individuals trained in GIS and Geometrics which are included in the program. Increasing demand for geographic data, as opposed to traditional surveying services, will mean better opportunities for cartographers and photogrammetrists who are involved in the development and use of geographic and land information systems. New technologies, such as GPS and GIS, also may enhance employment opportunities for surveyors, and for surveying technicians who have the educational background and who have acquired technical skills that enable them to work with the new systems. At the same time, upgraded licensing requirements will continue to limit opportunities for professional advancement for those without a degree.

III. Assessment

A. The Survey Technology program utilizes a variety of assessment measures. The majority of courses utilize a pre/post course exam. Student achievement in the general education and support courses is assessed in accordance with the institution’s plan for assessment for such courses/programs. Students must participate in the MAPP exam during their final year. Student passage rates on the licensure exam will also be used. The first graduating class utilized the Work Keys exam which has now been discontinued.

- B. Provide information on the following elements:
- Educational goals of the program
 - A. Provide students with fundamental surveying skills
 - B. Provide students with hands-on experiences
 - C. Provide students work-based experience
 - Measures of evaluating success in achieving goals
 - A. Student pre/post test scores
 - B. Evaluation and feedback from internship.
 - Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data
 - A. Successful: Assessment data is limited at this time. Only one cohort of students has completed the program. The students were given their work-based experience during their summer term with 100% being offered full-time employment as a result. Employers were extremely pleased with student abilities and knowledge.
 - B. Needs Attention: While no significant conclusions can be drawn at this point, limited math skills of incoming students have been identified as a problematic area for the program. Successful completion of the program has been limited or delayed due to math deficiencies of the students. Processes and procedures are being developed for future cohorts of students to ensure appropriate math skills prior to admission into the program.
- C. Assessment data is reviewed on a regular basis for the program. Weak areas are identified from test data and observations from labs. Improvements are made within each course immediately. Additional changes are also made to following courses to assist in quality instruction of students. No significant changes have been made.

IV. Curriculum

- A. The curriculum for the Associate in Applied Science program in Survey Technology consists of 65 semester hours. There are 25 credit hours are in the general education core and 40 credit hours are in the technical core coursework.

The program is currently an open admission program with cohorts being accepted every other year. The program accepts students on a first-come, first-serve basis with a seating cap of 15. All students must meet the college entrance requirements of a high school diploma or GED. Those enrolling in college-level English and math general education courses are required to meet minimum scores on the ACT or Accuplacer exam prior to enrolling in

these courses or must successfully complete a developmental program of courses to remediate deficiencies.

- B. A complete listing of courses in each category is included in Appendix I.
- C. Course delivery methods include traditional lectures, hands-on labs, and experiential learning. Some courses are presented in a fast-track (shortened time frame) method to allow for business and industry utilization of courses for workforce training needs.

V. Faculty

The Survey Technology program utilizes full-time faculty members within each discipline to teach the general education course requirements. The program maintains one full-time term faculty position. This position is currently held by Stephen Birurakis. (It was previously held by John Kovach.) One additional adjunct has been used for a surveying support course toward the Mine Management program. Faculty members for core courses must be approved by the West Virginia Board of Professional Surveyors and must hold a valid license. Available faculty data sheets are included as Appendix II.

VI. Enrollment and Graduates

- A. The Survey Technology program is currently running its second cohort of students. The first cohort started with seventeen students. During registration of the first cohort, allowances were not made for those students not seeking the full program. As a result, several seats were taken by students not seeking the program and retention of the first cohort was limited. Three students were using the courses as electives toward other programs. Two of these three students graduated at the conclusion of the first semester. Three of the students withdrew or failed the first set of courses and could not continue. Two additional students completed the courses with limited success and subsequently changed majors. Math was identified as a problem area with all the students who either failed or changed majors. They were not prepared for the upper level math work and did not feel they could complete the program successfully. After the second semester, three additional students were not retained. Five of the original students have completed the program or are still enrolled in the program.

The second cohort of students was started during the fall 2009 semester. Nine students were accepted into the program. Enrollment was hampered by the timeliness of the approval of the program by the West Virginia Board of Professional Surveyors. Due to the uncertainty of the approval for the program, the course schedule was pulled from publication along with all publicity for the program, and no pre-registrations were permitted. Formal approval was communicated on May 26, 2009. At this time, a marketing plan was developed with marketing completed during July. Enrollment was cut off in August for the start of classes. It is anticipated that enrollment will increase

and meet expectations for upcoming cohorts. The chart of enrollment and graduation data is shown in Appendix III.

- B. The program has graduated three students. Due to the limited number, no formal written study has been conducted. Students and employers have remained in close contact with the program to provide informal information. One student successfully transferred to East Tennessee State University to continue work toward a baccalaureate degree in surveying and is expected to graduate December 2011. One student is still enrolled in Southern taking additional general education course and plans to transfer. One graduate is employed full time by Raven Crest Contracting with a salary in the range of \$48,000-\$50,000. The employer has expressed high satisfaction with the student's knowledge and skills. The remaining two students from the first cohort are expected to graduate Summer 2010. One of these is currently employed by Accurate Surveying with a salary in the range of \$45,000-\$50,000. This employer is also highly satisfied with the student's knowledge and skills. The other student quit a part-time employment in surveying to focus on completing his classes.
- C. Only one student has transferred into a baccalaureate program at this time. He transferred to East Tennessee State University which is the closest school in proximity offering a baccalaureate degree in surveying. He is expected to graduate December 2011. Credit was given for a significant portion of the surveying classes and all of the general education courses from the program. Several courses are based on West Virginia law and code and are required by the West Virginia Board of Professional Surveyors as part of the program and are known not to transfer to out-of-state institutions. Capstone and project courses are also required as part of the program and do not transfer since they are considered 400 level courses and must be retaken at the baccalaureate level. The student has expressed satisfaction with the transferability of his courses and his knowledge of material.

VII. Financial

- A. The program's initial funding was provided by a grant from the Community and Technical College System of West Virginia in a \$220,000 Technical Programs grant. This provided the equipment and salary needs from startup until December 2009. Southern has incorporated the program into the general budget for the upcoming year. An additional \$20,000 from the general budget has been allocated towards salary for the remainder of the current fiscal year. No other expenses have been incurred by the program. Department of Technology and Engineering funds are available to the program upon need.
- B. Future resource needs will be incorporated into the general budget for the 2010-2011 academic year. The program will require a \$3500 operating budget in addition to salary expenses to operate. This will cover the software

license and general supplies. Partnerships with business and industry will provide access to all new technologies as needed for equipment.

VIII. Advisory Committee

The advisory committee has been an integral part of the program and is one of its greatest strengths. Members were involved with the development of the curriculum and assisted with the approval through the Board of Surveyors. They provide input and feedback on a regular basis. They have provided internships for students, access to equipment when needed, and have served as guest lectures on a regular basis. They also serve as advocates for the program to the various societies for professional surveyors and in the general public. They utilize Southern as a first source for job placements. Members are listed in Appendix IV.

IX. Accreditation

There are two accreditation processes available for this program. The first is the approval by the West Virginia Board of Professional Surveyors. This has been completed and the program is fully approved. The second is ABET accreditation. The program is currently not seeking ABET accreditation. There have not been enough years completed to apply. The program will evaluate seeking ABET accreditation after the third graduating class.

APPENDIX I Curriculum

SURVEY TECHNOLOGY PROGRAM REQUIREMENTS

Purpose: 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.

Component I-General Education Core (minimum of 25 hours)

The general education core is limited to give students the skills necessary to be able to effectively communicate technical findings, thoughts, and philosophies, and to be able to perform basic mathematical computations.

OR 105 Orientation to Technical Program	1
EN 101 English Composition I	3
EN 115 Technical Writing	3
CS 118 Spreadsheet Concepts	2
MT 124 Technical Math	3
MT 125 Trigonometry	3
MT 130 College Algebra	3
BS 199 Dendrology	3
GL 110 Geology	4
OR	
PH 210 College Physics I	4

Component II-Technical Core (minimum of 34 hours)

The technical core is designed to give students a solid back ground in surveying techniques and law.

SU 105 Introduction to Surveying Graphics	4
SU 120 Surveying Measurements I	4
SU 155 Surveying Graphics	3
SU 195 Land Law	3
SU 196 Land Boundaries	3
SU 220 Surveying Measurements II	4
SU 212 Retracement	3
SU 230 Engineering and Construction Surveys	4
Restricted SU Electives	6

Component III-On-The-Job Training - (minimum of 6 hours)

Students must complete a service learning project along with a co-op or internship job experience.

SU 272 Internship	1
SU 273 Survey Project	3
SU 274 Capstone	2

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Stephen Birurakis Rank: Instructor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned work toward BS Date Degree Received _____

Taken at West Virginia State and West Virginia Tech

Area of Specialization Civil Engineering.

Licenses/Certifications: Professional Land Surveyor, Certified Trainer for Magellen GPS systems

Professional registration/licensure Yes _____ Yrs of employment at present institution 3
 Yrs of employment in higher education 3 Yrs of related experience outside higher education _____
 Non-teaching experience 9

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2010	SU 196 – Land Law	7
Spring 2010	SU 155 – Surveying Graphics	7
Spring 2010	SU 120 – Measurements I	7
Fall 2009	SU 195 – Boundaries	1
Fall 2009	SU 120 – Measurements I	1
Fall 2009	Su 105 – Introduction to Surveying and Graphics	9
Spring 2009	SU 275 – GPS	5
Spring 2009	SU 275 – GIS	5

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2009	SU 230 – Construction Surveys	5
Spring 2009	SU 274 – Capstone	5
Fall 2008	SU 273 – Project	5
Fall 2008	SU 272 – Internship	5
Fall 2008	SU 220 – Measurements II	5
Fall 2008	SU 212 – Retracements	5
Fall 2008	SU196 – Land Law	5

(b) If degree is not in area of current assignment, explain.

APPENDIX III

Enrollment and Graduation Data

Cohort	Semester	Enrollment	Graduates	Comments
1	Fall 2007	16	N/A	3 withdrew or failed and did not return. 3 using as an elective toward another program (2 graduated Dec. 07). 2 completed and changed majors. 8 continued on to second semester.
1	Spring 2008	8	N/A	1 failed courses and changed major. 1 completed and changed major. 1 withdrew for work related issues.
1	Fall 2008	5	N/A	All successfully completed.
1	Spring 2009	5	2	Both graduates currently taking additional classes toward baccalaureate degree. One is at Southern; the other is at East Tennessee State.
1	Fall2009	3	1	Employed with Raven Crest Contracting.
1	Spring2010	2	2	Scheduled to graduate Summer 2010. One working full-time with Accurate Surveying.
2	Fall 2009	9	N/A	1 moved out of state. 1 dropped due to work requirements.
2	Spring 2010	7	N/A	Completing work as scheduled.

APPENDIX IV
Advisory Committee Membership

NAME	COMPANY	CONTACT
Tom Rayburn	E.L. Robinson Engineering	trayburn@elrobinson.com
Josh Rayburn	E.L. Robinson Engineering	jrayburn@elrobinson.com
Marvin Murphy	WV DOT – State Surveying	mmurphy@dot.state.wv.us
Travis Long	WV DOT – State Surveying	tlong@dot.state.wv.us
Paul Dean	Corps of Engineers	Pauld@lrh.usace.army.mil
Marvin Reynolds	Reynolds Surveying	Direworks979@netzero.net
Richard Henline	A2Z Surveying	304-744-7885
Kevin Shaffer	Design Tech	304-746-4734
Victor Dawson	Potesta Engineering	304-342-1400
Matt McLane	WV American Water	304-767-1841
Lantz Rankin	Hertiage Surveying	heritage2@heritagesurveying.com
Eddie Curry	Cotiga Land Development	ecurry.cotiga@charterinternet.com
Roger Tackett	ASI	rtackett@asiwv.com
Dave Brown	Terradon	Dave.brown@terradon.com
Brad Ball	Arch Coal	bball@archcoal.com
Lee Hensley	Raven Crest Contracting	304-836-5860 Ext 14

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

ITEM: Academic Program Review and Continuance
of Existing Academic Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Certificate in Survey Technology with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education Title 135, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Carol Howerton

BACKGROUND:

During the 2009 - 2010 academic year a post-audit review of the Certificate in Survey Technology was conducted by the Technology Department and Survey Technology faculty.

The Department recommends the continuance of the program with corrective action. The Executive Council and the Academic Affairs Management Council concur with this recommendation. The corrective action recommended by the group is one of monitoring. The program only admits students every other year. There has only been one cohort that has completed the full program. The second cohort has minimal enrollment due to problems with the timing of the survey board approval. Enrollment is expected to increase with the next cohort and meet capacity expectations. The full program review during year five would be appropriate time for review. Continuation of the certificate is contingent upon continuation of the associate degree.

POST AUDIT REVIEW

2009 - 2010

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

Program: Certificate, Survey Technology

Date: January 2010

INSTITUTIONAL RECOMMENDATION

The Board of Governors recommends:

- 1. Continuance of the program at the current level of activity without correction action;
- 2. Continuance of the program with corrective action;
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education policy on approval and discontinuance of programs.

Rationale for Recommendation:

Continue the program at its current level of activity with a review to follow after the third cohort of students have enrolled in the program which would coincide with the regularly scheduled full program review during year 5 of the program.

The program only admits students every other year. There has only been one cohort that has completed the full program. The second cohort has minimal enrollment due to problems with the timing of the board approval. Enrollment is expected to increase with the next cohort and meet capacity expectations. Continuation of the certificate is contingent upon the continuation of the associate degree.

_____ Recommendation	_____ Signature of person preparing the report if other than Department Chair	_____ Date
<u>Approve</u> Recommendation	<u>Carl A. Ament</u> Signature of Department Chair	<u>3/30/10</u> Date
<u>Accepted</u> Recommendation	<u>Pamela L. Alderman</u> Signature of Dean	<u>3/30/10</u> Date
<u>Accepted</u> Recommendation	<u>Cathy L. Smith-Cox</u> Signature of Vice President for Academic Affairs	<u>3/30/10</u> Date
_____ Recommendation	_____ Signature of President	_____ Date
_____ Recommendation	_____ Signature of Chair, Board of Governors	_____ Date

**Southern West Virginia Community and Technical College
Department of Technology and Engineering
Certificate, Survey Technology**

Program Post Audit Review Summary

Program Post Audit Review Components

A. Goals and Objectives

- The program has sufficient goals and objectives
- The program meets a vital need for local business and industry
- The program provides workforce training opportunities

Conclusion: Program meets minimum goals and objective requirements

B. Assessment

- The program has valid assessment measurements

Conclusion: Program meets minimum assessment requirements

C. Curriculum

- The curriculum was developed by local business and industry

Conclusion: Program meets minimum curriculum requirements

D. Faculty

- The program has sufficient faculty to meet enrollment
- The faculty member is appropriately trained
- The faculty member is approved by the WV Board of Professional Surveyors

Conclusion: Program has sufficient faculty to teach the curriculum

E. Enrollment and Graduates

- The program had acceptable enrollment for the first cohort
- The number of current students in the second cohort is limited
- Enrollment in future cohorts is expected to meet maximum expectations
- There have not been enough cohorts to measure acceptable graduation rates.
- There is sufficient student and employer satisfaction

Conclusion: Program has not had enough time to appropriately measure enrollment and graduation rates.

F. Financial

- The program has sufficient equipment and resources
- The program has partnerships in place to continue access to current technology and equipment

Conclusion: Program meets minimum financial requirements

G. Advisory Committee

- The program has an active advisory committee

Conclusion: Program meets minimum advisory committee requirements

H. Accreditation

- The program has formal accreditation by the WV Board of Professional Surveyors.
- The program has not had sufficient time to apply for any other accreditation.

Conclusion: Program meets minimum accreditation requirements

Recommendation:

Continue the program at its current level of activity with a review to follow after the third cohort of students have enrolled in the program which would coincide with the regularly scheduled full program review during year 5 of the program.

Rationale for Recommendation:

The program only admits students every other year. There has only been one cohort that has completed the full program. The second cohort has minimal enrollment due to problems with the timing of the board approval. Enrollment is expected to increase with the next cohort and meet capacity expectations. Continuation of the certificate is contingent upon the continuation of the associate degree.

Post-Audit Review
For Occupational Programs Implemented Under the Provisions of Series 37
West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Certificate, Survey Technology

I. Introduction

The Survey Technology program is designed to meet the needs of the surveying profession in Southern West Virginia and the surrounding areas. It provides a thorough knowledge of surveying and mapping techniques necessary for certification and employment.

The program was developed at the request of local business and industry. Individuals representing private business as well as state and local government agencies participated in the design and development of the curriculum. The certificate is the first year of the associate degree program in surveying.

Upon successful completion of the certificate program, students can seek work as a survey technician. Completion of the certificate program does not allow students to sit for any licensure exam.

II. Goals and Objectives

The Survey Technology Program will offer students opportunities to complete both an Associate in Applied Science, Survey Technology degree and a Survey Technology Certificate. The program will offer training in surveying and mapping/drafting techniques for land surveying using both traditional tools and GIS technology.

West Virginia State Code 30-13A on Land Surveyors requires individuals desiring to become a licensed land surveyor to complete a series of requirements including passage of specific examinations, years of service under direct supervision, and educational requirements as outlined in section 8.

Code 30-13A-8 specifically states:

“(a) Before a person may apply for a surveying license to practice under the provision of this article, the person must have completed one of the following educational, experience and examination requirements: ...

(2) On and after the first day of January, two thousand five, has completed one of the following education, experience and examination requirements:

(A) Has a four-year degree....

(B) Has a four-year degree...

(C) Has a two-year degree or an associate degree in surveying or a related field approved by the board, which degree must

include a minimum of thirty hours of surveying or surveying-related courses, has passed an examination in the fundamentals of land surveying, has four years or more of experience in surveying, including two years of experience in responsible charge under the direct supervision of a licensee or a person authorized in another state of country to engage in the practice of surveying, has passed an examination in the principles and practice of land surveying and has passed the West Virginia examination; or
(D) *Is not a graduate of a surveying curriculum, has completed the national society of professional surveyors technician program, has obtained a level IV certification, issued by the national society of professional surveyors, ...”*

The A.A.S. degree will satisfy the educational requirement necessary to become a licensed surveyor under West Virginia State Code. It will prepare students to sit for the Fundamentals of Land Surveying examination. Individuals completing the program with a minimum G.P.A. of 3.0 and passing the Fundamentals of Land Surveying examination will meet the requirements under code to be recognized as a surveyor intern as stated under section 30-13A-9. The certificate is the first year of the A.A.S. degree. Students completing the certificate will not be eligible to sit for the exam but can seek immediate work as a survey technician.

According to the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook for 2004-2005, the median annual earnings for surveying and mapping technicians were \$30,380 for 2004 which represents a \$15.79 hourly wage. The wage statistics, as listed on CollegeToolKit, show the last national average as \$22.73 and the WV average as \$20.77 for job categories for survey technicians. This is confirmed by local employers who pay anywhere from \$10 to \$20 per hour for survey technician positions. The lowest wage represents individuals in smaller consulting firms who are hired with no background and are being trained in-house. Those completing the training and showing sufficient skills are quickly moved to \$15-\$20 per hour. Program students entering the workforce after year one averaged \$15 per hour. Those students completing two years of the curriculum are averaging \$45000 per year.

This program supports occupational codes for cartographers and photogrammetrists, surveyors, survey and mapping technicians, and drafting technicians. In 2004, survey technicians made up .087% of WV state employment, making WV the third highest employer of survey technicians in the nation behind Montana and Florida.

While no firm statistics are available for job outlook for the next 5 years, the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook reports “overall employment of surveyors,

cartographers, photogrammetrists, and surveying technicians is expected to grow about **as fast as average** for all occupations through the year 2014. The widespread availability and use of advanced technologies, such as GPS, GIS, and remote sensing, will continue to increase both the accuracy and productivity of these workers, limiting job growth to some extent. However, job openings will continue to arise from the need to replace workers who transfer to other occupations or who leave the labor force altogether. Many of the workers in these occupations are approaching retirement age.” This is supported by our major local industry and supporter – mining. This industry expects an 85 % turnover of employees in the next five years due to aging.

It is expected that opportunities for surveyors, cartographers, and photogrammetrists should remain concentrated in architectural, engineering, and related services firms. Opportunities should be stronger for professional surveyors than for surveying and mapping technicians. However, a professional surveyor’s license in WV requires four or more years of experience under direct supervision of a licensed surveyor. The timeframe for job needs of professional surveyors will provide the necessary time on the job for advancement for the surveyor interns.

In addition, the new advances in GPS technology have created an emerging need for individuals trained in GIS and Geometrics which are included in the program. Increasing demand for geographic data, as opposed to traditional surveying services, will mean better opportunities for cartographers and photogrammetrists who are involved in the development and use of geographic and land information systems. New technologies, such as GPS and GIS, also may enhance employment opportunities for surveyors, and for surveying technicians who have the educational background and who have acquired technical skills that enable them to work with the new systems. At the same time, upgraded licensing requirements will continue to limit opportunities for professional advancement for those without a degree.

III. Assessment

- A. The Survey Technology program utilizes a variety of assessment measures. The majority of courses utilize a pre/post course exam. Student achievement in the general education and support courses is assessed in accordance with the institution’s plan for assessment for such courses/programs. Students completing the certificate program are not required to participate in any formal college-wide assessment exams.
- B. Provide information on the following elements:
 - Educational goals of the program
 - A. Provide students with fundamental surveying skills
 - B. Provide students with hands-on experiences

- Measures of evaluating success in achieving goals
 - A. Student pre/post test scores
 - Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data. No conclusions can be drawn on the success of the certificate program. There has only been one cohort of students who could have completed the certificate and go into the workforce. Students either withdrew from the program prior to completion of the certificate or continued to complete the associate degree.
- C. Assessment data is reviewed on a regular basis for the program. Weak areas are identified from test data and observations from labs. Improvements are made within each course immediately. Additional changes are also made to following courses to assist in quality instruction of students. No significant changes have been made.

IV. Curriculum

- A. The curriculum for the Certificate in Survey Technology consists of 30 semester hours. There are 13 credit hours are in the general education core and 17 credit hours are in the technical core coursework.

The program is currently an open admission program with cohorts being accepted every other year. The program accepts students on a first-come, first-serve basis with a seating cap of 15. All students must meet the college entrance requirements of a high school diploma or GED. Those enrolling in college-level English and math general education courses are required to meet minimum scores on the ACT or Accuplacer exam prior to enrolling in these courses or must successfully complete a developmental program of courses to remediate deficiencies.

- B. A complete listing of courses in each category is included in Appendix I.
- C. Course delivery methods include traditional lectures, hands-on labs, and experiential learning. Some courses are presented in a fast-track (shortened time frame) method to allow for business and industry utilization of courses for workforce training needs.

V. Faculty

The Survey Technology program utilizes full-time faculty members within each discipline to teach the general education course requirements. The program maintains one full-time term faculty position. This position is currently held by Stephen Birurakis. (It was previously held by John

Kovach.) One additional adjunct has been used for a surveying support course toward the Mine Management program. Faculty members for core courses must be approved by the West Virginia Board of Professional Surveyors and must hold a valid license. Available faculty data sheets are included as Appendix II.

VI. Enrollment and Graduates

A. The Survey Technology program is currently running its second cohort of students. The first cohort started with seventeen students. During registration of the first cohort, allowances were not made for those students not seeking the full program. As a result, several seats were taken by students not seeking the program and retention of the first cohort was limited. Three students were using the courses as electives toward other programs. Two of these three students graduated at the conclusion of the first semester. Three of the students withdrew or failed the first set of courses and could not continue. Two additional students completed the courses with limited success and subsequently changed majors. Math was identified as a problem area with all the students who either failed or changed majors. They were not prepared for the upper level math work and did not feel they could complete the program successfully. After the second semester, three additional students were not retained. Five of the original students have completed the program or are still enrolled in the program.

The second cohort of students was started during the fall 2009 semester. Nine students were accepted into the program. Enrollment was hampered by the timeliness of the approval of the program by the West Virginia Board of Professional Surveyors. Due to the uncertainty of the approval for the program, the course schedule was pulled from publication along with all publicity for the program, and no pre-registrations were permitted. Formal approval was communicated on May 26, 2009. At this time, a marketing plan was developed with marketing completed during July. Enrollment was cut off in August for the start of classes. It is anticipated that enrollment will increase and meet expectations for upcoming cohorts. The chart of enrollment and graduation data is shown in Appendix III.

B. The program has graduated three students. An additional two students have completed the requirements for the certificate but have not applied for graduation. They are in the process of completing the associate degree. Due to the limited number, no formal written study has been conducted. Students and employers have remained in close contact with the program to provide informal information. One student successfully transferred to East Tennessee State University to continue work toward a baccalaureate degree in surveying and is expected to graduate December 2011. One student is still enrolled in

Southern taking additional general education course and plans to transfer. One graduate is employed full time by Raven Crest Contracting with a salary in the range of \$48,000-\$50,000. The employer has expressed high satisfaction with the student's knowledge and skills. The remaining two students from the first cohort are expected to graduate summer 2010. One of these is currently employed by Accurate Surveying with a salary in the range of \$45,000-\$50,000. This employer is also highly satisfied with the student's knowledge and skills. The other student quit a part-time employment in surveying to focus on completing his classes.

- C. Only one student has transferred into a baccalaureate program at this time. He transferred to East Tennessee State University which is the closest school in proximity offering a baccalaureate degree in surveying. He is expected to graduate December 2011. Credit was given for a significant portion of the surveying classes and all of the general education courses from the program. Several courses are based on West Virginia law and code and are required by the West Virginia Board of Professional Surveyors as part of the program and are known not to transfer to out-of-state institutions. Capstone and project courses are also required as part of the program and do not transfer since they are considered 400 level courses and must be retaken at the baccalaureate level. The student has expressed satisfaction with the transferability of his courses and his knowledge of material.

VII. Financial

- A. The program's initial funding was provided by a grant from the Community and Technical College System of West Virginia in a \$220,000 Technical Programs grant. This provided the equipment and salary needs from startup until December 2009. Southern has incorporated the program into the general budget for the upcoming year. An additional \$20,000 from the general budget has been allocated towards salary for the remainder of the current fiscal year. No other expenses have been incurred by the program. Department of Technology and Engineering funds are available to the program upon need.
- B. Future resource needs will be incorporated into the general budget for the 2010-2011 academic year. The program will require a \$3500 operating budget in addition to salary expenses to operate. This will cover the software license and general supplies. Partnerships with business and industry will provide access to all new technologies as needed for equipment.

VIII. Advisory Committee

The advisory committee has been an integral part of the program and is one of its greatest strengths. Members were involved with the development of the curriculum and assisted with the approval through the Board of Surveyors. They provide input and feedback on a regular basis. They have provided internships for students, access to equipment when needed, and have served as guest lectures on a regular basis. They also serve as advocates for the program to the various societies for professional surveyors and in the general public. They utilize Southern as a first source for job placements. Members are listed in Appendix IV.

IX. Accreditation

There are no accreditation processes available for the certificate program.

APPENDIX I Curriculum

SURVEY TECHNOLOGY PROGRAM REQUIREMENTS

Purpose: 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.

Component I-General Education Core (minimum of 13 hours)

The general education core is limited to give students the skills necessary to be able to effectively communicate technical findings, thoughts, and philosophies, and to be able to perform basic mathematical computations.

OR 105 Orientation to Technical Program	1
EN 101 English Composition I	3
MT 124 Technical Math	3
MT 125 Trigonometry	3
BS 199 Dendrology	3

Component II-Technical Core (minimum of 17 hours)

The technical core is designed to give students a solid back ground in surveying techniques and law.

SU 105 Introduction to Surveying Graphics	4
SU 120 Surveying Measurements I	4
SU 155 Surveying Graphics	3
SU 195 Land Law	3
SU 196 Land Boundaries	3

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Stephen Birurakis Rank: Instructor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned work toward BS Date Degree Received _____

Taken at West Virginia State and West Virginia Tech

Area of Specialization Civil Engineering.

Licenses/Certifications: Professional Land Surveyor, Certified Trainer for Magellen GPS systems

Professional registration/licensure Yes Yrs of employment at present institution 3
 Yrs of employment in higher education 3 Yrs of related experience outside higher education _____
 education _____ 9

Non-teaching experience 9

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2010	SU 196 – Land Law	7
Spring 2010	SU 155 – Surveying Graphics	7
Spring 2010	SU 120 – Measurements I	7
Fall 2009	SU 195 – Boundaries	1
Fall 2009	SU 120 – Measurements I	1
Fall 2009	Su 105 – Introduction to Surveying and Graphics	9
Spring 2009	SU 275 – GPS	5
Spring 2009	SU 275 – GIS	5
Spring 2009	SU 230 – Construction Surveys	5

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2009	SU 274 – Capstone	5
Fall 2008	SU 273 – Project	5
Fall 2008	SU 272 – Internship	5
Fall 2008	SU 220 – Measurements II	5
Fall 2008	SU 212 – Retracements	5
Fall 2008	SU196 – Land Law	5

(b) If degree is not in area of current assignment, explain.

APPENDIX III

Enrollment and Graduation Data

Cohort	Semester	Enrollment	Graduates	Comments
1	Fall 2007	16	N/A	3 withdrew or failed and did not return. 3 using as an elective toward another program (2 graduated Dec. 07). 2 completed and changed majors. 8 continued on to second semester.
1	Spring 2008	8	N/A	1 failed courses and changed major. 1 completed and changed major. 1 withdrew for work related issues.
1	Fall 2008	5	N/A	All successfully completed.
1	Spring 2009	5	2	Both graduates currently taking additional classes toward baccalaureate degree. One is at Southern; the other is at East Tennessee State.
1	Fall2009	3	1	Employed with Raven Crest Contracting.
1	Spring2010	2	2	Scheduled to graduate Summer 2010. One working full-time with Accurate Surveying.
2	Fall 2009	9	N/A	1 moved out of state. 1 dropped due to work requirements.
2	Spring 2010	7	N/A	Completing work as scheduled.

APPENDIX IV
Advisory Committee Membership

NAME	COMPANY	CONTACT
Tom Rayburn	E.L. Robinson Engineering	trayburn@elrobinson.com
Josh Rayburn	E.L. Robinson Engineering	jrayburn@elrobinson.com
Marvin Murphy	WV DOT – State Surveying	mmurphy@dot.state.wv.us
Travis Long	WV DOT – State Surveying	tlong@dot.state.wv.us
Paul Dean	Corps of Engineers	Pauld@lrh.usace.army.mil
Marvin Reynolds	Reynolds Surveying	Direworks979@netzero.net
Richard Henline	A2Z Surveying	304-744-7885
Kevin Shaffer	Design Tech	304-746-4734
Victor Dawson	Potesta Engineering	304-342-1400
Matt McLane	WV American Water	304-767-1841
Lantz Rankin	Hertiage Surveying	heritage2@heritagesurveying.com
Eddie Curry	Cotiga Land Development	ecurry.cotiga@charterinternet.com
Roger Tackett	ASI	rtacket@asiwv.com
Dave Brown	Terradon	Dave.brown@terradon.com
Brad Ball	Arch Coal	bball@archcoal.com
Lee Hensley	Raven Crest Contracting	304-836-5860 Ext 14

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

ITEM: SCP-1215, Use of Institutional Facilities

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the aforementioned policy SCP-1215, following the 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

At its March 2, 2010 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-1215, Use of Institutional Facilities, for a 30-day comment period that expired April 03, 2010. One comment pertaining to grammar was received. The suggested correction was made in the final policy. Having received no additional comments, the staff recommends the Board of Governors grant final approval of SCP-1215, Use of Institutional Facilities, as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1215**

SUBJECT: Use of Institutional Facilities

REFERENCE: None

ORIGINATION: January 1, 1985

EFFECTIVE: May 1, 1985

REVIEWED: January 5, 2010

SECTION 1. PURPOSE

1.1 To identify the procedures and requirements for using the institutional facilities.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy governs the use of institutional facilities by persons or groups.

SECTION 3. DEFINITIONS

3.1 None.

SECTION 4. POLICY

- 4.1 Facilities of Southern West Virginia Community and Technical College are intended for use in the conduct of educational programs. As such, first priority for the use of facilities will be given to the academic, administrative, and student functions at each campus.
- 4.2 In its many aspects of service to the public, the Board also recognizes the need and permits the use of facilities which may provide benefits otherwise not available in the community. Each campus will be responsible for setting procedures governing the community use of the facilities.
- 4.3 Southern West Virginia Community and Technical College declares its commitment to providing equal opportunities and equal access to college facilities.
- 4.4 To adequately protect the institution, it is the responsibility of the Director(s) of Campus Operations to develop a formal agreement for all participants to sign before using the college facilities.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 The Chief Financial Officer of Southern West Virginia Community and Technical College is responsible for administration of this policy.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

Distribution: Board of Governors (12 members)
 www.southernwv.edu

Revision Notes: January 2010 — Revisions reflect changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities. Form was streamlined.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
APRIL 27, 2010**

ITEM: SCP-3625, *University Transfer Program Evaluation Model* and SCP-3625.A, *University Transfer Program Evaluation Model Guidelines*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-3625, *University Transfer Program Evaluation Model*, and SCP-3625.A, *University Transfer Program Evaluation Model Guidelines*, following the 30-day public comment period.

STAFF MEMBER: Cathy L. Smith-Cox

BACKGROUND:

Academic Affairs has been charged with the review of several academic policies for the 2009-2010 academic year. SCP-3625 and SCP-3625.A have been reviewed and minor changes have been proposed. Changes reflect current titles and assignments of disciplines to departments. The policy was reviewed by the Academic Affairs Management Council.

Based on the deliberations and recommendations of the aforementioned body, Academic Affairs asked that SCP-3625, *General Studies (University Parallel) Program Evaluation Model*, and SCP-3625.A, *General Studies (University Parallel) Program Evaluation Model Guidelines*, be distributed to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period.

Southern's Board of Governors approved the issuance of SCP-3625, *General Studies (University Parallel) Program Evaluation Model*, and SCP-3625.A, *General Studies (University Parallel) Program Evaluation Model Guidelines*, for a 30-day public comment at its March 2, 2010 meeting. The comment period expired on April 3, 2010 and no comments were received. Therefore, it is recommended that the Board of Governors grant final approval for the policy and its attachment as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-3625**

SUBJECT: University Transfer Program Evaluation Model

REFERENCE: Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 10, *Policy Regarding Program Review*

ORIGINATION: September 1, 1985

EFFECTIVE: September 1, 2000

REVIEWED: January 27, 2010

SECTION 1. PURPOSE

1.1 To identify and communicate the University Transfer Program Evaluation Model.

SECTION 2. SCOPE AND APPLICABILITY

2.1 All locations and employees of Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

3.1 The term University Transfer refers to a program of study designed to enable a student to obtain approximately two years of general study courses for a transfer to a four-year baccalaureate program.

SECTION 4. POLICY

4.1 The University Transfer Program will be regularly reviewed, evaluated, and revised as needed by Department Chairpersons and the Division Dean named herein in accordance with governing board policy.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 The University Transfer Program shall include all disciplines clustered under the University Transfer divisions and the Humanities, Social Sciences, Mathematics, Natural Science and Transitional Studies departments.

6.2 The University Transfer Program shall be staffed by members of the faculty whose major teaching assignments are generic to the departments/disciplines as follows:

Department	Disciplines
Humanities	Fine Arts English Communications Languages Journalism Music Education Theatre Religion
Natural Science	Biological Sciences Chemistry Geology Physical & Health Education Physical Science Physics
Social Science	Geography History Political Science Psychology Philosophy Social Studies Sociology
Mathematics	Math Math Education
Transitional Studies	Developmental Math Developmental Writing Developmental Reading

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 The Dean of University Transfer Division, in conjunction with the Department Chairs, shall collectively administer the University Transfer Program and shall be responsible for the program's periodic review and evaluation.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: SCP-3625.A, *University Transfer Program Evaluation Model*

Distribution: Board of Governors (12 members)
 www.southernwv.edu

Revision Notes: January 2010 — Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in academic responsibilities. Form was streamlined.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
UNIVERSITY TRANSFER PROGRAM
EVALUATION MODEL
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:

Department	Disciplines
Humanities	Fine Arts English Communications Languages Journalism Music Education Theater Religion
Natural Science	Biological Sciences Chemistry Physical and Health Education Physical Sciences Geology and Earth Sciences Physics
Social Science	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
SOCIAL SCIENCE		
Geography	-	30
History	-	30
Philosophy	-	30
Political Science	-	30
Psychology	-	30
Social Studies	-	30
Sociology	-	30
NATURAL SCIENCE		
Biological Science	-	22
Chemistry	-	22
Physical Education	-	20
Physical Science	-	20
Physics	-	20

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

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
APRIL 27, 2010**

ITEM: SCP-3736, *Student Standards of Academic Progress*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval for SCP-3736, *Student Standards of Academic Progress*, following the 30-day public comment period.

STAFF MEMBER: Cathy L. Smith-Cox

BACKGROUND:

Academic Affairs has been charged with the review of several academic policies for the 2009-2010 academic year. SCP-3736, *Student Standards of Academic Progress*, has been reviewed and no substantive changes made. The policy was reviewed by the Academic Affairs Management Council and the Executive Council.

Based on the deliberations and recommendations of the aforementioned bodies, Academic Affairs asked that SCP-3736, *Student Standards of Academic Progress*, be distributed to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period.

Southern's Board of Governors approved the issuance of SCP-3736, *Student Standards of Academic Progress*, for a 30-day public comment at its March 2, 2010 meeting. The comment period expired on April 3, 2010 and no comments were received. Therefore, it is recommended that the Board of Governors grant final approval for the policy as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-3736**

SUBJECT: Student Standards of Academic Progress

REFERENCE: None

ORIGINATION: November 1, 1984

EFFECTIVE: November 1, 1984

REVIEWED: November 9, 2009

SECTION 1. PURPOSE

1.1 To establish and communicate criteria for student standards of academic progress.

SECTION 2. SCOPE AND APPLICABILITY

2.1 All students of Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

3.1 None.

SECTION 4. POLICY

4.1 A student at Southern West Virginia Community and Technical College must earn a cumulative grade point average of 2.00 or better to complete certificate or degree requirements. Failure to maintain this average during any semester involving credit hours attempted could jeopardize his/her progress toward meeting these requirements.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 Listed below is the cumulative grade point average which must be maintained, as determined through credit hours attempted:

<u>Credit Hours Attempted</u>	<u>Cumulative GPA</u>
0-11	Not considered
12-30	1.5
31-60	1.75
61 or more	2.00

- 6.2 If a student’s cumulative GPA falls below this scale, the Vice President for Academic Affairs shall place the student on academic probation for the next semester and shall so notify the student by letter. Copies will be forwarded to the Student Record’s Office and to the students’ faculty advisor to be placed in the student’s permanent file.
- 6.3 A student receiving financial aid or veteran benefits, having failed to maintain satisfactory academic progress, will be referred to the respective campus office responsible for administering these student service programs.
- 6.4 Conditions for repeating a class:
 - 6.4.1 If a student earns a grade of “D” or “F” in any course taken no later than the semester term when he or she has attempted no more than 60 hours, and if she/he repeats this course one time only, the first grade shall be disregarded for the purpose of determining the student’s GPA, and the grade earned the second time this course is taken shall be used in determining his/her GPA.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 The College’s veteran’s representative will complete Form 1999B for any student receiving veteran benefits who fails to meet standards outlined in this policy.

SECTION 8. CANCELLATION

- 8.1 None.

SECTION 9. REVIEW STATEMENT

- 9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: November 2009 — Revisions reflect no substantial changes in procedure or documentation requirements.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

ITEM: SCP-5830, Use of Southern West Virginia Community and Technical College Vehicles

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the aforementioned policy SCP-5830, following the 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

At its March 2, 2010 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-5830, Use of Southern West Virginia Community and Technical College Vehicles, for a 30-day public comment period that expired April 03, 2010. No comments were received at the end of the comment period, therefore, the staff recommends the Board of Governors grant final approval of SCP-5830, Use of Southern West Virginia Community and Technical College Vehicles, as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-5830**

SUBJECT: Use of Southern West Virginia Community and Technical College Vehicles

REFERENCE: None

ORIGINATION: January 28, 1991

EFFECTIVE: January 28, 1991

REVIEWED: January 5, 2010

SECTION 1. PURPOSE

- 1.1 To promulgate the regulations governing the assignment of college owned, leased, or rented vehicles and the reimbursement of travel and expenses.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This issuance applies to all employees of Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

- 3.1 Authorized Driver - An employee who has a proper driver's license and has passed or successfully completed the required safe driver's test. Newly hired employees are required to pass mandatory tests when available, but can drive with a valid driver's license until the driver's test is made available to them.
- 3.2 Employees - Everyone that is on Southern's payroll except for those whose primary role is a student at the institution.

SECTION 4. POLICY

- 4.1 Any Southern employee using a college vehicle must be authorized to drive and must possess a valid driver's license at the time the vehicle is assigned.
- 4.2 Employees are prohibited from using college vehicles for personal use and transporting unauthorized passengers.
- 4.3 Permission to transport passengers who are not college employees or students must be obtained from the Director of Campus Operations or Chief Financial Officer.
- 4.4 The operation of college vehicles is under the jurisdiction of the Director(s) of Campus Operations.
- 4.5 Requests for travel reimbursements may be denied to employees who use their personal vehicles for travel when a college vehicle is available.
- 4.6 The vehicle log sheet must be completed prior to and at the conclusion of the use of the vehicle.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

- 6.1 It shall be unlawful for any employee to drive a college-owned vehicle while under the influence of alcohol or illegal drugs. Driving while taking prescription drugs or any other substance that results in impairment of an individual's judgement and ability to safely operate a vehicle are also prohibited. Employees must also follow all other state laws.
- 6.2 Use of any tobacco, smokeless or otherwise, is strictly prohibited. This applies to both drivers and passengers in college vehicles.
- 6.3 All college owned or leased vehicles shall be maintained and serviced routinely with the goal of providing safe and functional vehicles for users. All vehicles are required to have an annual inspection.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 Responsibilities

- 7.1.1 Each employee is responsible for all fines and penalties incurred while operating a college vehicle. Fines and penalties are not reimbursable expenses.
- 7.1.2 In case of an accident, the driver must complete an Accident Report Form (RMI-1) immediately. A copy of the form is placed in the glove compartment of each vehicle. Specifically, the driver will:
- 7.1.2.1 Call the police.
 - 7.1.2.2 Not assume responsibility for the accident.
 - 7.1.2.3 Protect his/her person.
 - 7.1.2.4 Protect the vehicle from further damage.
 - 7.1.2.5 Request medical assistance if needed.
 - 7.1.2.6 Identify other persons, including witnesses, involved in the accident.
 - 7.1.2.7 Record details of the accident, including the extent of injuries and property damage, and how the accident occurred.
 - 7.1.2.8 Upon return to work, provide the Director of Campus Operations with the completed RMI-1 within two (2) calendar days.
- 7.1.3 Each employee is responsible for reporting to the Director of Campus Operations, any problems, malfunctions, or mechanical issues experienced while using the vehicle.

SECTION 8. CANCELLATION

7.2 None.

SECTION 9. REVIEW STATEMENT

7.3 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None

Distribution: Board of Governors (12 members)
 www.southernwv.edu

Revision Notes: January 2010 — Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities. Form was streamlined.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

ITEM: SCP- 4786, *Transcript Evaluation*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for an additional 30-day public comment period.

STAFF MEMBER: Prudence Barker

BACKGROUND:

This policy was originally created in 1984 and was reviewed again in 2000. The Enrollment Services Unit last reviewed the policy in August 2009, and presented it to the Executive Council for discussion on September 1, 2009. During this review, it was concluded that a majority of the content in this policy was duplicated in SCP-4825, *Transfer of Student Credit Hours From Another Institution*, and resolved to incorporate relative information into revisions of SCP-4786. Additionally, the Enrollment Services Unit recommended SCP-4825 for rescission.

At its October 15, 2009 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of both policies SCP-4786 and SCP-4825 for a 30-day public comment period which expired November 18, 2009. No comments were received at the end of the comment period for SCP-4825. Therefore, at its December 8, 2009 meeting, the Board approved a resolution to rescind that policy. However, substantial information was identified as omitted in the revised policy, SCP-4786, during the comment period. This information created substantial changes and a recommendation for final approval was not presented to the Board following the 30-day comment period. The Enrollment Services Unit determined the omitted information was a necessary component and should be included in this policy. Therefore, in March 2010, SCP-4786, *Transcript Evaluation*, was again revised and reviewed by the Executive Council. Due to significant changes in the content of this policy, the staff recommends it for advancement for an additional 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP 4786**

SUBJECT: Transfer Student ~~Transcript~~ Requirements and Credit Evaluation

REFERENCE: West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule Series 17, *Transferability of Credits and Grades at West Virginia Public Colleges and Universities*; Procedural Rule Series 21, *Standards and Procedures for Undergraduate Admissions at Community and Technical Colleges*; and SCP-3227, *Credit Based on Experience*.

ORIGINATION: July 1, 1984

EFFECTIVE: July 1, 1984

REVIEWED: September 1, ~~2000~~ 2009

SECTION 1. PURPOSE

1.1 The purpose of this policy is to ensure students applying for admission to Southern West Virginia Community and Technical College receive equitable treatment when transferring college credit hours from an accredited college or university and/or with military credit the appropriate consideration of evaluation and articulation of credit by Southern in compliance with the West Virginia Council for Community and Technical College Education rules. In order to enable students with previous college or military credit who enroll in Southern West Virginia Community and Technical College to received the full and appropriate consideration for previous educational work completed, this policy will clarify Southern's policy and procedures regarding the evaluation of transcripts.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy is applicable to all students.

SECTION 3. DEFINITIONS

3.1 Acceptable transfer credit – evaluated academic credit that is considered included within a transfer student's Southern academic history and may or may not be considered as equivalent to Southern coursework or applicable toward the student's Southern program certificate/degree requirements. All credit and grades for coursework determined as equivalent or not equivalent to Southern coursework is calculated and included in the overall grade point average. Most common acceptable transfer credit is received from regionally accredited colleges and universities.

3.2 Articulation agreement – an agreement between one or more educational institutions establishing and identifying acceptable transfer coursework as equivalent coursework.

3.3 Core coursework – also considered general studies courses, are common course requirements recognized by the state that fulfill most state baccalaureate and associate degree programs. Most common core coursework would be English composition, communications and literature, mathematics, natural science, and social science.

- 3.4 Equivalent course credit – acceptable transfer credit that has been evaluated by comparison of the transfer course description and Southern’s course description and determined to be equal in educational content.
- 3.5 Fully admitted – student status upon submission of all required documents for admission to Southern.
- 3.6 Non-traditional credit - recognized academic credit from other educational and/or life experiences or programs that are not typically provided by a traditional college or university as academic credit. Military, apprenticeship, and workplace experiences are the most common of this type of academic credit.
- 3.7 Regionally accredited institution – colleges or universities accredited by a recognized accrediting organization that has met the accreditation standards of either the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education (USDE).
- 3.8 Traditional credit – recognized academic credit commonly identified by a college or university as typical college coursework. Traditional credit would be commonly listed on an official transcript with the transfer course title, subject, credit, grade, and grade point average.
- 3.9 Transcript – an official document of coursework with completed credit(s), grade(s) and academic history from a college, university, and/or military authority.
- 3.10 Transfer credit – credit received for courses taken at other educational institutions and submitted for evaluation and articulation at Southern for determination of acceptable and/or equivalent college credit towards Southern’s academic programs.
- 3.11 Transfer student – a student admitted to Southern who has previously attended another college or university.
- 3.12 Unacceptable transfer credit- evaluated academic credit and grades that is not considered included within a transfer student’s Southern academic history and not applicable toward Southern program certificate/degree requirements or overall grade point average.

SECTION 4. POLICY

- 4.1 In accordance with the West Virginia Council for Community and Technical College, Title 135, Procedural Rule Series 17, *Transferability of Credits and Grades at West Virginia Public Colleges and Universities*, it is Southern’s policy that any student who has been fully admitted to Southern and who seeks an Associate Degree or Certificate will be provided fair and equitable consideration in the evaluation and articulation of transfer credit hours and grades received from any regionally accredited college or university. Consideration will be provided to transfer students in determination of acceptable credit from other accredited and educational institutions following appropriate state and institutional procedures.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Southern is accredited by and follows standards set forth by the accrediting organization, North Central Association of Colleges and Schools, The Higher Learning Commission, when evaluating and determining transfer credit. Southern will consider evaluation of transfer credit from any regionally accredited college or university recognized by the Council for Higher Education Accreditation, CHEA, and/or the U.S. Department of Education, USDE.
- 5.2 Students in the Board of Governors Associate in Applied Science Adult Degree Completion Program are an exception to this policy. Per West Virginia Council for Community and Technical College Board of Governors Associate in Applied Science Adult Degree Completion Program Administrative Guidelines, in

order to receive Southern's Board of Governors AAS, students transferring into this program must complete at least 12 hours at a regionally accredited higher education institution, including a total of 3 hours credit at Southern West Virginia Community and Technical College. Credit for this program will be evaluated on a case by case basis following the guidelines of SCP-3227, *Credit Based on Experience*.

- 5.3 Evaluation of credit for any West Virginia Higher Education Policy Commission or West Virginia Council for Community and Technical College Education established cooperative programs will follow guidelines and directives set forth by said entities.

SECTION 6. GENERAL PROVISIONS

- 6.1 Transfer credit determined as acceptable and/or equivalent credit by Southern will include the transfer credit grade(s) listed on the transcript after the grade(s) are reviewed and articulated as equivalent to Southern's standard grading system. Articulated grades will be calculated in the student's overall grade point average.
- 6.2 The Core Coursework Transfer Agreement between the Higher Education Policy Commission and the West Virginia Community and Technical College System will be followed in the evaluation of students' core coursework transferring from a state university or college. The agreement establishes hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements.
- 6.3 Established articulation agreements between Southern and other schools will be used as a basis for determining transfer credit for those schools.
- 6.4 Evaluation of students' transfer credit from a college or university that does not have an established articulation agreement with Southern will be reviewed upon comparison of course descriptions found in the transferring institution's catalog or course documentation from the transfer institution.
- 6.5 Evaluation of military credit will be based upon the recommendation listed in the current *American Council Education Handbook, Guide to the Evaluation of Armed Forces Experiences*.
- 6.6 Evaluation of credit for courses taken at an institution that is not regionally accredited may be considered on a case by case basis with submission of documentation from the institution, such as course description or syllabus. The Vice-President of Academic Affairs or designee and the Registrar or designee will evaluate the submitted documentation and determine if coursework is acceptable as credit.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 Transfer students are required to apply for admission to Southern and submit an official transcript from all previous colleges by the appropriate official from the transferring institution.
- 7.2 ~~Policy~~ The transfer student is responsible for requesting official transcripts from the transferring institution(s). All students must have forwarded to the Central Records office at the District Office of Southern an official transcript of previous college work. (Note: Transcripts must be forwarded by the appropriate official from the transferring institution. Hand delivered transcripts will not be considered official.)
- 7.3 Students with completed military training are required to apply for admission to Southern and are responsible for submission of military record of training before credit evaluation is considered.
- 7.4 Receipt of all official transcripts must be received by Southern to be considered fully admitted.

7.5 After receipt of student's official transcripts from a regionally accredited institution to Southern's Central Records office, the Dean of Enrollment Services/Registrar or designee, and when necessary in consultation with the Vice President for Academic Affairs or designee, will evaluate and articulate all courses and determine courses acceptable or not acceptable as transfer or equivalent Southern courses. All acceptable transfer course credits and grades will be electronically recorded and included in the student's academic record, including those courses determined as not equivalent to Southern courses. The transfer student will be notified of the outcome of the articulation of credit.

7.6 Transfer students must complete 15 hours of the final 23 hours of the program requirements at Southern to be eligible for an Associate Degree from Southern. For those students completing a certificate program, a minimum of one-third of the total hours required in the certificate program must be completed at Southern.

~~2. Transfer students must notify the Student Records Office of their intention to enroll at Southern and their intended program of study.~~

~~3. Failing or Incomplete grades from a transfer institution will not be accepted by Southern. (An "F" is considered a failing grade.)~~

~~4. Students having completed military training must also submit a record of training completed in order to be determined if that training experience will satisfy selected program requirements.~~

~~B. Procedure~~

~~1. Official transcript review and evaluation shall only be initiated through the Southern's Central Records Office/Registrar's office, in the District Office of Southern West Virginia Community and Technical College. It shall be the responsibility of the Student Records Office personnel to log in transcripts received.~~

~~The Dean of Enrollment Services and Registrar or designee in consultation with the Vice President for Academic Affairs shall will conduct the initial evaluation of the transfer student's official transcript, process electronic data entry, and notify the student of the outcome of the evaluation. It shall be the responsibility of the Registrar to perform the following at the initial stage of evaluation:~~

~~3. Secure the appropriate catalog, when available, that contains the courses which are being considered for transfer.~~

~~4. Input into Student Information System.~~

~~C. Quarter Hour Transfer~~

~~1. If the student is transferring to Southern from an institution utilizing a quarter hour grading system, the Registrar shall factor the quarter hours to semester hours using the following conversion scale:~~

<u>Quarter Hours</u>	<u>Semester Hours</u>
1	.67
2	1.33
3	2.00
4	2.67

- ~~2. Semester hours shall be rounded off to the nearest whole number.~~
- ~~3. Students transferring quarter hours into Southern shall receive equivalent credit hours e.g., if a student successfully completed a 3-credit hour English 101 course at an institution using the quarter-hour system, that course would have a semester-hour value of 2. At Southern, therefore, the student would receive credit for taking the course, but would receive only 2 credit hours (See above example.)~~

~~D. Military Credit~~

~~Evaluation of military credit shall be based upon the recommendation listed in the current Guide to the Evaluation of Armed Forces Experiences. A copy of this manual is available in the Registrar's Office.~~

~~E. Career Colleges~~

- ~~1. Credit shall be considered only from accredited career colleges listed in the Practices of Designated Educational Institutions.~~
- ~~2. Awarding credit for courses taken at a career college is strictly at the discretion of the evaluators. Courses accepted at one level may not satisfy the criteria of the Division Chairperson or the Vice President of Academic Affairs; therefore, consultation with appropriate faculty is strongly suggested at the initial phase of the evaluation process.~~

~~F. Foreign Colleges:~~

- ~~1. Credit from foreign colleges or universities shall be evaluated by an external evaluation service at the student's expense.~~
- ~~2. After completing the initial phase of the evaluation, the form is then forwarded to the Registrar.~~
- ~~3. The Registrar is the final stage in the evaluation process. It is at this stage that final approval is made on the courses that are transferrable. The Registrar is also responsible for contacting the student and informing that student of transferrable hours accepted.~~
- ~~4. Copies of the Registrar's decision are then maintained in the student's file folder located in Student Records.~~

SECTION 8. CANCELLATION

- 8.1 SCP-4825, *Transfer of Student Credit Hours from another Institution*, was rescinded and relative information was incorporated into SCP-4786.

SECTION 9. REVIEW STATEMENT

- 9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President's designee. Upon such review, the President or President's designee may

recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair Date

President Date

Attachments: None

Distribution: Board of Governors (12)
 www.southernwv.edu

Revision Notes: Policy originated September 1, 2000. Revisions of September 1, 2009 reflect title changes and include content from the rescinded policy, SCP-4825, *Transfer of Student Credit Hours from another Institution*.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
APRIL 27, 2010**

ITEM: Mission Statement

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the proposed Mission Statement to Southern's constituents for a 30-day public comment period.

STAFF MEMBER: Merle Dempsey

BACKGROUND:

Southern is entering the planning phase of the self-study process for renewing institutional accreditation through the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. Following the self-study process and resulting report, an on-campus visit by an HLC team will be scheduled for the spring semester of the 2012-2013 academic year. One of the first steps in this self-study process is a review of the institution's mission statement.

On August 10, 2009, all Southern employees were given the opportunity to review and suggest changes to the institution's mission statement. The suggestions received were presented to the Executive Council and President Tomblin and a new Mission Statement for Southern was formed based on these suggestions.

At this time, Southern's administration requests that the proposed Mission Statement be distributed to Southern's constituents for a 30-day public comment period.

Current Mission Statement

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.

Proposed 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.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 27, 2010**

ITEM: Approval of Fiscal Year 2010-2011 Budget.

RECOMMENDED RESOLUTION: *RESOLVED*, that the Southern West Virginia Community and Technical College Board of Governors accept the filing of the budget for the fiscal year beginning July 1, 2010.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

Southern West Virginia Community and Technical College is requesting that the Board of Governors approve the budget proposal for FY 2011.

Southern West Virginia Community and Technical College
Proposed Budget for 2010-11

	2009-10	2010-11	Difference
Revenue Sources			
General Revenue (State Funds)	\$ 8,064,346	\$ 7,985,386	\$ (78,960)
Required funds for zero step	-	-	-
General Revenue (Special)	675,000	-	(675,000)
Stimulus Funding (Backfill)	568,851	673,495	104,644
Stimulus Funding (ARRA Projects)	700,000	-	(700,000)
General Revenue (Mining)	676,973	693,500	16,527
Tuition	3,258,720	3,258,720	-
Fees	229,500	379,500	150,000
Major gifts campaigns	295,000	200,000	(95,000)
Miscellaneous revenue	261,729	211,629	(50,100)
Auxiliary enterprises	1,095,000	1,180,000	85,000
State grants and contracts	2,302,034	1,538,738	(763,296)
Private gifts, grants, and contracts	-	-	-
Federal programs	2,383,135	3,359,128	975,993
State scholarship program	-	-	-
Total Revenue	20,510,288	19,480,096	(1,030,192)
Carryover from prior years	600,000	870,000	270,000
Total Revenue and Carryover	\$ 21,110,288	\$ 20,350,096	\$ (760,192)
Salaries and benefits			
Personal services	9,385,184	9,200,740	(184,444)
Employee benefits	2,682,525	2,744,415	61,890
	12,067,709	11,945,155	(122,554)
Operating expenses			
Current expenses	5,289,286	5,582,173	292,887
Utilities	602,785	648,085	45,300
Auxiliary non-personnel costs	716,000	800,000	84,000
Repairs and alterations	113,210	108,210	(5,000)
Equipment	2,135,777	810,873	(1,324,904)
Total Operating Expenses	8,857,058	7,949,341	(907,717)
Total expenditures	20,924,767	19,894,496	(1,030,271)
Total revenues over expenditures	\$ 185,521	\$ 455,600	\$ 270,079
Summary of cash carryover			
Amount carried forward from prior year	2,414,479	2,000,000	
Amount used to balance budget	(600,000)	(870,000)	
Each year's surplus	185,521	455,600	
Amount to carry forward to next year	2,000,000	1,585,600	

Southern West Virginia Community and Technical College
Proposed Budget for 2010-2011

	Unrestricted	Restricted	Total
Revenue Sources			
General Revenue (State Funds)	\$ 7,985,386		\$ 7,985,386
General Revenue (Special)			-
Stimulus Funding (Backfill)	673,495		673,495
Stimulus Funding (ARRA Projects)			-
General Revenue (Mining)	-	693,500	693,500
Tuition	3,103,720	155,000	3,258,720
Fees	379,500	-	379,500
Major gifts campaigns	200,000	-	200,000
Miscellaneous revenue	211,629	-	211,629
Auxiliary enterprises	1,180,000	-	1,180,000
State grants and contracts	-	1,538,738	1,538,738
Private gifts, grants, and contracts	-		-
Federal programs	-	3,359,128	3,359,128
Total Revenue	13,733,730	5,746,366	19,480,096
Carryover from prior years	-	870,000	870,000
Total Revenue and Carryover	\$ 13,733,730	\$ 6,616,366	\$ 20,350,096
Salaries and benefits			
Personal services	8,027,573	1,173,167	9,200,740
Employee benefits	2,442,415	302,000	2,744,415
	10,469,988	1,475,167	11,945,155
Operating expenses			
Current expenses	1,650,157	3,932,016	5,582,173
Utilities	603,085	45,000	648,085
Auxiliary non-personnel costs	800,000	-	800,000
Repairs and alterations	83,210	25,000	108,210
Equipment	100,000	710,873	810,873
Total Operating Expenses	3,236,452	4,712,889	7,949,341
Total expenditures	13,706,440	6,188,056	19,894,496
Total revenues over expenditures	= 27,290	428,310	455,600
<u>Summary of cash carryover</u>			
Amount carried forward from prior year	900,000	1,100,000	2,000,000
Amount used to balance budget	-	(870,000)	(870,000)
Revenues over Expenses	27,290	428,310	455,600
Amount to carry forward to next year	927,290	658,310	1,585,600

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
UPDATE OF CAMPUS MASTER PLAN (CMP)
Revised March 2010**

	Phase I & II Master Plan	Completed Projects	Additional Costs	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<u>Wyoming/McDowell Campus</u>										
Renovate classrooms, snackbar, offices, etc	561,600	(279,100)					282,500			
Provide signs & install an intercom.	39,900						39,900			
Completion of projects	88,000								88,000	
Landscape & provide adequate drainage along entry road	180,000	(16,000)					164,000			
Install more lighting for parking area & improve landscaping	120,000						120,000			
Install emergency call boxes.	80,511							80,511		
Install new HVAC unit	200,000					50,000	150,000			
Completion of projects	26,837								26,837	
Various repairs	283,152									283,152
Campus Total	1,580,000	(295,100)	-	-	-	50,000	756,400	80,511	114,837	283,152
<u>Boone/Lincoln Campus</u>										
Enlarge bookstore, create student space, & a new science lab	1,110,230	-					1,110,230			
Renovate admin. area, install intercom, upgrade HVAC system	939,694	-					939,694			
Completion of projects	30,876	-							30,876	
Upgrade landscaping, provide new fencing and signage.	135,680	-					135,680			
Install more lighting for parking area & improve landscaping	135,680	-					135,680			
Install emergency call boxes.	50,880	-						50,880		
Completion of projects	16,960	-							16,960	
Various repairs	75,000	-								75,000
Boone Campus Total	2,495,000	-	-	-	-	-	2,321,284	50,880	47,836	75,000
Lincoln County Site (not in 2004 CMP)	1,500,000	(1,500,000)								
Boone/Lincoln Total	3,995,000	(1,500,000)	-	-	-	-	2,321,284	50,880	47,836	75,000
<u>Logan Campus, District Office & Allied Health/Technology Bldg</u>										
Build and equip Technology and Allied Health Building	6,928,400	(6,575,532)	(4,495,667)							
Build & renovate classroom space & television studio	1,432,900	-					1,432,900			
Annex payoff	141,000	(141,000)								
Install intercom system in classrooms.	103,310	-						103,310		
Completion of projects	143,258	-							143,258	
Purchase property and cost to re-route Dempsey Branch Rd.	1,150,000	(600,000)	(550,000)							
Repair parking lots and install a traffic light	600,000	-					600,000			
Install additional outdoor lighting & emergency call boxes	225,000	-						225,000		
Completion of projects	75,000	-							75,000	
Various repairs	200,000	(182,000)								18,000
Campus Total	10,998,868	(7,498,532)	(5,045,667)	-	-	-	2,032,900	328,310	218,258	18,000
<u>Williamson Campus (Phase III added for Armory)</u>										
Install new HVAC unit	865,000	(865,000)								
Install new elevator	192,000	-	(192,000)							
Construct new Technology Building	6,000,000							4,000,000	2,000,000	
Purchase & renovate Armory Building and provide signs	1,451,930	-						1,451,930		
Upgrade restrooms, classrooms, & furniture in faculty offices	1,828,514	-					1,828,514			
Upgrade signage, landscape, improve parking lots, and	400,000	-					400,000			
Install emergency call boxes	100,000	-					100,000			
Install new HVAC unit	500,000	-				50,000	450,000			
Install new roof	200,000	-				200,000				
Completion of projects	41,486	-							41,486	
Various Repairs	150,000	(146,500)								3,500
Campus Total	11,728,930	(1,011,500)	(192,000)	-	-	250,000	2,778,514	5,451,930	2,041,486	3,500
College Totals	28,302,798	(10,305,132)	(5,237,667)	-	-	300,000	7,889,098	5,911,631	2,422,417	379,652
Lottery bond funds	9,600,000	(7,704,660)	(1,556,000)	(339,340)						
Bond funds	6,000,000									
Additional Funds	1,800,000			(1,800,000)						
Funding requested from state appropriations, private sources, and federal government resources	10,902,798			(2,139,340)	-	300,000	7,889,098	5,911,631	2,422,417	379,652

The Higher Education Foundation

200 MAIN STREET, BECKLEY, WEST VIRGINIA 25801-4613

TELEPHONE 304 929-2010

FACSIMILE 304 929-2009

forwardsww@earthlink.net

February 12, 2010

RECEIVED

FEB 16 2010

PRESIDENT'S OFFICE

President Beverly Jo Harris
Bridgemont Community &
Technical College
619 2nd Avenue
Montgomery, WV 25136

President Joanne Tomblin
Southern West Virginia Community &
Technical College
PO Box 2900
Mount Gay, WV 25637

Dear Presidents Harris and Tomblin,

The evolution of the Higher Education Center continues, especially as it relates to the use by the various colleges and universities. Isn't it interesting, Joanne and Jo, that the two of you were within the original starting group and are now the only two that can make that claim. The other presidents have come more lately to the association.

I am painfully aware that space limitations have made it impossible for you to continue your classes at the Center. This year, as we formulate the budget, I have dropped contributions from your two community colleges. It makes no sense to me for you to pay for what you do not use.

A few days ago I sent out contracts to the user institutions. The State of West Virginia is not going to subsidize the Center any further, and I personally agree with that assessment. The institutions are being assessed based on the expenditure budget passed by the Higher Education Foundation, and the income budget in the contract is based upon the amount of space used by each of the individual institutions.

For a good number of years I have been working with Senator Byrd to obtain another appropriation of \$7 million to build the addition to the Erma Byrd Center. As you know from my previous contacts with you, President Spring took my \$7 million request, pulled it into his own request without any knowledge on my part, and submitted it. The result of all of this is unfortunate. Senator Byrd's staff saw controversy, reduced the amount to \$4 million, and then sent it not to the Raleigh County Commission, but rather to the Higher Education Policy Commission. Thus, I am not in control to build the space of the addition that would have accommodated programs fitted to your offerings.

I am enclosing for you a sample of the contract I sent to New River Community & Technical College. All of the contracts are similar except for the price they are asked to pay that is based upon the amount of space they occupy or utilize. You are not being asked to pay anything at this point, because I do not see any indication that you would be offering courses at the Public Higher Education Center until more space is developed. You will, however, remain as one of the founding groups. Let me know how I can assist you if you do have needs or opportunities that can be supported by the Erma Byrd Center.

That where I began, there also may I end. The evolution of the Higher Education Center continues, especially as it relates to the use by the various colleges and universities. Thank you for your support and friendship.

Cordially,

Thomas S. Acker, S. J.
Executive Director

TSA:llm

Enclosure

CC: Mele Kempsey
Sam Litteral
Katie Smith Cox
Board of Governors
(Information Section
of Bob Peak) - April

**CONTRACT BETWEEN THE HIGHER EDUCATION FOUNDATION
AND NEW RIVER COMMUNITY & TECHNICAL COLLEGE**

Subject: Use of Erma Byrd Center on Public Higher Education Center Campus

Term of Contract: July 1, 2010 thru June 30, 2012

The Higher Education Foundation (The Foundation), a 501 c (3) corporation, is the owner and operator of the Public Higher Education Center campus and all its structures located at 300 University Drive, Beaver, West Virginia. The Foundation's responsibilities as owner and operator of this site are the following:

1. Promote a cooperative partnership of public higher education institutions for the betterment of the citizenry of southern West Virginia.
2. Insure the integrity and aesthetic beauty of the campus.
3. Maintain the grounds, the roads, the parking lots, and the outside lighting through all seasons. This requires mowing, snow removal, litter cleanup, lighting upkeep, renewal of blacktop and pathways, etc.
4. Supervise and maintain the Erma Byrd Center, photovoltaic cells, wind turbine, and maintenance building.
5. Insure that the communication systems, including telephones, fiber optic lines, WVNet, and computer centers are functional. Assist in obtaining repairs.
6. Provide and pay for all utilities necessary for the operation of the Center including gas, electric, water, sewer, and trash removal.
7. Provide custodial service, cleaning, and all supplies for the Erma Byrd Center.
8. Provide security for the campus, especially evening and late hours.
9. Receive the course schedules from the various institutions and as equitably as possible schedule the classes making the best use of the rooms and the facilities at the Erma Byrd Center.
10. Maintain both general and public liability insurance in the amount of \$1 million to include bodily injury, personal insurance and property damage for the Center and its contents per occurrence. The public institutions utilizing the Center will be named as additional insured parties.
11. Establish a fund that will pay for the renewal of equipment and furnishings for the Erma Byrd Center and the maintenance building. (Funded depreciation)
12. Maintain liaison with the presidents or assigned representatives of the participating institutions.

New River Community & Technical College (The College) is a principal user of the above noted facility and has relocated nearly one-half of its Beckley operation to this site in the Erma Byrd Center. Over the last two and one-half years, their enrollments have grown significantly. Therefore, The Foundation contracts with The College for the use of space and upkeep of facilities and equipment for the period noted above and under the following terms:

1. The Foundation will fulfill its responsibilities noted above insofar as possible while recognizing extraordinary "acts of nature" or major disruptions due to fire, water damage, etc.
2. The Foundation will schedule The College classes each semester and summer to the extent of the available space.
3. Neither The Foundation nor The College shall assign or transfer any interest in this agreement, nor assign any claims for money due or to become due during this agreement without the prior written approval of the other party.

4. The Foundation agrees to provide, at no additional cost to The College, parking spaces immediately adjacent to the Erma Byrd Center.
5. Termination. Either party may terminate this agreement by giving the other party written notice at least 90 days before the intended date of termination. By such termination, neither party may nullify obligations already incurred for performance.
6. Adjustment of consideration. Upon mutual consent of the parties, payment for services to be performed under this agreement may be adjusted up or down to reflect the actual cost of operating the Center. These conditions especially relate to utility costs. Whether or not an adjustment is warranted shall be determined by sharing the records of costs with The College.
7. The Foundation shall take all unspent monies from the contract at the end of the year and place them in a fund for the exclusive use of emergency or long-term maintenance of the Erma Byrd Center, or replacement of equipment. The budget also reflects an \$8,200 charge yearly for this depreciation/replacement of equipment.
8. The College will manage its own personnel and students in an academic manner and respects shared use of the facilities.
9. The College will cover the cost of extraordinary damage that exceeds ordinary "wear and tear" if caused by their personnel or students and not covered by insurance.
10. Rent payable on the 15th of each month at \$11,225.00.

Dedicated furnished space		
1077 sq.ft. @ \$10.00 per sq.ft.		\$ 10,770
Class space (Fall, 2009)		
189,715 sq.ft. @ \$0.61/sq.ft.		\$115,726
Depreciation Fee (41% of \$20,000)		\$ 8,200
	Total Per Year	\$134,696

11. The Foundation pays the consolidated bills for WVNet, telephone, and internet service and passes these to all institutions as measured on a cost reimbursement formula. This cost for The College in 2009-2010 was \$19,380. Reimbursement on the 15th of each month is required. (Note: In spring, 2010, we will negotiate with Verizon and competitors a new contract, and we anticipate a reduction of price. This will be passed to the institutions immediately.)
12. Final resolutions on disputes in this contract are by conference of The College President and the Executive Director of the Higher Education Foundation and without redress to legal action.

Accepted: _____
 Thomas S. Acker, S. J.
 Executive Director
 Higher Education Foundation

 Dr. Ted Spring
 President
 New River Community & Technical
 College

 Date

The Higher Education Foundation

200 MAIN STREET, BECKLEY, WEST VIRGINIA 25801-4613

TELEPHONE 304 929-2010

FACSIMILE 304 929-2009

forwardswv@earthlink.net

February 12, 2010

RECEIVED

FEB 16 2010

PRESIDENT'S OFFICE

Dr. Ted Spring, President
New River Community & Technical College
221 George Street, Suite 2
Beckley, WV 25801

Dear President Spring:

Your email of February 8, 2010, one month after the Presidents' Advisory meeting of January 7, 2010, stated: "The Presidents' Advisory Committee has expressed their interest in meeting with the Board to discuss a long-term agreement between the Foundation and the participating colleges." In my letter to you of February 9, 2010, I pointed out that the Higher Education Foundation Board is not a negotiating board. I suggested the Advisory Committee should seek a date to meet with the Executive Director. In your email of February 10, 2010, you continued that the Presidents' Advisory Committee meeting with the Board was "to explore, discuss, and consider a long-term agreement for our use of the Erma Byrd Center that would benefit the Foundation and the participating colleges collectively."

Some of these matters have been taken up repeatedly since my meeting with representatives of the colleges on October 27, 2009, the Board of Directors meeting of October 30, 2009, the Board of Directors meeting of December 15, 2009, and then your Advisory meeting of January 7, 2010. There seems to be continued requests for more time and more meetings. These delays are moving us perilously close to the times when schedules need to be developed that run us beyond the current funding of June 30, 2010.

I sent contracts to the participating colleges on February 8th and 9th using a funding formula suggested by Chancellor Noland and noted by you in the Board meeting of December 15, 2009, as "paying for the space used was fair." In the contracts, I noted the obligations of the Foundation as well as the expectations of the various colleges/universities as they use the space. This contract states a fairly comprehensive position.

Prior to any meeting with representatives of the participating colleges/universities, I would expect to see a concept paper that represents the views of all the institutions. I have been in academic administration for over 35 years, and open meetings in academia are not nearly as productive as those that have carefully prepared written positions.

I am also concerned with the membership of the Advisory Committee. As you recall, the Advisory Committee first met on September 14, 2007. In order to make the committee discussions clearly manageable, the Advisory Committee was limited to one representative from each of the participating colleges/universities. As these meetings have progressed under the leadership of President Beasley and now you, the participants have ranged from seven to a whole classroom full of folk.

President Ted Spring
Page 2
February 12, 2010

Unfortunately, the Advisory Committee does not have any set of by-laws of which I am aware. President Aloia suggested the need for by-laws over a year and a half ago.

I would be happy to meet with the members of the Advisory Committee as originally formulated, one representative from each participating college/university, but only after some preparatory material is received. This saves time for all of us.

Cordially,

A handwritten signature in blue ink that reads "Thomas S. Acker". The signature is written in a cursive style with a large, sweeping flourish at the end.

Thomas S. Acker, S. J.
Executive Director

TSA:llm

cc: President Greg Aloia
President Beverly Jo Harris
President JoAnne Tomblin
President Al Walker
Dr. Rudy Pauley, Interim Dean