



Southern
West Virginia
Community and Technical College

Board of Governors

**Agenda Book
April 17, 2018**

Members

Howard E. Seufer, Jr., Chair
J. Chris Adkins
Eddie J. Canterbury
Latisha Marcum
Samuel A. Stewart
Dr. Mason E. White II

Dr. Pat J. White
Kevin G. Zachary
Wilma J. Zigmund
William H. Alderman II
Melissa J. Deskins
Randal Johnson

Robert E. Gunter, Ed.D
President

**Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 17, 2018
6:00 p.m.
Building C, Room 428
2900 Dempsey Branch Road • Mount Gay, WV**

AGENDA

1. Call to Order Mr. Howard Seufer
Board Chair
2. Annual Faculty Senate Presentation Ms. Susan Baldwin
Faculty Senate Chair
3. Special Presentation Chair Seufer
4. Introduction of New Board Members Chair Seufer
5. Oath of Office Mr. Samuel Litteral
Vice President for Finance and Administration
6. Call for Public Comments to the Board of Governors Chair Seufer
7. President's Report Dr. Robert Gunter
President
8. Financial Report Mr. Litteral
9. Action Items
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Provided in Budget Bill (SB 152/HB 4019) 315
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- 10. Discussion Item
 - 10.1 Self-Evaluation Results Chair Seufer
- 11. Informational
 - 11.1 Commencement – 10:00 a.m. May 12, 2018, Coalfield Jamboree, Main St., Logan, WV
- 12. Adjournment Chair Seufer

ACTION ITEMS

Southern West Virginia Community and Technical College Board of Governors
Strategic Goals 2012—2015
Expectations of Board Members 2018 - 2020

Responsibility / Authority

The affairs of Southern West Virginia Community and Technical College will be managed by its Board of Governors, which shall have full authority to take such actions as it deems necessary or appropriate to accomplish the purpose for which the Board has been formed.

Expectations of All Board Members:

1. To prepare for and attend at least five (5) Board meetings each year.
2. To attend at least 75% of the meetings of assigned committees.
3. To develop and ensure fulfillment of the mission of Southern West Virginia Community and Technical College.
4. To establish needed policy and plans for guidance of Southern West Virginia Community and Technical College.
5. To ensure compliance with federal, state, and local laws.
6. To establish and ensure compliance with a code of ethics and standards of conduct governing the actions of the Board and staff.
7. To protect against conflict of interest in the business affairs of Southern West Virginia Community and Technical College.
8. To review and approve annual budgets, monitor performance, and dictate changes required to operate within the approved budget.
9. To accept responsibility for ~~providing~~ assuring that Southern West Virginia Community and Technical College has sufficient financial resources required to meet the operating and capital needs of the Southern West Virginia Community and Technical College to accomplish its mission, including but not limited to personal financial support of the *Vision 2020* Major Gifts Campaign.
10. To serve as an advocate, champion and representative of Southern West Virginia Community and Technical College in the community.
11. To provide feedback and input to the Southern West Virginia Community and Technical College as to community attitudes, comments, questions, and suggestions.
12. [for Board members that reside within the College service district] To attend at least one Southern event or activity each year.
13. [for Board members who reside outside of the College service district] To identify or establish at least one opportunity each year for staff and representatives of the College to make presentations to or otherwise interact with members of the community where the board member resides, thereby promoting the mission of the College.
14. As overseers of a public trust, each board member has an obligation to remain open to input from external stakeholders to help ensure that Southern West Virginia Community and Technical College is responsive to state and community needs. However, as members of a board consisting of independent men and women acting together to be fully informed and impartial in their policy determinations, each must recognize that in the end, his/her decision must rise above any external pressures being applied to the Board's work.

**Southern West Virginia Community and Technical College
Board of Governors
Meeting of March 5, 2018
6:00 p.m.
Charleston Marriott Town Center • Salon B
200 Lee Street, East • Charleston, West Virginia**

DRAFT MINUTES

Board Members Present: Howard Seufer, Jr., Chair; Glenn Yost, Vice Chair; Raamie Barker, Secretary; Jada Hunter, Latisha Marcum, Mason White, Kevin Zachary, Will Alderman, Faculty Representative; Melissa Deskins, Classified Staff Representative; Randal Johnson, Student Representative

Board Members Absent: Kevin Hill, Wilma Zigmond

College Staff Present: President Robert Gunter, Samuel Litteral, Deanna Romano, Dianna Toler, Bill Alderman, Carol Howerton, Russell Saunders, Tom Cook, Emma Baisden, Recorder

1. Call to Order

Board of Governors Chair, Howard Seufer, declared a quorum present and convened the meeting at 6:05 p.m.

2. Call for Public Comments to the Board of Governors

Chair Seufer asked for public sign up for comments to the Board. No signatures for public comment were recorded.

3. Introduction of Vice President for Academic Affairs

Chair Seufer called upon President Gunter to introduce Southern's new Vice President for Academic Affairs, Dr. Deanna Romano.

Dr. Romano comes to Southern from Ashland University in Ashland, Ohio, where she was the Accreditation Liaison Officer and Associate Professor of Educational Technology. She also served as the Interim Associate Provost for the College of Online and Adult Studies, and as chair of several departments within the Dwight Schar College of Education during her 17-year tenure. Dr. Romano has expertise in curriculum development, program implementation, assessment, and accreditation. She designed a nationally recognized Master of Education in Educational Technology program ranked in the top 10 online programs in Ohio. She has authored a book chapter, several refereed publications, presented at conferences across the country, and virtually presented at the International Technology, Education, and Development Conference in Valencia, Spain. Vice President Romano has more than 20 years of experience in the area of educational technology and distance education. She earned a Doctorate in Instructional Technology and Distance Education from Nova Southeastern University, Fort Lauderdale, Florida. She received her Master's degree in Curriculum and Instruction, and her Bachelor's degree in Education from Cleveland State University, Cleveland, Ohio.

4. Introduction of Interim Vice President for Student Services

President Gunter informed the group that Mr. Damien Williams, former Vice President for Student Services, determined that he needed to return to his family in Texas. Dr. Gunter

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appointed Ms. Dianna Toler to serve in the interim vice president position until a permanent replacement is found.

Ms. Toler currently serves as the Director of Disability and Adult Services, and Interim Vice President for Student Services. She has more than 15 years of higher education experience in the area of student services, and is a key leader in the support of student development and success in the communities we serve. Ms. Toler is a dedicated student advocate with a passion for student success. She holds an Associate degree from Southern West Virginia Community and Technical College, a Bachelor's degree from West Virginia State University, and a Master's degree in Counseling from Marshall University Graduate College. Additionally, Ms. Toler completed the President's Leadership Academy at Southern in 2010, and was awarded the prestigious Savas-Kostas Award for Excellence in 2009.

5. President's Report

5.1 Higher Education Day at the Legislature was January 23, 2018. Chair Seuffer participated with Southern's group at the Capitol.

5.2 President Gunter, Vice President Romano, and Vice President Toler participated in the *Guided Pathways to Success Initiative* statewide leadership meeting hosted by the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education in conjunction with Complete College America on February 27, 2018 in Charleston, West Virginia. The *Guided Pathways to Success (GPS) Initiative* is a completely restructured way of approaching higher education. It leads students to making more informed and deliberate decisions about their future. It also guides them toward graduation, and away from spending time, money, and credit hours on courses that do not count toward their graduation requirements. Southern's Leadership Team consists of President Gunter, Vice President Romano, and Vice President Toler. Dr. Romano will lead the campus initiative, and Ms. Toler will have input into the initial advisor setup.

5.3 Informational Items:

5.3.1 The Joint Committee on Education in Radiologic Technology (JRCERT) continuing accreditation site visit is scheduled for April 22-23, 2018.

5.3.2 Accreditation Commission for Education in Nursing (ACEN) continuing accreditation site visit is scheduled for September 18-20, 2018.

5.3.3 Southern, in conjunction with the Robert C. Byrd Institute (RCBI), is planning a Machining Open House at the Williamson Campus.

5.3.4 Southern's partnership with the Unmanned Safety Institute (Drone Grant) will add a new curriculum with certifications and are working with Talon to provide train-the-trainer workshops.

6. HLC Focused Visit Update

To bring Board members up-to-date on the history of Southern's recent accreditation process, President Gunter informed members that Southern received a favorable outcome following its comprehensive evaluation visit by the Higher Learning Commission (HLC) in 2013, and the institution was placed in the Open Pathway as a result. The Open Pathway

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is one of three options institutions have for maintaining their accreditation with the HLC. It follows a 10-year cycle and, like all pathways, is focused on quality assurance and institutional improvement. On the Open Pathway, the Assurance Review is conducted by itself in Year 4 and is a part of the comprehensive evaluation that occurs in Year 10. The Commission conducts an Assurance Review to determine whether an institution continues to meet the Criteria for Accreditation.

From September 2013 through June 2017, Southern was to prepare its Assurance Argument for submission to the HLC in June 2017. In March 2017, President Gunter discovered that although regular Assurance Argument status reports had been provided to the Board of Governors and the Southern community at-large, minimal work had been completed on the Assurance Argument by the institution's former Accreditation Liaison Officer (ALO). During the annual HLC Conference in Chicago, Illinois, in April 2017, President Gunter met with Dr. Karen Solomon, Southern's liaison at the HLC, to discuss the situation and an extension was granted for submission of Southern's Assurance Argument. The institution submitted its report on-time in October 2017. In December 2017, President Gunter received communication from the HLC Review Team Chair, Dr. Jonah Rice, that the Team had concerns with the report and was planning a Focused Visit to the College. The HLC Review Team conducted its on-site focused visit to Southern on February 5-6, 2018. The visit was to obtain additional information not available electronically and to further review specific issues which arose from the review of the Assurance Argument primarily regarding co-curricular assessment, persistence and completion, faculty credentials, shared governance and planning. President Gunter has received, reviewed, and responded to the first draft of the peer review report for errors of fact. All of the 21 criterion listed were met, however, four (4) were met with concerns. Dr. Rice will complete a final team report on Southern's Assurance Review and submit it to the HLC's Institutional Actions Council (IAC) for final action at its next Board meeting. Dr. Rice has recommended for another focused visit to be conducted in two years, and for the institution to be moved from the Open Pathway to the Standard Pathway. Once the IAC makes a decision, the HLC will notify President Gunter.

7. Financial Report

Mr. Samuel Litteral, Vice President for Finance and Administration, provided the institution's financial report for the month ending February 28, 2018. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures for the period.

8. Grant Strategic Direction Presentation

Ms. Carol Howerton, Associate Vice President for Academic Affairs, presented to Board members the new vision and strategic priorities for grant opportunities at the institution.

9. Board of Governors Tuition and Fee Committee Proposal

Ms. Jada Hunter, Committee Chair, presented the Ad Hoc Committee's tuition proposal. The Committee recommended for the Board of Governors to approve a resolution for a 4.79% tuition increase for the 2018-2019 academic year to reflect an \$84.00 per semester per FTE increase for resident students effective July 1, 2018. This reflects an increase of \$7.00 per credit hour which will increase tuition from \$146.00 per credit hour to \$153.00 per credit hour. This increase will bring the full-time tuition to \$1,836.00 per semester, and the annual tuition rate to \$3,672.00 for resident students. Additionally, the Committee

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recommended that the tuition and fee rates for nonresident students be placed at a level to insure that nonresident students pay the lower of the most recent reported System average or the calculated institutional full cost of instruction as required by West Virginia Code §18B-1D-3(a)(2)(B).

For further consideration, the Tuition and Fees Ad Hoc Committee recommended approval of changes to existing per credit hour course fees and new fees for the 2018-2019 academic year as follows:

Electrical Engineering Technology (EG)	Increase	\$10.00 to \$15.00
Information Technology (IT)	Increase	\$10.00 to \$15.00
Mechatronics Technology (MX)	New Fee	\$20.00
Salon Management/Cosmetology (SM)	Increase	\$20.00 to \$25.00
Welding Technology (WL)	Increase	\$50.00 to \$60.00
Industrial Technology: Machinist Technology /Computer Numerical Control (MT/CNC)	New Fee	\$160.00

*The Industrial Technology: Machinist Technology/Computer Numerical Control (MT/CNC), Associate in Applied Science (A.A.S.) degree program is offered through an agreement with the Robert C. Byrd Institute (RCBI). These fees will be used to purchase program books, tools, supplies, equipment and necessary CAD/CAM software and pay for initial drug testing.

10. Action Items:

10.1 Request for Approval of 2018-2019 Tuition and Fee Proposal

MOTION: Glenn Yost moved to adopt the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed resident tuition increase of \$84.00 per semester per FTE for the 2018-2019 academic year effective July 1, 2018, AND

FURTHER RESOLVED, that the tuition and fees be placed at a level to insure that out-of-state students pay the lower of the most recent reported System average or the calculated institutional full cost of instruction as required by West Virginia Code §18B-1D-3(a)(2)(B), AND

BE IT FURTHER RESOLVED, that the Southern West Virginia Community and Technical College Board of Governors approve the course fee requests as presented for the 2018-2019 academic year effective July 1, 2018.

ACTION: Melissa Deskins seconded the motion. The motion carried unanimously. Chair Seuffer declared the motion adopted and the tuition and fees proposal approved.

10.2 Request for Approval of December 12, 2017 Board Meeting Minutes

MOTION: Will Alderman moved to accept the meeting minutes as presented.

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ACTION: Jada Hunter seconded the motion. The motion carried unanimously. Chair Seufer declared the motion adopted and the minutes approved.

10.3 Approval of Appointments to the Boone County Joint Administrative Board

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the appointment of Robert E. Gunter and Deanna M. Romano to represent the Board of Governors on the Boone County 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, Robert E. Gunter will serve a one-year term beginning July 1, 2018 and ending June 30, 2019, and Deanna M. Romano will serve a two-year term beginning July 1, 2018 and ending June 30, 2020. 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.

ACTION: Melissa Deskins seconded the motion. The motion carried unanimously. Chair Seufer declared the motion adopted and the appointments approved.

10.4 Approval of Appointments to the Lincoln County Joint Administrative Board

MOTION: Mason White moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the appointment of Robert E. Gunter and Deanna M. Romano to represent the Board of Governors on the Lincoln County 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 Lincoln County Board of Education; and

FURTHER RESOLVED, Robert E. Gunter will serve a one-year term beginning July 1, 2018 and ending June 30, 2019, and Deanna M. Romano will serve a two-year term beginning July 1, 2018 and ending June 30, 2020. By mutual consent of the Board of Governors and the Lincoln County Board of Education, David Roberts will serve as the at-large member and Chair of the Joint Administrative Board.

ACTION: Randal Johnson seconded the motion. The motion carried unanimously. Chair Seufer declared the motion adopted and the appointments approved.

10.5 Approval of Mercer Step Pay Increase for Qualified Classified Employees

MOTION: Raamie Barker moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors authorize the President, in conjunction with the Vice President for

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Finance and Administration, to allocate the amount necessary to provide salary increases for qualified Classified Employees to ensure qualified classified employee salaries are brought to the minimum salary required in accordance with the Mercer wage scale to be effective July 1, 2018, and

BE IT FURTHER RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve and authorize the President of Southern West Virginia Community and Technical College to implement these and any other salary increases in accordance with institutional policy, exercising his prudence and judgement.

ACTION: Kevin Zachary seconded the motion. The motion carried unanimously. Chair Seufer declared the motion adopted and the proposal approved.

10.6 Request for Final Approval of Proposed Institutional Policies

10.6.1 SCP-1481, *Naming of Facilities or Organizational Units*

MOTION: Will Alderman moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-1481, *Naming of Facilities or Organizational Units*, for submission to the Chancellor for Community and Technical College Education following the required 30-day public comment period.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously and Chair Seufer declared the policy adopted.

10.6.2 SCP-5260, *Meeting Financial Exigencies*

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 SCP- 5260, *Meeting Financial Exigencies*, for submission to the Chancellor for Community and Technical College Education following the required 30-day public comment period.

ACTION: Kevin Zachary seconded the motion. The motion carried unanimously and Chair Seufer declared the policy adopted.

10.7 Action on Post-Audit Report Required by Community and Technical College System

10.7.1 Welding Technology, Associate in Applied Science

MOTION: Will Alderman moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Welding Technology A.A.S. program with corrective action in accordance with the

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provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*.

ACTION: Mason White seconded the motion. The motion carried unanimously and Chair Seufer declared the motion adopted.

10.8 Action on Post-Audit Follow-up Reports Required by Community and Technical College System

10.8.1 Industrial Technology, Certificate

MOTION: Jada Hunter moved to adopt the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors receive and approve the post-audit follow-up report for the Industrial Technology Certificate program, and its submission to the West Virginia Council for Community and Technical College Education for consideration for final approval.

ACTION: Will Alderman seconded the motion. The motion carried unanimously and Chair Seufer declared the motion adopted.

10.8.2 Management, Associate in Applied Science

MOTION: Will Alderman moved to adopt the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors receive and approve the post-audit follow-up report for the Management A.A.S. program, and its submission to the West Virginia Council for Community and Technical College Education for consideration for final approval.

ACTION: Melissa Deskins seconded the motion. The motion carried unanimously and Chair Seufer declared the motion adopted.

10.8.3 Mechatronics, Associate in Applied Science

MOTION: Will Alderman moved to adopt the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors receive and approve the post-audit follow-up report for the Mechatronics A.A.S. program, and its submission to the West Virginia Council for Community and Technical College Education for consideration for final approval.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously and Chair Seufer declared the motion adopted.

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Board of Governors Minutes
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11. Commencement

11.1 Commencement - Greetings from the Board, May 12, 2018 - 10:00 a.m.

Chair Seufer announced that Jada Hunter will represent the Board of Governors at Southern's Commencement Ceremony scheduled for Saturday, May 12, 2018, beginning at 10:00 a.m. at the Coalfield Jamboree Theater, Logan, WV.

12. Adjournment

There being no further business, Chair Seufer declared the meeting adjourned at 8:25 p.m. The next Board meeting is scheduled for 6:00 p.m. on April 17, 2018, and will be held in Building C, Room 428 at Southern West Virginia Community and Technical College, Mount Gay, West Virginia.

Howard E. Seufer, Jr., Chair

Emma L. Baisden
Executive Assistant to the President
and Board of Governors

DRAFT

Southern West Virginia Community and Technical College!
Board of Governors

Meeting Schedule

July 1, 2018 — June 30, 2019

Agenda Items Due Date	Board of Governors Agenda Committee Meeting Date	Board of Governors Business Meeting Date	Business Meeting Location
August 1, 2018	August 7, 2018 9:00 a.m.	August 21, 2018 6:00 p.m.	Room 433 Williamson Campus
September 27, 2018	October 2, 2018 9:00 a.m.	October 15, 2018 6:00 p.m.	Location TBD
	Board of Governors Retreat	October 16, 2018 8:00 a.m. - 4:00 p.m.	Location TBD
November 21, 2018	November 27, 2018 9:00 a.m.	December 11, 2018 6:00 p.m.	Building C, Room 428 Logan Campus
January 31, 2019	February 5, 2019 9:00 a.m.	February 19, 2019 6:00 p.m.	Building C, Room 428 Logan Campus
March 28, 2019	April 2, 2019 9:00 a.m.	April 16, 2019 6:00 p.m.	Building C, Room 428 Logan Campus
May 30, 2019	June 4, 2019 9:00 a.m.	June 18, 2019 6:00 p.m.	Building C, Room 428 Logan Campus

*Additional meetings may be necessary for emergency or time-sensitive issues.

Unless otherwise indicated, the Board of Governors Agenda Committee meetings are held in Room 428, Building C, Logan Campus and by Teleconference beginning at 9:00 a.m.

Unless otherwise indicated, the Board of Governors business meetings are held in Room 428, Building C, Logan Campus beginning at 6:00 p.m.

2017-2018
ACADEMIC PROGRAM REVIEWS

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2018**

ITEM: Approval of Business Accounting, Associate in Applied Science, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Business Accounting A.A.S. degree program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Bill Alderman

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Career and Technical Studies conducted a program review of the Business Accounting, A.A.S. degree program during the 2017-2018 academic year.

Based upon the program review, it is recommended that the Business Accounting, A.A.S. degree program continue with the following corrective actions:

- 1) Develop an assessment plan within the next year; and
- 2) Improve graduate reporting data through faculty and student interaction and rapport from the beginning of the students' program until completion.

This program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet for review, and they concur with this recommendation.

Based upon the deliberations and concurrence of the aforementioned bodies, the staff recommends that the Board of Governors approve the continuation of the Business Accounting, Associate in Science degree program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

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PROGRAM REVIEW
Southern West Virginia Community and Technical College
Board of Governors

Program with Special Accreditation

Program without Specialized Accreditation

Program: Business Accounting, AAS
 Degree and Title

11/27/2017
 Date

INSTITUTIONAL RECOMMENDATION

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

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

Rationale for Recommendation:

It is recommended that the Business Accounting Program as Southern West Virginia Community and Technical College be continued with the following corrective action:

Develop assessment plan within the next year
 Improve graduate reporting data through faculty and student interaction and rapport from the beginning of students' program until completion.

 Signature of person preparing report if other than Division Head

 Date



11/27/2017
 Date

 Signature of Division Head

 Date



2.5.18
 Date

 Signature of Vice President for Academic Affairs and Student Services

 Date



2/13/18
 Date

 Signature of President

 Date

 Signature of Chair, Board of Governors

 Date

PROGRAM REVIEW

**For Occupational Programs
Implemented Under the Provisions of Series 37 of the
West Virginia Council for Community and Technical College Education**

Institution: Southern West Virginia Community and Technical College
Program: Business Accounting

January 24, 2018

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Summary of Findings
2013-2017

Program Name: Business Accounting Associate in Applied Science
Hours Required for Graduation: 60 Credit Hours

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

1. The curriculum has adequate requirements that meets the needs of business and industry.
2. Entrance abilities for students are within community college standards.
3. Current faculty members are adequately credentialed and evaluated.
4. The facilities are adequate to meet the needs of the program.
5. The program lacks a fully developed assessment plan for the evaluation of students.

Conclusion: The program does not meet minimum adequacy requirements due to the lack of assessment plan.

B. Viability

1. The program has a budget sufficient to support the program.
2. There is a sufficient number of faculty to support the program.
3. Previous history and enrollment trends indicates future students seeking the degree will remain within expectations for the program.
4. Number of graduates is within acceptable ranges.

Conclusion: The program meets minimum viability requirements.

C. Necessity

1. The program meets a validated industry demand.
2. The program and core course support the mission and commitments of the institution.
3. The program has an established and growing advisory committee.
4. There is some, however limited, evidence of gainful employment through graduate follow-up.
5. Students seeking advance studies have successfully matriculated to a baccalaureate program.

Conclusion: The program meets minimum necessity requirements with corrective actions.

D. Consistency with Mission

1. The program supports the mission and institutional commitments.
2. The program supports expanded access through a fully distance

- delivered program.
3. The program draws upon/supports other programs of the college.
 4. Discontinuance of the program would have a negative impact on the college and its mission.

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

II. Plans for Program Improvement, Including Timeline

Plans for improvement and timelines include the following activities:

1. Development of an assessment plan including assessment measures, reporting guidelines and timeframe. The plan will be developed during the Spring 2018 term with implementation to begin during the Fall 2018 term.
2. Development of a plan for enhanced student tracking to improve student advising and provide more efficient and detailed follow-up of graduates. Initial implementation to begin May 2018 and review and continued improvements the following year.
3. Development of new agreements, and the update of existing articulation agreements with colleges and universities across the state in order to facilitate transfer of credits over the next two years.
4. Explore accreditation for the Business Accounting program in order to enhance the curriculum and provide students with a greater ability to transfer credits over the next two years.

III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished

The program indicates a healthy number of students initially enrolled (308 declared majors in 5 years). Employer surveys and graduate information obtainment have not shown improvement since the last review.

Since the last program review several initiatives have been implemented with the goal of improving graduation rates and accurately identifying program majors. DegreeWorks was implemented which allows faculty and staff to track student progress and aid in advising students. Block scheduling was implemented to provide students a more concise schedule and guide students toward meeting program requirements for graduation. Program faculty conduct reviews of course rosters and verify program majors with students during the first week of classes each semester and assists students with change of major forms for those students with incorrect majors. Since the last review the program has seen both a drop and increase in graduates. Enrollment trends have been consistent and align with overall college enrollment trends. Efforts to improve these areas are on-going and will enhance with additional activities.

IV. Five Year Trend Data on Graduates and Majors Enrolled

Program enrollment has held relatively consistent with an average 64.8 distinct

students per year and an average 34.7 duplicated students per semester. Enrollment had an increase and peak in 2013-2014 and a slight decrease below the average for 2016-2017. The number of graduates saw a dip during the 2013-2014 and 2014-2015 academic years but a significant increase through 2015-2016 and hit a high peak during the 2016-2017 academic year.

V. Summary of Assessment Model and How Results Are Used for Program Improvement

The significant weakness of the program is the lack of a documented assessment plan and data. The development of a plan will be the priority action in the upcoming year.

VI. Data on Student Placement

The graduates providing follow-up information have reported no problems finding employment. The lack of follow-up data is a concern. Data collection is often difficult to gather due to change of addresses and phone numbers.

VII. Final Recommendation Approved by the Governing Board

It is recommended that the Business Accounting Program at Southern West Virginia Community and Technical College be continued at the current level of activity with corrective action.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2017-2018

Program Name: Business Accounting Associate in Applied Science
Date of Last Review: 2012-2013

I. Program Description

The Business Accounting Program is a career program focused on providing students a sound background in accounting for students who choose to enter the workforce upon graduation. Fundamental principles of business accounting as well as tax, payroll, managerial, and computerized accounting concepts are incorporated into the program. The program also incorporates general business concepts in business law, communications, economics, statistics, and software applications. Material is taught from a practical view and blends theory and application in both a traditional written format and using a computerized format.

The full Business Accounting Program is available online. The general education core courses are available at all campus locations. Some accounting and business core courses are available on the Logan and Boone campus locations. Some electives courses are available on all locations.

II. Specialized Accreditation Information

This program does not have any specialized accreditation information at this time.

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

A. Adequacy

1. Curriculum

The curriculum for the Associate in Applied Science, Business Accounting Program currently consist of 60 credit hours. The program includes 18 credit hours in general education coursework, 24 credit hours in accounting coursework, 15 credit hours in general business coursework, and 3 credit hours of restricted electives chosen from any accounting, business, economics, finance, management, marketing, or office administration subject areas. The program provides students with a core foundation in a variety of accounting applications including basic, intermediate, income tax, managerial, and payroll concepts along with general business principles. The full curriculum can be found in Appendix I - Curriculum.

All of the accounting and business core courses are developed in an online format and online is the primary delivery method for the program. Most courses have a traditional campus based offering. During the 2015-2016 academic year general education courses were developed in an online format allowing for the program to be fully delivered online. All online courses utilize a common template based on the Quality Matters (QM) rubric. Quality Matters is an organization internationally recognized as a leader in quality assurance for online education and provides a rubric of standards for quality online course design and accessibility.

2. Faculty

The program utilizes full-time faculty and adjuncts to teach the general education course requirements. In addition, the program maintains one full-time business accounting faculty along with four other full-time general business faculty to teach core accounting and business course requirements. The program faculty are supervised by the Chair for the School of Career and Technical Studies who also teaches general business courses. The program utilizes a number of adjunct faculty as needed to meet scheduling demands. All program faculty members and adjuncts hold appropriate degrees and certifications in a business area. Faculty data sheets are included in Appendix II.

In addition to formal credentials, all faculty teaching online have received training in the application of the QM rubric and Blackboard Learn, Southern's learning management system. Three of the five full-time faculty have undergone extensive QM and online course design training resulting in a formal external review and approval of at least one of their courses.

3. Students

a. Entrance Abilities

Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern and enroll in the Business Accounting Program. All entering students must satisfy a general math and English requirement or take the corresponding co-requisite course. The ACT, SAT, or ACCUPLACER test can be used to evaluate student placement. There are no other entrance requirements specific to the Business Accounting Program.

b. Exit Abilities

Upon completion of the degree requirements, students will

have acquired the necessary skills to qualify for most entry-level general business or accounting positions in businesses across all job sectors that require a two-year business degree. Students leave the program with an understanding of the need to continually upgrade their skills and further their knowledge and abilities through on-the-job training, continuing education, and advanced studies.

Specific exit abilities of Business Accounting graduates include:

1. Exhibit mastery of the accounting cycle.
2. Exhibit knowledge of oral and written communication, mathematical, and managerial skills.
3. Demonstrate an understanding of the elements of financial statements.
4. Demonstrate the ability to make financial analysis using financial statements and other organizational data.
5. Exhibit ethical, responsible, and dependable behavior.
6. Exhibit a knowledge of payroll and/or general tax preparations.
7. Appreciate the need for lifelong learning.
8. Exhibit a working knowledge of different application software used in the accounting field.

c. Graduate Follow-up Data

Graduate follow-up data is limited and is an identified problem within the program. Graduates are mailed follow-up surveys six months after graduation. There were no written responses to the surveys. Additional attempts are made each year to contact graduates by phone and email. Many graduates have moved and/or changed phone numbers and do not provide forwarding information. Feedback was available on six graduates of which four were employed and the remaining two were continuing their education. This feedback information was provided through informal contact with students by faculty and/or administrators. Additional graduate follow-up information is available in Appendix IV – Graduate Data.

4. Resources

a. Financial

The program receives a yearly budget allocated to all business programs. The Chair for the School of Career and Technical Studies is responsible for oversight of the budget and distribution between business programs. The budget covers necessary supplies and equipment for the program. A

budget for faculty salaries is provided in a separate general faculty budget allocated by program department. The budget is sufficient for the program and undergoes review each year with request and allocations made through the institutional planning and budgeting processes.

b. Facilities

There are no specialized or dedicated labs required for the Business Accounting program. Each campus provides computer labs that are accessible for any program/course use. Each lab is well equipped with computers and projection systems along with software including business specific software for SAGE Accounting, OPAC testing, and Microsoft Office. The Logan campus maintains one specific computer lab that business program courses receive first priority when scheduling classes. The Williamson campus maintains a specialized Office Administration/Business computer lab that also provides first priority for business courses when scheduling classes.

5. Graduate and Employer Satisfaction

As previously noted, graduate follow-up information is limited and is a noted problem with the program. Although limited, the graduates responding reported success in finding work quickly but no information was available about overall satisfaction with the program. While undocumented, informal feedback from businesses attending the advisory committee meetings indicates employer satisfaction with the graduates of all business programs. A supervisor at H&R Block and a human resources professional from Contura Mining both reported that the program graduates that they hired were adequately trained for their positions. Appendix IV-Graduate Data provides additional graduate follow-up information.

6. Assessment Information

The lack of a formal assessment plan with documented results is an identified problem of the program. While faculty maintain informal feedback and individual course assessment materials, no documented data or review of assessments is available. The existing formal program assessment plan is outdated and contains identified assessment measures that have been discontinued.

In 2015 the faculty reviewed and adopted the National Occupational Competency Testing Institute's (NOCTI) Accounting test which provides both national averages and criterion-referenced cut scores for use in gauging student knowledge and determining program improvement needs. The NOCTI test was administered once by a

single faculty. No specific course was identified as the capstone course to administer the exam resulting in lack of implementation.

All students enrolling in certificate and associate degree programs are expected to participate in institutional assessment activities. General education courses are assessed by the General Education Assessment Plan. No specific feedback on business students from the general assessment is available.

7. Previous Program Reviews

The Program Review from 2012-2013 recommended the continuation of the program with corrective action. The improvements included increasing graduate rates and accurately defining program majors.

Since the last program review several initiatives have been implemented with the goal of improving graduation rates and accurately identifying program majors. DegreeWorks was implemented which allows faculty and staff to track student progress and aid in advising students. Block scheduling was implemented to provide students a more concise schedule and guide students toward meeting program requirements for graduation. Program faculty conduct reviews of course rosters and verify program majors with students during the first week of classes each semester and assists students with Change of Major Forms for those students with incorrect majors.

In addition to the college-wide initiatives, the program has undergone several academic restructurings and leadership changes. While the trend in the number of declared majors has remained consistent, the number of graduates dropped from ten in 2013 to a low of six in 2015 and increased to a high of sixteen in 2017. The fluctuations align with a restructuring of academics but no one specific change can be identified as the attributing cause. Additional enrollment data can be found in Appendix III – Enrollment Data.

8. Advisory Committees

The Business Accounting Program shares an active advisory committee with all of the business programs. The committee consists of professionals from all facets of the business world: banking industry, CPA firms, realtors, mining, hospitals, insurance, advertising, redevelopment authorities, attorneys, and trucking firms and meets on an annual basis. Participation in the advisory meetings has fluctuated with the changes in leadership over the past four years. The 2017 meeting had eleven participants. In addition to the formal advisory meeting, individual faculty maintain informal

relationships with business contacts gathering information on a regular basis. In May 2017, a new Chair for the School of Career and Technical Studies was appointed. He is actively visiting businesses to discuss programs and cultivate relationships to expand the business advisory committee.

9. **Strengths/Weaknesses**

a. **Strengths**

1. Availability of a fully online program.
2. Availability of traditional on campus course available on the Logan and Boone campus locations.
3. Competent, committed, and experienced faculty.
4. Job opportunities upon completion.
5. Student interest as evidenced by enrollment.
6. Advisory committee engagement for curriculum input.
7. Low-cost program.

b. **Weaknesses**

1. Lack of formal assessment plan.
2. Lack of student follow-up data.
3. Lack of employee familiarity with business program options for proper student advising.
4. Limited marketing of the program.

Plans for improvement include the development of a formal assessment plan during the Spring 2018 term with full implementation in the 2018-2019 academic year. This plan will include yearly evaluation and reporting requirements. A specific capstone course will be identified and/or created to assist with summative program assessment. A more intrusive approach to advising is being developed and implemented to assist with student retention, persistence, and completion. Faculty will also have increased responsibility in tracking students and reporting student information annually.

B. **Viability**

1. **Program Enrollment and Graduates**

The Business Accounting program is open admission and does not have a separate application for the program or a limit on the number of students that may enroll in the program.

Program enrollment has been steady with a slight decline in 2016-2017 which aligns with overall college enrollment trends. All business programs are undergoing a review with plans to limit duplication and streamline offerings. It is expected that the program will maintain and/or grow program enrollment with the streamlined programs. The following chart shows a summary the number of distinct majors for

each academic year along with the number of new majors each year. It does not include additional unique students who start in a summer term. Additional enrollment data can be found in Appendix III – Enrollment Data.

Program Enrollment – Business Accounting		
Academic Year	Distinct Students	First Term In Major Count
12/13	63	21
13/14	74	23
14/15	67	21
15/16	64	26
16/17	56	16
Number of Distinct Majors Over the 5 Year Period.	148	98

The program has seen an increase in graduates over the past three years. The program is expected to maintain and/or increase completion rates. Many students are returning to complete the program as a second degree and/or adding additional degrees as indicated by the growth in number of degrees conferred by students listing the program as a major. Additional graduate data can be found in Appendix IV – Graduate Data that includes average times to graduate, credits attempted and completed, and average age.

Measures	12/13	13/14	14/15	15/16	16/17
Distinct Graduates	10	9	6	12	16
Degree Conferred Count	16	15	6	19	25

2. Program Course Enrollment

The curriculum for the Associate in Applied Science, Business Accounting Program currently consist of 60 credit hours. The program includes 18 credit hours in general education coursework, 24 credit hours in accounting coursework, 15 credit hours in general business coursework, and 3 credit hours of restricted electives chosen from any accounting, business, economics, finance, management, marketing, or office administration subject areas. Most core courses are offered each semester to allow both fall and spring entrance into the program. Additional course enrollment data is available in Appendix III – Enrollment data which contains enrollment for required courses as well as a list of elective courses with enrollment figures.

3. **Service Courses**

This program has several core courses that are required in other programs. Business programs including Business Administration, Office Administration, Management, and Strategic Business Integration utilize the following courses:

- AC 111–Principles of Accounting I
- AC 112–Principles of Accounting II
- BU 100–Introduction to Business
- BU 115–Business Mathematical Applications
- BU 120–Business Software Applications
- BU 205–Business Communications
- BU 207–Business Law
- BU 230–Business Statistics
- EC 241–Principles of Economics I
- EC 242–Principles of Economics II.

In addition to business program requirements, other career and technical programs utilize BU 115 as a math alternative and require BU 205 as a second communications course. Course enrollment data can be found in Appendix III – Enrollment Data.

4. **Off-Campus/Distance Delivery Classes**

The Business Accounting Program utilizes online-distance delivery as a primary method of course offerings. The program is considered fully online and statistics show a trend in the number of sections offered online increasing compared the number of sections offered in a traditional classroom on campus. The program also uses the Interactive Classroom for delivery of a limited number of courses to all campus locations. There have been no off-campus core courses scheduled in the last two years. Appendix III – Enrollment data contains a chart of the number of sections by delivery method as well as the enrollment in each course for distance delivered courses over the past two years.

5. **Articulation Agreements**

Articulation agreements exist with West Virginia State University and Franklin University, however, they are outdated. Southern and West Virginia State University are in the process of developing proposals for new articulation agreements.

C. **Necessity**

1. **Graduates**

As previously noted, graduate information for this program is sparse due to the lack of follow-up surveys being returned by students. The information provided is from in-person conversations and telephone calls with advisory members after graduate placement. This

information is charted in Appendix IV – Graduate Data.

2. Job Placement

Job placement rates cannot not be determined with the current graduate data. Southern does not have a formal job placement program but utilizes a number of methods to assist students. The Student Services Unit provides a variety of services to students that include a job posting bulletin board, resume writing classes, and job fairs. Student services personnel also relay job specific requests to program faculty for referrals. The administrative assistant for each program is responsible for conducting follow-up surveys and phone calls. A Business Outreach Specialist position is being created to help coordinate business advisory partners and serve as a career placement contact. Conversations are also in progress to modify follow-up procedures to coordinate and/or centralize data collection of graduates.

D. Consistency with Mission

The Business Accounting Program directly supports the institution's mission to provide accessible, affordable, quality education and training and promote success for those we serve. The distance delivery of the program allows expanded access to students throughout the service district. Students have the option of completing the Associate of Applied Science Degree and going straight to work or transferring and completing additional coursework. Accounting is a job skill required across all job sectors and the program provides graduates for an essential need for employees.

IV. Recommendation

It is recommended that the Business Accounting Program at Southern West Virginia Community and Technical College be continued at the current level of activity with corrective action.

Appendix I Curriculum

Business Accounting

Associate in Applied Science
60 Credit Hours

Purpose

The Business Accounting Program is designed to provide a sound background in accounting skills for students who choose to enter the work force upon the completion of an Associate in Applied Science degree. Fundamental principles (two courses) as well as taxes, payroll, and managerial emphasis are incorporated into the program. Accounting job opportunities can be found in almost every industry.

The full Business Accounting Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101	English Composition I	3
PY 201	General Psychology	3
or	or	
SO 200	Introduction to Sociology	
or	or	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
AC 211	Intermediate Accounting I	3
AC 212	Intermediate Accounting II	3
AC 248	Income Tax Accounting	3
AC 249	Managerial Accounting	3
AC 250	Computerized Accounting	3
AC 265	Payroll Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
	¹ Restricted Elective	3

¹Restricted Elective – choose 3 hours from:

Accounting, Business, Economics, Finance, Management, Marketing, or Office Administration.

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/business-accounting>

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

Business Accounting

Associate in Applied Science
60 Credit Hours

Purpose

The Business Accounting Program is designed to provide a sound background in accounting skills for students who choose to enter the work force upon the completion of an Associate in Applied Science degree. Fundamental principles (two courses) as well as taxes, payroll, and managerial emphasis are incorporated into the program. Accounting job opportunities can be found in almost every industry.

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Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101	English Composition I	3
PY 201	General Psychology	3
or	or	
SO 200	Introduction to Sociology	
or	or	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
AC 211	Intermediate Accounting I	3
AC 212	Intermediate Accounting II	3
AC 248	Income Tax Accounting	3
AC 249	Managerial Accounting	3
AC 250	Computerized Accounting	3
AC 265	Payroll Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
	¹ Restricted Elective	3

¹Choose from: Any Accounting, Business, Economics, Finance, Management, Marketing, or Office Administration course not already specified in the program may be used to fulfill the restricted elective requirement.

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/business-accounting>

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

Business Accounting

Associate in Applied Science

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Purpose

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The full Business Accounting Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101 or EN 101A	English Composition I	3
PY 201	General Psychology	3
or	or	
SO 200	Introduction to Sociology	
or	or	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
AC 211	Intermediate Accounting I	3
AC 212	Intermediate Accounting II	3
AC 248	Income Tax Accounting	3
AC 249	Managerial Accounting	3
AC 250	Computerized Accounting	3
AC 265	Payroll Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
	¹ Restricted Elective	3

¹Choose from: Any Accounting, Business, Economics, Finance, Management, Marketing, or Office Administration course not already specified in the program may be used to fulfill the restricted elective requirement.

A program course sequence is available at <http://www.southernwv.edu/programs/business-accounting>

Division Head: 304.236.7620

Administrative Secretary: 304.896.7385

Business Accounting

Associate in Applied Science
60 Credit Hours

Purpose

The Business Accounting Program is designed to provide a sound background in accounting skills for students who choose to enter the work force upon the completion of an Associate in Applied Science degree. Fundamental principles (two courses) as well as taxes, payroll, and managerial emphasis are incorporated into the program. Accounting job opportunities can be found in almost every industry.

The full Business Accounting Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	~Principles of Economics I	3
EC 242	~Principles of Economics II	3
EN 101 or EN 101A	~English Composition I	3
PY 201	~General Psychology	3
or	or	
SO 200	~Introduction to Sociology	
or	or	
SO 215	~Human Relations	
SP 103	~Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
AC 211	Intermediate Accounting I	3
AC 212	Intermediate Accounting II	3
AC 248	Income Tax Accounting	3
AC 249	Managerial Accounting	3
AC 250	Computerized Accounting	3
AC 265	Payroll Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
	¹ Restricted Elective	3

~ Designates courses on the statewide Core Coursework Transfer Agreement.

¹Choose from: Any Accounting, Business, Economics, Finance, Management, Marketing, or Office Administration course not already specified in the program may be used to fulfill the restricted elective requirement.

A program course sequence is available at <http://www.southernwv.edu/programs/business-accounting>

Division Head: 304.236.7620

Administrative Secretary: 304.896.7385

Business Accounting

Associate in Applied Science

60 Credit Hours

Purpose

The Business Accounting Program is designed to provide a sound background in accounting skills for students who choose to enter the work force upon the completion of an Associate in Applied Science degree. Fundamental principles (two courses) as well as taxes, payroll, and managerial emphasis are incorporated into the program. Accounting job opportunities can be found in almost every industry.

The full Business Accounting Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	~Principles of Economics I	3
EC 242	~Principles of Economics II	3
EN 101 or EN 101A	~English Composition I	3
PY 201	~General Psychology	3
or	or	
SO 200	~Introduction to Sociology	
or	or	
SO 215	~Human Relations	
SP 103	~Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
AC 211	Intermediate Accounting I	3
AC 212	Intermediate Accounting II	3
AC 248	Income Tax Accounting	3
AC 249	Managerial Accounting	3
AC 250	Computerized Accounting	3
AC 265	Payroll Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
	¹ Restricted Elective	3

~ Designates courses on the statewide Core Coursework Transfer Agreement.

¹Choose from: Any Accounting, Business, Economics, Finance, Management, Marketing, or Office Administration course not already specified in the program may be used to fulfill the restricted elective requirement.

A program course sequence is available at <http://www.southernwv.edu/programs/business-accounting>

Chair: 304.896.7381

Administrative Secretary: 304.236.7619

**Appendix II
Faculty Data Sheets**

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name George Ackerman Rank N/A

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

Highest Degree Earned: Doctorate

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2014	BU 205 Communications in Business	22
Fall 2014	MG 260 Principles in Management	22

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name William Alderman Rank ProfessorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: Master of Arts
Date Degree Received: May 9, 1999
Conferred by: Regent University Graduate School of Business
Area of Specialization: ManagementProfessional registration/licensure: WV State Mine Foreman/Superintendent
SM-1478-82
WV State Surface Mine Certification SM-
1478-81
WV State Certified Blasting
Foreman/Blaster
WV State Certified Slurry Impoundment
InspectorYears of employment at present institution: 17 +Years of employment in higher education: 17 +Years of related experience outside higher education: 26Non-teaching experience: 26

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	AC 250 Computerized Accounting	9
Fall 2013	MG 260 Principles of Management	9
Fall 2013	EC 270 World Economy & Energy Sector	14
Fall 2013	FN 210 Finance for the Non-Financial Manager	14
Fall 2013	MG 273 Organizational Behavior & Communications	18
Fall 2013	MG 264 Supervision	22
Fall 2013	BU 115 Business Mathematical Applications	37
Fall 2013	MG 268 Labor Relations	6
Spring 2014	MK 270 Principles of Marketing	7
Spring 2014	MG 274 Project Evaluation	8
Spring 2014	MG 266 Project Management	8
Spring 2014	MG 272 Industrial Leadership	10
Spring 2014	MG 275 Special Topics in Management	11
Spring 2014	MK 270 Principles of Marketing	25
Spring 2014	BU 115 Business Mathematical Applications	25
Spring 2014	MG 264 Supervision	27
Spring 2014	MG 262 Small Business Management	30

Fall 2014	MK 270 Principles of Marketing	16
Fall 2014	FN 210 Finance for the Non-Financial Manager	10
Fall 2014	MG 268 Labor Relations	10
Fall 2014	MG 273 Organizational Behavior & Communications	10
Fall 2014	EC 270 World Economy & Energy Sector	14
Fall 2014	MG 264 Supervision	18
Fall 2014	BU 115 Business Mathematical Applications	39
Spring 2015	MG 274 Project Evaluation	5
Spring 2015	MG 266 Project Management	10
Spring 2015	MG 272 Industrial Leadership	14
Spring 2015	MG 269 Effective Leadership	21
Spring 2015	BU 115 Business Mathematical Applications	48
Spring 2015	MG 262 Entrepreneur & Small Business Mgmt.	25
Fall 2015	FN 210 Finance for the Non-Financial Manager	15
Fall 2015	BU 115 Business Mathematical Applications	48
Fall 2015	MG 262 Entrepreneur & Small Business Mgmt.	26
Fall 2015	MG 261 Human Resource Management	27
Fall 2015	BU 205 Communications in Business	30
Fall 2015	MG 260 Principles in Management	30
Fall 2015	BU 100 Introduction to Business	34
Spring 2016	BU 205 Communications in Business	28
Spring 2016	MG 269 Effective Leadership	30
Spring 2016	MG 264 Supervision	34
Spring 2016	EC 241 Principles of Economics I	72
Spring 2016	MG 260 Principles of Management	26
Spring 2016	MG 262 Small Business Management	26
Spring 2016	BU 115 Business Mathematical Applications	40
Fall 2016	FN 231 Principles of Finance	18
Fall 2016	MK 270 Principles of Marketing	20
Fall 2016	MG 261 Human Resource Management	25
Fall 2016	EC 241 Principles of Economics I	64
Fall 2016	BU 205 Communications in Business	31
Fall 2016	MG 262 Entrepreneur & Small Business Mgmt.	33
Fall 2016	MG 260 Principles in Management	34
Fall 2016	BU 115 Business Mathematical Applications	41
Fall 2016	BU 100 Introduction to Business	48
Spring 2017	BU 100 Introduction to Business	55
Spring 2017	MG 261 Human Resources Management	14
Spring 2017	MG 260 Principles of Management	21
Spring 2017	BU 205 Communications in Business	25
Spring 2017	EC 242 Principles in Economics II	59
Spring 2017	MK 270 Principles of Marketing	27
Spring 2017	MG 262 Entrepreneur and Small Business Mgmt	28
Spring 2017	MG 269 Effective Leadership	33
Spring 2017	BU 115 Business Mathematical Applications	50

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Perry Blankenship Rank N/A

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

Highest Degree Earned: MBA, MA
Date Degree Received: September 2005
Conferred by: Liberty University
Area of Specialization: Business Administration

Professional registration/licensure: _____
Years of employment at present institution: _____
Years of employment in higher education: _____
Years of related experience outside higher education: _____
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.

Year/Semester	Course Number & Title	Enrollment
Spring 2016	EC 242 Principles in Economics II	6
Fall 2016	EC 241 Principles in Economics I	6

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Tahnee I. Bryant Rank InstructorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: Master of ArtsDate Degree Received: December 2014Conferred by: Marshall UniversityArea of Specialization: Leadership

Professional registration/licensure: _____

Years of employment at present institution: 2.75Years of employment in higher education: 2.75Years of related experience outside higher education: 23

Non-teaching experience: _____

Year/Semester	Course Number & Title	Enrollment
Spring 2015	AH 285 Health Care Leadership & Management	20
Fall 2015	AH 285 Health Care Leadership & Management	17
Fall 2016	AH 285 Health Care Leadership & Management	50
Spring 2017	AH 285 Health Care Leadership & Management	5

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

As Chief Finance and Medicaid Waiver Compliance Officer, provided leadership and cost effective management of the LMAMH's human and financial resources. Provided leadership for the agency's Intellectual/Developmental Disability (IDD) Waiver Program. The IDD Waiver Program generates over \$3 million in revenue for the agency annually. As Medicaid Waiver Compliance Officer, supervised an average of 121 individuals. Responsible for overseeing all ongoing activities related to the development, implementation, maintenance of, and adherence to the organization's policies and procedures covering compliance, privacy of, and access to, patient health information in compliance with federal and state laws and the healthcare organization's compliance and information privacy practices. Additionally, responsible for supervising the quality of accounting, monitoring of internal controls, counter-signing on expenses and commitments, and financial reporting of the organization. This position lead staff in adhering to Best Practices and sound fiscal and legal procedures and methodologies at all times.

HIPAA (staff training, privacy officer duties)

- Documentation Improvement (content, timeliness, and accuracy, created physician queries)
- Revenue Cycle (monitored accts for unbilled/uncoded, unbundling or upcoding)
- Compliance (investigated fraud and abuse, certification, licensure, and updating HIM policies and procedures)
- Data Analysis (discharge, treatment, and revenue statistics)
- Information Technology (created data dictionaries and maintained database for state reporting, participated in EHR selection)

- Coding and Auditing (assigned diagnostic and procedure codes on Medicaid accounts, monthly coding audits)

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

Higher Education Conferences

- WVHIMA State Conference April 19 – 21, 2017.
- Assembly On Education Conference/American Health Information Management Association (AHIMA) July 15 – 22, 2015
- Quality Matters Conference October 31 – November 2, 2015
- CAE Healthcare HPSN World 2016 Conference February 16-18, 2016
- WVCCA/WVADE Joint Annual Conference, November 12-13, 2015

Faculty Certifications

- Quality Matters: Independent Improving Your Online Course (IYOC)
- Quality Matters: Applying the Quality Matters Rubric (APPQMR)
- Quality Matters: Connection Learning Objectives and Assessments (ST 2/3)
- Mental Health First Aid USA through the National Council for Behavioral Health (Expiration 10-12-19)
- Council for Adult and Experiential Learning (CAEL) Prior Learning Assessment/Faculty Assessor awarded August 27, 2017.

Other Faculty Related Trainings/Certificates

- Quality Matters Peer Reviewer
- CAEL Prior Learning Portfolio Assessment/Faculty Assessor Allied Health and Health Informatics
- HIPAA Individual Right of Access
- Medicaid Compliance for Electronic Records
- Learning is Not a Spectator Sport/Active Learning – Quality Matters Mt. West Pro Evaluators LLC; 11-12-16 Dr. Roxann Humbert
- Kognito – Veterans on Campus April 26, 2016
- Kognito- At-Risk for University and College Faculty October 19, 2015
- Elsevier – CDI Issues Related to ICD-10CM Mental and Behavioral Health Codes May 19, 2016
- SWVCTC- General Education Assessment Workshop October 16, 2015
- SWVCTC- Assessment in the Classroom October 28, 2016

Committee Memberships:

- SWVCTC Math Scoring Team
- SWVCTC English Scoring Team
- Distance Education Committee

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Dwayne Combs Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct XHighest Degree Earned: _____
Date Degree Received: _____
Conferred by: _____
Area of Specialization: _____Professional registration/licensure: _____
Years of employment at present institution: _____
Years of employment in higher education: _____
Years of related experience outside higher education: _____
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.

Year/Semester	Course Number & Title	Enrollment
Spring 2015	MK 270 Principles of Marketing	9
Spring 2015	MG 264 Supervision	15
Spring 2015	MG 260 Principles of Management	19
Fall 2015	MG 268 Collective Bargaining & Labor Relations	2
Fall 2015	EC 270 World Econ.& Energy Sector	4
Fall 2015	MG 264 Supervision	9
Fall 2015	MG 266 Project Management	6

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Ashley Dotson Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Spring 2015	AC 111 Principles of Accounting I	11
Fall 2015	AC 111 Principles of Accounting I	17
Spring 2016	AC 111 Principles of Accounting I	26

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Edgar Ellis Rank N/A

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

Highest Degree Earned: _____
Date Degree Received: _____
Conferred by: _____
Area of Specialization: _____

Professional registration/licensure: _____
Years of employment at present institution: _____
Years of employment in higher education: _____
Years of related experience outside higher education: _____
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.

Year/Semester	Course Number & Title	Enrollment
Fall 2014	MG 262 Entrepreneur & Small Business Mgmt.	5

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Lora Foster Rank Assistant ProfessorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: Bachelor of ScienceDate Degree Received: May 2003Conferred by: West Virginia UniversityArea of Specialization: Health Service AdministrationProfessional registration/licensure: Certified Medical AssistantYears of employment at present institution: 5Years of employment in higher education: 17Years of related experience outside higher education: 20Non-teaching experience: 30

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.

Year/Semester	Course Number & Title	Enrollment
Spring 2015	OA 230 Medical Billing and Coding	2

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name John Christopher Gray Rank _____

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

Highest Degree Earned: Masters; Business Administration

Date Degree Received: May 1995

Conferred by: Marshall University

Area of Specialization: Business and Commerce

Professional registration/licensure: _____

Years of employment at present institution: 21

Years of employment in higher education: 21

Years of related experience outside higher education: 3

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 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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	EC 242 Principles of Economics II	10
Fall 2014	BU 100 Introduction to Business	8
Fall 2014	EC 241 Principles of Economics I	11
Fall 2015	EC 241 Principles of Economics I	28
Spring 2016	EC 242 Principles of Economics II	6
Fall 2016	EC 241 Principles of Economics I	18

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Dr. Gail Hall Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: Ed. D.
 Date Degree Received: August 1985
 Conferred by: The University of Tennessee
 Area of Specialization: Education w/cognate in Management

Professional registration/licensure: West Virginia Teacher's Certificate
 Years of employment at present institution: 41; retired from Southern 2014
 Years of employment in higher education: 41
 Years of related experience outside higher education: 12
 Non-teaching experience: 0

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	BU 205 Communications in Business	19
Fall 2013	OA 235 Legal Research	1
Fall 2013	OA 130 Admin. Machine Transcription	2
Fall 2013	OA 129 Med Term. & Transcription	4
Fall 2013	BU 100 Introduction to Business	21
Fall 2013	OA 225 Prof. Image for Majors	1
Spring 2014	MG 260 Principles of Management	11
Spring 2014	MG 261 Human Resource Management	10
Spring 2014	OA 133 Legal Terminology and Transcript.	1
Fall 2014	OA 129 Med Term. & Transcription	2
Fall 2014	OA 130 Admin. Machine Transcription	2
Fall 2014	OA 133 Legal Terminology and Transcript.	5
Spring 2015	OA 235 Legal Research	2
Fall 2015	OA 129 Med Term. & Transcription	1
Fall 2015	OA 130 Admin. Machine Transcription	1
Fall 2016	OA 129 Med Term. & Transcription	1
Fall 2016	OA 130 Admin. Machine Transcription	1

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Gordon Hensley Rank Assistant ProfessorCheck one: Full-time Part-time Adjunct Highest Degree Earned: M.B.A.
Date Degree Received: May 2000
Conferred by: Morehead State University
Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: 14Years of employment in higher education: 14Years of related experience outside higher education: 2

Non-teaching experience: _____

Year/Semester	Course Number & Title	Enrollment
Fall 2013	AC 111 Principles of Accounting I	45
Fall 2013	AC 112 Principles of Accounting II	4
Fall 2013	AC 211 Intermediate Accounting I	7
Fall 2013	AC 248 Income Tax Accounting	15
Fall 2013	AC 265 Payroll Accounting	1
Fall 2013	BU 115 Business Mathematical Applications	14
Spring 2014	AC 111 Principles of Accounting I	10
Spring 2014	AC 112 Principles of Accounting II	27
Spring 2014	AC 265 Payroll Accounting	23
Spring 2014	BU 207 Business Law	61
Fall 2014	AC 111 Principles of Accounting I	53
Fall 2014	AC 112 Principles of Accounting II	7
Fall 2014	AC 211 Intermediate Accounting I	21
Fall 2014	AC 248 Income Tax Accounting	17
Fall 2014	AC 265 Payroll Accounting	1
Spring 2015	AC 111 Principles of Accounting I	22
Spring 2015	AC 112 Principles of Accounting II	29
Spring 2015	AC 211 Intermediate Accounting I	1
Spring 2015	AC 212 Intermediate Accounting II	16
Spring 2015	AC 265 Payroll Accounting	27
Spring 2015	BU 207 Business Law	26
Fall 2015	AC 111 Principles of Accounting I	19
Fall 2015	AC 112 Principles of Accounting II	14
Fall 2015	AC 211 Intermediate Accounting I	17
Fall 2015	AC 248 Income Tax Accounting	22
Fall 2015	AC 250 Computerized Accounting	24
Spring 2016	AC 112 Principles of Accounting II	13
Spring 2016	AC 212 Intermediate Accounting II	17
Spring 2016	AC 249 Managerial Accounting	20
Spring 2016	AC 250 Computerized Accounting	10

Spring 2016	AC 265 Payroll Accounting	30
Spring 2016	BU 207 Business Law	30
Fall 2016	AC 111 Principles of Accounting I	30
Fall 2016	AC 112 Principles of Accounting II	9
Fall 2016	AC 211 Intermediate Accounting I	12
Fall 2016	AC 248 Income Tax Accounting	11
Fall 2016	AC 250 Computerized Accounting	12
Fall 2016	BU 207 Business Law	27
Spring 2017	AC 112 Principles of Accounting II	20
Spring 2017	AC 212 Intermediate Accounting II	11
Spring 2017	AC 249 Managerial Accounting	12
Spring 2017	AC 250 Computerized Accounting	10
Spring 2017	AC 265 Payroll Accounting	31
Spring 2017	BU 207 Business Law	31

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

Completed Quality Matters Training.

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Deena Huffman-Toth Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: 2 terms

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2014	BU 100 Introduction to Business	29
Spring 2015	MG 261 Human Resource Management	9

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Kristie Johnson Rank _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 230 Medical Billing and Coding	6

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Belvai Kudva Rank ProfessorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: M.B.A.Date Degree Received: 1982Conferred by: University of ConnecticutArea of Specialization: Business

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	EC 241 Principles of Economics I	37
Fall 2013	BU 115 Business Mathematical Applications	23
Fall 2013	BU 230 Business Statistics	13
Fall 2013	FN 231 Principles of Finance	18
Spring 2014	BU 230 Business Statistics	12
Spring 2014	EC 241 Principles of Economics I	25
Spring 2014	EC 242 Principles of Economics II	26
Spring 2014	FN 231 Principles of Finance	2
Spring 2014	BU 115 Business Mathematical Applications	26
Fall 2014	EC 242 Principles of Economics II	22
Fall 2014	EC 241 Principles of Economics I	24
Fall 2014	FN 231 Principles of Finance	5
Fall 2014	BU 115 Business Mathematical Applications	24
Fall 2014	BU 230 Business Statistics	21
Spring 2015	BU 230 Business Statistics	12
Spring 2015	EC 242 Principles of Economics II	24
Spring 2015	BU 115 Business Mathematical Applications	18
Spring 2015	MG 260 Principles of Management	10
Spring 2015	EC 241 Principles of Economics	22

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Tiffany Lowe Rank _____

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

Highest Degree Earned: _____
Date Degree Received: _____
Conferred by: _____
Area of Specialization: _____

Professional registration/licensure: _____
Years of employment at present institution: _____
Years of employment in higher education: _____
Years of related experience outside higher education: _____
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.

Year/Semester	Course Number & Title	Enrollment
Fall 2015	BU 100 Introduction to Business	4
Spring 2016	BU 100 Introduction to Business	33
Fall 2016	BU 100 Introduction to Business	17

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Tricia Lowe Rank _____

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

Highest Degree Earned: Bachelors
Date Degree Received: December 2016
Conferred by: Marshall University
Area of Specialization: Regents Bachelor of Arts

Professional registration/licensure: RHIT, Registered Health Information Technician

Years of employment at present institution: 2

Years of employment in higher education: 2

Years of related experience outside higher education: 25

Non-teaching experience: 25

Year/Semester	Course Number & Title	Enrollment
2016 Fall	OA 230 Medical Billing and Coding	9

(b). If degree is not in area of current assignment, explain.
Certification of RHIT, Registered Health Information Technician, is in area of current position. The certification is required by CAHIIM (Commission on Accreditation for Health Informatics and Information Management Education) for accreditation of HIM Program.

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

Quality Matters Training-

- Independent Applying the QM Rubric - Certificate
- Independent Improving Your Online Course - Certificate
- Connecting Learning Objectives and Assessments – Certificate
- Learning is Not a Spectator Sport/Active Learning

Blackboard Training – in person and webinars

Softchalk Training - webinars

Continuing education 20+ hours in Health Information Management subject matter. – in person and webinars

At-risk for University and College Faculty – webinar

Veterans on campus course - webinar

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Justin Marcum Rank N/A

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2014	BU 207 Business Law	6

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Rosa McNeal Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct XHighest Degree Earned: MastersDate Degree Received: 1991Conferred by: Marshall UniversityArea of Specialization: Business EducationProfessional registration/licensure: Real Estate Broker and Accredited
Financial CounselorYears of employment at present institution: 24; previously full timeYears of employment in higher education: 24Years of related experience outside higher education: 26Non-teaching experience: 26

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	BU 205 Communications in Business	23
Fall 2013	BU 100 Introduction to Business	27
Spring 2014	MG 260 Principles of Management	19
Spring 2014	BU 205 Communications in Business	23

- (b) If degree is not in area of current assignment, explain.
- (c) Identify your professional development activities during the past five years.
Various activities sponsored at Southern. Completed 7+ hours of continuing professional education in the field of real estate for the past 20+ years. Studied personal finance and counseling to pass the national exam to become an Accredited Financial Counselor in 2010. Have completed 15 hours per year of CPE for licensure. Completed Quality Matters training for online instruction at Fairmont State University. Completed Blackboard 9.1 for online instructors.

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Crystal Moore Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2014	BU 205 Communications in Business	8
Fall 2014	AC 250 Computerized Accounting	16

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Stephanie Mounts Rank InstructorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: MBA
Date Degree Received: 2013
Conferred by: Western Governors University
Area of Specialization: Management and Strategy

Professional registration/licensure: _____

Years of employment at present institution: 6Years of employment in higher education: 6Years of related experience outside higher education: 10Non-teaching experience: 3

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.

Year/Semester	Course Number & Title	Enrollment
Spring 2014	MK 272 Retailing	23
Fall 2014	BU 100 Introduction to Business	23
Fall 2014	MG 261 Human Resource Management	19
Fall 2014	MG 262 Entrepreneurship & Small Business Mgmt.	18
Spring 2015	MG 260 Principles of Management	25
Spring 2015	MK 272 Retailing	23
Fall 2015	BU 100 Introduction to Business	16
Fall 2015	BU 230 Business Statistics	17
Fall 2015	EC 242 Principles of Economics II	19
Fall 2015	FN 231 Principles of Finance	16
Fall 2015	MG 266 Project Management	5
Spring 2016	BU 230 Business Statistics	1
Spring 2016	EC 242 Principles of Economics II	21
Spring 2016	FN 231 Principles of Finance	7
Spring 2016	MK 270 Principles of Marketing	23
Spring 2016	MK 272 Retailing	28
Fall 2016	AC 111 Principles of Accounting	7
Fall 2016	BU 205 Communications in Business	11
Fall 2016	BU 230 Business Statistics	9
Fall 2016	FN 231 Principles of Finance	7
Fall 2016	MG 261 Human Resource Management	8
Fall 2016	MG 264 Supervision	16
Fall 2016	EC 242 Principles of Economics II	5
Spring 2017	AC 112 Principles of Accounting II	4

Spring 2017	BU 205 Communications in Business	9
Spring 2017	BU 230 Business Statistics	12
Spring 2017	EC 242 Principles of Economics II	12
Spring 2017	MG 260 Principles of Management	11
Spring 2017	MG 264 Supervision	19
Spring 2017	MK 272 Retailing	15
Spring 2017	FN 231 Principles of Finance	3

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Tonya Norris Rank N/A

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

Highest Degree Earned: _____
Date Degree Received: _____
Conferred by: _____
Area of Specialization: _____

Professional registration/licensure: _____
Years of employment at present institution: _____
Years of employment in higher education: _____
Years of related experience outside higher education: _____
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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 275 Special Topics in Office Administration	15

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Patricia Ann Poole Rank ProfessorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: M.A. + Additional Graduate HoursDate Degree Received: 1987Conferred by: Marshall UniversityArea of Specialization: Business Administration

Professional registration/licensure: _____

Years of employment at present institution: 32Years of employment in higher education: 32Years of related experience outside higher education: 5Non-teaching experience: Worked as an Administrative Assistant at Cabell-Huntington Hospital, Barboursville Insurance Agency and UPS

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 140 Office Admin. Procedures	5
Fall 2013	OA 104 Document Processing II	7
Fall 2013	OA 103 Basic Document Processing I	14
Fall 2013	BU 120 Business Software Applications	52
Fall 2013	OA 143 Legal Office Procedures	10
Fall 2013	OA 145 Medical Admin. Proc. I	9
Spring 2014	MG 261 Human Resource Management	7
Spring 2014	BU 120 Business Software Applications	39
Spring 2014	OA 131 Records Management	15
Spring 2014	OA 135 Document Processing Simulation	7
Spring 2014	OA 220 Administrative Management	13
Fall 2014	OA 140 Office Admin. Procedures	5
Fall 2014	OA 103 Basic Document Processing I	16
Fall 2014	BU 100 Introduction to Business	25
Fall 2014	BU 120 Business Software Applications	30
Fall 2014	OA 143 Legal Office Procedures	4
Fall 2014	OA 104 Document Processing II	10
Fall 2014	OA 145 Medical Admin. Proc. I	7
Spring 2015	OA 135 Document Processing Simulation	5
Spring 2015	OA 220 Administrative Management	9

Spring 2015	OA 131 Records Management	16
Spring 2015	MG 261 Human Resource Management	20
Spring 2015	BU 120 Business Software Applications	21
Spring 2015	BU 100 Introduction to Business	25
Fall 2015	OA 103 Basic Document Processing I	7
Fall 2015	BU 100 Introduction to Business	29
Fall 2015	BU 120 Business Software Applications	29
Fall 2015	OA 140 Office Admin. Procedures	1
Fall 2015	OA 143 Legal Office Procedures	1
Fall 2015	OA 104 Document Processing II	19
Fall 2015	OA 145 Medical Admin. Proc. I	6
Spring 2016	OA 220 Administrative Management	6
Spring 2016	OA 131 Records Management	14
Spring 2016	MG 261 Human Resource Management	20
Spring 2016	BU 120 Business Software Applications	30
Spring 2016	OA 135 Document Processing Simulation	3
Spring 2016	OA 145 Medical Admin. Proc. I	17
Fall 2016	OA 143 Legal Office Procedures	2
Fall 2016	OA 140 Office Admin. Procedures	5
Fall 2016	OA 103 Basic Document Processing I	6
Fall 2016	BU 120 Business Software Applications	21
Fall 2016	BU 100 Introduction to Business	30
Fall 2016	BU 106 Intro to Customer Service	4
Fall 2016	OA 145 Medical Admin. Proc. I	4
Fall 2016	OA 104 Document Processing II	6
Spring 2017	BU 120 Business Software Applications	3
Spring 2017	OA 135 Document Processing Simulation	5
Spring 2017	OA 220 Administrative Management	5
Spring 2017	OA 131 Records Management	13
Spring 2017	BU 120 Business Software Applications	25
Spring 2017	MG 261 Human Resource Management	11
Spring 2017	BU 106 Intro to Customer Service	15

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Dana Raban Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 275 Special Topics: Professional Image	15

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Michael Redd Rank N/A; Previously Assistant Professor at Southern

Check one: Full-time Part-time Adjunct X Fall 2013

Highest Degree Earned: MBA
Date Degree Received: December 1981
Conferred by: Marshall University
Area of Specialization: Marketing

Professional registration/licensure: N/A
Years of employment at present institution: 26
Years of employment in higher education: 26
Years of related experience outside higher education: N/A
Non-teaching experience: 2 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.

Year/Semester	Course Number & Title	Enrollment
Fall 2012	AC 111 Principles of Accounting I	12
Fall 2012	BU 100 Introduction to Business	15
Fall 2012	EC 241 Principles of Economics I	24
Fall 2012	MG 260 Principles of Management	9
Fall 2012	MK 270 Principles of Marketing	21
Spring 2013	BU 207 Business Law	6
Spring 2013	EC 242 Principles of Economics II	29
Spring 2013	MG 261 Human Resources Management	8
Spring 2013	MK 270 Principles of Marketing	9
Fall 2013	BU 100 Introduction to Business	15

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Toni Redmiles Rank _____

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

Highest Degree Earned: Bachelor in Business Administration

Date Degree Received: December 2007

Conferred by: American Intercontinental University

Area of Specialization: Project Management

Professional registration/licensure: _____

Years of employment at present institution: 2

Years of employment in higher education: 2

Years of related experience outside higher education: 0

Non-teaching experience: 4

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.

Year/Semester	Course Number & Title	Enrollment
Spring 2015	BU 115 Business Mathematical Applications	6
Fall 2015	BU 115 Business Mathematical Applications	12
Spring 2016	BU 115 Business Mathematical Applications	25
Fall 2016	BU 115 Business Mathematical Applications	12

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

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

WVCCA/ WVADE Conference November 2015

Assessment Training October 2015

Student Success Summit July 2015

BTG Conference June 2015

Blackboard training June 2015

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Judith Runyon Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Spring 2015	BU 205 Communications in Business	26
Fall 2015	BU 205 Communications in Business	19
Spring 2016	BU 205 Communications in Business	9

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Doug Spaulding Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2015	MG 101 Intro to Mgmt.	8
Spring 2016	AC 111 Principles of Accounting	18
Spring 2016	MG 260 Principles of Management	13

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Thaddeus Stupi Rank ProfessorCheck one: Full-time Part-time Adjunct Highest Degree Earned: MBA
Date Degree Received: August 1976
Conferred by: Arizona State University
Area of Specialization: Business AdministrationProfessional registration/licensure: NA
Years of employment at present institution: 21
Years of employment in higher education: 33
Years of related experience outside higher education: 8
Non-teaching experience: Accountant and Financial Sales Representative

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2012	AC 111 Principles of Accounting I	14
Fall 2012	AC 211 Intermediate Accounting II	5
Fall 2012	AC 248 Income Tax Accounting	6
Fall 2012	AC 265 Payroll Accounting	9
Fall 2012	BU 100 Introduction to Business	7
Fall 2012	EC 241 Principles of Economics	7
Fall 2012	FN 232 Personal Finance	20
Spring 2013	AC 111 Principles of Accounting I	10
Spring 2013	AC 112 Principles of Accounting II	1
Spring 2013	AC 250 Computerized Accounting	9
Spring 2013	AC 265 Payroll Accounting	6
Spring 2013	BU 115 Business Mathematical Applications	9
Spring 2013	EC 242 Principles in Economics II	10
Spring 2013	MG 261 Human Resources Management	12
Spring 2013	MK 270 Principles in Marketing	11
Fall 2013	BU 100 Introduction to Business	62
Fall 2013	AC 111 Principles of Accounting I	13
Spring 2014	AC 112 Principles of Accounting II	4
Spring 2014	AC 211 Intermediate Accounting I	2
Spring 2014	AC 212 Intermediate Accounting II	6
Spring 2014	AC 250 Computerized Accounting	15
Spring 2014	AC 265 Payroll Accounting	8
Spring 2014	EC 242 Principles in Economics II	4

Spring 2014	MG 260 Principles of Management	11
Fall 2014	AC 111 Principles of Accounting I	9
Fall 2014	BU 100 Introduction to Business	6
Fall 2014	BU 115 Business Mathematical Applications	19
Fall 2014	EC 241 Principles of Economics	7
Spring 2015	AC 112 Principles of Accounting II	9
Spring 2015	AC 249 Managerial Accounting	8
Spring 2015	AC 250 Computerized Accounting	6
Spring 2015	EC 242 Principles in Economics II	9
Spring 2015	FN 231 Principles of Finance	3
Spring 2015	FN 232 Personal Finance	16
Fall 2015	AC 111 Principles of Accounting I	19
Fall 2015	BU 115 Business Mathematical Applications	18
Fall 2015	BU 230 Business Statistics	12
Fall 2015	EC 241 Principles of Economics	6
Fall 2015	FN 231 Principles of Finance	8
Fall 2015	MG 254 Mgmt. of HealthCare Fac. & Sys.	2
Spring 2016	AC 112 Principles of Accounting II	11
Spring 2016	AC 249 Managerial Accounting	4
Spring 2016	AC 250 Computerized Accounting	1
Spring 2016	AC 265 Payroll Accounting	4
Spring 2016	BU 230 Business Statistics	12
Spring 2016	EC 242 Principles in Economics II	5
Spring 2016	FN 232 Personal Finance	10
Fall 2016	AC 111 Principles of Accounting I	16
Fall 2016	AC 248 Income Tax Accounting	5
Fall 2016	BU 115 Business Mathematical Applications	29
Fall 2016	BU 230 Business Statistics	5
Spring 2017	AC 112 Principles of Accounting II	8
Spring 2017	AC 249 Managerial Accounting	5
Spring 2017	AC 250 Computerized Accounting	8
Spring 2017	AC 265 Payroll Accounting	5
Spring 2017	BU 115 Business Mathematical Applications	3
Spring 2017	BU 230 Business Statistics	1
Spring 2017	FN 231 Principles of Finance	4

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Emil Suder Rank N/A

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	BU 115 Business Mathematical App.	7

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Connie White Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2012	AC 249 Managerial Accounting	9
Fall 2012	AC 250 Computerized Accounting	9
Spring 2013	AC 249 Managerial Accounting	9
Spring 2014	AC 249 Managerial Accounting	16

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

**Appendix III
Enrollment Data**

Business Accounting - General Education Core Course Enrollments

		Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
BU 115 or	Business Mathematical Applications	64	88	87	76	82	72	78	77	71	54
MT 123 or MT 123A	Intermediate Algebra	68	54	95	88	100 113	41 73	6		13	
EC 241	Principles of Economics I	73	2	43	27	42	22	34	72	90	
EC 242	Principles of Economics II		74	10	30	22	33	19	38	5	72
EN 101 or EN 101A	English Composition I	380	256	382	278	407	249	307 226	104 115	238 249	88 73
PY 201 or	General Psychology	260	196	270	173	342	175	344	211	273	156
SO 200 or	Introduction to Sociology	238	245	243	193	190	183	194	67	100	35
SO 215	Human Relations	11				20	5	10			
SP 103	Speech Fundamentals	219	254	219	193	218	215	235	246	211	214

Source: Blackboard Analytics

Generated By: Carol Howerton

Enrolled Total by Term (Term) on columns; and Course Section (Course Section) on rows sub-setted by All Course Attributes, All Course Levels and All Section Statuses

Business Accounting - Program Core Course Enrollments

		Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
AC 111	Principles of Accounting I	72	16	59	10	62	33	55	44	54	
AC 112	Principles of Accounting II		41	4	30	7	38	14	24	10	32
AC 211	Intermediate Accounting I	20		7	2	21	1	17		12	
AC 212	Intermediate Accounting II		12		9		16		17		11
AC 248	Income Tax Accounting	23		15		17		22		16	
AC 249	Managerial Accounting	9	9		16		8		24		17
AC 250	Computerized Accounting	9	9	11	15	16	6	24	11	12	18
AC 265	Payroll Accounting	36	41	1	31	1	27		34		45
BU 100	Introduction to Business	96		126		91	25	83	33	95	56
BU 120	Business Software Applications	41	44	57	39	30	21	29	30	21	28
BU 205	Communications in Business	37	27	45	23	30	26	49	37	44	34
BU 207	Business Law	31	33	15	61	6	26	20	43	27	31
BU 230	Business Statistics	20	33	13	13	21	12	23	13	15	13

Source: Blackboard Analytics

Generated By: Carol Howerton

Enrolled Total by Term (Term) on columns; and Course Section (Course Section) on rows sub-setted by All Course Attributes, All Course Levels and All Section Statuses

Business Accounting - Elective Course Enrollments

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
BU 106 Introduction to Customer Service								17	4	15
EC 270 World Economics and the Energy Sector	31		14		14		4			
FN 210 Finance for the Nonfinancial Manager	22		14		10		15			
FN 231 Principles of Finance	8	10	23	2	5	3	20	7	25	7
FN 232 Personal Finance	10	16				16		10		
MG 101 Introduction to Management							8			
MG 254 Management of Health Care Facilities and Systems							2			
MG 260 Principles of Management	34	31	9	41	22	54	30	49	36	32
MG 261 Human Resources Management	1	33		17	19	29	27	20	34	25
MG 262 Entrepreneurial and Small Business Management	1	45	21	30	23	25	26	36	33	28
MG 264 Supervision	30		24	27	18	15	9	34	16	20
MG 266 Project Management		21		8		10	5	6		
MG 268 Collective Bargaining and Labor Rel.	22		6		10		2			
MG 269 Effective Leadership						21		30		33
MG 272 Industrial Leadership		25		8		14				
MG 273 Organizational Behavior and Communication	35		19		10		3	9		
MG 274 Project Evaluation		19		6		5				
MG 275 Special Topics in Management		29		10						
MK 270 Principles of Marketing	21	30		24	16	9		23	20	27
MK 272 Retailing				23		23		28		15
OA 103 Basic Document Processing I	14	15	15		16		7		6	
OA 104 Document Processing II	15		7		10		19		6	
OA 129 Medical Terminology and Transcription		5	4		2		1		1	
OA 130 Administrative Machine Transcription		3	3		2		1		1	
OA 131 Records Management		15		15		16		14		13

Business Accounting - Elective Course Enrollments Continued

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
OA 133 Legal Terminology and Transcription			2	1	5					
OA 135 Document Processing Simulation		8		7		5		3		5
OA 140 Office Administration Procedures	9		5		5		1		6	
OA 143 Legal Office Procedures	4		10		4		1		2	
OA 145 Medical Administrative Procedures I	7		10		7		6		4	
OA 220 Administrative Management		11		13		9		6		5
OA 225 Professional Image for Majors			1							
OA 230 Medical Billing and Coding			6			2	9			
OA 235 Legal Research			1	2		2				
OA 275 Special Topics in Office Administration			15							

Source: Blackboard Analytics

Generated By: Carol Howerton

Enrolled Total by Term (Term) on columns; and Course Section (Course Section) on rows sub-setted by All Course Attributes, All Course Levels and All Section Statuses

Major course sections offered by term per delivery option				
Year	Traditional Classroom	Independent Study	Interactive Classroom	Online
Fall 2012 201301	22	2	4	22
Spring 2013 201302	23	8	4	19
Fall 2013 201401	24	3	4	18
Spring 2014 201402	11	3	8	19
Fall 2014 201501	18	1	6	22
Spring 2015 201502	13	1	8	23
Fall 2015 201601	12	0	8	26
Spring 2016 201602	11	1	8	24
Fall 2016 201701	9	2	3	29
Spring 2017 201702	8	0	5	28

**Appendix IV
Graduate Data**

Program Enrollment Trends Business Accounting (540)

Academic Year	Term	Distinct Students	First Term In Major Count	Returned Next Term	Retention % (Next Term)	Returned Next Year	Retention % (Next Year)
12/13	Total	63	21	54	49%	76	72%
	Fall 2012	39	12	26	68%	20	61%
	Spring 2013	34	9	18	62%	18	62%
13/14	Total	74	23	42	35%	70	60%
	Fall 2013	35	11	22	65%	15	48%
	Spring 2014	33	10	18	58%	19	61%
14/15	Total	67	21	49	44%	67	62%
	Fall 2014	38	13	29	78%	18	53%
	Spring 2015	36	6	18	53%	19	56%
15/16	Total	64	26	52	46%	71	68%
	Fall 2015	37	18	29	83%	13	48%
	Spring 2016	36	6	15	52%	20	69%
16/17	Total	56	16	39	46%	51	64%
	Fall 2016	31	12	20	71%	11	48%
	Spring 2017	28	1	12	52%	14	61%
Total Distinct Majors over 5 Year Period		148	98	207	65%	167	57%
5 Yr Average		64.8	21.4	47.2	44%	67	65%
5 Yr Average Fall Retention					73%		52%

Source: Blackboard Analytics

Generated By: Carol Howerton

Distinct Students, First Term In Major Count, Returned Next Term, Retention % (Next Term), Returned Next Year and Retention % (Next Year) by Term (Term) on rows sub-setted by Business Accounting-AAS (540), Enrolled and Primary: Note: Excludes summer enrollments

Degree Rates - Business Accounting (540)

Measures	12/13	13/14	14/15	15/16	16/17
Distinct Graduates	10	9	6	12	16
Degree Conferred Count	16	15	6	19	25
Avg. Enrolled Regular Terms to Graduation	6.4	5.6	5.5	5.8	5.7
Avg. Enrolled Terms to Graduation	6.8	7.1	5.8	5.8	6.4
Avg. Final GPA for Degree	3.4	3.2	3.5	3.5	3.3
Avg. Credits Attempted for Degree	85.7	103.4	101.5	90.6	105.3
Avg. Total Credits for Degree	79.5	85.2	95.0	85.8	92.6
Avg. Transfer Credits for Degree	12.0	31.7	32.0	30.0	22.0
Avg. Age at Degree	23.2	32.4	26.3	27.0	34.4

Source: Blackboard Analytics

Generated by: Carol Howerton

Distinct Graduates, Degree Conferred Count, Avg. Enrolled Regular Terms to Graduation, Avg. Enrolled Terms to Graduation, Avg. Final GPA for Degree, Avg. Credits Attempted for Degree, Avg. Total Credits for Degree, Avg. Transfer Credits for Degree and Avg. Age at Degree by Term (Term) on columns sub-setted by Associate in Applied Science and Business Accounting-AAS (540); with columns sorted ascending by Term labels

Follow-Up Survey Data

Respondent Data		
Year	Sent	Received
2013	10	0
2014	9	0
2015	6	0
2016	12	0
2017	16	0

Year Graduated	Working	Position Title	Salary	College Enrolled
2013	1	Tax Preparer	\$26,000	No
2015	1	Payroll Clerk	NA	NA
2015	1	Accountant	\$38,000	NA
2015	1	Accounts Manager	\$45,000	No
2016	NA	NA	NA	University of Pikeville
2016	0			WV State University

*Results are from telephone conversations with former students and business advisory member reports. Follow-up survey data was not available for program graduates.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2018**

ITEM: Approval of Business Administration, Associate in Applied Science, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Business Administration A.A.S. program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Bill Alderman

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Career and Technical Studies conducted a program review of the Business Administration A.A.S. program during the 2017 / 2018 academic year.

Based upon the program review, it is recommended that the Business Administration A.A.S. program continue with the following corrective actions:

1. development of an assessment plan including assessment measures, reporting guidelines, and time frame;
2. development of a plan for enhanced student tracking to improve student advising and to provide more efficient and detailed follow-up of graduates; and
3. development of new articulation agreements and the update of existing articulation agreements with colleges and universities across the state in order to facilitate transfer of credits over the next two years.

The program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and concurrence of the aforementioned bodies, the staff recommends that the Board of Governors approve the continuation of the Business Administration, Associate in Science degree program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Board of Governors

 Program with Special Accreditation

 Program without Specialized Accreditation

Program: Business Administration, AAS
11/27/2017

Degree and Title

Date

INSTITUTIONAL RECOMMENDATION

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

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

Rationale for Recommendation:

It is recommended that the Business Administration Program AAS at Southern West Virginia Community and Technical College be continued with the following corrective action:

Development of an assessment plan including assessment measures, reporting guidelines, and time frame.

Development of a plan for enhanced student tracking, to improve student advising, and provide more efficient and detailed follow-up of graduates.

Development of new articulation agreements and the update of existing articulation agreements with colleges and universities across the state in order to facilitate transfer of credits over the next two years.

Signature of person preparing report if other than Division Head

Date

Signature of Division Head

Date

Signature of Vice President for Academic Affairs and Student Services

Date

Signature of President

Date

Signature of Chair, Board of Governors

Date

PROGRAM REVIEW

**For Occupational Programs
Implemented Under the Provisions of Series 37 of the
West Virginia Council for Community and Technical College Education**

Institution: Southern West Virginia Community and Technical College
Program: Business Administration, Associate of Applied Science

January 24, 2018

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Summary of Findings
2013-2017

Program Name: Business Administration Associate in Applied Science
Hours Required for Graduation: 60 Credit Hours

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

1. The curriculum has adequate requirements that meets the needs of business and industry.
2. Entrance abilities for students are within community college standards.
3. Current faculty members are adequately credentialed and evaluated.
4. The facilities are adequate to meet the needs of the program.
5. The program lacks a fully developed assessment plan for the evaluation of students.

Conclusion: The program does not meet minimum adequacy requirements due to the lack of assessment plan.

B. Viability

1. The program has a budget sufficient to support the program.
2. There is a sufficient number of faculty to support the program.
3. Previous history and enrollment trends indicates future students seeking the degree will remain within expectations for the program.
4. Number of graduates is within acceptable ranges.

Conclusion: The program meets minimum viability requirements.

C. Necessity

1. The program meets a validated industry demand.
2. The program and core course support the mission and commitments of the institution.
3. The program has an established and growing advisory committee.
4. There is some, however limited, evidence of gainful employment through graduate follow-up.
5. Students seeking advance studies have successfully matriculated to a baccalaureate program.

Conclusion: The program meets minimum necessity requirements with corrective actions.

D. Consistency with Mission

1. The program supports the mission and institutional commitments.
2. The program supports expanded access through a fully distance

- delivered program.
3. The program draws upon/supports other programs of the college.
 4. Discontinuance of the program would have a negative impact on the college and its mission.

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

II. Plans for Program Improvement, Including Timeline

Plans for improvement and timelines include the following activities:

1. Development of an assessment plan including assessment measures, reporting guidelines and timeframe. The plan will be developed during the Spring 2018 term with implementation to begin during the Fall 2018 term.
2. Development of a plan for enhanced student tracking to improve student advising and provide more efficient and detailed follow-up of graduates. Initial implementation to begin May 2018 and review and continued improvements the following year.
3. Development of new agreements, and the update of existing articulation agreements with colleges and universities across the state in order to facilitate transfer of credits over the next two years.

III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished

The program indicates a healthy number of students initially enrolled (306 declared majors in 5 years). Employer surveys and graduate information obtainment have increased slightly since the last review.

Since the last program review several initiatives have been implemented with the goal of improving graduation rates and accurately identifying program majors. DegreeWorks was implemented which allows faculty and staff to track student progress and aid in advising students. Block scheduling was implemented to provide students a more concise schedule and guide students toward meeting program requirements for graduation. Program faculty conduct reviews of course rosters and verify program majors with students during the first week of classes each semester and assists students with change of major forms for those students with incorrect majors. Since the last review the program has seen both a drop and increase in graduates. Enrollment trends have been consistent and align with overall college enrollment trends. Efforts to improve these areas are on-going and will enhance with additional activities.

IV. Five Year Trend Data on Graduates and Majors Enrolled

Program enrollment has held relatively consistent with an average 97 distinct students per year and an average 68.1 duplicated students per semester. Enrollment had an increase and peak in 2012-2013 and a slight decrease below the average for 2014-2015. The number of graduates saw a dip during the 2014-

2015 academic year but a significant increase in the 2016-2017 academic year.

V. Summary of Assessment Model and How Results Are Used for Program Improvement

The significant weakness of the program is the lack of a documented assessment plan and data. The development of a plan will be the priority action in the upcoming year.

VI. Data on Student Placement

The graduates providing follow-up information have reported no problems finding employment. The limited amount of follow-up data is a concern. Data collection is often difficult to gather due to change of addresses and phone numbers.

VII. Final Recommendation Approved by the Governing Board

It is recommended that the Business Administration Program at Southern West Virginia Community and Technical College be continued at the current level of activity with corrective action.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2017-2018

Program Name: Business Administration Associate in Applied Science
Date of Last Review: 2012-2013

I. Program Description

The Business Administration Program focused on providing students a general background in business concepts. It is designed to acquaint students with major subject areas of accounting, general business, finance, management, and marketing with goals to improve student's business vocabulary, and to provide students with an understanding of influencing factors in business decision making. Material is taught from a practical view and blends theory and application in both a traditional written format and using a computerized format.

The full Business Administration Program is available online. The general education core courses are available at all campus locations. Some accounting and business core courses are available on the Logan and Boone campus locations. Some electives courses are available on all locations.

II. Specialized Accreditation Information

This program does not have any specialized accreditation information at this time.

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

A. Adequacy

1. Curriculum

The curriculum for the Associate in Applied Science, Business Administration Program currently consist of 60 credit hours. The program includes 18 credit hours in general education coursework, 6 credit hours in accounting coursework, 15 credit hours in general business coursework, 3 credit hours in finance, 6 credit hours in management, 3 credit hours in marketing, and 6 credit hours of restricted electives chosen from any accounting, business, economics, finance, management, marketing, or office administration subject areas. The full curriculum can be found in Appendix I - Curriculum.

All major business courses are developed in an online format and online is the primary delivery method for the program. Most courses

have a traditional campus based offering. During the 2015-2016 academic year general education courses were developed in an online format allowing for the program to be fully delivered online. All online courses utilize a common template based on the Quality Matters (QM) rubric. Quality Matters is an organization internationally recognized as a leader in quality assurance for online education and provides a rubric of standards for quality online course design and accessibility.

2. Faculty

The program utilizes full-time faculty and adjuncts to teach the general education course requirements. In addition, the program maintains four full-time general business faculty along with one other full-time accounting faculty to teach core accounting and business course requirements. The program faculty are supervised by the Chair for the School of Career and Technical Studies who also teaches general business courses. The program utilizes a number of adjunct faculty as needed to meet scheduling demands. All program faculty members and adjuncts hold appropriate degrees and certifications in a business area. Faculty data sheets are included in Appendix II.

In addition to formal credentials, all faculty teaching online have received training in the application of the QM rubric and Blackboard Learn, Southern's learning management system. Three of the five full-time faculty have undergone extensive QM and online course design training resulting in a formal external review and approval of at least one of their courses.

3. Students

a. Entrance Abilities

Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern and enroll in the Business Administration Program. All entering students must satisfy a general math and English requirement or take the corresponding co-requisite course. The ACT, SAT, or ACCUPLACER test can be used to evaluate student placement. There are no other entrance requirements specific to the Business Administration Program.

b. Exit Abilities

Upon completion of the degree requirements, students will have acquired the necessary skills to qualify for most entry-level general business positions in businesses across all job sectors that require a two-year business degree. Students

leave the program with an understanding of the need to continually upgrade their skills and further their knowledge and abilities through on-the-job training, continuing education, and advanced studies.

Specific exit abilities of Business Administration graduates include:

1. Exhibit an understanding of the social, political/legal, technological, and global influences in domestic business issues
2. Exhibit knowledge of oral and written communication, problem solving, and decision-making skills
3. Demonstrate an integrated understanding of business administration through foundation skills in accounting, finance, economics, marketing, management, mathematics, statistics, and computer technology
4. Demonstrate the ability to make financial analysis using financial statements and other organizational data
5. Exhibit ethical, responsible, and dependable behavior and appreciate the need for lifelong learning

c. Graduate Follow-up Data

Graduate follow-up data is somewhat limited and is an identified problem within the program. Graduates are mailed follow-up surveys six months after graduation. Additional attempts are made each year to contact graduates by phone and email. Many graduates have moved and/or changed phone numbers and do not provide forwarding information. Feedback was available on thirty-three graduates. Those providing feedback indicated a range of earnings between \$30,000 to \$70,000. Several indicated they were in the process of continuing their studies. Additional graduate follow-up information is available in Appendix IV – Graduate Data.

4. Resources

a. Financial

The program receives a yearly budget allocated to all business programs. The Chair for the School of Career and Technical Studies is responsible for oversight of the budget and distribution between business programs. The budget covers necessary supplies and equipment for the program. A budget for faculty salaries is provided in a separate general faculty budget allocated by program department. The budget is sufficient for the program and undergoes review each year with request and allocations made through the institutional

planning and budgeting processes.

b. Facilities

There are no specialized or dedicated labs required for the Business Administration program. Each campus provides computer labs that are accessible for any program/course use. Each lab is well equipped with computers and projection systems along with software including business specific software for SAGE Accounting, OPAC testing, and Microsoft Office. The Logan campus maintains one specific computer lab that business program courses receive first priority when scheduling classes. The Williamson campus maintains a specialized Office Administration/Business computer lab that also provides first priority for business courses when scheduling classes.

5. Graduate and Employer Satisfaction

As previously noted, graduate follow-up information is limited and is a noted problem with the program. Although limited, the graduates responding reported success in finding work quickly and were generally satisfied with the program. While undocumented, informal feedback from businesses attending the advisory committee meetings indicates employer satisfaction with the graduates of all business programs. Employers often reach out to the program as a primary source for referrals. A supervisor from Electric Motor Services stated that our student had a “go-get-it attitude” and excellent communication skills were adequately trained for their positions. Appendix IV-Graduate Data provides additional graduate follow-up information.

6. Assessment Information

The lack of a formal assessment plan with documented results is an identified problem of the program. While faculty maintain informal feedback and individual course assessment materials, no documented data or review of assessments is available. The existing formal program assessment plan is outdated and contains identified assessment measures that have been discontinued.

In 2015 the faculty reviewed and adopted the National Occupational Competency Testing Institute's (NOCTI) Accounting test which provides both national averages and criterion-referenced cut scores for use in gauging student knowledge and determining program improvement needs. The NOCTI test was administered once by a single faculty. No specific course was identified as the capstone course to administer the exam resulting in lack of implementation.

All students enrolling in certificate and associate degree programs are expected to participate in institutional assessment activities. General education courses are assessed by the General Education Assessment Plan. No specific feedback on business students from the general assessment is available.

7. Previous Program Reviews

The Program Review from 2012-2013 recommended the continuation of the program with corrective action. The improvements included increasing graduate rates and accurately defining program majors. Plans to assist in the improvements included restructuring the curriculum, developing more online courses, a tracking system in advising and follow-up, and marketing.

Since the last program review several initiatives have been implemented. The program was restructured to meet the 60-credit hour requirement. DegreeWorks was implemented which allows faculty and staff to track student progress and aid in advising students. Block scheduling was implemented to provide students a more concise schedule and guide students toward meeting program requirements for graduation. Program faculty conduct reviews of course rosters and verify program majors with students during the first week of classes each semester and assists students with Change of Major Forms for those students with incorrect majors.

8. Advisory Committees

The Business Administration Program shares an active advisory committee with all of the business programs. The committee consists of professionals from all facets of the business world: banking industry, CPA firms, realtors, mining, hospitals, insurance, advertising, redevelopment authorities, attorneys, and trucking firms and meets on an annual basis. Participation in the advisory meetings has fluctuated with the changes in leadership over the past four years. The 2017 meeting had eleven participants. In addition to the formal advisory meeting, individual faculty maintain informal relationships with business contacts gathering information on a regular basis. In May 2017, a new Chair for the School of Career and Technical Studies was appointed. He is actively visiting businesses to discuss programs and cultivate relationships to expand the business advisory committee.

9. Strengths/Weaknesses

a. Strengths

1. Availability of a fully online program.
2. Availability of traditional on campus course available on the Logan and Boone campus locations.

3. Competent, committed, and experienced faculty.
4. Job opportunities upon completion.
5. Student interest as evidenced by enrollment.
6. Advisory committee engagement for curriculum input.
7. Low-cost program.

b. Weaknesses

1. Lack of formal assessment plan.
2. Lack of student follow-up data.
3. Lack of employee familiarity with business program options for proper student advising.
4. Limited marketing of the program.

Plans for improvement include the development of a formal assessment plan during the Spring 2018 term with full implementation in the 2018-2019 academic year. This plan will include yearly evaluation and reporting requirements. A specific capstone course will be identified and/or created to assist with summative program assessment. A more intrusive approach to advising is being developed and implemented to assist with student retention, persistence, and completion. Faculty will also have increased responsibility in tracking students and reporting student information annually.

Additional program reviews in Management, Office Administration, and Strategic Business Integration have resulted in the identification of duplication of programs. The Business Administration Program will undergo additional curriculum changes to incorporate option choices in specific program areas along with a general business option to allow students to specialize in a business area and allow the institution to streamline pathways for business offerings.

B. Viability

1. Program Enrollment and Graduates

The Business Administration program is open admission and does not have a separate application for the program or a limit on the number of students that may enroll in the program.

Program enrollment trends continue to fluctuate with a high of 124 majors in 2012-2013 and a low of 79 in 2014-2015. The spikes and dip correspond to programmatic changes. The trend would indicate that the program will continue to hold steady and the consolidation of programs should provide an increase overall in program enrollment. The following chart shows a summary the number of distinct majors for each academic year along with the number of new majors each year. It does not include additional unique students who start in a summer term. Additional enrollment data can be found in

Appendix III – Enrollment Data.

Program Enrollment – Business Administration		
Academic Year	Distinct Students	First Term In Major Count
12/13	124	66
13/14	93	46
14/15	79	41
15/16	96	53
16/17	93	44
Number of Distinct Majors Over the 5 Year Period.	306	241

The program has averaged 18 graduates per year over the past five years. The graduate data below indicates a sharp decline in 2014-2015 and an increase by nearly double in 2016-2017. No specific reason can be documented that account for the drastic changes in program completion but changes do align in a two-year cycle with an organization and programmatic changes and other business programs. Low completion rates for program majors is an identified problem. No specific study has been made on completion rates of part-time vs full-time students or those listing the degree as a major but only seeking skills enhancement.

The program is expected to maintain and/or increase completion rates as business programs are consolidated and emphasis is placed on guided pathways. Additional graduate data can be found in Appendix IV – Graduate Data that includes average times to graduate, credits attempted and completed, and average age.

Measures	12/13	13/14	14/15	15/16	16/17
Distinct Graduates	19	18	5	19	30
Degree Conferred Count	25	24	5	27	39

2. Program Course Enrollment

The curriculum for the Associate in Applied Science, Business Administration Program currently consist of 60 credit hours. The program includes 18 credit hours in general education coursework, 6 credit hours in accounting coursework, 15 credit hours in general business coursework, 3 credit hours in finance, 6 credit hours in management, 3 credit hours in marketing, and 6 credit hours of restricted electives chosen from any accounting, business,

economics, finance, management, marketing, or office administration subject areas. Most core courses are offered each semester to allow both fall and spring entrance into the program. Additional course enrollment data is available in Appendix III – Enrollment data which contains enrollment for required courses as well as a list of elective courses with enrollment figures.

3. Service Courses

This program has several core courses that are required in other programs. Business programs including Business Accounting, Office Administration, Management, and Strategic Business Integration utilize the following courses:

- AC 111–Principles of Accounting I
- AC 112–Principles of Accounting II
- BU 100–Introduction to Business
- BU 115–Business Mathematical Applications
- BU 120–Business Software Applications
- BU 205–Business Communications
- BU 207–Business Law
- BU 230–Business Statistics
- EC 241–Principles of Economics I
- EC 242–Principles of Economics II.

In addition to business program requirements, other career and technical programs utilize BU 115 as a math alternative and require BU 205 as a second communications course. Course enrollment data can be found in Appendix III – Enrollment Data.

4. Off-Campus/Distance Delivery Classes

The Business Administration Program utilizes online-distance delivery as a primary method of course offerings. The program is considered fully online and statistics show a trend in the number of sections offered online increasing compared the number of sections offered in a traditional classroom on campus. The program also uses the Interactive Classroom for delivery of a limited number of courses to all campus locations. There have been no off-campus core courses scheduled in the last two years. Appendix III – Enrollment data contains a chart of the number of sections by delivery method as well as the enrollment in each course for distance delivered courses over the past two years.

5. Articulation Agreements

Articulation agreements exist with West Virginia State University and Franklin University; however, they are outdated. Southern is in the process of developing formal articulation agreements with several colleges and universities.

C. Necessity**1. Graduates**

As previously noted, graduate information for this program is limited due to the lack of follow-up surveys being returned by students. The information provided is from the survey returns as well as in-person conversations and telephone calls with advisory members after graduate placement. This information is charted in Appendix IV – Graduate Data.

2. Job Placement

Job placement rates cannot not be determined with the current graduate data. Southern does not have a formal job placement program but utilizes a number of methods to assist students. The Student Services Unit provides a variety of services to students that include a job posting bulletin board, resume writing classes, and job fairs. Student services personnel also relay job specific requests to program faculty for referrals. The administrative assistant for each program is responsible for conducting follow-up surveys and phone calls. A Business Outreach Specialist position is being created to help coordinate business advisory partners and serve as a career placement contact. Conversations are also in progress to modify follow-up procedures to coordinate and/or centralize data collection of graduates.

D. Consistency with Mission

The Business Administration Program directly supports the institution's mission to provide accessible, affordable, quality education and training and promote success for those we serve. The distance delivery of the program allows expanded access to students throughout the service district. Students have the option of completing the Associate of Applied Science Degree and going straight to work or transferring and completing additional coursework. Business background is a skill required across all job sectors and the program provides graduates for an essential need for employees.

IV. Recommendation

It is recommended that the Business Administration Program at Southern West Virginia Community and Technical College be continued at the current level of activity with corrective action.

Appendix I Curriculum

Catalog pages for 2013-2014 are not available. Business programs were not included in the catalog.

Business Administration

Associate in Applied Science
60 Credit Hours

Purpose

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

The full Business Administration Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101	English Composition I	3
PY 201	General Psychology	3
or	or	
SO 200	Introduction to Sociology	
or	or	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
AC 265	Payroll Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
FN 231	Principles of Finance	3
MG 260	Principles of Management	3
MG 261	Human Resources Management	3
MK 270	Principles of Marketing	3
	¹ Restricted Electives	6

¹Restricted Elective – choose 6 hours from:

Accounting, Business, Computer Science, Economics, Finance, Management, Marketing, or Office Administration.

Transfer Note: If a student wishes to continue into a four-year degree program, 2 + 2 agreements are in place with several institutions. Please discuss options with your Advisor/Counselor.

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/business-administration>

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

Division of Career and Technical Programs

Associate in Applied Science

These programs are non-transfer programs for career oriented students who desire to enter the job market after completion of the program. However, it is also possible to transfer to a baccalaureate degree granting institution and apply many of the hours earned in the associate degree program toward the bachelor's degree.

Students planning to transfer to programs at other institutions are advised to see the catalog or counselor of the institution to which they are planning to transfer to obtain specific program requirements.

At this time Southern's Business Programs (Business Accounting, Business Administration, and Office Administration) are undergoing review. Please contact a faculty member of the department for academic planning or scheduling assistance or contact the Division Dean, Dr. Pamela Alderman, at 304.896.7302.

Business Administration

Associate in Applied Science

60 Credit Hours

Purpose

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

The full Business Administration Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101	English Composition I	3
PY 201	General Psychology	3
or	or	
SO 200	Introduction to Sociology	
or	or	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
AC 265	Payroll Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
FN 231	Principles of Finance	3
MG 260	Principles of Management	3
MG 261	Human Resources Management	3
MK 270	Principles of Marketing	3
	Restricted Electives	6

*Choose from: Any Accounting, Business, Computer Science, Economics, Finance, Management, Marketing, or Office Administration course not already specified in the program may be used to fulfill the restricted electives requirement.

Transfer Note: If a student wishes to continue into a four-year degree program, 2 + 2 agreements are in place with several institutions. Please discuss options with your Advisor/Counselor.

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/business-administration>

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

Instructional Programs

Business Administration

Associate in Applied Science

60 Credit Hours

Purpose

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

The full Business Administration Program is available at all campus locations

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101 or EN 101A	English Composition I	3
PY 201	General Psychology	3
or	or	
SO 200	Introduction to Sociology	
or	or	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
AC 265	Payroll Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
FN 231	Principles of Finance	3
MG 260	Principles of Management	3
MG 261	Human Resources Management	3
MK 270	Principles of Marketing	3
	¹ Restricted Electives	6

¹Choose from: Any Accounting, Business, Computer Science, Economics, Finance, Management, Marketing, or Office Administration course not already specified in the program may be used to fulfill the restricted electives requirement.

A program course sequence is available at <http://www.southernwv.edu/programs/business-administration>

Division Head: 304.236.7620

Administrative Secretary: 304.896.7385

Instructional Programs

Business Administration

Associate in Applied Science

60 Credit Hours

Purpose

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

The full Business Administration Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	~Principles of Economics I	3
EC 242	~Principles of Economics II	3
EN 101 or EN 101A	~English Composition I	3
PY 201	~General Psychology	3
or	or	
SO 200	~Introduction to Sociology	
or	or	
SO 215	~Human Relations	
SP 103	~Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 112	Principles of Accounting II	3
AC 265	Payroll Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
BU 207	Business Law	3
BU 230	Business Statistics	3
FN 231	Principles of Finance	3
MG 260	Principles of Management	3
MG 261	Human Resources Management	3
MK 270	Principles of Marketing	3
	*Restricted Electives	6

~ Designates courses on the statewide Core Coursework Transfer Agreement.

*Choose from: Any Accounting, Business, Computer Science, Economics, Finance, Management, Marketing, or Office Administration course not already specified in the program may be used to fulfill the restricted electives requirement.

A program course sequence is available at <http://www.southernwv.edu/programs/business-administration>

Chair: 304.896.7381

Administrative Secretary: 304.236.7619

**Appendix II
Faculty Data Sheets**

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name George Ackerman Rank N/A

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

Highest Degree Earned: Doctorate

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2014	BU 205 Communications in Business	22
Fall 2014	MG 260 Principles in Management	22

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name William Alderman Rank ProfessorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: Master of Arts
Date Degree Received: May 9, 1999
Conferred by: Regent University Graduate School of Business
Area of Specialization: ManagementProfessional registration/licensure: WV State Mine Foreman/Superintendent
SM-1478-82
WV State Surface Mine Certification SM-
1478-81
WV State Certified Blasting
Foreman/Blaster
WV State Certified Slurry Impoundment
InspectorYears of employment at present institution: 17 +Years of employment in higher education: 17 +Years of related experience outside higher education: 26Non-teaching experience: 26

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	AC 250 Computerized Accounting	9
Fall 2013	MG 260 Principles of Management	9
Fall 2013	EC 270 World Economy & Energy Sector	14
Fall 2013	FN 210 Finance for the Non-Financial Manager	14
Fall 2013	MG 273 Organizational Behavior & Communications	18
Fall 2013	MG 264 Supervision	22
Fall 2013	BU 115 Business Mathematical Applications	37
Fall 2013	MG 268 Labor Relations	6
Spring 2014	MK 270 Principles of Marketing	7
Spring 2014	MG 274 Project Evaluation	8
Spring 2014	MG 266 Project Management	8
Spring 2014	MG 272 Industrial Leadership	10
Spring 2014	MG 275 Special Topics in Management	11
Spring 2014	MK 270 Principles of Marketing	25
Spring 2014	BU 115 Business Mathematical Applications	25
Spring 2014	MG 264 Supervision	27
Spring 2014	MG 262 Small Business Management	30

Fall 2014	MK 270 Principles of Marketing	16
Fall 2014	FN 210 Finance for the Non-Financial Manager	10
Fall 2014	MG 268 Labor Relations	10
Fall 2014	MG 273 Organizational Behavior & Communications	10
Fall 2014	EC 270 World Economy & Energy Sector	14
Fall 2014	MG 264 Supervision	18
Fall 2014	BU 115 Business Mathematical Applications	39
Spring 2015	MG 274 Project Evaluation	5
Spring 2015	MG 266 Project Management	10
Spring 2015	MG 272 Industrial Leadership	14
Spring 2015	MG 269 Effective Leadership	21
Spring 2015	BU 115 Business Mathematical Applications	48
Spring 2015	MG 262 Entrepreneur & Small Business Mgmt.	25
Fall 2015	FN 210 Finance for the Non-Financial Manager	15
Fall 2015	BU 115 Business Mathematical Applications	48
Fall 2015	MG 262 Entrepreneur & Small Business Mgmt.	26
Fall 2015	MG 261 Human Resource Management	27
Fall 2015	BU 205 Communications in Business	30
Fall 2015	MG 260 Principles in Management	30
Fall 2015	BU 100 Introduction to Business	34
Spring 2016	BU 205 Communications in Business	28
Spring 2016	MG 269 Effective Leadership	30
Spring 2016	MG 264 Supervision	34
Spring 2016	EC 241 Principles of Economics I	72
Spring 2016	MG 260 Principles of Management	26
Spring 2016	MG 262 Small Business Management	26
Spring 2016	BU 115 Business Mathematical Applications	40
Fall 2016	FN 231 Principles of Finance	18
Fall 2016	MK 270 Principles of Marketing	20
Fall 2016	MG 261 Human Resource Management	25
Fall 2016	EC 241 Principles of Economics I	64
Fall 2016	BU 205 Communications in Business	31
Fall 2016	MG 262 Entrepreneur & Small Business Mgmt.	33
Fall 2016	MG 260 Principles in Management	34
Fall 2016	BU 115 Business Mathematical Applications	41
Fall 2016	BU 100 Introduction to Business	48
Spring 2017	BU 100 Introduction to Business	55
Spring 2017	MG 261 Human Resources Management	14
Spring 2017	MG 260 Principles of Management	21
Spring 2017	BU 205 Communications in Business	25
Spring 2017	EC 242 Principles in Economics II	59
Spring 2017	MK 270 Principles of Marketing	27
Spring 2017	MG 262 Entrepreneur and Small Business Mgmt	28
Spring 2017	MG 269 Effective Leadership	33
Spring 2017	BU 115 Business Mathematical Applications	50

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

FACULTY DATA SHEET
*(No more than **TWO** pages per faculty member)*

Name Perry Blankenship Rank N/A

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

Highest Degree Earned: MBA, MA
 Date Degree Received: September 2005
 Conferred by: Liberty University
 Area of Specialization: Business Administration

Professional registration/licensure: _____
 Years of employment at present institution: _____
 Years of employment in higher education: _____
 Years of related experience outside higher education: _____
 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.

Year/Semester	Course Number & Title	Enrollment
Spring 2016	EC 242 Principles in Economics II	6
Fall 2016	EC 241 Principles in Economics I	6

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Tahnee I. Bryant Rank Instructor

Check one: Full-time Part-time Adjunct

Highest Degree Earned: Master of Arts
Date Degree Received: December 2014
Conferred by: Marshall University
Area of Specialization: Leadership

Professional registration/licensure: _____
Years of employment at present institution: 2.75
Years of employment in higher education: 2.75
Years of related experience outside higher education: 23
Non-teaching experience: _____

Year/Semester	Course Number & Title	Enrollment
Spring 2015	AH 285 Health Care Leadership & Management	20
Fall 2015	AH 285 Health Care Leadership & Management	17
Fall 2016	AH 285 Health Care Leadership & Management	50
Spring 2017	AH 285 Health Care Leadership & Management	5

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

As Chief Finance and Medicaid Waiver Compliance Officer, provided leadership and cost effective management of the LMAMH's human and financial resources. Provided leadership for the agency's Intellectual/Developmental Disability (IDD) Waiver Program. The IDD Waiver Program generates over \$3 million in revenue for the agency annually. As Medicaid Waiver Compliance Officer, supervised an average of 121 individuals. Responsible for overseeing all ongoing activities related to the development, implementation, maintenance of, and adherence to the organization's policies and procedures covering compliance, privacy of, and access to, patient health information in compliance with federal and state laws and the healthcare organization's compliance and information privacy practices. Additionally, responsible for supervising the quality of accounting, monitoring of internal controls, counter-signing on expenses and commitments, and financial reporting of the organization. This position lead staff in adhering to Best Practices and sound fiscal and legal procedures and methodologies at all times.

HIPAA (staff training, privacy officer duties)

- Documentation Improvement (content, timeliness, and accuracy, created physician queries)
- Revenue Cycle (monitored accts for unbilled/uncoded, unbundling or upcoding)
- Compliance (investigated fraud and abuse, certification, licensure, and updating HIM policies and procedures)
- Data Analysis (discharge, treatment, and revenue statistics)
- Information Technology (created data dictionaries and maintained database for state reporting, participated in EHR selection)

- Coding and Auditing (assigned diagnostic and procedure codes on Medicaid accounts, monthly coding audits)

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

Higher Education Conferences

- WVHIMA State Conference April 19 – 21, 2017.
- Assembly On Education Conference/American Health Information Management Association (AHIMA) July 15 – 22, 2015
- Quality Matters Conference October 31 – November 2, 2015
- CAE Healthcare HPSN World 2016 Conference February 16-18, 2016
- WVCCA/WVADE Joint Annual Conference, November 12-13, 2015

Faculty Certifications

- Quality Matters: Independent Improving Your Online Course (IYOC)
- Quality Matters: Applying the Quality Matters Rubric (APPQMR)
- Quality Matters: Connection Learning Objectives and Assessments (ST 2/3)
- Mental Health First Aid USA through the National Council for Behavioral Health (Expiration 10-12-19)
- Council for Adult and Experiential Learning (CAEL) Prior Learning Assessment/Faculty Assessor awarded August 27, 2017.

Other Faculty Related Trainings/Certificates

- Quality Matters Peer Reviewer
- CAEL Prior Learning Portfolio Assessment/Faculty Assessor Allied Health and Health Informatics
- HIPAA Individual Right of Access
- Medicaid Compliance for Electronic Records
- Learning is Not a Spectator Sport/Active Learning – Quality Matters Mt. West Pro Evaluators LLC; 11-12-16 Dr. Roxann Humbert
- Kognito – Veterans on Campus April 26, 2016
- Kognito- At-Risk for University and College Faculty October 19, 2015
- Elsevier – CDI Issues Related to ICD-10CM Mental and Behavioral Health Codes May 19, 2016
- SWVCTC- General Education Assessment Workshop October 16, 2015
- SWVCTC- Assessment in the Classroom October 28, 2016

Committee Memberships:

- SWVCTC Math Scoring Team
- SWVCTC English Scoring Team
- Distance Education Committee

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Dwayne Combs Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Spring 2015	MK 270 Principles of Marketing	9
Spring 2015	MG 264 Supervision	15
Spring 2015	MG 260 Principles of Management	19
Fall 2015	MG 268 Collective Bargaining & Labor Relations	2
Fall 2015	EC 270 World Econ.& Energy Sector	4
Fall 2015	MG 264 Supervision	9
Fall 2015	MG 266 Project Management	6

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Ashley Dotson Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Spring 2015	AC 111 Principles of Accounting I	11
Fall 2015	AC 111 Principles of Accounting I	17
Spring 2016	AC 111 Principles of Accounting I	26

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Edgar Ellis Rank N/A

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

Highest Degree Earned: _____
Date Degree Received: _____
Conferred by: _____
Area of Specialization: _____

Professional registration/licensure: _____
Years of employment at present institution: _____
Years of employment in higher education: _____
Years of related experience outside higher education: _____
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.

Year/Semester	Course Number & Title	Enrollment
Fall 2014	MG 262 Entrepreneur & Small Business Mgmt.	5

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Lora Foster Rank Assistant ProfessorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: Bachelor of ScienceDate Degree Received: May 2003Conferred by: West Virginia UniversityArea of Specialization: Health Service AdministrationProfessional registration/licensure: Certified Medical AssistantYears of employment at present institution: 5Years of employment in higher education: 17Years of related experience outside higher education: 20Non-teaching experience: 30

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.

Year/Semester	Course Number & Title	Enrollment
Spring 2015	OA 230 Medical Billing and Coding	2

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name John Christopher Gray Rank _____

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

Highest Degree Earned: Masters; Business Administration

Date Degree Received: May 1995

Conferred by: Marshall University

Area of Specialization: Business and Commerce

Professional registration/licensure: _____

Years of employment at present institution: 21

Years of employment in higher education: 21

Years of related experience outside higher education: 3

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 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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	EC 242 Principles of Economics II	10
Fall 2014	BU 100 Introduction to Business	8
Fall 2014	EC 241 Principles of Economics I	11
Fall 2015	EC 241 Principles of Economics I	28
Spring 2016	EC 242 Principles of Economics II	6
Fall 2016	EC 241 Principles of Economics I	18

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Dr. Gail Hall Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct XHighest Degree Earned: Ed. D.
Date Degree Received: August 1985
Conferred by: The University of Tennessee
Area of Specialization: Education w/cognate in ManagementProfessional registration/licensure: West Virginia Teacher's Certificate
Years of employment at present institution: 41; retired from Southern 2014
Years of employment in higher education: 41
Years of related experience outside higher education: 12
Non-teaching experience: 0

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	BU 205 Communications in Business	19
Fall 2013	OA 235 Legal Research	1
Fall 2013	OA 130 Admin. Machine Transcription	2
Fall 2013	OA 129 Med Term. & Transcription	4
Fall 2013	BU 100 Introduction to Business	21
Fall 2013	OA 225 Prof. Image for Majors	1
Spring 2014	MG 260 Principles of Management	11
Spring 2014	MG 261 Human Resource Management	10
Spring 2014	OA 133 Legal Terminology and Transcript.	1
Fall 2014	OA 129 Med Term. & Transcription	2
Fall 2014	OA 130 Admin. Machine Transcription	2
Fall 2014	OA 133 Legal Terminology and Transcript.	5
Spring 2015	OA 235 Legal Research	2
Fall 2015	OA 129 Med Term. & Transcription	1
Fall 2015	OA 130 Admin. Machine Transcription	1
Fall 2016	OA 129 Med Term. & Transcription	1
Fall 2016	OA 130 Admin. Machine Transcription	1

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Gordon Hensley Rank Assistant ProfessorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: M.B.A.
Date Degree Received: May 2000
Conferred by: Morehead State University
Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: 14Years of employment in higher education: 14Years of related experience outside higher education: 2

Non-teaching experience: _____

Year/Semester	Course Number & Title	Enrollment
Fall 2013	AC 111 Principles of Accounting I	45
Fall 2013	AC 112 Principles of Accounting II	4
Fall 2013	AC 211 Intermediate Accounting I	7
Fall 2013	AC 248 Income Tax Accounting	15
Fall 2013	AC 265 Payroll Accounting	1
Fall 2013	BU 115 Business Mathematical Applications	14
Spring 2014	AC 111 Principles of Accounting I	10
Spring 2014	AC 112 Principles of Accounting II	27
Spring 2014	AC 265 Payroll Accounting	23
Spring 2014	BU 207 Business Law	61
Fall 2014	AC 111 Principles of Accounting I	53
Fall 2014	AC 112 Principles of Accounting II	7
Fall 2014	AC 211 Intermediate Accounting I	21
Fall 2014	AC 248 Income Tax Accounting	17
Fall 2014	AC 265 Payroll Accounting	1
Spring 2015	AC 111 Principles of Accounting I	22
Spring 2015	AC 112 Principles of Accounting II	29
Spring 2015	AC 211 Intermediate Accounting I	1
Spring 2015	AC 212 Intermediate Accounting II	16
Spring 2015	AC 265 Payroll Accounting	27
Spring 2015	BU 207 Business Law	26
Fall 2015	AC 111 Principles of Accounting I	19
Fall 2015	AC 112 Principles of Accounting II	14
Fall 2015	AC 211 Intermediate Accounting I	17
Fall 2015	AC 248 Income Tax Accounting	22
Fall 2015	AC 250 Computerized Accounting	24
Spring 2016	AC 112 Principles of Accounting II	13
Spring 2016	AC 212 Intermediate Accounting II	17
Spring 2016	AC 249 Managerial Accounting	20
Spring 2016	AC 250 Computerized Accounting	10

Spring 2016	AC 265 Payroll Accounting	30
Spring 2016	BU 207 Business Law	30
Fall 2016	AC 111 Principles of Accounting I	30
Fall 2016	AC 112 Principles of Accounting II	9
Fall 2016	AC 211 Intermediate Accounting I	12
Fall 2016	AC 248 Income Tax Accounting	11
Fall 2016	AC 250 Computerized Accounting	12
Fall 2016	BU 207 Business Law	27
Spring 2017	AC 112 Principles of Accounting II	20
Spring 2017	AC 212 Intermediate Accounting II	11
Spring 2017	AC 249 Managerial Accounting	12
Spring 2017	AC 250 Computerized Accounting	10
Spring 2017	AC 265 Payroll Accounting	31
Spring 2017	BU 207 Business Law	31

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

Completed Quality Matters Training.

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Deena Huffman-Toth Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: 2 terms

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2014	BU 100 Introduction to Business	29
Spring 2015	MG 261 Human Resource Management	9

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Kristie Johnson Rank _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 230 Medical Billing and Coding	6

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Belvai Kudva Rank ProfessorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: M.B.A.
Date Degree Received: 1982
Conferred by: University of Connecticut
Area of Specialization: Business

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	EC 241 Principles of Economics I	37
Fall 2013	BU 115 Business Mathematical Applications	23
Fall 2013	BU 230 Business Statistics	13
Fall 2013	FN 231 Principles of Finance	18
Spring 2014	BU 230 Business Statistics	12
Spring 2014	EC 241 Principles of Economics I	25
Spring 2014	EC 242 Principles of Economics II	26
Spring 2014	FN 231 Principles of Finance	2
Spring 2014	BU 115 Business Mathematical Applications	26
Fall 2014	EC 242 Principles of Economics II	22
Fall 2014	EC 241 Principles of Economics I	24
Fall 2014	FN 231 Principles of Finance	5
Fall 2014	BU 115 Business Mathematical Applications	24
Fall 2014	BU 230 Business Statistics	21
Spring 2015	BU 230 Business Statistics	12
Spring 2015	EC 242 Principles of Economics II	24
Spring 2015	BU 115 Business Mathematical Applications	18
Spring 2015	MG 260 Principles of Management	10
Spring 2015	EC 241 Principles of Economics	22

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Tiffany Lowe Rank _____

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

Highest Degree Earned: _____
Date Degree Received: _____
Conferred by: _____
Area of Specialization: _____

Professional registration/licensure: _____
Years of employment at present institution: _____
Years of employment in higher education: _____
Years of related experience outside higher education: _____
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.

Year/Semester	Course Number & Title	Enrollment
Fall 2015	BU 100 Introduction to Business	4
Spring 2016	BU 100 Introduction to Business	33
Fall 2016	BU 100 Introduction to Business	17

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Tricia Lowe Rank _____

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

Highest Degree Earned: Bachelors

Date Degree Received: December 2016

Conferred by: Marshall University

Area of Specialization: Regents Bachelor of Arts

Professional registration/licensure: RHIT, Registered Health Information Technician

Years of employment at present institution: 2

Years of employment in higher education: 2

Years of related experience outside higher education: 25

Non-teaching experience: 25

Year/Semester	Course Number & Title	Enrollment
2016 Fall	OA 230 Medical Billing and Coding	9

(b). If degree is not in area of current assignment, explain.
Certification of RHIT, Registered Health Information Technician, is in area of current position. The certification is required by CAHIIM (Commission on Accreditation for Health Informatics and Information Management Education) for accreditation of HIM Program.

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

Quality Matters Training-

- Independent Applying the QM Rubric - Certificate
- Independent Improving Your Online Course - Certificate
- Connecting Learning Objectives and Assessments – Certificate
- Learning is Not a Spectator Sport/Active Learning

Blackboard Training – in person and webinars

Softchalk Training - webinars

Continuing education 20+ hours in Health Information Management subject matter. – in person and webinars

At-risk for University and College Faculty – webinar

Veterans on campus course - webinar

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Justin Marcum Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2014	BU 207 Business Law	6

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Rosa McNeal Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct XHighest Degree Earned: MastersDate Degree Received: 1991Conferred by: Marshall UniversityArea of Specialization: Business EducationProfessional registration/licensure: Real Estate Broker and Accredited
Financial CounselorYears of employment at present institution: 24; previously full timeYears of employment in higher education: 24Years of related experience outside higher education: 26Non-teaching experience: 26

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	BU 205 Communications in Business	23
Fall 2013	BU 100 Introduction to Business	27
Spring 2014	MG 260 Principles of Management	19
Spring 2014	BU 205 Communications in Business	23

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
Various activities sponsored at Southern. Completed 7+ hours of continuing professional education in the field of real estate for the past 20+ years. Studied personal finance and counseling to pass the national exam to become an Accredited Financial Counselor in 2010. Have completed 15 hours per year of CPE for licensure. Completed Quality Matters training for online instruction at Fairmont State University. Completed Blackboard 9.1 for online instructors.

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Crystal Moore Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2014	BU 205 Communications in Business	8
Fall 2014	AC 250 Computerized Accounting	16

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Stephanie Mounts Rank InstructorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: MBA
Date Degree Received: 2013
Conferred by: Western Governors University
Area of Specialization: Management and Strategy

Professional registration/licensure: _____

Years of employment at present institution: 6Years of employment in higher education: 6Years of related experience outside higher education: 10Non-teaching experience: 3

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.

Year/Semester	Course Number & Title	Enrollment
Spring 2014	MK 272 Retailing	23
Fall 2014	BU 100 Introduction to Business	23
Fall 2014	MG 261 Human Resource Management	19
Fall 2014	MG 262 Entrepreneurship & Small Business Mgmt.	18
Spring 2015	MG 260 Principles of Management	25
Spring 2015	MK 272 Retailing	23
Fall 2015	BU 100 Introduction to Business	16
Fall 2015	BU 230 Business Statistics	17
Fall 2015	EC 242 Principles of Economics II	19
Fall 2015	FN 231 Principles of Finance	16
Fall 2015	MG 266 Project Management	5
Spring 2016	BU 230 Business Statistics	1
Spring 2016	EC 242 Principles of Economics II	21
Spring 2016	FN 231 Principles of Finance	7
Spring 2016	MK 270 Principles of Marketing	23
Spring 2016	MK 272 Retailing	28
Fall 2016	AC 111 Principles of Accounting	7
Fall 2016	BU 205 Communications in Business	11
Fall 2016	BU 230 Business Statistics	9
Fall 2016	FN 231 Principles of Finance	7
Fall 2016	MG 261 Human Resource Management	8
Fall 2016	MG 264 Supervision	16
Fall 2016	EC 242 Principles of Economics II	5
Spring 2017	AC 112 Principles of Accounting II	4

Spring 2017	BU 205 Communications in Business	9
Spring 2017	BU 230 Business Statistics	12
Spring 2017	EC 242 Principles of Economics II	12
Spring 2017	MG 260 Principles of Management	11
Spring 2017	MG 264 Supervision	19
Spring 2017	MK 272 Retailing	15
Spring 2017	FN 231 Principles of Finance	3

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Tonya Norris Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 275 Special Topics in Office Administration	15

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Patricia Ann Poole Rank ProfessorCheck one: Full-time Part-time Adjunct Highest Degree Earned: M.A. + Additional Graduate HoursDate Degree Received: 1987Conferred by: Marshall UniversityArea of Specialization: Business Administration

Professional registration/licensure: _____

Years of employment at present institution: 32Years of employment in higher education: 32Years of related experience outside higher education: 5Non-teaching experience: Worked as an Administrative Assistant at Cabell-Huntington Hospital, Barboursville Insurance Agency and UPS

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 140 Office Admin. Procedures	5
Fall 2013	OA 104 Document Processing II	7
Fall 2013	OA 103 Basic Document Processing I	14
Fall 2013	BU 120 Business Software Applications	52
Fall 2013	OA 143 Legal Office Procedures	10
Fall 2013	OA 145 Medical Admin. Proc. I	9
Spring 2014	MG 261 Human Resource Management	7
Spring 2014	BU 120 Business Software Applications	39
Spring 2014	OA 131 Records Management	15
Spring 2014	OA 135 Document Processing Simulation	7
Spring 2014	OA 220 Administrative Management	13
Fall 2014	OA 140 Office Admin. Procedures	5
Fall 2014	OA 103 Basic Document Processing I	16
Fall 2014	BU 100 Introduction to Business	25
Fall 2014	BU 120 Business Software Applications	30
Fall 2014	OA 143 Legal Office Procedures	4
Fall 2014	OA 104 Document Processing II	10
Fall 2014	OA 145 Medical Admin. Proc. I	7
Spring 2015	OA 135 Document Processing Simulation	5
Spring 2015	OA 220 Administrative Management	9

Spring 2015	OA 131 Records Management	16
Spring 2015	MG 261 Human Resource Management	20
Spring 2015	BU 120 Business Software Applications	21
Spring 2015	BU 100 Introduction to Business	25
Fall 2015	OA 103 Basic Document Processing I	7
Fall 2015	BU 100 Introduction to Business	29
Fall 2015	BU 120 Business Software Applications	29
Fall 2015	OA 140 Office Admin. Procedures	1
Fall 2015	OA 143 Legal Office Procedures	1
Fall 2015	OA 104 Document Processing II	19
Fall 2015	OA 145 Medical Admin. Proc. I	6
Spring 2016	OA 220 Administrative Management	6
Spring 2016	OA 131 Records Management	14
Spring 2016	MG 261 Human Resource Management	20
Spring 2016	BU 120 Business Software Applications	30
Spring 2016	OA 135 Document Processing Simulation	3
Spring 2016	OA 145 Medical Admin. Proc. I	17
Fall 2016	OA 143 Legal Office Procedures	2
Fall 2016	OA 140 Office Admin. Procedures	5
Fall 2016	OA 103 Basic Document Processing I	6
Fall 2016	BU 120 Business Software Applications	21
Fall 2016	BU 100 Introduction to Business	30
Fall 2016	BU 106 Intro to Customer Service	4
Fall 2016	OA 145 Medical Admin. Proc. I	4
Fall 2016	OA 104 Document Processing II	6
Spring 2017	BU 120 Business Software Applications	3
Spring 2017	OA 135 Document Processing Simulation	5
Spring 2017	OA 220 Administrative Management	5
Spring 2017	OA 131 Records Management	13
Spring 2017	BU 120 Business Software Applications	25
Spring 2017	MG 261 Human Resource Management	11
Spring 2017	BU 106 Intro to Customer Service	15

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Dana Raban Rank N/A

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

Highest Degree Earned: _____
Date Degree Received: _____
Conferred by: _____
Area of Specialization: _____

Professional registration/licensure: _____
Years of employment at present institution: _____
Years of employment in higher education: _____
Years of related experience outside higher education: _____
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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 275 Special Topics: Professional Image	15

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Michael Redd Rank N/A; Previously Assistant Professor at Southern

Check one: Full-time Part-time Adjunct X Fall 2013

Highest Degree Earned: MBA
Date Degree Received: December 1981
Conferred by: Marshall University
Area of Specialization: Marketing

Professional registration/licensure: N/A
Years of employment at present institution: 26
Years of employment in higher education: 26
Years of related experience outside higher education: N/A
Non-teaching experience: 2 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.

Year/Semester	Course Number & Title	Enrollment
Fall 2012	AC 111 Principles of Accounting I	12
Fall 2012	BU 100 Introduction to Business	15
Fall 2012	EC 241 Principles of Economics I	24
Fall 2012	MG 260 Principles of Management	9
Fall 2012	MK 270 Principles of Marketing	21
Spring 2013	BU 207 Business Law	6
Spring 2013	EC 242 Principles of Economics II	29
Spring 2013	MG 261 Human Resources Management	8
Spring 2013	MK 270 Principles of Marketing	9
Fall 2013	BU 100 Introduction to Business	15

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Toni Redmiles Rank _____

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

Highest Degree Earned: Bachelor in Business Administration

Date Degree Received: December 2007

Conferred by: American Intercontinental University

Area of Specialization: Project Management

Professional registration/licensure: _____

Years of employment at present institution: 2

Years of employment in higher education: 2

Years of related experience outside higher education: 0

Non-teaching experience: 4

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.

Year/Semester	Course Number & Title	Enrollment
Spring 2015	BU 115 Business Mathematical Applications	6
Fall 2015	BU 115 Business Mathematical Applications	12
Spring 2016	BU 115 Business Mathematical Applications	25
Fall 2016	BU 115 Business Mathematical Applications	12

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

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

WVCCA/ WVADE Conference November 2015

Assessment Training October 2015

Student Success Summit July 2015

BTG Conference June 2015

Blackboard training June 2015

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Judith Runyon Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Spring 2015	BU 205 Communications in Business	26
Fall 2015	BU 205 Communications in Business	19
Spring 2016	BU 205 Communications in Business	9

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

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Doug Spaulding Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2015	MG 101 Intro to Mgmt.	8
Spring 2016	AC 111 Principles of Accounting	18
Spring 2016	MG 260 Principles of Management	13

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Thaddeus Stupi Rank ProfessorCheck one: Full-time Part-time Adjunct Highest Degree Earned: MBADate Degree Received: August 1976Conferred by: Arizona State UniversityArea of Specialization: Business AdministrationProfessional registration/licensure: NAYears of employment at present institution: 21Years of employment in higher education: 33Years of related experience outside higher education: 8Non-teaching experience: Accountant and Financial Sales Representative

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2012	AC 111 Principles of Accounting I	14
Fall 2012	AC 211 Intermediate Accounting II	5
Fall 2012	AC 248 Income Tax Accounting	6
Fall 2012	AC 265 Payroll Accounting	9
Fall 2012	BU 100 Introduction to Business	7
Fall 2012	EC 241 Principles of Economics	7
Fall 2012	FN 232 Personal Finance	20
Spring 2013	AC 111 Principles of Accounting I	10
Spring 2013	AC 112 Principles of Accounting II	1
Spring 2013	AC 250 Computerized Accounting	9
Spring 2013	AC 265 Payroll Accounting	6
Spring 2013	BU 115 Business Mathematical Applications	9
Spring 2013	EC 242 Principles in Economics II	10
Spring 2013	MG 261 Human Resources Management	12
Spring 2013	MK 270 Principles in Marketing	11
Fall 2013	BU 100 Introduction to Business	62
Fall 2013	AC 111 Principles of Accounting I	13
Spring 2014	AC 112 Principles of Accounting II	4
Spring 2014	AC 211 Intermediate Accounting I	2
Spring 2014	AC 212 Intermediate Accounting II	6
Spring 2014	AC 250 Computerized Accounting	15
Spring 2014	AC 265 Payroll Accounting	8
Spring 2014	EC 242 Principles in Economics II	4

Spring 2014	MG 260 Principles of Management	11
Fall 2014	AC 111 Principles of Accounting I	9
Fall 2014	BU 100 Introduction to Business	6
Fall 2014	BU 115 Business Mathematical Applications	19
Fall 2014	EC 241 Principles of Economics	7
Spring 2015	AC 112 Principles of Accounting II	9
Spring 2015	AC 249 Managerial Accounting	8
Spring 2015	AC 250 Computerized Accounting	6
Spring 2015	EC 242 Principles in Economics II	9
Spring 2015	FN 231 Principles of Finance	3
Spring 2015	FN 232 Personal Finance	16
Fall 2015	AC 111 Principles of Accounting I	19
Fall 2015	BU 115 Business Mathematical Applications	18
Fall 2015	BU 230 Business Statistics	12
Fall 2015	EC 241 Principles of Economics	6
Fall 2015	FN 231 Principles of Finance	8
Fall 2015	MG 254 Mgmt. of HealthCare Fac. & Sys.	2
Spring 2016	AC 112 Principles of Accounting II	11
Spring 2016	AC 249 Managerial Accounting	4
Spring 2016	AC 250 Computerized Accounting	1
Spring 2016	AC 265 Payroll Accounting	4
Spring 2016	BU 230 Business Statistics	12
Spring 2016	EC 242 Principles in Economics II	5
Spring 2016	FN 232 Personal Finance	10
Fall 2016	AC 111 Principles of Accounting I	16
Fall 2016	AC 248 Income Tax Accounting	5
Fall 2016	BU 115 Business Mathematical Applications	29
Fall 2016	BU 230 Business Statistics	5
Spring 2017	AC 112 Principles of Accounting II	8
Spring 2017	AC 249 Managerial Accounting	5
Spring 2017	AC 250 Computerized Accounting	8
Spring 2017	AC 265 Payroll Accounting	5
Spring 2017	BU 115 Business Mathematical Applications	3
Spring 2017	BU 230 Business Statistics	1
Spring 2017	FN 231 Principles of Finance	4

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Emil Suder Rank N/A

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

Highest Degree Earned: _____
Date Degree Received: _____
Conferred by: _____
Area of Specialization: _____

Professional registration/licensure: _____
Years of employment at present institution: _____
Years of employment in higher education: _____
Years of related experience outside higher education: _____
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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	BU 115 Business Mathematical App.	7

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Connie White Rank N/A

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

Highest Degree Earned: _____
Date Degree Received: _____
Conferred by: _____
Area of Specialization: _____

Professional registration/licensure: _____
Years of employment at present institution: _____
Years of employment in higher education: _____
Years of related experience outside higher education: _____
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.

Year/Semester	Course Number & Title	Enrollment
Fall 2012	AC 249 Managerial Accounting	9
Fall 2012	AC 250 Computerized Accounting	9
Spring 2013	AC 249 Managerial Accounting	9
Spring 2014	AC 249 Managerial Accounting	16

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

**Appendix III
Enrollment Data**

Degree Rates - Business Administration (548)

	12/13	13/14	14/15	15/16	16/17
Distinct Graduates	19	18	5	19	30
Degree Conferred Count	25	24	5	27	39
Avg Enrolled Regular Terms to Graduation	6.1	5.7	6.2	6.2	6.1
Avg Enrolled Terms to Graduation	6.7	6.9	7.2	6.7	6.8
Avg Final GPA for Degree	3.25	3.22	3.24	3.38	3.17
Avg Credits Attempted for Degree	101.4	95.9	81	93.3	96.5
Avg Total Credits for Degree	92	88	76	81.4	84.8
Avg Transfer Credits for Degree	15.8	22.3	2.8	28.3	37.1
Avg Age at Degree	26.9	27.7	30.8	28.3	30.6

Source: Blackboard Analytics
Generated by: Carol Howerton

Distinct Graduates, Degree Conferred Count, Avg Enrolled Regular Terms to Graduation, Avg Enrolled Terms to Graduation, Avg Final GPA for Degree, Avg Credits Attempted for Degree, Avg Total Credits for Degree, Avg Transfer Credits for Degree and Avg Age at Degree by Term (Term) on columns sub-setted by Associate in Applied Science and Business Administration (548)

Program Enrollment Trends Business Administration (548)

Academic Year	Term	Distinct Students	First Term In Major Count	Returned Next Term	Retention % (Next Term)	Returned Next Year	Retention % (Next Year)	Avg Credits Enrolled	FTE
12/13	Total	124	66	105	58.0%	87	51.2%	11.29	149.13
	Fall 2012	84	36	57	69.5%	32	45.1%	11.95	69.20
	Spring 2013	89	30	37	46.3%	44	55.0%	11.70	17.60
13/14	Total	93	46	79	59.4%	56	45.5%	10.62	105.47
	Fall 2013	69	33	50	75.8%	23	41.1%	11.57	55.33
	Spring 2014	64	11	25	45.5%	29	52.7%	11.16	48.27
14/15	Total	79	41	79	63.7%	77	63.1%	10.94	93.93
	Fall 2014	52	26	41	78.9%	29	58.0%	12.67	45.67
	Spring 2015	56	14	31	57.4%	35	64.8%	11.80	44.40
15/16	Total	96	53	86	61.4%	82	62.1%	10.52	110.40
	Fall 2015	60	26	39	67.2%	24	48.0%	12.08	50.67
	Spring 2016	67	23	35	61.4%	37	64.9%	12.00	55.07
16/17	Total	93	44	97	68.3%	83	63.9%	11.08	122.93
	Fall 2016	73	33	54	77.1%	34	58.6%	11.95	61.73
	Spring 2017	67	9	34	61.8%	35	63.6%	12.07	56.80
Total Distinct Majors over 5 Year Period		306	241	403	64.1%	322	55.0%	11.88	558.73
5 Yr Average		97	50	89.2	62.2%	77	57.2%	10.89	116.37
5 Yr Average Fall Retention					73.7%		50.2%		

Source: Blackboard Analytics

Generated By: Carol Howerton

Distinct Students, First Term In Major Count, Returned Next Term, Retention % (Next Term), Returned Next Year and Retention % (Next Year) by Term (Term) on rows sub-setted by Business Administration-AAS (548) and Enrolled. Note: Excludes summer enrollments.

Business Administration - General Education Core Course Enrollments

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
BU 115 or	64	88	87	76	82	72	78	77	71	54
MT 123 or	68	54	95	88	100	41	6		13	
MT 123A					113	73				
EC 241	73	2	43	27	42	22	34	72	90	
EC 242		74	10	30	22	33	19	38	5	72
EN 101 or	380	256	382	278	407	249	307	104	238	88
EN 101A							226	115	249	73
PY 201 or	260	196	270	173	342	175	344	211	273	156
SO 200 or	238	245	243	193	190	183	194	67	100	35
SO 215	11				20	5	10			
SO 220										
SP 103	219	254	219	193	218	215	235	246	211	214
SP 202										

Source: Blackboard Analytics

Generated By: Carol Howerton

Enrolled Total by Term (Term) on columns; and Course Section (Course Section) on rows sub-setted by All Course Attributes, All Course Levels and All Section Statuses

Business Administration - Program Core Course Enrollments

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
AC 111	72	16	59	10	62	33	55	44	54	
AC 112		41	4	30	7	38	14	24	10	32
AC 265	36	41	1	31	1	27		34		45
BU 100	96		126		91	25	83	33	95	56
BU 120	41	44	57	39	30	21	29	30	21	28
BU 205	37	27	45	23	30	26	49	37	44	34
BU 207	31	33	15	61	6	26	20	43	27	31
BU 230	20	33	13	13	21	12	23	13	15	13
FN 210	22		14		10		15			
MG 260	34	31	9	41	22	54	30	49	36	32
MG 261	1	33		17	19	29	27	20	34	25
MK 270	21	30		24	16	9		23	20	27

Source: Blackboard Analytics

Generated By: Carol Howerton

Enrolled Total by Term (Term) on columns; and Course Section (Course Section) on rows sub-setted by All Course Attributes, All Course Levels and All Section Statuses

Business Administration - Elective Course Enrollments

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
AC 211	20		7	2	21	1	17		12	
AC 212		12		9		16		17		11
AC 248	23		15		17		22		16	
AC 249	9	9		16		8		24		17
AC 250	9	9	11	15	16	6	24	11	12	18
AC 255										
BU 106								17	4	15
BU 115	64	88	87	76	82	72	78	77	71	54
CS 102	292	234	233	198	227	191	201	185	198	150
CS 103	92	100	73	73	41	43	49	50		83
CS 116	11	23	4	5		9		4		6
CS 118	12	12	5	6						2
CS 120										
CS 125		9		4		7		4		
CS 275	15									
EC 270	31		14		14		4			
FN 210	22		14		10		15			
FN 232	10	16				16		10		
MG 101							8			
MG 250										
MG 252										
MG 254							2			
MG 262	1	45	21	30	23	25	26	36	33	28
MG 264	30		24	27	18	15	9	34	16	20
MG 266		21		8		10	5	6		
MG 268	22		6		10		2			
MG 269						21		30		33
MG 272		25		8		14				
MG 273	35		19		10		3	9		
MG 274		19		6		5				
MG 275		29		10						
MK 271										
MK 272				23		23		28		15
OA 103	14	15	15		16		7		6	
OA 104	15		7		10		19		6	
OA 129		5	4		2		1		1	
OA 130		3	3		2		1		1	
OA 131		15		15		16		14		13
OA 133			2	1	5					
OA 135		8		7		5		3		5
OA 140	9		5		5		1		6	

Business Administration - Elective Course Enrollments

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
OA 143	4		10		4		1		2	
OA 145	7		10		7		6		4	
OA 220		11		13		9		6		5
OA 225			1							
OA 230			6			2	9			
OA 235			1	2		2				
OA 275			15							

Major course sections offered by term per delivery option				
Year	Traditional Classroom	Independent Study	Interactive Classroom	Online
Fall 2012 201301	22	2	4	22
Spring 2013 201302	23	8	4	19
Fall 2013 201401	24	3	4	18
Spring 2014 201402	11	3	8	19
Fall 2014 201501	18	1	6	22
Spring 2015 201502	13	1	8	23
Fall 2015 201601	12	0	8	26
Spring 2016 201602	11	1	8	24
Fall 2016 201701	9	2	3	29
Spring 2017 201702	8	0	5	28

**Appendix IV
Graduate Data**

Follow-Up Survey Data

Respondent Data		
Year	Sent	Received
2013	19	7
2014	18	6
2015	5	2
2016	19	10
2017	30	8

Year Graduated	Working	Position Title	Salary	College Enrolled
2013	BB&T	Loan Officer	\$40,000	No
2013	Walmart	Assistant Manager	\$40,000	NA
2013	Entrepreneur	Perfectionist Cleaning Services	\$33,000	No
2013	Wright Concrete	Office Manager	\$34,000	NA
2013	Buckle	Area Manager	\$48,000	No
2013	US Army Corp. of Engineers	Administrative Assistant	\$30,000	NA
2013	Blackhawk Mining	Safety Technician	\$44,000	NA
2014	Nationwide Insurance Company	Office Manager	\$35,000	No
2014	Enterprise Holdings	Manager	\$35,000	NA
2014	Blackhawk Mining	Division Safety Manager	\$60,000	
2014	Logan Bank and Trust	Accounting Department	\$34,000	No
2014	WV Dept. of Health & Human Resources	Administrative Secretary	\$32,000	No
2014	Lincoln	Office	\$25,000	NA

	County Health Department	Assistant		
2015	ARH Hospital	Purchasing Agent	\$34,000	NA
2015	Ulta	Beauty Advisor	\$27,500	No
2016	State Farm Insurance Co.	Training Program	\$45,000	WV State University
2016	J.C. Penney	Department Manager	\$37,000	NA
2016	No	NA	NA	WV State University
2016	Big Sandy Distribution	Delivery Office Supervisor	\$42,000	NA
2016	Alicia's Creations	Entrepreneur	\$60,000	N/A
2016	Advanced Auto	Manager	\$40,000	NA
2016	Electric Motor Service	Sales & Service Writer	\$50,000	NA
2016	Ramaco, Inc.	Safety Director	\$70,000	No
2016	Kroger Co.	Assistant Manager	N/A	
2016	Mayo Manufacturing	Foreman	\$60,000	No
2017	Allcrane, Inc.	Service Manager	\$55,000	No
2017	West Virginia Tractor	Parts Manager	\$43,000	NA
2017	Lincoln Co. Health Department	Program Coordinator	N/A	
2017	PRIDE Community Services	Human Resource Assistant	N/A	
2017	Ambassador Christian Academy	Instructor/Staff	N/A	
2017	Med Express	Medical Billing Specialist	\$27,000	No
2017	N/A	N/A	N/A	Washington Adventist University
2017	Thomas Memorial Hospital	Medical Transcriptionist	N/A	Western Governors University

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2018**

ITEM: Request for Approval to Terminate the Office Administration, A.A.S. Degree Program

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the discontinuation of the Office Administration A.A.S. program in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Bill Alderman

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Career and Technical Studies conducted a program review of the Office Administration A.A.S. program during the 2017 / 2018 academic year.

Based upon the program review, it is recommended that the Office Administration A.A.S. program be discontinued and the appropriate steps through institutional governance are taken to formally recommend the termination of the program. A teach out plan will be provided to those students who are active declared majors in the program allowing them the opportunity to complete the program or students will be offered the option of transferring to another program.

The program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends the Southern West Virginia Community and Technical College Board of Governors approve the termination of the Office Administration A.A.S. program in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW

**For Occupational Programs
Implemented Under the Provisions of Series 37 of the
West Virginia Council for Community and Technical College Education**

Institution: Southern West Virginia Community and Technical College
Program: Office Administration, Associate of Applied Science

January 24, 2018

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Summary of Findings
2013-2017

Program Name: Office Administration Associate in Applied Science
Hours Required for Graduation: 60 Credit Hours

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

1. The curriculum has adequate requirements that meets the needs of business and industry.
2. Entrance abilities for students are within community college standards.
3. Current faculty members are adequately credentialed and evaluated.
4. The facilities are adequate to meet the needs of the program.
5. The program lacks an up-to-date and documented assessment plan for the evaluation of students.

Conclusion: The program does not meet minimum adequacy requirements due to the lack of assessment plan.

B. Viability

1. The program has a budget sufficient to support the program.
2. There is sufficient faculty to support the program.
3. Adjunct faculty teach gratis allowing the program to maintain low cost.
4. Enrollment trends indicate future students seeking the degree will remain low or decrease.
5. Number of graduates is minimal, continues to decrease, and is expected to remain lower than acceptable ranges.

Conclusion: The program does not meet minimum viability requirements.

C. Necessity

1. The program does not meet a validated industry demand.
2. The program and core course support the mission and commitments of the institution.
3. The program utilizes the general business advisory committee for all business programs.
4. There is some, however limited, evidence of employment with limited information about gainful employment.

Conclusion: The program does not meet minimum necessity requirements.

D. Consistency with Mission

1. The program supports the mission and institutional commitments.

2. The program supports expanded access through a fully distance delivered program.
3. The program offers some support to other programs.

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

II. Plans for Program Improvement, Including Timeline

The program is being recommended for discontinuance. Current plans are underway to redesign the Business Administration program and the Health Care Professional program to accommodate students interested in entry level business and medical office positions.

III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished

The previous program review indicated weaknesses in program enrollment and graduate numbers. Since the last program review, several initiatives have been implemented with the goal of improving graduation rates and accurately identifying program majors. DegreeWorks was implemented which allows faculty and staff to track student progress and aid in advising students. Block scheduling was implemented to provide students a more concise schedule and guide students toward meeting program requirements for graduation. Program faculty conduct reviews of course rosters and verify program majors with students during the first week of classes each semester and assists students with change of major forms for those students with incorrect majors.

Despite efforts to grow the enrollment and increase completion rates, both continue to remain low and decrease. Employer survey and graduate information obtainment continue to be non-existent.

IV. Five Year Trend Data on Graduates and Majors Enrolled

Program enrollment remains low with an average of 12.6 distinct students and 15.4 duplicated students per semester and experienced a program low during the 2016-2017 academic year. The number of graduates has remained limited with a high of 5 in any one year and a decrease to 2 and 1 in the last two years respectively, with a total of 17 graduates over the past 5 years.

V. Summary of Assessment Model and How Results Are Used for Program Improvement

A significant weakness of the program is the lack of an up-to-date documented assessment plan and data. The program does employ an industry recognized exam; however, other data supporting program assessment is not available.

VI. Data on Student Placement

There is no graduate follow-up survey information and limited data from faculty on student placement. Four of the last seventeen graduates have placement information. The limited amount of follow-up data is a concern.

VII. Final Recommendation Approved by the Governing Board

It is recommended that the Office Administration Program at Southern West Virginia Community and Technical College be discontinued. Appropriate steps through the Governance Committees and Institutional Governance Recommendation Forms will be completed and submitted throughout the upcoming year to the Board of Governors and the West Virginia Council for Community and Technical College Education formally recommending termination. No new students will be admitted to this program beginning with the fall 2018 term. Program revisions will be completed in Business Administration and Health Care Professional that will allow students an alternative career option. A teach out plan will be provided to the active declared majors allowing completion of the current program or a transfer option will be offered to another existing program.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2017-2018

Program Name: Office Administration Associate in Applied Science
Date of Last Review: 2012-2013

I. Program Description

The Office Administration Program prepares students for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, office assistant, customer service representative, or administrative office coordinator. Students are provided the opportunity to focus in Administrative, Medical, or Legal options that provide in-depth training specific to the subject area. Material is taught from a practical view and blends theory and application in both a traditional written format and using a computerized format.

The full Office Administration Program is available online. The general education core courses are available at all campus locations. Some accounting and business core courses are available on the Logan and Boone campus locations. Some electives courses are available on all locations.

II. Specialized Accreditation Information

This program does not have any specialized accreditation information at this time.

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

A. Adequacy

1. Curriculum

The curriculum for the Associate in Applied Science, Office Administration Program currently consist of 60 credit hours. The program includes 18 credit hours in general education coursework, 6 credit hours in accounting coursework, 15 credit hours in general business coursework, 12 credit hours in general office administration coursework and 15 credit hours in a specialization option. Specialization options include Administrative, Medical, and Legal. These options allow for elective courses ranging from 1 credit hour to 9 credit hours depending on the option. The full curriculum can be found in Appendix I - Curriculum.

All major courses are developed in an online format and online is the primary delivery method for the program. Some core courses have

a traditional campus based offering. During the 2015-2016 academic year, general education courses were developed in an online format allowing for the program to be fully delivered online. All online courses utilize a common template based on the Quality Matters (QM) rubric. Quality Matters is an organization internationally recognized as a leader in quality assurance for online education and provides a rubric of standards for quality online course design and accessibility.

2. Faculty

The program utilizes full-time faculty and adjuncts to teach the general education course requirements. In addition, the program maintains one full-time Office Administration faculty along with four other full-time business and accounting faculty to teach core accounting and business course requirements. The program faculty are supervised by the Chair for the School of Career and Technical Studies who also teaches general business courses. The program utilizes a number of adjunct faculty as needed to meet scheduling demands. All program faculty members and adjuncts hold appropriate degrees and certifications in a business area. Faculty data sheets are included in Appendix II.

In addition to formal credentials, all faculty teaching online have received training in the application of the QM rubric and Blackboard Learn, Southern's learning management system. Three of the five full-time faculty have undergone extensive QM and online course design training resulting in a formal external review and approval of at least one of their courses.

3. Students

a. Entrance Abilities

Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern and enroll in the Office Administration Program. All entering students must satisfy a general math and English requirement or take the corresponding co-requisite course. The ACT, SAT, or ACCUPLACER test can be used to evaluate student placement. There are no other entrance requirements specific to the Office Administration Program.

b. Exit Abilities

Upon completion of the degree requirements, students will have acquired a comprehensive knowledge of basic office skills and will have become proficient in document processing, as well as becoming well versed and efficient in their chosen

area of emphasis-administrative, legal, or medical. Along with becoming knowledgeable within their specified chosen occupational environment, students will have also acquired an overall basic knowledge of business principles.

Specific exit abilities of Office Administration graduates include:

1. Use of various application software common in the office technology field (Word, Excel, Access, and PowerPoint)
2. Organize work, set priorities, and utilize stress and time management skills
3. Perform administrative office procedures conducive to their field of study
4. Demonstrate professionalism through proper attire and conduct; oral and written business communications
5. Exhibit ethical, responsible, and dependable behavior
6. Prepare appropriate reports conducive to their field of study.

c. Graduate Follow-up Data

Graduate follow-up data is limited and is an identified problem within the program. Graduates are mailed follow-up surveys six months after graduation. There were no written responses to the surveys. Additional attempts are made each year to contact graduates by phone and email. Faculty provided informal data on four graduates with one employed at the Department of Motor Vehicles, one employed at Pikeville Medical Center, and two employed at local law offices. Information was available on two additional non-graduates on job placement in medical offices.

4. Resources

a. Financial

The program receives a yearly budget allocated to all business programs. The Chair for the School of Career and Technical Studies is responsible for oversight of the budget and distribution between business programs. The budget covers necessary supplies and equipment for the program. A budget for faculty salaries is provided in a separate general faculty budget allocated by program department. The budget is sufficient for the program and undergoes review each year with request and allocations made through the institutional planning and budgeting processes.

b. Facilities

The Williamson campus maintains one specialized lab that is

primarily dedicated to the program and equipped with computer equipment, software, and transcription devices. Office Administration courses receive priority scheduling in this lab. Each campus provides computer labs that are accessible for any program/course use. Each lab is well equipped with computers and projection systems along with software including business specific software for SAGE Accounting, OPAC testing, and Microsoft Office. The Logan campus maintains one specific computer lab that business program courses receive first-priority when scheduling classes.

5. Graduate and Employer Satisfaction

As previously noted, graduate follow-up information is limited and is a noted problem with the program. No information is available about the satisfaction with the program from graduates or employers. No salary information is available for the graduates.

6. Assessment Information

The lack of a formal up-to-date documented assessment plan is an identified issue. The existing formal program assessment plan is outdated and contains identified assessment measures that have been discontinued such as WORKKEYS, MAPP, and ETS Proficiency Profile. While faculty maintain informal feedback and individual course assessment materials, there is limited documented data or review of assessments available.

The program uses the OPAC (Office Proficiency Assessment Certificate) exam as a formal assessment. Ten of the seventeen graduates completed the OPAC assessment. Students complete the exam during the term they are an applicant for graduation. The OPAC assessment is the only data available.

All students enrolling in certificate and associate degree programs are expected to participate in institutional assessment activities. General education courses are assessed by the General Education Assessment Plan. No specific feedback on office administration students from the general assessment is available.

7. Previous Program Reviews

The Program Review from 2012-2013 recommended the continuation of the program with corrective action. The improvements included increasing graduate rates and accurately defining program majors. Plans to assist in the improvements included restructuring the curriculum, developing more online courses, a tracking system in advising and follow-up, and marketing.

Since the last program review, several initiatives have been implemented. The program was restructured to meet the 60-credit hour requirement. DegreeWorks was implemented which allows faculty and staff to track student progress and aid in advising students. Block scheduling was implemented to provide students a more concise schedule and guide students toward meeting program requirements for graduation. Program faculty conduct reviews of course rosters and verify program majors with students during the first week of classes each semester and assists students with Change of Major Forms for those students with incorrect majors.

8. Advisory Committees

The Office Administration Program shares an active advisory committee with all the business programs. The committee consists of professionals from all facets of the business world: banking industry, CPA firms, realtors, mining, hospitals, insurance, advertising, redevelopment authorities, attorneys, and trucking firms and meets on an annual basis. Participation in the advisory meetings has fluctuated with the changes in leadership over the past four years. The 2017 meeting had eleven participants. In addition to the formal advisory meeting, individual faculty maintain informal relationships with business contacts gathering information on a regular basis. In May 2017, a new Chair for the School of Career and Technical Studies was appointed. He is actively visiting businesses to discuss programs and cultivate relationships to expand the business advisory committee.

9. Strengths/Weaknesses

a. Strengths

1. Availability of a fully online program.
2. Availability of traditional on campus course available on the Logan and Boone campus locations.
3. Competent, committed, and experienced faculty.
4. Low-cost program.

b. Weaknesses

1. Lack of student enrollment.
2. Lack of formal assessment plan.
3. Lack of student follow-up data.
4. Lack of sustainable employment.
5. Low wages and reports of unemployment.
6. Limited marketing of the program.

Additional program reviews in Business Accounting, Business Administration, Management, and Strategic Business Integration along with a restructuring of the Health Care Professional program

have resulted in the identification of duplication of programs. The Office Administration program is being recommended for discontinuation in the upcoming year. The Business Administration and Health Care Professional programs will undergo additional curriculum changes to incorporate option choices in specific program areas along with an office administration option to allow students to specialize in an office administration area and allow the institution to streamline pathways for all offerings. This will provide the students interested in the medical option to obtain a health care related degree and work toward admission of advanced health care options. The students interested in business related fields may use the office administration courses toward a specific business degree with a broader business focus.

B. Viability

1. Program Enrollment and Graduates

The Office Administration program is open admission and does not have a separate application for the program or a limit on the number of students that may enroll in the program.

Program enrollment trends continue to decline from the program high of 35 in 2011-2012 to a low of 17 in 2016-2017. Enrollment of new majors continues to stay consistent with a small fluctuation during the past two years but an overall consistent average of 9 new students each year. The following chart shows a summary the number of distinct majors for each academic year along with the number of new majors each year. It does not include additional unique students who start in a summer term.

Program Enrollment – Office Administration		
Academic Year	Distinct Students	First Term In Major Count
12/13	24	9
13/14	22	9
14/15	24	9
15/16	22	12
16/17	17	7
Number of Distinct Majors Over the 5 Year Period.	63	45

The program has extremely low completion rates with only 17 students graduating over the past five years and only 3 students over the past 2 years. The previous program review had a similar 17

graduates over that five-year period. Efforts were made to increase graduation rates with little to no change in completion.

Measures	12/13	13/14	14/15	15/16	16/17
Distinct Graduates	5	4	5	2	1
Degree Conferred Count	5	4	5	2	1

The program is not expected to grow in enrollment or completion rates. The Occupational Outlook Handbook indicates an expected 5% decline in the outlook for jobs in Secretaries and Administrative Assistants.

Additional enrollment data can be found in Appendix III – Enrollment Data. Additional graduate data can be found in Appendix IV – Graduate Data that includes average times to graduate, credits attempted and completed, and average age.

2. Program Course Enrollment

The curriculum for the Associate in Applied Science, Office Administration Program currently consist of 60 credit hours. The program includes 18 credit hours in general education coursework, 6 credit hours in accounting coursework, 15 credit hours in general business coursework, 12 credit hours in general office administration coursework and 15 credit hours in a specialization option. Specialization options include Administrative, Medical, and Legal. These options allow for elective courses ranging from 1 credit hour to 9 credit hours depending on the option. The full curriculum can be found in Appendix I - Curriculum.

Core courses are sequenced during the first year. Option courses are sequenced throughout the program according to need. Course enrollments in office administration (OA) courses have declined over the past 5 years dropping from a high of 51 in Fall 2013 to a low of 14 in Spring 2017 with majors accounting for 14 of the 51 in Fall 2013 and 6 of the 14 in Fall 2016. Fall 2013 included a special topics course (Secretarial Skills) for non-majors which accounts for the higher than usual enrollment for that term. Enrollment in required courses in the three options have ranged from a 10 to 1. Over the past two years 46% (6 of 13) of the course sections specific to the three options have been offered as independent study to allow students to graduate.

3. Service Courses

This program has several core courses that are required in other programs. Business programs including Business Accounting,

Business Administration, Management, and Strategic Business Integration utilize the following courses:

- AC 111–Principles of Accounting I
- BU 100–Introduction to Business
- BU 115–Business Mathematical Applications
- BU 120–Business Software Applications
- BU 205–Business Communications
- BU 207–Business Law
- EC 241–Principles of Economics I
- EC 242–Principles of Economics II.

In addition to business program requirements, other career and technical programs utilize BU 115 as a math alternative and require BU 205 as a second communications course. Office Administration (OA) specific courses are used as electives in all the business programs mentioned above as well as the Health Care Professional program.

Additional course enrollment data is available in Appendix III – Enrollment data which contains enrollment for required courses as well as a list of elective courses with enrollment figures.

4. Off-Campus/Distance Delivery Classes

The Office Administration Program utilizes online-distance delivery as a primary method of course offerings. The program is considered fully online and statistics show a trend in the number of sections offered online increasing compared the number of sections offered in a traditional classroom on campus. The program also uses the Interactive Classroom for delivery of a limited number of courses to all campus locations. There have been no off-campus core courses scheduled in the last two years.

5. Articulation Agreements

There are no articulation agreements for this program.

C. Necessity

1. Graduates

As previously noted, graduate information for this program is limited due to the lack of follow-up surveys being returned by students.

2. Job Placement

Job placement rates cannot not be determined with the current graduate data. The limited data listed has been provided by program faculty. Other than primary research, there is little data to support substantial job needs. Faculty maintain contact with business and industry in attempts to assist students with placement opportunities.

D. Consistency with Mission

The Office Administration Program directly supports the institution's mission to provide accessible, affordable, quality education and training, and promote success for those we serve. The distance delivery of the program allows expanded access to students throughout the service district. Students have the option of completing the Associate of Applied Science.

IV. Recommendation

It is recommended that the Office Administration Program at Southern West Virginia Community and Technical College be discontinued. Appropriate steps through the Governance Committees and Institutional Governance Recommendation Forms will be completed and submitted throughout the upcoming year to the Board of Governors and the West Virginia Council for Community and Technical College Education formally recommending termination. No new students will be admitted to this program beginning with the fall 2018 term. Program revisions will be completed in Business Administration and Health Care Professional that will allow students an alternative career option. A teach out plan will be provided to the active declared majors allowing completion of the current program or a transfer option will be offered to another existing program.

Appendix I Curriculum

Catalog pages for 2013-2014 are not available. Business programs were not included in the catalog.

Office Administration

Associate in Applied Science
60 Credit Hours

Purpose

The Office Administration Program will prepare the student for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, office assistant, customer service representative, or administration office coordinator. Whether it is in the challenging environment of the business world, legal profession, or medical environment, the Office Administration students develop skills that will meet the need of today's work requirements.

The Office Administration Program is available on the web and on the Logan and Williamson campuses. The Boone/Lincoln and Wyoming/McDowell campuses offer the program support courses only.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101	English Composition I	3
PY 201	General Psychology	3
or	or	
SO 200	Introduction to Sociology	
or	or	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 250	Computerized Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
OA 104	Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3
OA 220	Administrative Management	3

Students are required to choose one of the following options to complete the degree:

Administrative Option

OA 130	Administrative Machine Transcription	3
OA 140	Office Administrative Procedures	3
	¹ Business Restricted Electives	9

Medical Option

AH 108	Medical Terminology	2
BS 115	Human Biology	4
OA 129	Medical Terminology and Transcription	3
OA 145	Medical Office Procedures	3
OA 230	Medical Billing and Coding	3

Legal Option

BU 207	Business Law	3
OA 133	Legal Terminology and Transcription	3
OA 143	Legal Office Procedures	3
OA 235	Legal Research	3
	¹ Business Restricted Elective	3

¹Business Restricted Elective(s) - choose from:

Accounting, Business, Economics, Finance, Management, Marketing, or Office Administration

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/office-administration>

Department Chair: 304.236.7619

Administrative Assistant: 304.236.7609

Division of Career and Technical Programs

Associate in Applied Science

These programs are non-transfer programs for career oriented students who desire to enter the job market after completion of the program. However, it is also possible to transfer to a baccalaureate degree granting institution and apply many of the hours earned in the associate degree program toward the bachelor's degree.

Students planning to transfer to programs at other institutions are advised to see the catalog or counselor of the institution to which they are planning to transfer to obtain specific program requirements.

At this time Southern's Business Programs (Business Accounting, Business Administration, and Office Administration) are undergoing review. Please contact a faculty member of the department for academic planning or scheduling assistance or contact the Division Dean, Dr. Pamela Alderman, at 304.896.7302.

Office Administration

Associate in Applied Science
60 Credit Hours

Purpose

The Office Administration Program will prepare the student for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, office assistant, customer service representative, or administration office coordinator. Whether it is in the challenging environment of the business world, legal profession, or medical environment, the Office Administration students develop skills that will meet the need of today's work requirements.

The Office Administration Program is available on the web and on the Logan and Williamson campuses. The Boone/Lincoln and Wyoming/McDowell campuses offer the program support courses only.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101	English Composition I	3
PY 201	General Psychology	3
or	or	
SO 200	Introduction to Sociology	
or	or	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 250	Computerized Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
OA 104	Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3
OA 220	Administrative Management	3

Students are required to choose one of the following options to complete the degree:

Administrative Option

OA 130	Administrative Machine Transcription	3
OA 140	Office Administrative Procedures	3
	¹ Business Restricted Electives	9

Medical Option

AH 108	Medical Terminology	2
BS 115	Human Biology	3
OA 129	Medical Terminology and Transcription	3
OA 145	Medical Office Procedures	3
OA 230	Medical Billing and Coding	3
	² Elective	1

Legal Option

BU 207	Business Law	3
OA 133	Legal Terminology and Transcription	3
OA 143	Legal Office Procedures	3
OA 235	Legal Research	3
	¹ Business Restricted Elective	3

¹Choose from: Any Accounting, Business, Economics, Finance, Management, Marketing, or Office Administration course not already not already specified in the program may be used to fulfill the business restricted elective requirement

²Any college-level course not already specified in the program may be used to fulfill the elective requirement.

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/office-administration>

Department Chair: 304.236.7619

Administrative Assistant: 304.236.7609

Office Administration

Associate in Applied Science

60 Credit Hours

Purpose

The Office Administration Program will prepare the student for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, office assistant, customer service representative, or administration office coordinator. Whether it is in the challenging environment of the business world, legal profession, or medical environment, the Office Administration students develop skills that will meet the need of today's work requirements.

The full Office Administration Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
EN 101 or EN 101A	English Composition I	3
PY 201	General Psychology	3
or	or	
SO 200	Introduction to Sociology	
or	or	
SO 215	Human Relations	
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 250	Computerized Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
OA 104	Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3
OA 220	Administrative Management	3

Students are required to choose one of the following options to complete the degree:

Administrative Option

OA 130	Administrative Machine Transcription	3
OA 140	Office Administrative Procedures	3
	¹ Business Restricted Electives	9

Medical Option

AH 108	Medical Terminology	2
BS 115	Human Biology	3
OA 129	Medical Terminology and Transcription	3
OA 145	Medical Office Procedures	3
OA 230	Medical Billing and Coding	3
	² Elective	1

Instructional Programs**Legal Option**

BU 207	Business Law	3
OA 133	Legal Terminology and Transcription	3
OA 143	Legal Office Procedures	3
OA 235	Legal Research	3
	¹ Business Restricted Elective	3

¹Choose from: Any Accounting, Business, Economics, Finance, Management, Marketing, or Office Administration course not already specified in the program may be used to fulfill the business restricted elective requirement.

²Any college-level course not already specified in the program may be used to fulfill the elective requirement.

A program course sequence is available at <http://www.southernwv.edu/programs/office-administration>

Division Head: 304.236.7620

Administrative Assistant: 304.896.7385

Office Administration

Associate in Applied Science

60 Credit Hours

Purpose

The Office Administration Program will prepare the student for immediate employment as a highly-skilled office manager, administrative assistant, executive secretary, office assistant, customer service representative, or administrative office coordinator. Whether it is in the challenging environment of the business world, legal profession, or medical environment, the Office Administration students develop skills that will meet the need of today's work requirements.

The full Office Administration Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EC 241	~Principles of Economics I	3
EC 242	~Principles of Economics II	3
EN 101 or EN 101A	~English Composition I	3
PY 201	~General Psychology	3
or	or	
SO 200	~Introduction to Sociology	
or	or	
SO 215	~Human Relations	
SP 103	~Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
AC 250	Computerized Accounting	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
BU 205	Communications in Business	3
OA 104	Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3
OA 220	Administrative Management	3

Students are required to choose one of the following options to complete the degree:

Administrative Option

OA 130	Administrative Machine Transcription	3
OA 140	Office Administrative Procedures	3
	¹ Business Restricted Electives	9

Medical Option

AH 108	Medical Terminology	2
BS 115	Essentials of Human Systems for Healthcare Professionals	3
OA 129	Medical Terminology and Transcription	3
OA 145	Medical Office Procedures	3
OA 230	Medical Billing and Coding	3
	² Elective	1

Instructional Programs**Legal Option**

BU 207	Business Law	3
OA 133	Legal Terminology and Transcription	3
OA 143	Legal Office Procedures	3
OA 235	Legal Research	3
	¹ Business Restricted Elective	3

~ Designates courses on the statewide Core Coursework Transfer Agreement.

¹Choose from: Any Accounting, Business, Economics, Finance, Management, Marketing, or Office Administration course not already specified in the program may be used to fulfill the business restricted elective requirement.

²Any college-level course not already specified in the program may be used to fulfill the elective requirement.

A program course sequence is available at <http://www.southernwv.edu/programs/office-administration>

Chair: 304.896.7381

Administrative Assistant: 304.236.7619

**Appendix II
Faculty Data Sheets**

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Lora Foster Rank Assistant Professor

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

Highest Degree Earned: Bachelor of Science

Date Degree Received: May 2003

Conferred by: West Virginia University

Area of Specialization: Health Service Administration

Professional registration/licensure: Certified Medical Assistant

Years of employment at present institution: 5

Years of employment in higher education: 17

Years of related experience outside higher education: 20

Non-teaching experience: 30

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2014	AH 108 Terminology	20
Spring 2015	OA 230 Medical Billing and Coding	2
Fall 2015	OA 108 Medical Terminology	11

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Dr. Gail Hall Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct XHighest Degree Earned: Ed. D.
Date Degree Received: August 1985
Conferred by: The University of Tennessee
Area of Specialization: Education w/cognate in ManagementProfessional registration/licensure: West Virginia Teacher's Certificate
Years of employment at present institution: 41; retired from Southern 2014
Years of employment in higher education: 41
Years of related experience outside higher education: 12
Non-teaching experience: 0

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	BU 205 Communications in Business	19
Fall 2013	OA 235 Legal Research	1
Fall 2013	OA 130 Admin. Machine Transcription	2
Fall 2013	OA 129 Med Term. & Transcription	4
Fall 2013	BU 100 Introduction to Business	21
Fall 2013	OA 225 Prof. Image for Majors	1
Spring 2014	MG 260 Principles of Management	11
Spring 2014	MG 261 Human Resource Management	10
Spring 2014	OA 133 Legal Terminology and Transcript.	1
Fall 2014	OA 129 Med Term. & Transcription	2
Fall 2014	OA 130 Admin. Machine Transcription	2
Fall 2014	OA 133 Legal Terminology and Transcript.	5
Spring 2015	OA 235 Legal Research	2
Fall 2015	OA 129 Med Term. & Transcription	1
Fall 2015	OA 130 Admin. Machine Transcription	1
Fall 2016	OA 129 Med Term. & Transcription	1
Fall 2016	OA 130 Admin. Machine Transcription	1

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Kristie Johnson Rank _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 230 Medical Billing and Coding	6

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Tricia Lowe Rank _____

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

Highest Degree Earned: Bachelors
Date Degree Received: December 2016
Conferred by: Marshall University
Area of Specialization: Regents Bachelor of Arts

Professional registration/licensure: RHIT, Registered Health Information Technician

Years of employment at present institution: 2

Years of employment in higher education: 2

Years of related experience outside higher education: 25

Non-teaching experience: 25

Year/Semester	Course Number & Title	Enrollment
2016 Fall	OA 230 Medical Billing and Coding	9

(b). If degree is not in area of current assignment, explain.
Certification of RHIT, Registered Health Information Technician, is in area of current position. The certification is required by CAHIIM (Commission on Accreditation for Health Informatics and Information Management Education) for accreditation of HIM Program.

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

Quality Matters Training-

- Independent Applying the QM Rubric - Certificate
- Independent Improving Your Online Course - Certificate
- Connecting Learning Objectives and Assessments – Certificate
- Learning is Not a Spectator Sport/Active Learning

Blackboard Training – in person and webinars

Softchalk Training - webinars

Continuing education 20+ hours in Health Information Management subject matter. – in person and webinars

At-risk for University and College Faculty – webinar

Veterans on campus course - webinar

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Tonya Norris Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct X

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Years of employment at present institution: _____

Years of employment in higher education: _____

Years of related experience outside higher education: _____

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 275 Special Topics in Office Administration	15

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Patricia Ann Poole Rank ProfessorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: M.A. + Additional Graduate HoursDate Degree Received: 1987Conferred by: Marshall UniversityArea of Specialization: Business Administration

Professional registration/licensure: _____

Years of employment at present institution: 32Years of employment in higher education: 32Years of related experience outside higher education: 5Non-teaching experience: Worked as an Administrative Assistant at Cabell-Huntington Hospital, Barboursville Insurance Agency and UPS

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 140 Office Admin. Procedures	5
Fall 2013	OA 104 Document Processing II	7
Fall 2013	OA 103 Basic Document Processing I	14
Fall 2013	BU 120 Business Software Applications	52
Fall 2013	OA 143 Legal Office Procedures	10
Fall 2013	OA 145 Medical Admin. Proc. I	9
Spring 2014	MG 261 Human Resource Management	7
Spring 2014	BU 120 Business Software Applications	39
Spring 2014	OA 131 Records Management	15
Spring 2014	OA 135 Document Processing Simulation	7
Spring 2014	OA 220 Administrative Management	13
Fall 2014	OA 140 Office Admin. Procedures	5
Fall 2014	OA 103 Basic Document Processing I	16
Fall 2014	BU 100 Introduction to Business	25
Fall 2014	BU 120 Business Software Applications	30
Fall 2014	OA 143 Legal Office Procedures	4
Fall 2014	OA 104 Document Processing II	10
Fall 2014	OA 145 Medical Admin. Proc. I	7
Spring 2015	OA 135 Document Processing Simulation	5
Spring 2015	OA 220 Administrative Management	9

Spring 2015	OA 131 Records Management	16
Spring 2015	MG 261 Human Resource Management	20
Spring 2015	BU 120 Business Software Applications	21
Spring 2015	BU 100 Introduction to Business	25
Fall 2015	OA 103 Basic Document Processing I	7
Fall 2015	BU 100 Introduction to Business	29
Fall 2015	BU 120 Business Software Applications	29
Fall 2015	OA 140 Office Admin. Procedures	1
Fall 2015	OA 143 Legal Office Procedures	1
Fall 2015	OA 104 Document Processing II	19
Fall 2015	OA 145 Medical Admin. Proc. I	6
Spring 2016	OA 220 Administrative Management	6
Spring 2016	OA 131 Records Management	14
Spring 2016	MG 261 Human Resource Management	20
Spring 2016	BU 120 Business Software Applications	30
Spring 2016	OA 135 Document Processing Simulation	3
Spring 2016	OA 145 Medical Admin. Proc. I	17
Fall 2016	OA 143 Legal Office Procedures	2
Fall 2016	OA 140 Office Admin. Procedures	5
Fall 2016	OA 103 Basic Document Processing I	6
Fall 2016	BU 120 Business Software Applications	21
Fall 2016	BU 100 Introduction to Business	30
Fall 2016	BU 106 Intro to Customer Service	4
Fall 2016	OA 145 Medical Admin. Proc. I	4
Fall 2016	OA 104 Document Processing II	6
Spring 2017	BU 120 Business Software Applications	3
Spring 2017	OA 135 Document Processing Simulation	5
Spring 2017	OA 220 Administrative Management	5
Spring 2017	OA 131 Records Management	13
Spring 2017	BU 120 Business Software Applications	25
Spring 2017	MG 261 Human Resource Management	11
Spring 2017	BU 106 Intro to Customer Service	15

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

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Dana Raban Rank N/A

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

Highest Degree Earned: _____
Date Degree Received: _____
Conferred by: _____
Area of Specialization: _____

Professional registration/licensure: _____
Years of employment at present institution: _____
Years of employment in higher education: _____
Years of related experience outside higher education: _____
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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 275 Special Topics: Professional Image	15

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

**Appendix III
Enrollment Data**

Program Enrollment Trends Office Administration (560)

Academic Year	Term	Distinct Students	First Term In Major Count	Returned Next Term	Retention % (Next Term)	Returned Next Year	Retention % (Next Year)
12/13	Total	24	9	28	80.0%	22	64.7%
	Fall 2012	17	3	14	87.5%	8	53.3%
	Spring 2013	18	6	11	68.8%	11	68.8%
13/14	Total	22	9	24	72.7%	22	73.3%
	Fall 2013	18	6	12	70.6%	10	71.4%
	Spring 2014	16	3	10	71.4%	10	71.4%
14/15	Total	24	9	21	75.0%	19	70.4%
	Fall 2014	21	6	10	58.8%	8	50.0%
	Spring 2015	10	2	9	100.0%	9	100.0%
15/16	Total	22	12	25	80.7%	28	90.3%
	Fall 2015	16	6	11	78.6%	13	92.9%
	Spring 2016	14	6	11	78.6%	12	85.7%
16/17	Total	17	7	18	72.0%	16	64.0%
	Fall 2016	12	4	8	72.7%	6	54.6%
	Spring 2017	12	3	9	81.8%	9	81.8%
Total Distinct Majors over 5 Year Period		63	45	105	76%	96	72%
5 Yr Average		21.8	9.2	23.2	76.1%	21.4	72.5%
5 Yr Average Retention					76.1%		72.5%

Source: Blackboard Analytics : Enrollment by Major Report

Generated By: Carol Howerton

Distinct Students, First Term In Major Count, Returned Next Term, Retention % (Next Term), Returned Next Year and Retention % (Next Year) by Term (Term) on rows sub-setted by Office Administration-AAS (560), Primary and Enrolled

Total All OA Course Enrollments by Majors Enrolled

Office Administration (OA)	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
All Majors - Distinct Enrolled Students in OA Courses	39	35	51	24	31	22	33	17	18	14
Business Accounting-AAS (540)	2	2	2	2	1	1	1		2	
Business Administration-AAS (548)	2	2	1	1	1	1	1		4	2
Cntrl Sterile Supply Tech-CERT (014)			1	1						
Crim Just-Law Enforcement-AAS (592)	1	1			1		2	1		
Crim Justice-Corrections-AAS (591)	1	1	1							
Early Childhood Dev-AAS (985)		2	1					1		
Electrical Engineering Tec-AAS (670)		1						1		
Forensic Psych & Invest-AAS (751)						1				
Governors Adult Completion-AAS (758)		1	1	1						
HCT -Medical Lab Asst Opt-CERT (012)	1				1					
Health Care Professional-AAS (450)	9	3	5	1	8	6	11	3	1	3
Health Info Management - A.A.S (449)									1	
Medical Lab Technology-AAS (442)	1	1	1		1					
Nursing-AAS (444)				1						
Office Administration-AAS (560)	8	13	14	14	15	7	11	7	7	6
Office Administration-CERT (052)			1		1			1	1	1
Radiologic Technology-AAS (469)	1									
Salon Mgt/Cosmetology-AAS (451)							1			
Surgical Technology-AAS (441)					1					
Tech Studies in Applied-CERT (115)							1			
To be declared * (0000)	1		16							
University Transfer-AA (200)	5	3	6	3		4	4	1	1	2
University Transfer-AS (300)	1					1	1	1		
No Major Identified	6	5	1		1	1		1	1	

Source: Blackboard Analytics - Registration by Class Report

Generated By: Carol Howerton

Distinct Enrolled Students by Term (Term) on columns; and Course Section (Course Section) and Major (Major) on rows sub-setted by Southern WV Community College (01), All Student Levels, All Classes and Primary

Office Administration - OA Major Course and Option Enrollments - All Majors

		Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Distinct Students - All Majors	Total	39	35	51	24	31	22	33	17	18	14
OA.104 (Document Processing II)	Core	15		7		10		19		6	
OA.131 (Records Management)	Core		15		15		16		14		13
OA.135 (Document Processing Simulation)	Core		8		7		5		3		5
OA.220 (Administrative Management)	Core		11		13		9		6		5
OA.130 (Admin. Machine Transcription)	Option - Admin		3	3		2		1		1	
OA.140 (Office Admin. Procedures)	Option - Admin	9		5		5		1		6	
OA.133 (Legal Terminology & Transcript)	Option - Legal			2	1	5					
OA.143 (Legal Office Procedures)	Option - Legal	4		10		4		1		2	
OA.235 (Legal Research)	Option - Legal			1	2		2				
OA.129 (Med Terminology and Transcript)	Option - Medical		5	4		2		1		1	
OA.145 (Medical Administrative Proc. I)	Option - Medical	7		10		7		6		4	
OA.230 (Medical Billing and Coding)	Option - Medical			6			2	9			

Office Administration - OA Major Course and Option Enrollments - OA Majors Only

		Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Distinct Students - OA Majors Only	Total	8	13	14	14	15	7	11	7	7	6
OA.104 (Document Processing II)	Core	4		4		6		7		2	
OA.131 (Records Management)	Core		6		9		4		6		5
OA.135 (Document Processing Simulation)	Core		5		7		3		3		3
OA.220 (Administrative Management)	Core		8		7		3		2		3
OA.130 (Admin. Machine Transcription)	Option - Admin		2	3		2		1		1	
OA.140 (Office Admin. Procedures)	Option - Admin	3		3		5				2	
OA.133 (Legal Terminology & Transcript)	Option - Legal			2	1	4					
OA.143 (Legal Office Procedures)	Option - Legal	3		7		3				1	
OA.235 (Legal Research)	Option - Legal			1	2		1				
OA.129 (Med Terminology and Transcript)	Option - Medical		2	4		1		1		1	
OA.145 (Medical Administrative Proc. I)	Option - Medical	1		5		3		4		3	
OA.230 (Medical Billing and Coding)	Option - Medical			2			2	5			

Source: Blackboard Analytics - Registration by Class Report

Generated By: Carol Howerton

Distinct Enrolled Students by Term (Term) on columns; and Course By Subject (Course) on rows sub-setted by Southern WV Community College, All Student Levels and All Majors

Office Administration - Program Core Course Enrollments - All Majors

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
AC.111 (Principles of Accounting I)	72	16	59	10	62	33	55	44	54	
AC.250 (Computerized Accounting)	9	9	11	15	16	6	24	11	12	18
BU.100 (Introduction to Business)	96		126		91	25	83	33	95	56
BU.120 (Business Software Applications)	41	44	57	39	30	21	29	30	21	28
BU.205 (Communications in Business)	37	27	45	23	30	26	49	37	44	34
OA.104 (Document Processing II)	15		7		10		19		6	
OA.131 (Records Management)		15		15		16		14		13
OA.135 (Document Processing Simulation)		8		7		5		3		5
OA.220 (Administrative Management)		11		13		9		6		5

Office Administration - Program Core Course Enrollments - OA Majors Only

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
AC.111 (Principles of Accounting I)	4		7		6	3	5	4	1	
AC.250 (Computerized Accounting)	1	2	3	4	2		5	1	2	2
BU.100 (Introduction to Business)	2		5		8	2	3		1	2
BU.120 (Business Software Applications)		6	1	5	3	1	4	4	3	1
BU.205 (Communications in Business)	1	1	2		3	2	4	2	1	1
OA.104 (Document Processing II)	4		4		6		7		2	
OA.131 (Records Management)		6		9		4		6		5
OA.135 (Document Processing Simulation)		5		7		3		3		3
OA.220 (Administrative Management)		8		7		3		2		3

Source: Blackboard Analytics - Registration by Class Report

Generated By: Carol Howerton

Distinct Enrolled Students by Term (Term) on columns; and Course By Subject (Course) on rows sub-setted by Southern WV Community College, All Student Levels and All Majors

Office Administration - General Education Core Course Enrollments - All Majors

Course	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
BU.115 (Business Mathematical App.) or MT.123 (Intermediate Algebra) or	64	88	87	76	82	72	78	77	71	54
EN.101 (~English Composition I) or EN.101A (~English Composition I)	378	256	382	278	406	249	307	104	238	88
PY.201 (~General Psychology) or SO.200 (~Introduction to Sociology (M)) or SO.215 (~Human Relations)	260	196	270	173	342	175	344	211	272	156
EC.241 (~Principles of Economics I)	238	245	243	193	190	183	194	67	100	35
EC.242 (~Principles of Economics II)	11				20	5	10			
SP.103 (~Speech Fundamentals)	73	2	43	27	42	22	34	72	90	
		74	10	30	22	33	19	38	5	72
	219	254	219	193	218	215	235	246	211	209

Office Administration - General Education Core Course Enrollments - OA Majors Only

Course	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
BU.115 (Business Mathematical App.) or MT.123 (Intermediate Algebra) or	5	3	3	3	8	2	2	2	2	
EN.101 (~English Composition I) or EN.101A (~English Composition I)		3	1	4	4	1	1	1	1	
PY.201 (~General Psychology) or SO.200 (~Introduction to Sociology (M)) or SO.215 (~Human Relations)		2	2		2		1	6		
EC.241 (~Principles of Economics I)		1	1	2			1			
EC.242 (~Principles of Economics II)	2		1	2	3	3	3	3	5	
SP.103 (~Speech Fundamentals)		1	1	3	2	1	1	2		5
	2	4		3	1	3	3	3	2	1

Source: Blackboard Analytics - Registration by Class Report

Generated By: Carol Howerton

Distinct Enrolled Students by Term (Term) on columns; and Course By Subject (Course) on rows sub-setted by Southern WV Community College, All Student Levels and All Majors

Office Administration - Elective Course Enrollments - All Majors

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
AC.112 (Principles of Accounting II)		41	4	30	7	38	14	24	10	32
AC.211 (Intermediate Accounting I)	20		7	2	21	1	17		12	
AC.212 (Intermediate Accounting II)		12		9		16		17		11
AC.248 (Income Tax Accounting)	23		15		17		22		16	
AC.249 (Managerial Accounting)	9	9		16		8		24		17
AC.265 (Payroll Accounting)	36	41	1	31	1	27		34		45
AH.108 (Medical Terminology)	84	115	114	111	128	101	133	152	127	123
BU.106 (Intro to Customer Service)								17	4	15
BU.207 (Business Law)	31	33	15	61	6	26	20	43	27	31
BU.230 (Business Statistics)	20	33	13	13	21	12	23	13	15	13
CS.102 (Computer Literacy)	290	234	233	198	227	191	201	184	198	150
CS.103 (Introduction to Applications)	92	100	73	73	41	43	49	50		83
CS.116 (Word Processing Concepts)	11	23	4	5		9		4		6
CS.118 (Spread Sheet Concepts)	12	12	5	6						2
CS.125 (Electronic Presentations)		9		4		7		4		
CS.275 (Special Topics in CS)	15									
EC.270 (World Econ. & Energy Sector)	31		14		14		4			
FN.210 (Finance for Non-Financial Mgr.)	22		14		10		15			
FN.231 (Principles of Finance)	8	10	23	2	5	3	20	7	25	7
FN.232 (Personal Finance)	10	16				16		10		
MG.101 (Intro. to Mgmt.)							8			
MG.254 (Mgmt. of HealthCare Fac. & Sys)							2			
MG.260 (Principles of Management)	34	31	9	41	22	54	30	49	36	32
MG.261 (Human Resources Management)	1	33		17	19	29	27	20	34	25
MG.262 (Entrepren. & Small Bus Mgmt.)	1	45	21	30	23	25	26	36	33	28
MG.264 (Supervision)	30		24	27	18	15	9	34	16	20
MG.266 (Project Management)		21		8		10	5	6		
MG.268 (Coll. Bargain. & Labor Rel.)	22		6		10		2			

Office Administration - Elective Course Enrollments - All Majors

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
MG.269 (Effective Leadership)						21		30		33
MG.272 (Industrial Leadership)		25		8		14				
MG.273 (Organizational Behavior & Comm)	35		19		10		3	9		
MG.274 (Project Evaluation)		19		6		5				
MG.275 (Special Topics In Management)		29		10						
MK.270 (Principles of Marketing)	21	30		24	16	9		23	20	27
MK.272 (Retailing)				23		23		28		15
MT.123 (Intermediate Algebra)	68	53	95	88	100	41	6		13	
MT.123A (Inter. Algebra, Enhanced)					113	73				
OA.103 (Basic Document Processing I)	14	15	15		16		7		6	
OA.225 (Prof. Image for Majors)			1							
OA.275 (Sp Topics Secretarial Skills)			15							

Source: Blackboard Analytics - Registration by Class Report

Generated By: Carol Howerton

Distinct Enrolled Students by Term (Term) on columns; and Course By Subject (Course) on rows sub-setted by Southern WV Community College, All Student Levels and All Majors

**Appendix IV
Graduate Data**

Degree Rates - Office Administration (560)

Measures	12/13	13/14	14/15	15/16	16/17
Distinct Graduates	5	4	5	2	1
Degree Conferred Count	5	4	5	2	1
Avg Enrolled Regular Terms to Graduation	5.4	7.3	5	5	6
Avg Enrolled Terms to Graduation	5.8	8	5.8	5.5	6
Avg Final GPA for Degree	3.21	3.19	3.11	3.36	3.54
Avg Credits Attempted for Degree	87.4	104.3	86.6	72	94
Avg Total Credits for Degree	81.8	89.3	82.8	66	82
Avg Transfer Credits for Degree	16				
Avg Age at Degree	29.6	29.5	22.6	35	27

Source: Blackboard Analytics: Degree Rates Report

Generated By: Carol Howerton

Distinct Graduates, Degree Conferred Count, Avg Enrolled Regular Terms to Graduation, Avg Enrolled Terms to Graduation, Avg Final GPA for Degree, Avg Credits Attempted for Degree, Avg Total Credits for Degree, Avg Transfer Credits for Degree and Avg Age at Degree by Term (Term) on columns sub-setted by Associate in Applied Science, Office Administration (560) and Southern WV Community College



Secretaries and Administrative Assistants

Summary



Secretaries and administrative assistants provide clerical and organizational support.

Quick Facts: Secretaries and Administrative Assistants

2016 Median Pay	\$37,230 per year \$17.90 per hour
Typical Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	See How to Become One
On-the-job Training	See How to Become One
Number of Jobs, 2016	3,990,400
Job Outlook, 2016-26	-5% (Decline)
Employment Change, 2016-26	-192,200

[What Secretaries and Administrative Assistants Do](#)

Secretaries and administrative assistants perform routine clerical and administrative duties. They organize files, prepare documents, schedule appointments, and support other staff.

[Work Environment](#)

Although secretaries and administrative assistants work in nearly every industry, many are employed in schools, hospitals, and government, legal, and medical offices. Most worked full time in 2016.

[How to Become a Secretary or Administrative Assistant](#)

High school graduates who have experience using computer software applications usually qualify for entry-level positions. Although most secretaries learn their job in several weeks, many legal and medical secretaries require additional training to learn industry-specific terminology. Executive secretaries usually need several years of related work experience.

Pay

The median annual wage for secretaries and administrative assistants was \$37,230 in May 2016.

Job Outlook

Employment of secretaries and administrative assistants is projected to decline 5 percent from 2016 to 2026. Most job openings will result from the need to replace workers who leave the occupation.

State & Area Data

Explore resources for employment and wages by state and area for secretaries and administrative assistants.

Similar Occupations

Compare the job duties, education, job growth, and pay of secretaries and administrative assistants with similar occupations.

More Information, Including Links to O*NET

Learn more about secretaries and administrative assistants by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

What Secretaries and Administrative Assistants Do



Secretaries and administrative assistants create and maintain filing systems.

Secretaries and administrative assistants perform routine clerical and administrative duties. They organize files, prepare documents, schedule appointments, and support other staff.

Duties

Secretaries and administrative assistants typically do the following:

- Answer telephones and take messages or transfer calls
- Schedule appointments and update event calendars
- Arrange staff meetings
- Handle incoming and outgoing mail and faxes
- Prepare memos, invoices, or other reports
- Edit documents
- Maintain databases and filing systems, whether electronic or paper

The largest employers of secretaries and administrative assistants were as follows:

Healthcare and social assistance	22%
Educational services; state, local, and private	14
Professional, scientific, and technical services	13
Government	8
Religious, grantmaking, civic, professional, and similar organizations	6

Secretaries and administrative assistants work in nearly every industry.

Most secretaries and administrative assistants work in an office setting. Some administrative assistants may work out of their own homes as *virtual assistants*.

Work Schedules

Most secretaries and administrative assistants worked full time in 2016.

How to Become a Secretary or Administrative Assistant



Secretaries and administrative assistants may seek training in word processing, spreadsheet, and database software.

High school graduates who have experience using computer software applications, such as word processing and spreadsheet programs, usually qualify for entry-level positions. Although most secretaries learn their job in several weeks, many legal and medical secretaries require additional training to learn industry-specific terminology. Executive secretaries usually need several years of related work experience.

Education

High school graduates can take courses in word processing and office procedures at technical schools or community colleges. Some temporary placement agencies also provide training in word processing, spreadsheet, and database software.

Some medical and legal secretaries learn industry-specific terminology and practices by attending courses offered at community colleges or technical schools. For executive secretary positions, employers increasingly prefer to hire those who have taken some college courses or have a bachelor's degree.

Training

Secretaries and administrative assistants typically learn their skills through short-term on-the-job training, usually lasting a few weeks. During this time they learn about administrative procedures, including how to prepare documents. Medical and legal secretaries' training may last several months as they learn industry-specific terminology and practices.

Work Experience in a Related Occupation

Executive secretaries can gain experience by working in administrative positions that have less challenging responsibilities, such as secretaries and [general office clerks](#).

Important Qualities

Decisionmaking skills. Secretaries and administrative assistants often prioritize tasks and make decisions on their employers' behalf, so good judgment is essential.

Interpersonal skills. Secretaries and administrative assistants interact with clients, customers, or staff. They should communicate effectively and be courteous when interacting with others to create a positive work environment and client experience.

Organizational skills. Secretaries and administrative assistants keep files, folders, and schedules in proper order so an office can run efficiently.

Writing skills. Secretaries and administrative assistants write memos and emails when communicating with managers, employees, and customers. Therefore, they must have good grammar, ensure accuracy, and maintain a professional tone.

Pay

Secretaries and Administrative Assistants	
Median annual wages, May 2016	
Secretaries and administrative assistants	\$37,230
Total, all occupations	\$37,040
Office and administrative support occupations	\$34,050

Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

The median annual wage for secretaries and administrative assistants was \$37,230 in May 2016. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$22,930, and the highest 10 percent earned more than \$62,230.

Median annual wages for secretaries and administrative assistants in May 2016 were as follows:

Executive secretaries and executive administrative assistants	\$55,860
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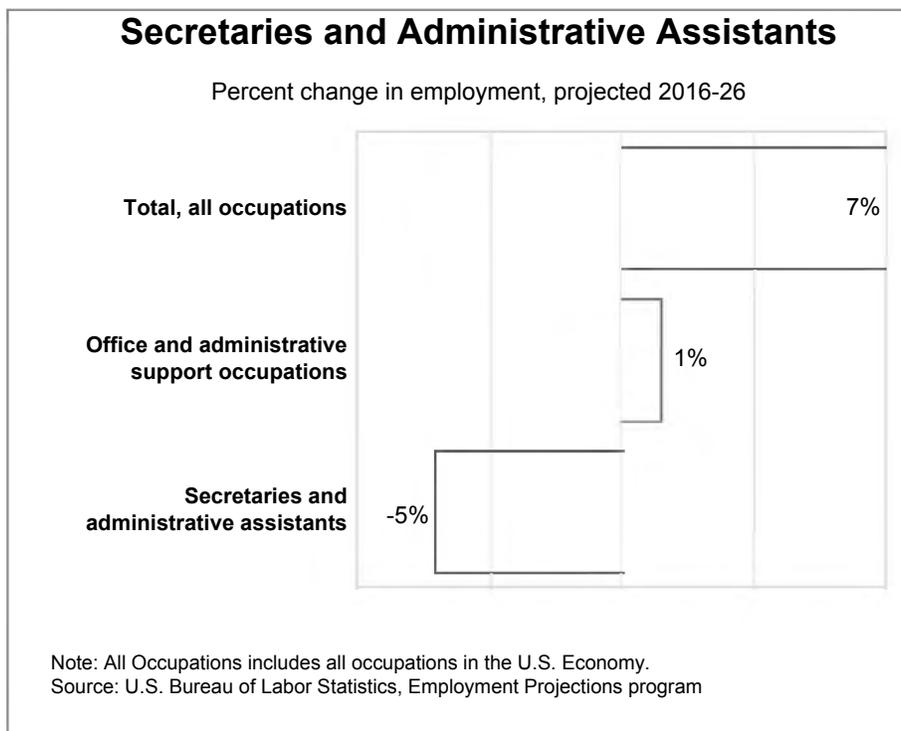
Legal secretaries	44,180
Secretaries and administrative assistants, except legal, medical, and executive	34,820
Medical secretaries	33,730

In May 2016, the median annual wages for secretaries and administrative assistants in the top industries in which they worked were as follows:

Government	\$41,710
Professional, scientific, and technical services	41,060
Educational services; state, local, and private	38,080
Religious, grantmaking, civic, professional, and similar organizations	37,070
Healthcare and social assistance	34,560

Most secretaries and administrative assistants worked full time in 2016.

Job Outlook



Overall employment of secretaries and administrative assistants is projected to decline 5 percent from 2016 to 2026.

Employment of secretaries, except legal, medical, and executive—the largest occupation in this profile—is projected to decline 7 percent from 2016 to 2026. In some organizations, technology is expected to enable other staff to prepare their own documents without the assistance of secretaries.

Employment of medical secretaries is projected to grow 22 percent from 2016 to 2026, much faster than the average for all occupations. Employment of medical secretaries will depend on growth of the healthcare industry. Aging baby boomers, for example, will require more medical services as they become eligible for Social Security and Medicare. As a result of these effects, medical secretaries will be needed to handle administrative tasks related to billing and insurance processing.

Employment of executive secretaries and administrative assistants is projected to decline 17 percent from 2016 to 2026. This is largely because many executive secretaries and executive administrative assistants can support more than one manager in an organization. In addition, many managers now perform work that was previously done by their executive secretaries. For example, they often type their own correspondence or schedule their own travel and meetings.

Employment of legal secretaries, the smallest occupation in this profile, is projected to decline 19 percent from 2016 to 2026. In legal firms, [paralegals and legal assistants](#) use technology that enables them to perform work previously done by legal secretaries, such as preparing and filing documents.

Job Prospects

Most job openings are expected to come from the need to replace secretaries and administrative assistants who leave the occupation.

Employment projections data for secretaries and administrative assistants, 2016-26

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26		Employment by Industry
				Percent	Numeric	
Secretaries and administrative assistants	43-6000	3,990,400	3,798,200	-5	-192,200	 xlsx
Executive secretaries and executive administrative assistants	43-6011	685,300	566,200	-17	-119,200	 xlsx
Legal secretaries	43-6012	194,700	157,500	-19	-37,100	 xlsx
Medical secretaries	43-6013	574,200	703,200	22	129,000	 xlsx
Secretaries and administrative assistants, except legal, medical, and executive	43-6014	2,536,200	2,371,300	-7	-164,900	 xlsx

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

State & Area Data

Occupational Employment Statistics (OES)

The [Occupational Employment Statistics](#) (OES) program produces employment and wage estimates annually for over 800 occupations. These estimates are available for the nation as a whole, for individual states, and for metropolitan and nonmetropolitan areas. The link(s) below go to OES data maps for employment and wages by state and area.

- [Executive secretaries and executive administrative assistants](#)
- [Legal secretaries](#)
- [Medical secretaries](#)
- [Secretaries and administrative assistants, except legal, medical, and executive](#)

Projections Central

	OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	2016 MEDIAN PAY
	<p><u>Information Clerks</u></p>	<p>typing documents, and filing records.</p> <p>Information clerks perform routine clerical duties such as maintaining records, collecting data, and providing information to customers.</p>	<p><u>See How to Become One</u></p>	<p>\$32,920</p>
	<p><u>Medical Records and Health Information Technicians</u></p>	<p>Medical records and health information technicians, commonly referred to as <i>health information technicians</i>, organize and manage health information data. They ensure that the information maintains its quality, accuracy, accessibility, and security in both paper files and electronic systems. They use various classification systems to code and categorize patient information for insurance reimbursement purposes, for databases and registries, and to maintain patients' medical and treatment histories.</p>	<p>Postsecondary nondegree award</p>	<p>\$38,040</p>
	<p><u>Medical Transcriptionists</u></p>	<p>Medical transcriptionists, sometimes referred to as <i>healthcare documentation specialists</i>, listen to voice recordings that physicians and</p>	<p>Postsecondary nondegree award</p>	<p>\$35,720</p>

	OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	2016 MEDIAN PAY
	<p><u>Paralegals and Legal Assistants</u></p>	<p>other healthcare workers make and convert them into written reports. They also may review and edit medical documents created using speech recognition technology. Transcriptionists interpret medical terminology and abbreviations in preparing patients' medical histories, discharge summaries, and other documents.</p> <p>Paralegals and legal assistants perform a variety of tasks to support <u>lawyers</u>, including maintaining and organizing files, conducting legal research, and drafting documents.</p>	<p>Associate's degree</p>	<p>\$49,500</p>
	<p><u>Receptionists</u></p>	<p>Receptionists perform administrative tasks, such as answering phones, receiving visitors, and providing general information about their organization to the public and customers.</p>	<p>High school diploma or equivalent</p>	<p>\$27,920</p>
	<p><u>Financial Clerks</u></p>	<p>Financial clerks do administrative work for many types of organizations. They keep records, help</p>	<p>High school diploma or equivalent</p>	<p>\$38,080</p>

	OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	2016 MEDIAN PAY
	<p><u>Travel Agents</u></p>	<p>customers, and carry out financial transactions.</p> <p>Travel agents sell transportation, lodging, and entertainment activities to individuals and groups planning trips. They offer advice on destinations, plan trip itineraries, and make travel arrangements for clients.</p>	<p>High school diploma or equivalent</p>	<p>\$36,460</p>

Contacts for More Information

For more information about legal secretaries and administrative assistants, visit

[NALS](#)

For more information about virtual assistants, visit

[International Virtual Assistants Association](#)

CareerOneStop

For a career video on secretaries and administrative assistants, visit

[Executive secretaries and executive administrative assistants](#)

O*NET

[Executive Secretaries and Executive Administrative Assistants](#)

[Legal Secretaries](#)

[Medical Secretaries](#)

[Secretaries and Administrative Assistants, Except Legal, Medical, and Executive](#)

Suggested citation:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Secretaries and Administrative Assistants, on the Internet at <https://www.bls.gov/ooh/office-and-administrative-support/secretaries-and-administrative-assistants.htm> (visited February 26, 2018).

Last Modified Date: Tuesday, January 30, 2018

U.S. Bureau of Labor Statistics | Office of Occupational Statistics and Employment Projections, PSB Suite 2135, 2 Massachusetts Avenue, NE Washington, DC 20212-0001
www.bls.gov/ooh | Telephone: 1-202-691-5700 | [Contact OOH](#)

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2018**

ITEM: Request for Approval to Terminate the Office Administration, Certificate Program

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the discontinuation of the Office Administration Certificate program in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Bill Alderman

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Career and Technical Studies conducted a program review of the Office Administration Certificate program during the 2017 / 2018 academic year.

Based upon the program review, it is recommended that the Office Administration Certificate program be discontinued and the appropriate steps through institutional governance be taken to formally recommend the termination of the program. A teach-out plan will be provided to those students who are active declared majors in the program allowing them the opportunity to complete the program or students will be offered the option of transferring to another program.

The program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends the Southern West Virginia Community and Technical College Board of Governors approve the termination of the Office Administration, Certificate program in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Summary of Findings
2013-2017

Program Name: Office Administration Certificate Degree
Hours Required for Graduation: 30 Credit Hours

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

1. The curriculum has adequate requirements that meets the needs of business and industry.
2. Entrance abilities for students are within community college standards.
3. Current faculty members are adequately credentialed and evaluated.
4. The facilities are adequate to meet the needs of the program.
5. The program lacks an up-to-date and documented assessment plan for the evaluation of students.

Conclusion: The program does not meet minimum adequacy requirements due to the lack of assessment plan.

B. Viability

1. The program has a budget sufficient to support the program.
2. There is sufficient faculty to support the program.
3. Adjunct faculty teach gratis allowing the program to maintain low cost.
4. Enrollment trends indicate future students seeking the degree will remain low and under viability requirements.
5. Number of graduates is minimal, continues to decrease, and is expected to remain lower than acceptable ranges.

Conclusion: The program does not meet minimum viability requirements.

C. Necessity

1. The program does not meet a validated industry demand.
2. The program and core course support the mission and commitments of the institution.
3. The program utilizes the general business advisory committee for all business programs.
4. There is no evidence of employment with limited information about gainful employment.

Conclusion: The program does not meet minimum necessity requirements.

D. Consistency with Mission

1. The program supports the mission and institutional commitments.

2. The program supports expanded access through a fully distance delivered program.
3. The program offers some support to other programs.

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

II. Plans for Program Improvement, Including Timeline

The program is being recommended for discontinuance. Current plans are underway to redesign the Business Administration program and the Health Care Professional program to accommodate students interested in entry level business and medical office positions.

III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished

The previous program review indicated weaknesses in program enrollment and graduate numbers. Since the last program review, several initiatives have been implemented with the goal of improving graduation rates and accurately identifying program majors. DegreeWorks was implemented which allows faculty and staff to track student progress and aid in advising students. Block scheduling was implemented to provide students a more concise schedule and guide students toward meeting program requirements for graduation. Program faculty conduct reviews of course rosters and verify program majors with students during the first week of classes each semester and assists students with change of major forms for those students with incorrect majors.

Despite efforts to grow the enrollment and increase completion rates, both continue to remain low and decrease. Employer survey and graduate information obtainment continue to be non-existent.

IV. Five Year Trend Data on Graduates and Majors Enrolled

Program enrollment remains low with an average of 1.8 distinct students per year and 3.2 duplicated students per year. The number of graduates has remained limited with a high of 5 in any one year and a decrease to 2 and 1 in the last two years respectively, with a total of 15 graduates over the past 5 years. The majority 14 of the 15 graduates were awarded the certificate degree and the associate of applied science degree during the same semester. Only 1 student completed only the certificate.

V. Summary of Assessment Model and How Results Are Used for Program Improvement

A significant weakness of the program is the lack of an up-to-date documented assessment plan and data. The program does employ an industry recognized exam; however, other data supporting program assessment is not available.

VI. Data on Student Placement

There is no graduate follow-up survey information and limited data from faculty on student placement. Four of the last fifteen graduates have placement information. The limited amount of follow-up data is a concern.

VII. Final Recommendation Approved by the Governing Board

It is recommended that the Office Administration Certificate Program at Southern West Virginia Community and Technical College be discontinued. Appropriate steps through the Governance Committees and Institutional Governance Recommendation Forms will be completed and submitted throughout the upcoming year to the Board of Governors and the West Virginia Council for Community and Technical College Education formally recommending termination. No new students will be admitted to this program beginning with the fall 2018 term. Program revisions will be completed in Business Administration and Health Care Professional that will allow students an alternative career option. A teach out plan will be provided to the active declared majors allowing completion of the current program or a transfer option will be offered to another existing program.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2017-2018

Program Name: Office Administration Certificate Degree
Date of Last Review: 2012-2013

I. Program Description

The Office Administration Certificate Program prepares students with basic knowledge and training in the skills of administrative work. It is designed for those who have little or no training or experience in office administrative work and want to enter employment in an entry-level position. Material is taught from a practical view and blends theory and application in both a traditional written format and using a computerized format.

The full Office Administration Certificate Degree is available online. The general education core courses are available at all campus locations. Some accounting and business core courses are available on the Logan and Boone campus locations. Some electives courses are available on all locations.

II. Specialized Accreditation Information

This program does not have any specialized accreditation information at this time.

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

A. Adequacy

1. Curriculum

The curriculum for the Certificate Degree, Office Administration Program currently consist of 30 credit hours. The program includes 9 credit hours in general education coursework, 3 credit hours in accounting coursework, 6 credit hours in general business coursework, and 12 credit hours in general office administration coursework. There are no electives in the program. The full curriculum can be found in Appendix I - Curriculum.

All major courses are developed in an online format and online is the primary delivery method for the program. Some core courses have a traditional campus based offering. During the 2015-2016 academic year, general education courses were developed in an online format allowing for the program to be fully delivered online. All online courses utilize a common template based on the Quality Matters

(QM) rubric. Quality Matters is an organization internationally recognized as a leader in quality assurance for online education and provides a rubric of standards for quality online course design and accessibility.

2. Faculty

The program utilizes full-time faculty and adjuncts to teach the general education course requirements. In addition, the program maintains one full-time Office Administration faculty along with four other full-time business and accounting faculty to teach core accounting and business course requirements. The program faculty are supervised by the Chair for the School of Career and Technical Studies who also teaches general business courses. The program utilizes a number of adjunct faculty as needed to meet scheduling demands. All program faculty members and adjuncts hold appropriate degrees and certifications in a business area. Faculty data sheets are included in Appendix II.

In addition to formal credentials, all faculty teaching online have received training in the application of the QM rubric and Blackboard Learn, Southern's learning management system. Three of the five full-time faculty have undergone extensive QM and online course design training resulting in a formal external review and approval of at least one of their courses.

3. Students

a. Entrance Abilities

Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern and enroll in the Office Administration Program. All entering students must satisfy a general math and English requirement or take the corresponding co-requisite course. The ACT, SAT, or ACCUPLACER test can be used to evaluate student placement. There are no other entrance requirements specific to the Office Administration Program.

b. Exit Abilities

Upon completion of the degree requirements, students will have acquired a comprehensive knowledge of basic office skills and will have become proficient in document processing, as well as becoming well versed and efficient in their chosen area of emphasis-administrative, legal, or medical. Along with becoming knowledgeable within their specified chosen occupational environment, students will have also acquired an overall basic knowledge of business principles. Specific exit

abilities of Office Administration graduates include:

1. Use of various application software common in the office technology field (Word, Excel, Access, and PowerPoint)
2. Organize work, set priorities, and utilize stress and time management skills
3. Perform administrative office procedures conducive to their field of study
4. Demonstrate professionalism through proper attire and conduct
5. Oral and written business communications
6. Exhibit ethical, responsible, and dependable behavior Prepare appropriate reports conducive to their field of study

c. Graduate Follow-up Data

Graduate follow-up data is limited and is an identified problem within the program. Graduates are mailed follow-up surveys six months after graduation. There were no written responses to the surveys. Additional attempts are made each year to contact graduates by phone and email. Faculty provided informal data on four graduates with one employed at the Department of Motor Vehicles, one employed at Pikeville Medical Center, and two employed at local law offices. Information was available on two additional non-graduates on job placement in medical offices. All graduates completed both the certificate and associate in applied science degrees. Of the graduates, none were listed as seeking the certificate degree. All were listed under the associate in applied science.

4. Resources

a. Financial

The program receives a yearly budget allocated to all business programs. The Chair for the School of Career and Technical Studies is responsible for oversight of the budget and distribution between business programs. The budget covers necessary supplies and equipment for the program. A budget for faculty salaries is provided in a separate general faculty budget allocated by program department. The budget is sufficient for the program and undergoes review each year with request and allocations made through the institutional planning and budgeting processes.

b. Facilities

The Williamson campus maintains one specialized lab that is primarily dedicated to the program and equipped with

computer equipment, software, and transcription devices. Office Administration courses receive priority scheduling in this lab. Each campus provides computer labs that are accessible for any program/course use. Each lab is well equipped with computers and projection systems along with software including business specific software for SAGE Accounting, OPAC testing, and Microsoft Office. The Logan campus maintains one specific computer lab that business program courses receive first-priority when scheduling classes.

5. Graduate and Employer Satisfaction

As previously noted, graduate follow-up information is limited and is a noted problem with the program. No information is available about the satisfaction with the program from graduates or employers. No salary information is available for the graduates.

6. Assessment Information

The lack of a formal up-to-date documented assessment plan is an identified issue. The existing formal program assessment plan is outdated and contains identified assessment measures that have been discontinued such as WORKKEYS, MAPP, and ETS Proficiency Profile. While faculty maintain informal feedback and individual course assessment materials, there is limited documented data or review of assessments available.

The program uses the OPAC (Office Proficiency Assessment Certificate) exam as a formal assessment. Ten of the seventeen graduates completed the OPAC assessment. Students complete the exam during the term they are an applicant for graduation. The OPAC assessment is the only data available and is primarily used for those in the associate degree. No data specific to the certificate degree is available.

All students enrolling in certificate and associate degree programs are expected to participate in institutional assessment activities. General education courses are assessed by the General Education Assessment Plan. No specific feedback on office administration students from the general assessment is available.

7. Previous Program Reviews

The Program Review from 2012-2013 recommended the continuation of the program with corrective action. The improvements included increasing graduate rates and accurately defining program majors. Plans to assist in the improvements included restructuring the curriculum, developing more online

courses, a tracking system in advising and follow-up, and marketing.

Since the last program review, several initiatives have been implemented. The program was restructured to meet the 30-credit hour requirement. DegreeWorks was implemented which allows faculty and staff to track student progress and aid in advising students. Block scheduling was implemented to provide students a more concise schedule and guide students toward meeting program requirements for graduation. Program faculty conduct reviews of course rosters and verify program majors with students during the first week of classes each semester and assists students with Change of Major Forms for those students with incorrect majors.

8. Advisory Committees

The Office Administration Program shares an active advisory committee with all the business programs. The committee consists of professionals from all facets of the business world: banking industry, CPA firms, realtors, mining, hospitals, insurance, advertising, redevelopment authorities, attorneys, and trucking firms and meets on an annual basis. Participation in the advisory meetings has fluctuated with the changes in leadership over the past four years. The 2017 meeting had eleven participants. In addition to the formal advisory meeting, individual faculty maintain informal relationships with business contacts gathering information on a regular basis. In May 2017, a new Chair for the School of Career and Technical Studies was appointed. He is actively visiting businesses to discuss programs and cultivate relationships to expand the business advisory committee.

9. Strengths/Weaknesses

a. Strengths

1. Availability of a fully online program.
2. Availability of traditional on campus course available on the Logan and Boone campus locations.
3. Competent, committed, and experienced faculty.
4. Low-cost program.

b. Weaknesses

1. Lack of student enrollment.
2. Lack of formal assessment plan.
3. Lack of student follow-up data.
4. Lack of sustainable employment.
5. Low wages and reports of unemployment.
6. Limited marketing of the program.
7. Overall lack of record maintenance.

Additional program reviews in Business Accounting, Business

Administration, Management, and Strategic Business Integration along with a restructuring of the Health Care Professional program have resulted in the identification of duplication of programs. The Office Administration program is being recommended for discontinuation in the upcoming year. The Business Administration and Health Care Professional programs will undergo additional curriculum changes to incorporate option choices in specific program areas along with an office administration option to allow students to specialize in an office administration area and allow the institution to streamline pathways for all offerings. This will provide the students interested in the medical option to obtain a health care related degree and work toward admission of advanced health care options. The students interested in business related fields may use the office administration courses toward a specific business degree with a broader business focus.

B. Viability

1. Program Enrollment and Graduates

The Office Administration program is open admission and does not have a separate application for the program or a limit on the number of students that may enroll in the program.

Program enrollment trends continue to remain low with a high of 6 in 2016-2017. The following chart shows a summary the number of distinct majors for each academic year along with the number of new majors each year. It does not include additional unique students who start in a summer term.

Program Enrollment – Office Administration		
Academic Year	Distinct Students	First Term In Major Count
12/13	3	0
13/14	2	1
14/15	2	1
15/16	3	2
16/17	6	4
Number of Distinct Majors Over the 5 Year Period.	9	8

The program has extremely low completion rates with only 15 students graduating over the past five years and only 3 students over the past 2 years. None of the students listing as seeking the certificate degree completed the program. All completers were

seeking the Office Administration, Associate of Applied Science degree and received the Certificate in the same semester.

Measures	12/13	13/14	14/15	15/16	16/17
Distinct Graduates	5	4	5	2	1
Degree Conferred Count	5	4	5	2	1

The program is not expected to grow in enrollment or completion rates. The Occupational Outlook Handbook indicates an expected 5% decline in the outlook for jobs in Secretaries and Administrative Assistants.

Additional enrollment data can be found in Appendix III – Enrollment Data. Additional graduate data can be found in Appendix IV – Graduate Data that includes average times to graduate, credits attempted and completed, and average age.

2. Program Course Enrollment

The curriculum for the Certificate Degree, Office Administration Program currently consist of 30 credit hours. The program includes 9 credit hours in general education coursework, 3 credit hours in accounting coursework, 6 credit hours in general business coursework, and 12 credit hours in general office administration coursework. The courses align with the first year of the Office Administration, Associate in Applied Science degree. No specific conclusions can be drawn on course enrollments specific to the certificate. The full curriculum can be found in Appendix I – Curriculum and course enrollment information can be found in Appendix III – Enrollment Data.

3. Service Courses

This program has several core courses that are required in other programs. Business programs including Business Accounting, Business Administration, Management, and Strategic Business Integration utilize the following courses:

- AC 111–Principles of Accounting I
- BU 100–Introduction to Business
- BU 115–Business Mathematical Applications
- BU 120–Business Software Applications

In addition to business program requirements, other career and technical programs utilize BU 115 as a math alternative and require BU 205 as a second communications course. Office Administration (OA) specific courses are used as electives in all the business programs mentioned above as well as the Health Care Professional program.

Additional course enrollment data is available in Appendix III – Enrollment data which contains enrollment for required courses as well as a list of elective courses with enrollment figures.

4. Off-Campus/Distance Delivery Classes

The Office Administration Program utilizes online-distance delivery as a primary method of course offerings. The program is considered fully online and statistics show a trend in the number of sections offered online increasing compared the number of sections offered in a traditional classroom on campus. The program also uses the Interactive Classroom for delivery of a limited number of courses to all campus locations. There have been no off-campus core courses scheduled in the last two years.

5. Articulation Agreements

There are no articulation agreements for this program.

C. Necessity

1. Graduates

As previously noted, graduate information for this program is limited due to the lack of follow-up surveys being returned by students.

2. Job Placement

Job placement rates cannot not be determined with the current graduate data. The limited data listed has been provided by program faculty. Other than primary research, there is little data to support substantial job needs. Faculty maintain contact with business and industry in attempts to assist students with placement opportunities.

D. Consistency with Mission

The Office Administration Program directly supports the institution's mission to provide accessible, affordable, quality education and training, and promote success for those we serve. The distance delivery of the program allows expanded access to students throughout the service district. Students have the option of completing the Certificate Degree.

IV. Recommendation

It is recommended that the Office Administration Certificate Degree program at Southern West Virginia Community and Technical College be discontinued. Appropriate steps through the Governance Committees and Institutional Governance Recommendation Forms will be completed and submitted throughout the upcoming year to the Board of Governors and the West Virginia Council for Community and Technical College Education formally recommending termination. No new students will be admitted to this program beginning with the fall 2018 term. Program revisions will be

completed in Business Administration and Health Care Professional that will allow students an alternative career option. A teach out plan will be provided to the active declared majors allowing completion of the current program or a transfer option will be offered to another existing program.

Appendix I Curriculum

Office Administration

Certificate
 30 Credit Hours

Purpose

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

The full Office Administration Certificate Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EN 101	English Composition I	3
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
OA 103	Basic Document Processing I	3
OA 104	Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/certificate/office-administration>

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

Office Administration

Certificate

30 Credit Hours

Purpose

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

The full Office Administration Certificate Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EN 101	English Composition I	3
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
OA 103	Basic Document Processing I	3
OA 104	Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3

A trimester-by-trimester program course sequence is available at <http://www.southernwv.edu/programs/certificate/office-administration>

Department Chair: 304.236.7619

Administrative Secretary: 304.236.7609

Instructional Programs

Office Administration

Certificate

30 Credit Hours

Purpose

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

The full Office Administration Certificate Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EN 101 or EN 101A	English Composition I	3
SP 103	Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
OA 103	Basic Document Processing I	3
OA 104	Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3

A program course sequence is available at <http://www.southernwv.edu/programs/certificate/office-administration>

Division Head: 304.236.7620

Administrative Secretary: 304.896.7385

Instructional Programs

Office Administration

Certificate

30 Credit Hours

Purpose

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

The full Office Administration Certificate Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
BU 115	Business Mathematical Applications	3
or	or	
MT 123	Intermediate Algebra	
EN 101 or EN 101A	~English Composition I	3
SP 103	~Speech Fundamentals	3
Major Courses		
AC 111	Principles of Accounting I	3
BU 100	Introduction to Business	3
BU 120	Business Software Applications	3
OA 103	Basic Document Processing I	3
OA 104	Document Processing II	3
OA 131	Records Management	3
OA 135	Document Processing Simulation	3

~ Designates courses on the statewide Core Coursework Transfer Agreement.

A program course sequence is available at <http://www.southernwv.edu/programs/office-administration>

Chair: 304.896.7381

Administrative Secretary: 304.896.7619

Appendix II
Faculty Data Sheets

FACULTY DATA SHEET*(No more than **TWO** pages per faculty member)*Name Patricia Ann Poole Rank ProfessorCheck one: Full-time Part-time _____ Adjunct _____Highest Degree Earned: M.A. + Additional Graduate HoursDate Degree Received: 1987Conferred by: Marshall UniversityArea of Specialization: Business Administration

Professional registration/licensure: _____

Years of employment at present institution: 32Years of employment in higher education: 32Years of related experience outside higher education: 5Non-teaching experience: Worked as an Administrative Assistant at Cabell-Huntington Hospital, Barboursville Insurance Agency and UPS

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	OA 140 Office Admin. Procedures	5
Fall 2013	OA 104 Document Processing II	7
Fall 2013	OA 103 Basic Document Processing I	14
Fall 2013	BU 120 Business Software Applications	52
Fall 2013	OA 143 Legal Office Procedures	10
Fall 2013	OA 145 Medical Admin. Proc. I	9
Spring 2014	MG 261 Human Resource Management	7
Spring 2014	BU 120 Business Software Applications	39
Spring 2014	OA 131 Records Management	15
Spring 2014	OA 135 Document Processing Simulation	7
Spring 2014	OA 220 Administrative Management	13
Fall 2014	OA 140 Office Admin. Procedures	5
Fall 2014	OA 103 Basic Document Processing I	16
Fall 2014	BU 100 Introduction to Business	25
Fall 2014	BU 120 Business Software Applications	30
Fall 2014	OA 143 Legal Office Procedures	4
Fall 2014	OA 104 Document Processing II	10
Fall 2014	OA 145 Medical Admin. Proc. I	7
Spring 2015	OA 135 Document Processing Simulation	5
Spring 2015	OA 220 Administrative Management	9

Spring 2015	OA 131 Records Management	16
Spring 2015	MG 261 Human Resource Management	20
Spring 2015	BU 120 Business Software Applications	21
Spring 2015	BU 100 Introduction to Business	25
Fall 2015	OA 103 Basic Document Processing I	7
Fall 2015	BU 100 Introduction to Business	29
Fall 2015	BU 120 Business Software Applications	29
Fall 2015	OA 140 Office Admin. Procedures	1
Fall 2015	OA 143 Legal Office Procedures	1
Fall 2015	OA 104 Document Processing II	19
Fall 2015	OA 145 Medical Admin. Proc. I	6
Spring 2016	OA 220 Administrative Management	6
Spring 2016	OA 131 Records Management	14
Spring 2016	MG 261 Human Resource Management	20
Spring 2016	BU 120 Business Software Applications	30
Spring 2016	OA 135 Document Processing Simulation	3
Spring 2016	OA 145 Medical Admin. Proc. I	17
Fall 2016	OA 143 Legal Office Procedures	2
Fall 2016	OA 140 Office Admin. Procedures	5
Fall 2016	OA 103 Basic Document Processing I	6
Fall 2016	BU 120 Business Software Applications	21
Fall 2016	BU 100 Introduction to Business	30
Fall 2016	BU 106 Intro to Customer Service	4
Fall 2016	OA 145 Medical Admin. Proc. I	4
Fall 2016	OA 104 Document Processing II	6
Spring 2017	BU 120 Business Software Applications	3
Spring 2017	OA 135 Document Processing Simulation	5
Spring 2017	OA 220 Administrative Management	5
Spring 2017	OA 131 Records Management	13
Spring 2017	BU 120 Business Software Applications	25
Spring 2017	MG 261 Human Resource Management	11
Spring 2017	BU 106 Intro to Customer Service	15

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

FACULTY DATA SHEET*(No more than TWO pages per faculty member)*Name Dr. Gail Hall Rank N/ACheck one: Full-time _____ Part-time _____ Adjunct XHighest Degree Earned: Ed. D.
Date Degree Received: August 1985
Conferred by: The University of Tennessee
Area of Specialization: Education w/cognate in ManagementProfessional registration/licensure: West Virginia Teacher's Certificate
Years of employment at present institution: 41; retired from Southern 2014
Years of employment in higher education: 41
Years of related experience outside higher education: 12
Non-teaching experience: 0

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.

Year/Semester	Course Number & Title	Enrollment
Fall 2013	BU 205 Communications in Business	19
Fall 2013	OA 235 Legal Research	1
Fall 2013	OA 130 Admin. Machine Transcription	2
Fall 2013	OA 129 Med Term. & Transcription	4
Fall 2013	BU 100 Introduction to Business	21
Fall 2013	OA 225 Prof. Image for Majors	1
Spring 2014	MG 260 Principles of Management	11
Spring 2014	MG 261 Human Resource Management	10
Spring 2014	OA 133 Legal Terminology and Transcript.	1
Fall 2014	OA 129 Med Term. & Transcription	2
Fall 2014	OA 130 Admin. Machine Transcription	2
Fall 2014	OA 133 Legal Terminology and Transcript.	5
Spring 2015	OA 235 Legal Research	2
Fall 2015	OA 129 Med Term. & Transcription	1
Fall 2015	OA 130 Admin. Machine Transcription	1
Fall 2016	OA 129 Med Term. & Transcription	1
Fall 2016	OA 130 Admin. Machine Transcription	1

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

**Appendix III
Enrollment Data**

Program Enrollment Trends Office Administration Certificate (052)

Academic Year	Term	Distinct Students	First Term In Major Count	Returned Next Term	Retention % (Next Term)	Returned Next Year	Retention % (Next Year)
12/13	Total	3		1	33.3%	1	33.3%
	Fall 2012	2		1	50.0%	1	50.0%
	Spring 2013						
13/14	Total	2	1			1	50.0%
	Fall 2013	1	1			1	100.0%
	Spring 2014						
14/15	Total	2	1	1	50.0%	2	100.0%
	Fall 2014	1		1	100.0%	1	100.0%
	Spring 2015	1	1			1	100.0%
15/16	Total	3	2	2	50.0%	1	25.0%
	Fall 2015	1	1	1	100.0%		
	Spring 2016	3	1	1	33.3%	1	33.3%
16/17	Total	6	4	3	44.4%	1	11.1%
	Fall 2016	3	3	2	100.0%		
	Spring 2017	4	1	1	25.0%	1	25.0%
Total Distinct		9	8	8	50%	6	38%
5 Yr		3.2	1.6	1.4	35.5%	1.2	43.9%
5 Yr					35.5%		43.9%

Source: Blackboard Analytics : Enrollment by Major Report

Generated By: Carol Howerton

Distinct Students, First Term In Major Count, Returned Next Term, Retention % (Next Term), Returned Next Year and Retention % (Next Year) by Term (Term) on rows sub-setted by Office Administration-Cert(052), Primary and Enrolled

Office Administration - Program Core Course Enrollments - All Majors

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
AC.111 (Principles of Accounting I)	72	16	59	10	62	33	55	44	54	
BU.100 (Introduction to Business)	96		126		91	25	83	33	95	56
BU.120 (Business Software Applications)	41	44	57	39	30	21	29	30	21	28
OA.103 (Basic Document Processing I)	14	15	15		16		7		6	
OA.104 (Document Processing II)	15		7		10		19		6	
OA.131 (Records Management)		15		15		16		14		13
OA.135 (Document Processing Simulation)		8		7		5		3		5

Office Administration - Program Core Course Enrollments - OA Majors Only (052)

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
AC.111 (Principles of Accounting I)	1		1					2		
BU.100 (Introduction to Business)			1			1			1	
BU.120 (Business Software Applications)	1							2		
OA.103 (Basic Document Processing I)			1						1	
OA.104 (Document Processing II)									1	
OA.131 (Records Management)								1		1
OA.135 (Document Processing Simulation)										1

Source: Blackboard Analytics - Registration by Class Report

Generated By: Carol Howerton

Distinct Enrolled Students by Term (Term) on columns; and Course By Subject (Course) on rows sub-setted by Southern WV Community College, All Student Levels and All Majors

Office Administration - General Education Core Course Enrollments - All Majors

Course	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
BU.115 (Business Mathematical App.) or	64	88	87	76	82	72	78	77	71	54
MT.123 (Intermediate Algebra) or	68	53	95	88	100	41	6		13	
EN.101 (~English Composition I) or	378	256	382	278	406	249	307	104	238	88
EN.101A (~English Composition I)							226	115	249	73
SP.103 (~Speech Fundamentals)	219	254	219	193	218	215	235	246	211	209

Office Administration - General Education Core Course Enrollments - OA Majors Only

Course	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
BU.115 (Business Mathematical App.) or					1	1		1		2
MT.123 (Intermediate Algebra) or										
EN.101 (~English Composition I) or			1			1	1			
EN.101A (~English Composition I)									2	1
SP.103 (~Speech Fundamentals)							1	1	1	1

Source: Blackboard Analytics - Registration by Class Report

Generated By: Carol Howerton

Distinct Enrolled Students by Term (Term) on columns; and Course By Subject (Course) on rows sub-setted by Southern WV Community College, All Student Levels and All Majors

**Appendix IV
Graduate Data**

Degree Rates - Office Administration Certificate (052)

Measures	12/13	13/14	14/15	15/16	16/17
Distinct Graduates	2	5	5	2	1
Degree Conferred Count	2	5	5	2	1
Avg Enrolled Regular Terms to Graduation	3.5	6.6	5	5	6
Avg Enrolled Terms to Graduation	3.5	7.4	5.8	5.5	6
Avg Final GPA for Degree	2.98	3.17	3.11	3.36	3.54
Avg Credits Attempted for Degree	62	107.8	86.6	72	94
Avg Total Credits for Degree	62	95.2	82.8	66	82
Avg Transfer Credits for Degree	28	12			
Avg Age at Degree	23	30	22.6	35	27

Source: Blackboard Analytics: Degree Rates Report

Generated By: Carol Howerton

Distinct Graduates, Degree Conferred Count, Avg Enrolled Regular Terms to Graduation, Avg Enrolled Terms to Graduation, Avg Final GPA for Degree, Avg Credits Attempted for Degree, Avg Total Credits for Degree, Avg Transfer Credits for Degree and Avg Age at Degree by Term (Term) on columns sub-setted by Certificate, Office Administration (052) and Southern WV Community College

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2018**

ITEM: Approval of Paramedic Science, Associate in Applied Science, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Paramedic Science A.A.S. program 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, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Kathy Deskins

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Allied Health and Nursing conducted a program review of the Paramedic Science A.A.S. program during the 2017 / 2018 academic year.

Based upon the program review, it is recommended that the Paramedic Science A.A.S. program continue at the current level of activity without corrective action.

The program review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Paramedic Science A.A.S. program 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, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Board of Governors

Program with Special Accreditation Program without Specialized Accreditation

Program: AAS Paramedic Science 02/01/2018
Degree and Title Date

INSTITUTIONAL RECOMMENDATION

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

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

Rationale for Recommendation:

The Paramedic Science program goals are consistent with the college's mission. The program has specific objectives with applicable assessment, program is nationally accredited, enrollment is consistent, and job placement rates are near 100% annually. Furthermore, the Paramedic Science program compliments the college's other allied health programs and supplies a health care industry demand with gainful employment.

Katherine A Deskins 2/7/2018
Signature of person preparing report if other than Division Head Date

Russell Saunders MA, RT(R)(CT)ARRT 2/1/2018
Signature of Division Head Date

D. Roman 2-5-18
Signature of Vice President for Academic Affairs and Student Services Date

[Signature] 2/13/18
Signature of President Date

Signature of Chair, Board of Governors Date

PROGRAM REVIEW

**For Occupational Programs
Implemented Under the Provisions of Series 37 of the
West Virginia Council for Community and Technical College Education**

Institution: Southern West Virginia Community and Technical College
Program: Paramedic Science

November 6, 2017

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs with Specialized Accreditation

Summary of Findings
2012-2017

Program Name: Paramedic Science Associate in Applied Science
Hours Required for Graduation: 60

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

1. Assessment of the quality of the Paramedic Science program contains several methods of evaluation to verify competency.
2. The program has highly qualified faculty.
3. The program is clearly defined with established goals and objectives.
4. The program is accredited by a specialized accrediting or approving agency recognized by the Federal Government, the Council for Higher Education Accreditation, and/or state licensing boards.
5. Evaluation of the preparation and performance of faculty and students.
6. The program has highly adequate labs, simulated ambulance, and facilities to serve students.

Conclusion: The Paramedic Science program meets minimum adequacy requirements.

B. Viability

1. The Paramedic Science program continues to evolve and adapt to the emergency medical service training needed in the district.
2. Program enrollment is consistent and stable, qualified graduates are needed in the area, and employers continue to employ Southern Paramedic graduates.
3. The program demonstrates continued feasibility and continues to attract students to sustain a viable, cost-effective program.

Conclusion: The Paramedic program meets minimum viability requirements.

C. Necessity

1. The program supplies a validated industry demand as indicated by current employment opportunities and evidence of future needs.
2. Graduates obtain successful gainful employment.
3. The program obtains input from the Paramedic program advisory

committee, local emergency services, and physicians.

Conclusion: The Paramedic program meets minimum necessity requirements.

D. Consistency with Mission

1. The Paramedic program appropriately contributes to the fulfillment of the institutional mission and overall West Virginia Community and Technical College System goals.
2. Program is central to the institution.
3. Program compliments other allied health programs offered.
4. Program draws upon and supports other programs.
5. Discontinuance of the program would have a negative impact upon the institution's ability to accomplish its mission to the service area. Furthermore, students would be required to leave the area to obtain an affordable education in Paramedic Science.

Conclusion: The Paramedic program is consistent with the mission of the college.

II. Plans for Program Improvement, Including Timeline

To address a deficiency in pediatric patient experiences, a Logan Pediatrics affiliation agreement has been completed to increase paramedic student contact with children. Furthermore, future grants will be pursued to obtain a pediatric simulator. Additionally, a remote call option will be offered for advisory meetings to improve attendance.

III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished

The Paramedic program has many strengths including a consistency to perform at or above national accreditation standards but has identified a few areas of weakness and the need for improvement. These include a deficiency of pediatric patient exposure contact in clinical education and diminished advisory meeting participation and attendance. The program's last review did not note these deficiencies but program faculty are fully aware that changes are needed in these two areas. Lastly, a remote call option for advisory meetings is planned for 2018 to improve participation and attendance.

IV. Five Year Trend Data on Graduates and Majors Enrolled

The Paramedic program continues to attract applicants locally and the underserved areas of Southern West Virginia. Emergency Service employers support the program by supporting their employees' Paramedic certification and

degree goals. See Appendix VII for program course enrollment.

V. Summary of Assessment Model and How Results Are Used for Program Improvement

Students enrolled in allied health associate degree programs are required to participate in institutional, program, and course assessment activities on a regular basis. Initial methods of assessment include forms of testing to assess academic achievement, general education, and program goals. Ultimately the final method of assessment is graduates obtaining National Registry of Emergency Medical Technicians (NREMT) paramedic certification.

“The NREMT developed a portfolio of vital skills that each paramedic student must master to qualify for the Neonatal Resuscitation Program (NRP) Certification examination. The program tracks each student's portfolio throughout the formative and summative phases of education in the laboratory, clinical, and field internship settings. The completed portfolio provides a mass of evidence that documents a candidate's acquisition of psychomotor competency in the skills we currently evaluate on the 12-skill NRP Psychomotor Examination. All students that began their paramedic program on or after August 1, 2016 are required to complete a portfolio that becomes a part of their permanent educational file and is a prerequisite to seeking NRP Certification.” See Appendix VIII for accreditation assessment matrix.

VI. Data on Student Placement

Students of the program receiving paramedic certification historically are previously employed at the time of program entrance due to Emergency Medical Technician - Basic (EMT-B) certification. If students are not employed, they quickly network with peers and find employment in emergency medical services during the program. Upon program completion, paramedic graduates report increases ranging from three dollars to five dollars per hour at their current place of employment. Furthermore, 100% of Southern's paramedic graduates advance their current position in emergency medical services or attain employment while enrolled in the program.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors final recommendation and signatures.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs with Specialized Accreditation
2012 – 2017

Program Name: Paramedic Science AAS

Date of Last Review: 2012

I. Program Description

The Paramedic Science program at Southern West Virginia Community and Technical College (Southern) offers advancement for the Emergency Medical Technician–Basic (EMT-B) providing basic life support (BLS) to advanced life support (ALS). The program builds on basic knowledge of patient care and enhances the skills and knowledge to an advanced Scope of Practice as designated by the West Virginia State Office of Emergency Medical Services and the Committee on Accreditation of Educational Programs for the Emergency Medical Services (CoAEMSP).

Acceptance into the paramedic program requires the candidate to be at least 18 years of age, currently certified in Cardiopulmonary Resuscitation (CPR), and Emergency Medical Technician-Basic (EMT-B). Prior to entering clinical or field rotations the candidate must have a physical examination along with a background check and drug screen.

The program comprises of sixty credit hours with fifteen hours of online support courses. See Appendix I for Course List. Clinical and field courses are competency and hourly based scheduled at local facilities and ambulance services. Furthermore, a variety of factors determine the hours a student may spend in the clinical or field site. Clinical and field education normally consists of five-hundred (500) hours in the following areas; emergency services, surgery, triage, pediatric, obstetric, cardiac/intensive care units, Emergency Office of Communications (911, Medical Command), and ambulance. Furthermore, to qualify for the NREMT paramedic certification written exam the student must complete a psychomotor competency portfolio if they began the program after August 1, 2016. See Appendix II for Competency Report.

Upon completion of the forty-five (45) paramedic credit hours within the program, the National Registry of Emergency Medical Technicians (NREMT) and the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP) allows the student to sit for their ALS certification without completion of their degree, therefore; AAS degree completion rates are lower for this allied health program. As a result, students receive their paramedic certification early and advance with their employer before AAS degree completion. As the paramedic profession progresses, CoAEMSP certification standards evolve, and more degree holding paramedics enter into the workforce,

an increase in degree seeking paramedic graduates is conceivable for the future paramedic workforce.

II. Specialized Accreditation Information

The Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) is a specialized accrediting agency under the Commission on Accreditation of Allied Health Education Programs (CAAHEP) which is a programmatic postsecondary accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) and carries out its accrediting activities in cooperation with 23 review Committees on Accreditation. CAAHEP currently accredits more than 2100 entry level education programs across the country within 30 health science professions.

Initial paramedic program accreditation was awarded on September 19, 2014 by a peer review conducted by CoAEMSP and CAAHEP's Board of Directors. CoAEMSP and CAAHEP's Board of Directors recognized the program's substantial compliance with nationally established accreditation standards. Additionally, the program coordinator has recently submitted a program self-study report for reaccreditation with a campus site visit planned for 2018. See Appendix III for Letter Conferring Accreditation with Citations.

Moreover, during the initial accreditation site visit in 2014, minor citations were also noted in the letter conferring program accreditation. Likewise, these citations were addressed in a timely manner with the exception of inadequate student pediatric contacts. Since the last site visit pediatric patient contacts have been closely monitored and undoubtedly will be examined in the upcoming site visit. Additionally, extra effort has been made to provide more scenarios and opportunities to obtain the pediatric patient experiences. Lastly, a progress report from June 01, 2016 was the last report to the CoAEMSP reporting tracking information. See Appendix IV Citation for Progress Report.

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

A. Adequacy

The overall program effectiveness is continuously monitored and evaluated using several methods of evaluation.

1. Curriculum

The Southern paramedic program offers the ability to obtain the National Registry certificate and/or college degree. The West Virginia Community and Technical College System (WVCTCS) policy 135-11-3 of thirty credit hours for college certificate programs which is less than the paramedic core curriculum of forty-five credit hours. The certificate mentioned for the paramedic students is the National Registry certification which allows the student to work as a

Certified Paramedic in the State of West Virginia. The listing for the 2017-2018 courses is included in the Appendix I Course List.

Required support courses for the college degree are Essentials of Human Systems for Healthcare Professionals (BS 115) and Essentials of Human Systems for Healthcare Professionals Laboratory (BS 116), an anatomy and physiology course with a laboratory component which is taught in one semester. If a student chooses to enroll in Human Anatomy and Physiology I (BS 124) and Human Anatomy and Physiology II (BS 125), these courses will be substituted for BS 115 and BS 116. However, BS 115 and BS 116 will not be substituted for BS 124 and BS 125. Additional required support courses are: Communication Skills for the Health Care Professional (AH 203), Business Mathematical Applications (BU 118), Computer Literacy (CS 102), Medical Terminology (AH 108) and Health Care Ethics and Law (AH 200).

Courses for credit include: EM 101 Airway Management (3), EM 102 Introduction to EMS (3), EM 114 Pre-hospital Pharmacology (3), EM 116 Cardiopulmonary (5), EM 117 Medical Emergencies (4), EM 118 Patient Assessment (3), EM 119 Trauma/Shock/Management (3), EM 120 Coordinated Clinical Internship I (3), EM 121 Pathophysiology for the EMS Provider (1), EM 215 EMS Seminar (3), EM 216 Assessment Based Management (1), EM 217 Special Considerations (4), EM 218 Rescue Operations (4), EM 219 Coordinated Field Internship (2), EM 229 Coordinated Clinical Internship II (3). See Appendix I Course List.

2. Faculty

The accrediting body, (CoAEMSP) requires the program coordinator to attain a Bachelor's Degree in any discipline and maintain current certification for paramedics. The current coordinator for the program has held this position for nineteen (19) years and has had numerous classes on course development, change, and presentation.

Part-time faculty are chosen for their ability to teach and their level of care provided in the field. Part-time faculty used in 2016-2017 has the level of Critical Care Technician and has been a great asset to the program. See Appendix V Faculty Data Sheets.

3. Students

a. Entrance Abilities

To be admitted to the paramedic program the student must submit an application and possess a current EMT-Basic and American Heart Association Cardiopulmonary Resuscitation (CPR) card. Students must have a physical exam and pass all drug and alcohol screenings prior to clinical education and field rotations. Furthermore, ambulance companies will

support the applicant with third-party payment if they are not eligible for financial aid.

b. Exit Abilities

Exit Students document in the Field Internship Student Data Acquisition Project (FISDAP) a complete psychomotor NREMT portfolio, complete competency portfolio and take the FISDAP exam and must pass with 70% or better.

“The NREMT developed a portfolio of vital skills that each paramedic student must master to qualify for the NRP Certification examination. The program tracks each student’s portfolio throughout the formative and summative phases of education in the laboratory, clinical, and field internship settings. The completed portfolio provides a mass of evidence that documents a candidate’s acquisition of psychomotor competency in the skills we currently evaluate on the 12-skill NRP Psychomotor Examination. All students that begin their paramedic program on or after August 1, 2016 are required to complete a portfolio that becomes a part of their permanent educational file and is a prerequisite to seeking NRP Certification.”

Students complete a Practical Psychomotor Test coordinated by the program director that is overseen by an NREMT representative. Upon successful completion of the practical exam the student will qualify for the NREMT certification written exam.

c. Graduate Follow-up Data

Graduate and employer surveys are mailed six months after graduation annually; however participation rate is very low. Several requests were made without results. Moreover, the program coordinator recently attended a CoAEMSP accreditation conference and discovered it is permissible to talk with the employers while completing the comment section on the survey with positive results. Although employers have consistently ignored the mailed surveys, most sponsor their employees to attend class in the form of tuition, books, and employment schedule changes to accommodate their college courses.

4. Resources

a. Financial

The Paramedic program is supported by the college and receives institutional funds for a full-time program coordinator and adjunct faculty in addition to a full equipped ambulance

laboratory. Additionally, multiple other program needs have been met by grant funds.

b. Facilities

The classroom for the paramedic program contains a simulated ambulance and is supplied with inventory as units are in the field for scenario based teaching in preparation of working in the field. The classroom can serve as an interactive classroom as needed. Additionally, a computer laptop farm is available for computer based testing and research. Library resources are sufficient with research materials, computers for research, and magazines related to and for Emergency Medical Services.

5. Graduate and Employer Satisfaction

As noted above, graduate and employee follow-up data surveys participation rate is very low but graduates consistently return for entrance into other health care disciplines such as nursing.

Furthermore, the Paramedic program coordinator communicates with employers regularly during clinical site visits with numerous positive statements and employers are pleased with the graduate product from Southern. The AAS in Paramedic Science graduation rate is approximately 36% because students may sit for their NREMT certification once 45 credits have been achieved.

Furthermore, NREMT certification passage rate is 75% since 2015.

6. Assessment Information

A summary of assessment areas and certifications is located in Appendix VIII. See Appendix VIII for Assessment Matrix and NREMT passage rate

7. Previous Program Reviews

The Paramedic program completed a Post Audit Program Review in 2012-13 and the program was continued with no corrective action.

8. Advisory Committees

The Paramedic program holds an advisory council meeting annually. During advisory meetings goals, objectives, and other issues are addressed. Committee members are provided additional information regarding the program and are afforded the opportunity to provide information and feedback related to the students, the curriculum, and the overall program. The committee is comprised of key government officials, police, fire, preceptors, students, graduates, and employers. Additionally, participation has been unsatisfactory for the EMS annual advisory meeting. A conference call option will be implemented during the next 2018 meeting hoping to meet the college's goal of supportive meetings in effort to improve attendance. Furthermore, one change has been implemented since the last program audit. The extension of another semester has been added to assist in the completion of the program field clinical rotation. Paramedic courses will begin in the fall semester and will be completed the following fall semester. The last fall semester is

reserved for the field rotation when all didactic portions are complete as required by CoAEMSP.

9. Strengths/Weaknesses

a. Strengths

The program has many strengths including a consistency to perform at or above accreditation standards but one specific strength of the Paramedic program includes the opportunity to enhance their abilities and emergency competencies by providing optimal care to their communities. EMS has become a mandate for home-bound, doctor's appointments, trauma, medical and other emergency calls. Emergent phone calls to EMS has grown since the last report in 2012 and will continue to grow as our population ages.

The college commitment to recruitment and retention brings more attention to the program than ever before. When a local coal company requested a partnership for EMS courses, numerous members of the administration, including the president became involved and made it a reality.

Ambulance services in the service area donate various forms of equipment and supplies which allows the program to purchase other much needed items that otherwise would be impossible.

b. Weaknesses

As stated earlier, one major weakness is getting outside individuals to participate with the advisory committee. The State Office of EMS has not attended in several years. Work schedules and family issues are consistently the concern for lack of attendance. Additionally, graduation rates are low because students are able to sit for their NREMT certification once forty-five hours of EMS courses are completed.

Furthermore, the absence of a Clinical Coordinator has held the program back from being the elite program. A Clinical Coordinator is responsible for overseeing administration of basic and advanced courses along with clinical and field rotations. The clinical and field portion of the program is very crucial for success and is scrutinized carefully by the accreditation team. A citation from CoAEMSP demonstrated a deficiency of pediatric contacts, which students are aware and make extra efforts to obtain. See Appendix IV Citation Progress Report.

B. Viability

1. Program Enrollment and Graduates

The program continues to serve Southern's district well. Consistent trends in Allied Health show strong enrollment and community need in the area. Southern graduates are pursued to be employed in

emergency medical services. This program serves southern West Virginia well and is not duplicated in the Southern's service district.

Semester	Enrolled Student Count
Fall 2012	15
Spring 2013	11
Summer 2013	7
Fall 2013	20
Spring 2014	15
Summer 2014	5
Fall 2014	22
Spring 2015	12
Summer 2015	4
Fall 2015	23
Spring 2016	17
Summer 2016	7
Fall 2016	15
Spring 2017	11
Summer 2017	8

See Appendix VI Enrollment

2. **Program Course Enrollment**

Enrollment is consistent and durable. See Appendix VII Program Course Enrollment.

3. **Service Courses**

Departmental courses for the paramedic course are specific to the paramedic program and are not available for other degree pathways.

4. **Off-Campus/Distance Delivery Classes**

A paramedic course offered at the Wyoming Campus was initiated at the request of industry in the area. The course covered three (3) years and was discontinued due to low enrollment.

5. **Articulation Agreements**

Articulation agreements are not present within the program but municipal paramedic affiliation agreements include the following: Logan Emergency Ambulance Authority, Boone Memorial Hospital, Sheridan Healthcare of WV, Recovery Group of Southern West Virginia, Princeton Community Hospital, Pride Community Services, Thomas Health System, Logan Center, Genesis Health Care, Logan Regional Medical Center, Williamson Memorial Hospital, Trinity Health Care, Logan Pediatrics, Mildred Mitchell-Bateman Hospital, Hillcrest Health Care Center, and Dignity Hospice of Southern West Virginia.

C. **Necessity**

1. **Graduates**

Graduates of the program and those students only receiving paramedic certification are historically already employed due to their EMT-B certification. If not employed, they soon network with others and find employment in EMS. At the completion of paramedic certification students have reported increases from three dollars to five dollars per hour at their current place of employment. Additionally, students that have completed the program or

paramedic certification may also apply to other Allied Health professions such as nursing and physician assistant programs. EMS certification allows students flexibility and while remaining employed when continuing their education.

2. Job Placement

Students entering into the program historically are employed and are returning to the program to enhance their patient care skills, abilities, and expertise. Employment entering the program is usually one hundred (100%) and the same is true for students exiting the program. When the student passes the NREMT paramedic certification exam, the employed student will have a salary increase from three dollars to five dollars per hour depending on the service they are employed. In addition to employment by local EMS employers, Health Net Aeromedical service in Charleston, WV actively seeks certified paramedics. Southern graduates are strongly situated among the emergency workforce.

D. Consistency with Mission

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 advancement in the field of pre-hospital patient care.

The following program goals were developed for the Paramedic Science Program in conjunction with the institutional goals of Southern:

Communication abilities: Prepare students for alternative methods of providing and obtaining information face-to-face and proper use radio communications. Students will learn to be effective in giving oral reports and written communication.

Facility Systems: Prepare students to understand how their role fits into the healthcare environment, in and out of the hospital. The student will be able to identify how key systems affect the services performed and the quality of care provided.

Employability Skills: Prepare students to practice employability skills to enhance their employment opportunities, job satisfaction, and maintain and upgrade those skills as required.

Legal Responsibilities: Prepare students to understand and maintain an awareness of the legal responsibilities, limitations, and the implications of their actions within the health care delivery setting.

Ethics: Prepare students to know the difference between "right" and "wrong." In the healthcare environment one must conform to accepted and professional standards codes of conduct.

Safety Practices: Prepare students to understand existing and potential hazards to patients, coworkers, and themselves. Prepare students to prevent injury or illness through safe work practices and consistently follow health and safety policies and procedures.

Teamwork: Prepare students to understand the roles and responsibilities of the paramedic as part of the health care team, including their ability to promote the delivery of quality health care. Students will interact effectively and sensitively with all members of their team.

Resource Management: Prepare students to understand and practice principles and techniques of resource management. This ensures the careful use of available resources as they make life and death decisions.

IV. Recommendation

It is recommended that the Paramedic Science program at Southern West Virginia Community and Technical College be continued at the current level of activity.

**Appendix I
Course List**

First Year - First Semester (Fall)

BS 115 Essentials of Human Systems for Healthcare Professionals - 3
BS 116 Essentials of Human Systems for Healthcare Professionals Laboratory - 1
EM 101 Airway Management - 3
EM 102 Introduction to EMS - 3
EM 114 Pre-Hospital Pharmacology -3
EM 118 Patient Assessment - 3
EM 121 Pathophysiology for the Pre-Hospital Provider - 1
Total Semester Hours: 17

First Year - Second Semester (Spring)

AH 108 Medical Terminology - 2
EM 116 Cardiopulmonary - 5
EM 117 Medical Emergencies - 4
EM 119 Trauma/Shock Management - 3
EM 120 Coordinated Clinical Internship I - 3
Total Semester Hours: 17

Second Year - First Semester (Summer)

EM 217 Special Considerations - 4
EM 218 Rescue Operations - 4
EM 220 Coordinated Clinical Internship II - 3
Total Semester Hours: 11

Second Year - Second Semester (Fall)

AH 200 Health Care Ethics and Law - 1
AH 203 Communication Skills for Health Care Professional - 1
BU 115 Business Mathematical Applications - 3
CS 103 Introduction to Applications - 1
EN 101 English Composition I - 3
EM 215 EMS Seminar - 3
EM 216 Assessment Based Management - 1
EM 219 Coordinated Field Internship - 2
Total Semester Hours: 15

Total Program Hours: 60

**Appendix II
Competency Reports**

CoAEMSP (Appendix G/H) Student Patient Contact Matrix

Student Clinical, Field Internship Rotation Matrix
Date Range: Jan 1 2011 through Nov 12 2012
Goal Set: WV Goals
Class Month: All, Class Year: 2012, Class Section: A 2011-2012
Certification Level: PARAMEDIC
Subject Type: Human - Live, Manikin - Simulator

PROCEDURE	Number Required by Program	For Clinical Rotations ONLY		For Field Rotations ONLY	
		Average Number Per Student	Range Per Student	Average Number Per Student	Range Per Student
Safely Administer Medications	15	42	80 - 16	33	59 - 12
Live Intubations	5	2	6 - 0	1	5 - 0
Safely Gain Venous Access	25	44	68 - 26	33	52 - 14
Ventilate a Patient	20	3	9 - 0	3	14 - 0
Assessment of Newborn	5	Less than 1	1 - 0	Less than 1	0 - 0
Assessment of Infant	5	1	3 - 0	Less than 1	0 - 0
Assessment of Toddler	5	3	8 - 0	Less than 1	2 - 0
Assessment of Preschooler	0	2	5 - 0	Less than 1	1 - 0
Assessment of School Ageds	5	6	13 - 1	1	4 - 0
Assessment of Adolescents	5	4	8 - 2	2	7 - 1
Assessment of Adults	50	60	100 - 15	25	32 - 13
Assessment of Geriatrics	30	24	40 - 3	10	17 - 3
Assessment of Obstetric Patients	10	2	6 - 0	2	6 - 1
Assessment of Trauma Patients	40	20	34 - 2	9	17 - 5
Assessment of Psychiatric Patients	20	5	12 - 0	3	10 - 0
Assessment of Medical Patients	0	32	77 - 5	9	18 - 5
Assess and Plan RX of Chest Pain	30	14	31 - 1	6	11 - 4
Assess and Plan RX of Respiratory	30	23	53 - 2	6	14 - 2
Assess and Plan RX of Syncope	8	7	34 - 0	2	7 - 0
Assess and Plan RX of Abdominal	10	21	43 - 5	6	9 - 3
Assess and Plan RX of Altered Mental Status	20	9	26 - 0	6	13 - 0
Field Internship Team Leads	50	N/A	N/A	44	52 - 28

12 total students considered



Southern

West Virginia Community and Technical

College

Paramedic Student Skill Check-Off Sheet

This sheet must accompany the student to ALL clinical/field rotations. Present to preceptor each shift.

STUDENT NAME: _____ DATE _____

Students have shown competence in the laboratory setting on the skills listed below if highlighted and with instructor initials after.

Insert ET Tubes

- Oral
- Nasal

Obtain Venous Access

- Intravenous Access
- Intraosseous (Pediatric)
- Intraosseous (Adult)
- External Jugular Vein

Needle Cricothyrotomy

Administer medication

- Intravenous Infusion/Bolus
- Intraosseous Infusion/Bolus
- Subcutaneous
- Inhalation
- Oral
- Sublingual
- Rectal
- Intra-Muscular
- Endotracheal

Blind Insertion Airway Devices

- Combitubes
- PTL Airways
- Laryngeal Mask Airway (LMA)

Insert Gastric Tubes

- Nasogastric
- Orogastric

Needle Decompression

Diagnostic and Therapeutic Electrical

- Interpretation
- 3 Lead EKG
- 12 Lead EKG
- 15 Lead EKG
- Defibrillation
- Cardioversion
- External Pacing

Preceptors are to report any inadequacies occurring during the rotation.

Issues or Concerns during Check-Offs _____

Instructor _____ Date _____

Appendix III
Letter Conferring Accreditation with Citations



September 22, 2014

Joanne C. Tomblin, MA
 President
 Southern West Virginia Community & Technical College
 2900 Dempsey Branch Road
 Mt. Gay, WV 25637

RECEIVED

By Emma Baisden at 5:09 pm, Sep 22, 2014

Dear President Tomblin:

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is pleased to inform you of its vote on **September 19, 2014** to award **initial accreditation** to the Emergency Medical Technician-Paramedic program at Southern West Virginia Community & Technical College, Mt. Gay, WV.

The recent peer review conducted by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoA EMSP) and CAAHEP's Board of Directors recognizes the program's substantial compliance with the nationally established accreditation Standards. The initial accreditation status will expire on **September 30, 2019**.

The CoA EMSP will regularly monitor the program's compliance with the outcomes assessment thresholds through the program's Annual Report as well as other documentation that may be requested (Standard IV.B.).

The following citations merit your institution's attention and resolution in order to strengthen the program's compliance with the Standards (for a complete copy of the Standards, check the CAAHEP website at www.caahep.org, or call the office at 727-210-2350):

III.A.2. Resources - Hospital/Clinical Affiliations and Field/Internship Affiliations

For all affiliations students shall have access to adequate numbers of patients, proportionally distributed by illness, injury, gender, age, and common problems encountered in the delivery of emergency care appropriate to the level of the Emergency Medical Services Profession(s) for which training is being offered.

Rationale: Students are not meeting the goals that are set forth by the program specifically in Obstetrics and Pediatric patients.

Post Site Visit Response: The program needs to submit summary tracking documentation showing that each student has met the minimum required number of pediatric and obstetric patient encounters.

Submit tracking documentation that the program provides sufficient numbers of patients/clinical experience to meet the program minimums for pediatrics, including age subgroups, and obstetrics. [Note: The response needs to include the actual tracking documentation of all students; sample or blank forms are not sufficient.]

III.B.1.a. Resources - Program Director Responsibilities

The program director must be responsible for all aspects of the program, including, but not limited to:

1. the administration, organization, and supervision of the educational program
3. long range planning and ongoing development of the program
4. the effectiveness of the program and have systems in place to demonstrate the effectiveness of the program

Page 2
President Tomblin

Rationale: No evidence that formal and documented preceptor training is completed. No evidence to support there is long term planning. Several "reactionary revisions" to the program; however, it appears there is a reliance on the FISDAP exam and JBL proprietary online evaluations.
Post Site Visit Response: The program submitted documentation of fulfillment of duties 3) and 4), but has not completed the preceptor training.

1) Submit documentation that preceptor orientation/training includes at least the following topics: purposes of the student rotation (minimum competencies, skills, and behaviors), evaluation tools used by the program, criteria of evaluation for grading students, and contact information for the program.

Submit documentation of the dates of the preceptor training sessions (both clinical and field internship), the rosters of those preceptors who successfully completed the training, and the percentage of all preceptors who have successfully completed the training. Submit a roster of all active field internship preceptors.

For clinical experiences, submit evaluation of the experience, but that evaluation must include at least an overall, not necessarily individual, evaluation of the preceptors.

For field internship experiences, submit evaluation of the experience, but that evaluation must include an evaluation of each active field internship preceptor.

III.C.2. Resources - Curriculum

The program must track the number of times each student successfully performs each of the competencies required for the appropriate exit point according to patient age, pathologies, complaint, gender, and interventions.

Rationale: No evidence selected etiologies and pediatric subgroups to include neonate, infant, child, adolescent, were designated in number or tracked by the Program. Some etiologies still had "0" listed.

Post Site Visit Response: The program submitted the required minimum numbers of patient encounters. The program submitted an action plan. The program needs to submit summary tracking documentation showing that each student has met the required minimum numbers of patient encounters.

Submit the summary tracking documentation of the number of times each student has successfully performed each of the competencies according to patient age (including pediatric age subgroups), pathologies, complaint, gender, and interventions to demonstrate that the program minimums are being met. [Note: The response needs to include the actual tracking documentation of all students; sample or blank forms are not sufficient.]

IV.A.1. Student and Graduate Evaluation/Assessment - Student Evaluation Frequency and Purpose

Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students' progress toward and achievement of the competencies and learning domains stated in the curriculum.

Rationale: Minimal item analysis, no discrimination indices or validity/reliability of evaluations. There was no formal program in place to evaluate progression or completion of skill lab. The Site Visit Team had a difficult time evaluating whether the end terminal competencies were achieved.

Page 3
President Tomblin

The Program relies heavily on pencil and paper evaluation delivery. There were no course grading standards in the syllabus.

Post Site Visit Response: The program did not submit item analysis (p+ and discrimination index), did not submit an interpretation of the results of item analysis, and there was no description of any changes made to exams as a result of the analysis.

Submit the results of the analysis of validity and reliability of the major examinations (e.g., item analysis {p+ and discrimination index}, and that the tests correlate with the program goals and objectives). Submit the interpretation of the validity and reliability data and describe changes that were made to examinations based on that interpretation.

CAAHEP requests that a progress report, **using the progress report template provided**, be sent electronically to karen@coaemsp.org no later than **March 01, 2015** indicating the manner in which these citations have been resolved.

Failure to respond satisfactorily to the citations above may result in a withdrawal of accreditation.

The accreditation standards are established by CAAHEP, CoA EMSP, American Academy of Pediatrics (AAP), American Ambulance Association (AAA), American College of Cardiology (ACC), American College of Emergency Physicians (ACEP), American College of Osteopathic Emergency Physicians (ACOEP), American College of Surgeons (ACS), American Society of Anesthesiologists (ASA), International Association of Fire Chiefs (IAFC), National Association of Emergency Medical Technicians (NAEMT), National Association of State EMS Officials (NASEMSO), National Registry of Emergency Medical Technicians (NREMT), National Association of EMS Physicians (NAEMSP), and the National Association of EMS Educators (NAEMSE).

The commission commends you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in program accreditation. Questions concerning the submission or content of the progress report should be directed to the CoA EMSP Executive Office.

Sincerely,



Thomas K. Skalko, PhD, LRT/CTRS
President

cc: Pamela Alderman, EdD, RN, Dean, Career and Technical Studies
Katherine Deskins, BS, EMTP, Program Director, EMTP
Douglas K. York, NREMT-P, PS, (NAEMT), Chair, CoA EMSP
George W. Hatch Jr., EdD, LP, EMT-P, Executive Director, CoA EMSP

**Appendix IV
Citation Progress Report**



**Committee on Accreditation of Educational Programs for the Emergency
Medical Services Professions
Program Progress Report**

Program ID#:	600522	# of citations:	4	Deadline:	March 1 2015
Sponsor Name:	Southern West Virginia Community & Technical College				
Report submitted by:	Katherine Deskins				
Date Submitted:	03/05/2015				
Next Graduation Date(s):	05/2016				

Directions: Programs are required to submit their Progress Reports (PR) to CoAEMSP using the format below. Once the program has prepared its response, the PR must be submitted as a **single, complete pdf document**, sent in electronic format (CD, flash drive, upload) **by the designated deadline above, to the attention of Karen Franks.**

To submit by mail (CD, DVD, or flash drives):
CoAEMSP-Attn: Karen Franks
8301 Lakeview Pkwy.
Suite 111-312
Rowlett, TX 75088

To submit by email: [email karen@coaemsp.org](mailto:karen@coaemsp.org)

To submit by fileshare upload: **send an email request to karen@coaemsp.org - include program name, program number, and program director's name/email address - an account will be created for you and instructions will be sent to you advising how to upload your document.**

In each shaded box, provide the documentation/evidence of how the program has addressed the citation.

Standard cited, Rationale for Citation, Suggested Documentation:
<p>✦ III. Resources</p> <p>A. Type and Amount</p> <p>2. Hospital/Clinical Affiliations and Field/Internship Affiliations</p> <p>For all affiliations students shall have access to adequate numbers of patients, proportionally distributed by illness, injury, gender, age, and common problems encountered in the delivery of emergency care appropriate to the level of the Emergency Medical Services Profession(s) for which training is being offered.</p> <p>Rationale: Students are not meeting the goals that are set forth by the program specifically in Obstetrics and Pediatric patients.</p> <p>Post Site Visit Response: The program needs to submit summary tracking documentation showing that each student has met the minimum required number of pediatric and obstetric patient encounters.</p> <p><i>Submit tracking documentation that the program provides sufficient numbers of patients/clinical experience to meet the program minimums for pediatrics, including age subgroups, and obstetrics. [Note: The response needs to include the actual tracking documentation of all students; sample or blank forms are not sufficient.]</i></p>
Enter program response to this citation (enter narrative followed by all supporting documentation):

<p>Citation I</p> <p>Pediatric and Obstetric Response</p> <p>Documentation of the evaluation criteria of three students completing the program since notification of the citation has been included for review. <i>Attachment I</i> includes the FISDAP documentation showing summary tracking that verifies the students involved have met the</p>

minimum number of pediatric and obstetric patient encounters. In an effort to strengthen the pediatric and obstetric rotations, the students have participated annually in the local children's health fair. The health fair, Thomas Memorial's Kidoodle, is an annual event where hundreds of local children participate in screening and risk prevention activities to promote healthy growth and lifestyles. Southern's Paramedic students have played a vital role in the success of this activity as evidenced by the material in *Attachment II*.

In an effort to improve obstetrics rotations, the Program Director makes a constant effort to discuss the weekly rotations with the facilities OB Director and nursing units. The Program Director surveys the facilities to determine appropriate placement on a weekly basis. The rotations are then adjusted based on patient census and anticipated delivery and surgery schedules during clinical days. In an effort to offset the occasional lack of hands on clinical experience, the student will be required to participate and demonstrate the competency in the clinical simulation lab. The various obstetric goals and competencies can be completed through a simulation process if the student has been unsuccessful in obtaining the appropriate experience in the field. Southern is currently in the process of purchasing a simulation ambulance to aid in the process of field simulations. *Attachment III* provides a FISDAP summary of obstetrics encounter tracking.

Standard cited, Rationale for Citation, Suggested Documentation:✦ **III. Resources****B. Personnel****1. Program Director****a. Responsibilities**

The program director must be responsible for all aspects of the program, including, but not limited to:

- 1) the administration, organization, and supervision of the educational program,
- 3) long range planning and ongoing development of the program,
- 4) the effectiveness of the program and have systems in place to demonstrate the effectiveness of the program;

Rationale: No evidence that formal and documented preceptor training is completed. No evidence to support there is long term planning. Several "reactionary revisions" to the program; however, it appears there is a reliance on the FISDAP exam and JBL proprietary online evaluations.

Post Site Visit Response: The program submitted documentation of fulfillment of duties 3) and 4), but has not completed the preceptor training.

1) Submit documentation that preceptor orientation/training includes at least the following topics: purposes of the student rotation (minimum competencies, skills, and behaviors), evaluation tools used by the program, criteria of evaluation for grading students, and contact information for the program.

Submit documentation of the dates of the preceptor training sessions (both clinical and field internship), the rosters of those preceptors who successfully completed the training, and the percentage of all preceptors who have successfully completed the training. Submit a roster of all active field internship preceptors.

For clinical experiences, submit evaluation of the experience, but that evaluation must include at least an overall, not necessarily individual, evaluation of the preceptors.

For field internship experiences, submit evaluation of the experience, but that evaluation must include an evaluation of each active field internship preceptor.

Enter program response to this citation (enter narrative followed by all supporting documentation):

Citation II**Preceptor Training**

Preceptor training is an ongoing process for the Paramedic Program at Southern. The local ambulance service has partnered with Southern to develop a preceptor training program for employees. The goal of the preceptor training program is to empower the preceptor with the exact knowledge needed to effectively train, evaluate, and guide Southern's Paramedic students to program completion and certification.

Every preceptor completing the training is provided a "Student Program and Clinical Handbook". *Attachment IV* includes the table of contents to the handbook which provides a summary of the topics included throughout the document. *Attachment V* includes the actual preceptor training module that all preceptors are required to complete. This document does cover various topics including the purpose of the student rotation, evaluation tools, criteria for evaluation and contact information for the program staff and administration. *Attachment VI* includes the actual training rosters and documentation required to show preceptor compliance in training. This program will extend to the hospital facility, through one on one training, with the next field based rotation.

Attachment VII provides the overall experience summary of hospital rotation evaluations as provided by the students. *Attachment VIII* includes the overall experience summary of the field preceptors as evaluated by the students. Only trained preceptors were evaluated and participated in the learning process of the individual student.

Standard cited, Rationale for Citation, Suggested Documentation:

✦ **III. Resources**

C. Curriculum

2. The program must track the number of times each student successfully performs each of the competencies required for the appropriate exit point according to patient age, pathologies, complaint, gender, and interventions.

Rationale: No evidence selected etiologies and pediatric subgroups to include neonate, infant, child, adolescent, were designated in number or tracked by the Program. Some etiologies still had "0" listed.

Post Site Visit Response: The program submitted the required minimum numbers of patient encounters. The program submitted an action plan. The program needs to submit summary tracking documentation showing that each student has met the required minimum numbers of patient encounters.

*Submit the **summary** tracking documentation of the number of times each student has successfully performed each of the competencies according to patient age (including pediatric age subgroups), pathologies, complaint, gender, and interventions to demonstrate that the program minimums are being met. [Note: The response needs to include the actual tracking documentation of all students; sample or blank forms are not sufficient.]*

Enter program response to this citation (enter narrative followed by all supporting documentation):

Citation III

Competency Tracking

Attachment IX includes the FSDAP documentation of the clinical and field rotation objectives with the students summary data included. All competencies were completed either in field or via simulation and documented accordingly. Verification of all competency completion is a requirement of completion.

Standard cited, Rationale for Citation, Suggested Documentation:

♣ **IV. Student and Graduate Evaluation/Assessment**

A. Student Evaluation

1. Frequency and Purpose

Evaluation of students must be conducted on a recurrent basis and with sufficient frequency to provide both the students and program faculty with valid and timely indications of the students' progress toward and achievement of the competencies and learning domains stated in the curriculum.

Rationale: Minimal item analysis, no discrimination indices or validity/reliability of evaluations. There was no formal program in place to evaluate progression or completion of skill lab. The Site Visit Team had a difficult time evaluating whether the end terminal competencies were achieved. The Program relies heavily on pencil and paper evaluation delivery. There were no course grading standards in the syllabus.

Post Site Visit Response: The program did not submit item analysis (p+ and discrimination index), did not submit an interpretation of the results of item analysis, and there was no description of any changes made to exams as a result of the analysis.

Submit the results of the analysis of validity and reliability of the major examinations (e.g., item analysis {p+ and discrimination index}, and that the tests correlate with the program goals and objectives). Submit the interpretation of the validity and reliability data and describe changes that were made to examinations based on that interpretation.

Enter program response to this citation (enter narrative followed by all supporting documentation):

Citation IV

Exam Analysis

Tools for analyzing exams include formal discussion and evaluation between the Program and Medical Director. The students also receive a formal review with appropriate question and answer time allotted. Each individual assessment is graded using Apperson Accuscan forms and review. The exam summary documentation provides an individual question analysis based on student overall and individual performance. The analysis allows for the removal of questions that does not align with objectives, question revisions, and addition of critical thinking questions for future exams. *Attachment X* provides an example of a recent exam evaluation using the Apperson Accuscan review and *Attachment XI* provides proof of Medical Director review of examination.

Appendix V
Faculty Data Sheets

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Katherine Ann Deskins Rank Assistant Professor

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

Highest Degree Earned: BS
Date Degree Received: December 15, 1997
Conferred by: West Virginia Institute of Technology
Area of Specialization: Health Services Administration

Professional registration/licensure: Paramedic
Years of employment at present institution: 19
Years of employment in higher education: 19
Years of related experience outside higher education: 10
Non-teaching experience: 10

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.

Year/Semester	Course Number & Title	Enrollment
2015 Fall	EM 101 Airway Management	7
2015 Fall	EM 102 Introduction to EMS	7
2015 Fall	EM 114 Pre-hospital Pharmacology	7
2015 Fall	EM 118 Patient Assessment	7
2015 Fall	EM 121 Pathophysiology for the EMS Provider	7
2015 Fall	EM 215 EMS Seminar	8
2015 Fall	EM 216 Assessment Based Management	8
2015 Fall	EM 219 Coordinated Field Internship	9
2016 Spring	EM 116 Cardiopulmonary	6
2016 Spring	EM 117 Medical Emergencies	6
2016 Spring	EM 119 Trauma/Shock/Management	6
2016 Spring	EM 120 Coordinated Clinical Internship I	6
2016 Fall	EM 102 Airway Management	13
2016 Fall	EM 101 Introduction to EMS	13
2016 Fall	EM 114 Pre-Hospital Pharmacology	13
2016 Fall	EM 118 Patient Assessment	13
2016 Fall	EM 121 Pathophysiology	13
2016 Fall	EM 215 EMS Seminar	13
2016 Fall	EM 219 Coordinated Field Internship	13
2017 Spring	EM 116 Cardiopulmonary	10
2017 Spring	EM 117 Medical Emergencies	10
2017 Spring	EM 119 Trauma/Shock/Management	10
2017 Spring	EM 120 Coordinated Clinical Internship I	10

Year/Semester	Course Number & Title	Enrollment
2017 Summer	EM 219 Coordinated Field Internship	5
2017 Summer	EM 220 Coordinated Clinical Internship II	6

- (b). If degree is not in area of current assignment, explain.
Baccalaureate Degree in Health Service Administration.
- (c). Identify your professional development activities during the past five years.
2015-CAE conference in Tampa, Florida.
Learning more about the manikins the college uses for simulation teaching
2016-CAE training at the Williamson Campus.
Learning how to use the new simulation manikin purchased from CAE
2017-CoAEMSP Charlotte, NC Accreditation update for 2017.

FACULTY DATA SHEET
(No more than **TWO** pages per faculty member)

Name Tabitha Grace Meadows Rank N/A

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

Highest Degree Earned: Associate in Applied Science
Date Degree Received: December 2017
Conferred by: Southern West Virginia Community and Technical College
Area of Specialization: Paramedic Science

Professional registration/licensure: Mobile Critical Care Paramedic
Years of employment at present institution: 1
Years of employment in higher education: 1
Years of related experience outside higher education: 9
Non-teaching experience: 4

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.

Year/Semester	Course Number & Title	Enrollment
2016 Fall	EM 114 Pre-Hospital Pharmacology	13
2016 Fall	EM 118 Patient Assessment	13
2017 Spring	EM 116 Cardiopulmonary	10
2017 Spring	EM 119 Trauma/Shock/Management	10
2017 Summer	EM 217 Special Considerations	9
2017 Summer	EM 218 Rescue Operations	9

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

**Appendix VI
Enrollment**

Semester	Enrolled Student Count
Fall 2012	15
Spring 2013	11
Summer 2013	7
Fall 2013	20
Spring 2014	15
Summer 2014	5
Fall 2014	22
Spring 2015	12
Summer 2015	4
Fall 2015	23
Spring 2016	17
Summer 2016	7
Fall 2016	15
Spring 2017	11
Summer 2017	8

Year	Distinct Majors
12/13	22
13/14	32
14/15	28
15/16	36
16/17	29
17/18	20

Appendix VII
Program Course Enrollment

Paramedic Science - Course Enrollments

Year	Term	Emergency Medical Services Totals	Course Enrollments																
			EM 100	EM 101	EM 102	EM 103	EM 114	EM 116	EM 117	EM 118	EM 119	EM 120	EM 121	EM 125	EM 216	EM 217	EM 218	EM 219	EM 220
12./13	Totals	204		14	14	35	13	12	13	13	12	13		13	12	14		13	
	Fall 2012	102		14	14	22	13			13			13			13			
	Spring 2013	63				13		12	13		12	13							
	Summer 2013	39														12	14	13	
13/14	Totals	157		9	9	41	9	7	7	8	6	7	8	12		6	7	14	7
	Fall 2013	89		9	9	20	9			8			8	12				14	
	Spring 2014	48				21		7	7		6	7							
	Summer 2014	20														6	7		7
14/15	Totals	146		9	9	28	9	8	8	9	8	8	9	6	6	7	7	7	8
	Fall 2014	83		9	9	19	9			9			9	6	6			7	
	Spring 2015	41				9		8	8		8	8							
	Summer 2015	22														7	7		8
15/16	Totals	140		7	7	38	7	6	6	7	6	6	7	8	8	6	6	9	6
	Spring 2016	40				16		6	6		6	6							
	Summer 2016	21				3										6	6		6
16/17	Totals	177		13	13	26	13	10	10	13	10	11	13	5	5	9	9	11	6
	Fall 2016	96		13	13	15	13			13			13	5	5			6	
	Spring 2017	48				7		10	10		10	11							
	Summer 2017	33				4										9	9	5	6
17/18	Fall 2017	100		13	13	10	13			13			13	8	8				9

Appendix VIII
Accreditation Assessment Matrix and NREMT Passage Rates

APPENDIX A - Resources Assessment

(Matrix Format)

Programs holding Accreditation are required to complete Resource Assessment at least annually (Standard III.D). Programs seeking Initial Accreditation are required to complete at least columns B, C, and D of this matrix (Purpose, Measurement System, and Dates of Measurement) or complete the same information using the alternative full-page forms. Listed Purpose statements and Measurement Systems are minimally required. Programs may write additional Purpose statements and/or add Measurement Systems for resource(s). (see resource survey instruments at www.coaemsp.org)

(return to [PART C: ToC](#))

#	(A) RESOURCE	(B) PURPOSE (S) (Role(s) of the resource in the program)	(C) MEASUREMENT SYSTEM * (types of measurements)	(D) DATE (S) OF MEASUREMENT	(E) RESULTS and ANALYSIS (Include the # meeting the cut score and the # that fell below the cut score)	(F) ACTION PLAN / FOLLOW UP (What is to be done, Who is responsible, Due Date, Expected result)
1	FACULTY	Provide instruction, supervision, and timely assessments of student progress in meeting program requirements. Work with advisory committee, administration, clinical/field internship affiliates and communities of interest to enhance the program.	1. Program Personnel Resource Survey 2. Student Resource Survey 3. Advisory Meeting Minutes	Annual Evaluation in February	Results/Analysis below	Continue to monitor
2	MEDICAL DIRECTOR (S)	Fulfill responsibilities specified in accreditation Standard III.B.2.a.	1. Program Personnel Resource Survey 2. Student Resource Survey	Annual Evaluation in February	Select from drop down:	Continue to monitor
3	SUPPORT PERSONNEL (clerical, academic,	Provide support personnel/services to ensure achievement of program goals and	1. Program Personnel Resource Survey 2. Student Resource Survey	Annual Evaluation in February	Select from drop down:	Continue to monitor

	ancillary)	outcomes (e.g. admissions, registrar, advising, tutoring, clerical)				
4	CURRICULUM	Provide specialty core and support courses to ensure the achievement of program goals and learning domains. Meet or exceed the content and competency demands of the latest edition of the documents referenced in Standard III.C.	1. Program Personnel Resource Survey 2. Student Resource Survey 3. Advisory Committee Minutes	1. Annual Evaluation in February 2. Annual Evaluations in February 3. March of each year	Select from drop down:	Select from drop down:
5	FINANCIAL RESOURCES (fiscal support, acquisition /maintenance of equipment /supplies, continuing education)	Provide fiscal support for personnel, acquisition and maintenance of equipment/supplies, and faculty/staff continuing education.	1. Program Personnel Resource Survey 2. Student Resource Survey 3. Advisory Meeting Minutes	1. Annual evaluation in February 2. Annual evaluation in February 3. Annual evaluation in March	Select from drop down:	Select from drop down:
6	FACILITIES (classroom, lab, offices, ancillary);	Provide adequate classroom, laboratory, and ancillary facilities for students and faculty.	1. Program Personnel Resource Survey 2. Student Resource Survey 3. Advisory Meeting Minutes	1. Annual evaluation in February 2. Annual evaluation in February 3. Annual evaluation in March	Select from drop down:	Select from drop down:

7	EQUIPMENT /SUPPLIES	Provide a variety of equipment and supplies to prepare students for clinical/field internship experiences.	<ol style="list-style-type: none"> 1. Program Personnel Resource Survey 2. Student Resource Survey 3. Advisory Meeting Minutes 	<ol style="list-style-type: none"> 1. Annual evaluation in February 2. Annual evaluation in February 3. Annual evaluation in March 	Select from drop down:	Select from drop down:
8	CLINICAL/FIELD INTERNSHIP RESOURCES (affiliations)	Provide a variety of clinical/field internship experiences to achieve the program goals and outcomes.	<ol style="list-style-type: none"> 1. Program Personnel Resource Survey 2. Student Resource Survey 3. Course evaluations 	<ol style="list-style-type: none"> 1. Annual evaluation in February 2. Annual evaluation in February 3. Upon completion of course. 	Select from drop down:	Select from drop down:
9	LEARNING RESOURCES (print, electronic reference materials; computer resources)	Provide learning resources to support student learning and faculty instruction.	<ol style="list-style-type: none"> 1. Program Personnel Resource Survey 2. Student Resource Survey 3. Course Evaluations 	<ol style="list-style-type: none"> 1. Annual evaluation in February 2. Annual evaluation in February 3. Upon completion of course. 	Select from drop down:	Select from drop down:
10	FACULTY/STAFF CONTINUING EDUCATION	Provide time and resources for faculty and staff continuing education to maintain current knowledge and practice.	<ol style="list-style-type: none"> 1. Program Personnel Resource Survey 	<ol style="list-style-type: none"> 1. Annual evaluation in February 	Select from drop down:	Select from drop down:
11	PHYSICIAN INSTRUCTIONAL INVOLVEMENT	Provide physician-student instructional interaction to ensure confident, professional working	<ol style="list-style-type: none"> 1. Program Personnel Resource Survey (Section X) 2. Student Resource Survey (Section IX) 	<ol style="list-style-type: none"> 1. Annual evaluation in February 2. Annual 	Select from drop down:	Select from drop down:

		relationships between students and physicians.	Add this to advisory meeting agenda discuss it	evaluation in February		
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* Programs are required to use the questions/items in the CoAEMSP "Program Personnel Resource Survey" instrument and incorporate the results into the assessment of all of the above resource categories (rows).

Programs are required to use the questions/items in the CoAEMSP "Student Program Resource Survey" instrument and incorporate the results into the assessment of all of the above resource categories (rows), except "Faculty/Staff Continuing Education".

Programs are encouraged to use other instruments and mechanisms to provide additional information about the status of program resources.

NREMT – EMS Educators – Pass/Fail Report

Pass/Fail Report

Report Date: 12/4/2017 12:11:49 PM
Report Type: Program Report (WV-4398)
Registration Level: Paramedic
Course Completion Date: 4th Quarter 2011 to 4th Quarter 2017
Training Program: Southern WV Community & Technical College (WV-4398)

Attempted The Exam	First Attempt Pass	Cumulative Pass Within 3 Attempts	Cumulative Pass Within 6 Attempts	Failed All 6 Attempts	Eligible For Retest	Did Not Complete Within 2 Years
35	57% (20)	71% (25)	71% (25)	6% (2)	3% (1)	20% (7)

Attempted the exam: Number of graduates that make at least one attempt at the exam.

First attempt pass: Number and percent of those who attempt the exam that pass on the first attempt.

Cumulative pass within 3 attempts: Number and percent of those who attempt the exam who pass on the first, second, or third attempt.

Cumulative pass within 6 attempts: Number and percent of those who attempt the exam who pass on the first, second, third, fourth, fifth, or sixth attempt.

Failed all 6 attempts: Number and percent of those who fail the exam six times.

Eligible for retest: Number and percent of those who failed their last attempt, but remain eligible for retest (less than six attempts, less than two years from course completion.)

Did not complete within 2 years: Number and percent of those who fail their last attempt and are no longer eligible for retest (more than two years from course completion.)

1/16/2018

NREMT - EMS Educators - Pass/Fail Report

Pass/Fail Report

Report Date: 1/16/2018 5:33:19 PM
Report Type: Program Report (WV-4398)
Registration Level: Paramedic
Course Completion Date: 4th Quarter 2015 to 1st Quarter 2018
Training Program: Southern WV Community & Technical Colleg (WV-4398)

Attempted The Exam	First Attempt Pass	Cumulative Pass Within 3 Attempts	Cumulative Pass Within 6 Attempts	Failed All 6 Attempts	Eligible For Retest	Did Not Complete Within 2 Years
12	75% (9)	75% (9)	75% (9)	0% (0)	8% (1)	17% (2)

Attempted the exam: Number of graduates that make at least one attempt at the exam.

First attempt pass: Number and percent of those who attempt the exam that pass on the first attempt.

Cumulative pass within 3 attempts: Number and percent of those who attempt the exam who pass on the first, second, or third attempt.

Cumulative pass within 6 attempts: Number and percent of those who attempt the exam who pass on the first, second, third, fourth, fifth, or sixth attempt.

Failed all 6 attempts: Number and percent of those who fail the exam six times.

Eligible for retest: Number and percent of those who failed their last attempt, but remain eligible for retest (less than six attempts, less than two years from course completion.)

Did not complete within 2 years: Number and percent of those who fail their last attempt and are no longer eligible for retest (more than two years from course completion.)

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2018**

ITEM: Request for Approval to Terminate the Management, A.A.S. Degree Program

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of the discontinuance of the Management A.A.S. Degree Program in accordance with the West Virginia Council for Community and Technical College Education Title 135 Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*.

STAFF MEMBER: Bill Alderman

BACKGROUND:

At its June 2017 meeting, the Southern West Virginia Community and Technical College Board of Governors received the post-audit review for the Management A.A.S. program. The Board approved the program's continuation 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, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*.

At its meeting on October 23, 2017, the West Virginia Council for Community and Technical College Education received the post-audit review for the Management A.A.S. program at Southern West Virginia Community and Technical College. Council requested a follow-up report by March 15, 2018, addressing the need for program continuation. If continuation is recommended, the follow-up report should further address efforts to make the program more viable.

The follow-up report concluded that there is no need for a standalone Management A.A.S. program. The program is not viable, replicates the goals of other established business programs at the institution, and has not produced any graduates to-date. The Chair for the School of Career and Technical Studies will work with the four students in the major to transition them to another program at the institution that meets their career goals. Additionally, there are no dedicated faculty or space assigned to this program. No equipment was purchased specifically for the program.

At its March 5, 2018 meeting, the Board of Governors approved the Management, A.A.S. follow-up report as presented for submission to the Council for Community and Technical College Education. Therefore, the staff respectfully requests that the Board of Governors grant approval for the discontinuance of the Management A.A.S. program. The recommendation was reviewed and approved by the Management Council for Academic Affairs and Student Services, by Executive Council, and by President's Cabinet.

**POST-AUDIT FOLLOW-UP REPORT
2017-2018**

**Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation**

Program: Associate in Applied Science, Management

During the 2016-2017 Post-Audit Review for the Associate in Applied Science, Management Program, it was recommended that the program be continued, but reviewed at the next scheduled review date due to new institutional and programmatic leadership and organization restructuring. The rationale was that it would allow new leadership and program faculty time to re-evaluate and re-assess for the continuation and/or revision of the Management Program.

A follow-up report was requested addressing the need for program continuation and if continuation was recommended, the follow-up report should address efforts to make the program more viable.

The new Chair for the School of Career and Technical Studies was appointed in May 2017 and has conducted additional reviews of business program offerings with faculty. The review included an evaluation of the Management Program goals, enrollment, and completion. It was determined that the Associate of Applied Science degree in Management is not necessary as a standalone program. The program replicates goals of other established business programs, has limited identified majors and has not produced any graduates during the past four-year span. The existing business programs can accommodate students interested in management.

Appropriate steps through the Governance Committees and Institutional Governance Recommendation Forms will be completed and submitted throughout the upcoming year to the Board of Governors and the West Virginia Council for Community and Technical College Education formally recommending termination. No new students will be admitted to this program beginning with the fall 2018 term. A teach out plan will be provided to the active four declared majors allowing completion of the current program or a transfer option will be offer to another existing program.

INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Bill Alderman

CHECK ONE: Individual Committee Council/Senate
 CHECK ONE: Policy Recommendation Non-Policy Recommendation

1. **BACKGROUND:**

Post-Audit review revealed only four declared majors in a four year reporting period that had not produced any graduates and has courses not developed.

2. **STATEMENT OF RECOMMENDATION:**

It is recommended that the Management AAS program be discontinued and that individualized teach-out plans be developed for the four declared majors or the four switch to a comparable business program to fit their needs.

3. **RATIONALE:**

The Management AAS program shares similarities with the Business Administration program.

4. **SUPPORTING DATA AND DOCUMENTS:**

Only 4 declared majors and 0 graduates in Post-Audit reporting period.

5. **IDENTIFY RESOURCES THAT MAY BE REQUIRED:**

Equipment	
Financial	
Personnel	Business Faculty
Space	
Technology	
Other	

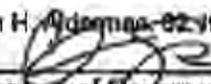
6. **DESCRIBE IMPACT ON OTHER COLLEGE ENTITIES:** (Briefly describe how the adoption of the recommendation could impact specific departments and/or groups within the College, or how adoption would impact other policies and/or procedures).

Discontinuance of this program will provide an opportunity to add an option under business administration during restructuring the business programs if demand is evident.

William H. Alderman - 02/20/18

Bill Alderman Chair

7.


 Signature of Governance Committee Chair or
 Individual Submitting the Recommendation

2/20/18
 Date

8. MANAGEMENT COUNCIL FOR ACADEMIC AFFAIRS AND STUDENT SERVICES
RECOMMENDATION: (if applicable)

- Approved as Recommended
- Denied Recommendation
- Approved as Modified
- Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

D. Romano
Chair's Signature

3-1-18
Date

9. EXECUTIVE COUNCIL'S RECOMMENDATION:

- Approved as Recommended
- Denied Recommendation
- Approved as Modified
- Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

Chair's Signature

Date

10. PRESIDENT'S CABINET RECOMMENDATION:

- Approved as Recommended
- Denied Recommendation
- Approved as Modified
- Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

R. DeLuca
Chair's Signature

3/13/18
Date

11. BOARD OF GOVERNORS RECOMMENDATION: (if applicable)

- Approved as Recommended
- Denied Recommendation
- Approved as Modified
- Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

Chair's Signature

Date

Final Decision Copied to:
Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

**Curriculum and Instruction Request Form
PROGRAM CHANGE**

Program: Associate In Applied Science—Management

School: Career & Technical Studies

Change Requested:

Discontinue the program beginning in Fall 2018.

"Appropriate steps through the governance committees and Institutional Governance Recommendation Forms will be completed and submitted throughout the upcoming year to the Board of Governors and the West Virginia Council for Community and Technical College Education formally recommending termination. No new students will be admitted to this program beginning with the Spring 2018 term. A teach out plan will be provided to the active four declared majors allowing completion of the current program or transfer to an existing program."

Justification for Request:

No graduates during the 4 year reporting period. Four students which will be transitioned into another business program, or a substitute plan will be created for any of the four students is feasible.

Recommended by / Date: William H. Alderman 02.08.18

Chair of School / Date: William H. Alderman 02.08.18

Curriculum and Instruction / Date: [Signature] 2/22/18

MCAS / Date: [Signature] 3-1-18

President's Cabinet / Date: [Signature] 3/15/18

Approve

Disapprove

Approve

Disapprove

Approve

Disapprove

Approve

Disapprove

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2018**

ITEM: Request for Approval of Revisions to SCP-1435, *Inclement Weather and Emergency Situations*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-1435, *Inclement Weather and Emergency Situations*, to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day comment period.

STAFF MEMBER: Samuel E. Litteral

BACKGROUND:

The Vice President for Finance and Administration Unit was charged with the review of SCP-1435, *Inclement Weather and Emergency Situations*. The purpose of this policy is to establish procedures for the cancellation of classes or closures of facilities due to inclement weather or emergency situations for Southern West Virginia Community and Technical College.

This policy was reviewed by Executive Council on April 5, 2018 and the President's Cabinet on April 11, 2018. Revisions reflect the inclusion of the Southern ALERTS Emergency Notification System as a means of class cancellations and campus/college facility closures, and clarification of personnel who are required to report to work during a facility or facilities closure.

Based on the deliberations and recommendations of the aforementioned bodies, it is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1435**

SUBJECT: Inclement Weather and Emergency Situations

REFERENCE: Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 38, *Employee Leave*

ORIGINATION: October 1994

EFFECTIVE: ~~January 12, 2018~~

REVIEWED: ~~August 2017~~ February 2018

SECTION 1. PURPOSE

- 1.1 To establish policy and procedures for the cancellation of classes or closure of facilities due to inclement weather or emergency situations for Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 The issuance applies to all classes, facilities, and central administrative units of Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

- 3.1 Class Cancellation – Classes are canceled, however, the College is open for business.
- 3.2 Eligible Employee – Those employees defined by Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 38, *Employee Leave*, deemed eligible to receive annual and/or sick leave.
- 3.3 Emergency – Adverse weather and/or road conditions, floods, extreme heat or cold with utilities turned off for extended periods of time or if local or state public safety officials declare a state of emergency.
- 3.4 Employee – Faculty, including adjunct, classified staff, and non-classified staff.
- 3.5 College Facility Closure – The College, or one or more campuses or facilities, will be closed for business for the entire day.
- 3.6 Off-Campus Instructional Facility – Locations, not operated by Southern, at which classes are held (i.e., public libraries, high schools, community facilities, vocational schools, etc.).
- 3.7 Adjusted Operating Hours – The College will open for business or classes will begin later than the normal hours of operation or the College will close or classes will be canceled before the end of the regularly scheduled day. ~~Normal hours of operation are from 7:30 a.m. to 9:00 p.m.~~

SECTION 4. POLICY

- 4.1 Policy Responsibility – It is the intent of Southern West Virginia Community and Technical College to close facilities or cancel classes only in extreme emergency situations. Closure may be for the entire institution, one or more campus locations, or for a single facility. The Directors of Campus Operations will monitor travel conditions and will contact the Vice President for Academic Affairs to discuss the weather situation. Once a decision is made, the Vice President for Academic Affairs is responsible for overseeing and carrying out procedures related to the cancellation of classes and/or closure of facilities.
- 4.1.1 The Vice President for Academic Affairs will then contact the Director of Media and inform the individual of the decision to cancel classes and the locations affected. The Director of Media will update the weather line and web site, send a notification through the Southern ALERTS Emergency Notification System, and contact local media to expedite information to the public.
- 4.2 Campus Responsibility – When these situations occur, the Vice President for Academic Affairs, in consultation with the School Chairs, will determine if it will be necessary to cancel or adjust classes, and/or operating hours (Adjusted Operating Hours) or close a facility (College Facility Closure). When these situations occur, students, employees, and the general public are encouraged to call the College’s weather line, visit the web site or listen/watch news media in the county at which their classes/events/meetings are held for cancellation or closure information.
- 4.3 Facility Closure – In the event that facilities are closed, employees of the College do not ~~need to~~ report to work until the facility is reopened, with the exception of essential employees as defined in SCP-1435.B, Section 2.1. Annual leave must be used per Section 7.2 of this policy. Additionally, public meetings/events/activities scheduled at the facility will be canceled.
- 4.4 Adjusted Operating Hours – In the event hours of operation are adjusted, facilities will remain open for all employees to report to work. Employees are encouraged to use discretionary judgment in their decision to report. Those not reporting must take annual leave. Additionally, public meetings/events/activities scheduled during affected hours will be rescheduled. College employee(s) responsible for scheduling the event must contact the parties affected.
- 4.5 Class Cancellation – In the event classes are canceled, faculty not reporting are expected to submit written plans to their School Chair/Program Coordinator for making up lost instructional time per Section 7.1 of this policy. Public meetings/events/activities scheduled during hours affected may or may not be rescheduled. College employee(s) responsible for scheduling the event must contact the parties affected.
- 4.6 Shared Facility – The Boone/Lincoln Campus and the Boone Career and Technical Center are considered separate facilities for the purposes of this policy. The Lincoln Location and the Lincoln County High School are considered separate facilities for the purposes of this policy. Southern classes scheduled in the Boone Career and Technical Center facility ~~are~~ may/may not be canceled if the Center is closed by the Boone County Board of Education. Southern classes scheduled in the Lincoln County High School wing ~~are~~ may/may not be canceled if the High School is closed by the Lincoln County Board of Education. Classes scheduled at the Boone/Lincoln Campus and/or Lincoln Location facility may/may not be affected. Persons are asked to listen or watch local news media, call the weather line or visit the web site for details.
- 4.7 Off Campus Facility Closure – In the event that an off-campus instructional facility (i.e., high school or vocational school building) is closed, Southern’s classes in that facility will not be held. The faculty member is required to submit written plans to their School Chair for making up lost instructional time per Section 7.1 of this policy.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 Loss of Instructional Time – If cancellations or closures cause the loss of instructional time, faculty members have the responsibility for making up instructional time lost. The faculty are to notify their respective School Chair in writing as to when and how instructional time will be made up.
- 7.2 Employee Absences – Absences from work by eligible employees due to cancellations or closures called in accordance with this policy, other than a declared emergency by public safety officials, must be charged against accumulated annual leave. Sick leave may not be charged for absences under this policy. In the event that one campus is closed, employees with approval of their supervisors, may be permitted to work at another location.
- 7.3 Employee Absence Under Declared State of Emergency – In the event that public safety officials declare a state of emergency, work hours missed during the declared emergency shall be considered regular work time for pay purposes. This time will not be charged to annual leave, nor will there be a requirement that the time be made up. Should any employee be required to work by the president or his/her designee during a declared emergency, the time worked shall be compensated according to provisions of Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 38, *Employee Leave*.
- 7.4 Policy Posting – The Directors of Campus Operations must post information at prominent locations regarding emergency closing and cancellations. Whenever possible, messages regarding adjusted hours, closing, and reopening of facilities will be placed on campus telephone systems.
- 7.5 Student Notification – Faculty are to provide this policy information (SCP-1435.A, *Media Notification List*) to students at the beginning of each semester. Additionally, the information will be published in the College Catalog.

SECTION 8. CANCELLATION

- 8.1 Replaces SCI 1370, “Inclement Weather and Emergency Situation” policy dated December 12, 1996.
Replaces SCI 1435, “Inclement Weather and Emergency Situation” policy dated October 1994.

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
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President	Date
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Attachments: SCP-1435.A, *Media Notification List*
SCP-1435.B, *Essential Employee Guidelines*

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: February 2008 - Revisions provide clarity and reflect changes in management responsibilities and procedure requirements.

August 2012 - Revisions reflect changes in position titles and management responsibilities.

August 2017 - Revisions reflect changes in position titles and management responsibilities. Added Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 38, *Employee Leave*, to the Reference Section of this policy.

February 2018 - Revisions reflect inclusion of Southern ALERTS Emergency Notification System as a means of class cancellations and campus/college closures, and clarification of personnel who are required to report to work during a facility closure.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1435.A**

SUBJECT: Media Notification List

REFERENCE: SCP-1435, *Incllement Weather and Emergency Situations*;
SCP-1435.B, *Essential Employee Guidelines*

EFFECTIVE: January 12, 2018

REVIEWED: August 2017

SECTION 1. PURPOSE

1.1 Cancellation or closures may affect only one building, campus, facility, off-campus facility, or the entire institution. Media will be requested to specifically announce the affected location/facility. The following news media will be contacted to announce information on closures or cancellations in affected areas:

<i>Boone and Lincoln Counties:</i>	WZAC 1450 (AM) 92.5 (FM)	Madison
	WVAF 99.9 (FM)	Charleston
	WQBE 950 (AM) 97.5 (FM)	Charleston
	KICKS 96.1 (FM)	Charleston
	WVFN 88.5 (FM) Public Radio	Charleston
<i>Logan County:</i>	WVOW 1230 (AM) 101.9 (FM)	Logan
<i>Mingo County:</i>	WVKM 106.7 (FM)	Matewan
	WBTH 1400 (AM)	Williamson
	WXCC 96.5 (FM)	Williamson
<i>Wyoming and McDowell Counties:</i>	WKQR 92.7 (FM)	Mullens
	WJLS 560 (AM) 99.5 (FM)	Beckley
	WHIS 1440 (AM)	Bluefield
	WHAJ 104 (FM)	Bluefield
	WWYO 970 (AM)	Pineville
	WELC 102.9 (FM)	Welch
	WELC 1150 (AM)	Welch
	WCIR 103.7 (FM)	Beckley
<i>Pike County, KY:</i>	WPKE 103.1 (FM) 1240 (AM)	Pikeville, KY
	WKLW 94.7 (FM)	Paintsville, KY
	WSIP 98.9 (FM)	Paintsville, KY
	WDHR 93.1 (FM)	Pikeville, KY

The following television stations will be contacted with cancellation or closure information:

WCHS-TV (Ch. 8-ABC)	Charleston
WOWK-TV (Ch. 13-CBS)	Huntington
WSAZ-TV (Ch. 3-NBC)	Huntington
WVVA-TV (Ch. 6-NBC)	Bluefield

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1435.B**

SUBJECT: Essential Employee Guidelines

REFERENCE: SCP-1435, *Inclement Weather and Emergency Situations*;
SCP-1435.A, *Media Notification List*

ORIGINATION: December 2013

EFFECTIVE: January 12, 2018

REVIEWED: August 2017

1. This guideline is not intended to replace the written emergency response plan outlined in Southern West Virginia Community and Technical College’s “Emergency Plan and Procedures Guide.” This guideline is intended to identify essential employees and provide employee guidance for reporting to work in the event of a declared state of emergency by authorized non-college officials (i.e., the Governor or county emergency services officials, etc.).
2. **Essential Employee Definition**
 - 2.1 Essential employees are defined as the Director of Campus Operations at each location and the Chief Information Officer.
 - 2.2 Directors of Campus Operations are required to report to work during an inclement weather/emergency closure of a campus facility or facilities. The Chief Information Officer may be able to verify information systems operation from a remote location. However, if necessary, he or she is required to report or have support staff report to ensure information systems and/or communication systems are appropriately operational.
 - 2.3 If a Director of Campus Operations is unable to report to work during an inclement weather/emergency closure of a campus facility or facilities, he or she will contact an appropriate staff member to report to work to address the situation at hand.
3. **Inclement Weather/Emergency Compensation**
 - 3.1 Exempt essential employees *required* to work during an inclement weather/emergency closure will be compensated with substitute time off on an hour for hour basis, in addition to regular pay. Non-exempt employees *required* to work during an inclement weather/emergency closure will be compensated for work performed through substitute time off or pay at the rate of one and one-half (1½) times the actual hours worked, in addition to regular pay. In order for substitute time off to be used in lieu of pay, there must be a mutual written agreement between the non-exempt employee and the supervisor. Otherwise, the non-exempt employee must be compensated with pay. If substitute time off is granted for work performed during an inclement weather/emergency closure, the accrued time must be used within six (6) months from the date it is earned.
4. **Treatment of Overtime and Inclement Weather Compensation**
 - 4.1 Inclement weather/emergency compensation is separate from overtime compensation. Both must be applied separately and appropriately. To be eligible for overtime compensation a non-exempt employee must actually work in excess of 40 hours during the work week. Non-exempt employees must be compensated for this time at one and one-half times their regular hourly rate.

This compensation may be in the form of pay or compensatory time.

- 4.2 Exempt employees with actual hours worked in excess of 40 hours within the work week are not entitled to overtime compensation for these hours.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2018**

ITEM: Approval of Revisions to SCP-8600, *Board of Governors Operational Guidelines* and Attachment 8600.A

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-8600, *Board of Governors Operational Guidelines* and Attachment 8600.A to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day comment period.

STAFF MEMBER: President Robert Gunter

BACKGROUND:

SCP-8600 states in Section 7 that "It shall be the responsibility of the BOG to periodically review the policy statement on Operational Guidelines to ensure its compliance with West Virginia State Code §18B-2A and to maintain its relevance to the operations of the Board and the mission of the College." The above referenced policy, along with its official attachment 8600.A, establishes the operational guidelines for the Board of Governors of Southern West Virginia Community and Technical College. The attachment currently includes Section 4.4.3 which addresses the filing of "open meeting notices with the Secretary of State's office for publication in the *State Register*. The notices are to be filed in a manner to allow each notice to appear in the *State Register* at least five days prior to the date of the regular or special meeting."

During the 2017 regular session of the State Legislature, West Virginia State Code §6-9A-3(e) was revised to state:

"Each governing body of the executive branch of the state shall electronically file a notice of each meeting with the Secretary of State for publication on the Secretary of State's website.

(1) Each notice shall state the date, time, place and purpose of the meeting.

(2) Each notice of a special meeting or a regular meeting shall be filed in a manner to allow each notice to appear on the Secretary of State's website at least five business days prior to the date of the meeting.

(3) When calculating the days, the day of the meeting is not to be counted. If a meeting notice is filed anytime other than during the Secretary of State's regular business hours, the date of filing will be considered the next business day."

The existing policy does not contain any language specifically referencing the *State Register*. The policy does state in Section 4 that, "The Operational Guidelines (SCP-8600.A) are hereby attached and are forthwith a part of this policy statement." The *State Register* is included as Section 4 of the Operational Guidelines.

The policy draft presented for Board action now contains language revising the filing of open meeting notices with the Secretary of State's office for publication on the Secretary of State's website to comply with the new law. All references to the *State Register* are recommended for

deletion from the Operational Guidelines attachment. It is therefore recommended that the Board adopt the resolution for the distribution of SCP-8600, *Board of Governors Operational Guidelines* and Attachment 8600.A to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-8600**

SUBJECT: Board of Governors Operational Guidelines Policy

REFERENCE: West Virginia Code §18B-2A;
Title 135, Procedural Rule, West Virginia Council for Community and Technical College
Education, Series 4, *Rules and Administrative Procedures*

ORIGINATION: August 2001

EFFECTIVE: ~~February 19, 2013~~

REVIEWED: ~~September 28, 2012~~ March 1, 2018

SECTION 1. PURPOSE

1.1 To establish the operational guidelines which shall govern the actions of the Board of Governors for Southern West Virginia Community and Technical College in setting forth policies to govern the college.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy is applicable to the members, current and future, of the Board of Governors of Southern West Virginia Community and Technical College as the representative body of its constituents.

SECTION 3. DEFINITIONS

3.1 None.

SECTION 4. POLICY

4.1 It is the policy of the Board of Governors (BOG) of Southern West Virginia Community and Technical College to perform the duties and responsibilities assigned to the BOG by the State of West Virginia as described in West Virginia Code §18B-2A. In performing such duties and responsibilities, the BOG, as constituted by its representative membership, shall be directed by the Operational Guidelines approved by the Board on October 18, 2007, and Policy Statements as adopted. The Operational Guidelines are hereby attached and are forthwith a part of this policy statement.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 The Operational Guidelines of the BOG of Southern West Virginia Community and Technical College shall include statements relative to the following topics and any other such categories as the Board shall deem appropriate.

- 6.1.1 General Policies
- 6.1.2 Board Organization

- 6.1.3 Board Operations
- 6.1.4 Meeting Protocol
- 6.1.5 Presidential Relations

SECTION 7. RESPONSIBILITIES

- 7.1 It shall be the responsibility of the Board of Governors to periodically review the policy statement on Operational Guidelines to ensure its compliance with West Virginia Code §18B-2A and to maintain its relevance to the operations of the Board and the mission of the College. This policy and/or Operational Guidelines shall be amended only in accordance with procedures outlined in the Operational Guidelines.

SECTION 8. CANCELLATION

- 8.1 All previous operational guidelines of any previously existing governing or advisory board of Southern West Virginia Community and Technical College are superseded by this policy statement and the attached Operational Guidelines of the Board of Governors as approved October 18, 2007.

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-8600.A, *Board of Governors Operational Guidelines*

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: October 18, 2007 – Revised to remove any reference to the Institutional Compact. *Operational Guidelines* were updated to reflect a change in legislation affecting the number of terms the Board of Governors Chair may serve.

September 28, 2012 – Reviewed policy and added Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 4, *Rules and Administrative Procedures*, to the Reference Section which addresses the process for the adoption, amendment, or repeal of rules and administrative procedures by institutions.

March 1, 2018 – Revised *Operational Guidelines* to remove any reference to the *State Register*, and to reflect a change in legislation regarding the electronic filing of meeting notices with the Secretary of State for publication on the Secretary of State's website.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-8600.A
Board of Governors Operational Guidelines

REFERENCE: SCP-8600, Board of Governors Operational Guidelines Policy;
West Virginia Code §18B-2A-4

ORIGINATION: August 2001

EFFECTIVE: ~~February 19, 2013~~

REVIEWED: ~~September 28, 2012~~ March 1, 2018

SECTION 1. GENERAL POLICIES

- 1.1 Purpose – The Board of Governors of Southern West Virginia Community and Technical College is appointed by the Governor of the State of West Virginia and serves as a representative body of its constituents to set forth policies to govern the college in the best interests of the community as a whole and in accordance with the statutes of West Virginia and Federal legislation.
- 1.2 Role of the Board of Governors – The role of the Board of Governors is to:
- 1.2.1 Establish the Mission, Vision, and Master Plan of the College and set clear written policy direction that is focused on community needs.
 - 1.2.2 Represent the community by knowing and understanding its needs and seeking a variety of perspectives when setting college policy.
 - 1.2.3 Define standards for College operations which set forth high quality programs, ensure wise and prudent expenditure of funds, and fair and equitable treatment of students and employees.
 - 1.2.4 Monitor the performance of the College to insure progress towards defined goals and adherence to policies.
 - 1.2.5 Select, hire and retain the President and to define and monitor the President’s performance through periodic evaluations.
 - 1.2.6 Promote the College in the community and advocate for its interests with government officials and in its fund-raising efforts.
 - 1.2.7 Create a positive leadership environment which fosters learning and focuses on outcomes.
 - 1.2.8 Act with integrity, promoting ethical behavior in all college dealings.
 - 1.2.9 Function as a unit, speaking with one voice which recognizes that the power of Board rests with the whole Board, not individual members.

- 1.3 Role of Individual Board Members – The role of the individual board member is to:
- 1.3.1 Know the community and represent its best interests.
 - 1.3.2 Support the College in its mission.
 - 1.3.3 Understand the College and represent it in a positive manner to all constituent groups.
 - 1.3.4 Adhere to Board of Governors policies and Code of Ethics.
 - 1.3.5 Work as a member of the Board.
 - 1.3.6 Adhere to the Board’s policy making role and recognize the President’s role as Chief Executive Officer.
 - 1.3.7 Avoid conflicts of interest.
 - 1.3.8 Maintain confidentiality.
 - 1.3.9 Speak for the Board only when delegated to do so by the Board.
 - 1.3.10 Refer complaints and problems regarding the College to the President.
 - 1.3.11 Attend and actively participate in Board meetings and work sessions.
 - 1.3.12 Refuse to participate in any action which is not in accordance with Board policy.
- 1.4 Duties and Responsibilities of the Board of Governors (Extracted and summarized from WV Code §18B-2A-4) – The duties and responsibilities of the Board of Governors are as follows:
- 1.4.1 Determine, control, supervise and manage the financial, business and education polices and affairs of Southern West Virginia Community and Technical College.
 - 1.4.2 Establish and amend campus Master Plan for the College including an Institutional Compact.
 - 1.4.3 Develop a ten-year campus development plan in accordance with article West Virginia Code §18B-19-4.
 - 1.4.4 Prescribe specific functions for the College to meet the higher education needs of the service area without unnecessary duplication.
 - 1.4.5 Develop and submit a budget for the College to the West Virginia Council for Community and Technical College Education (Council).
 - 1.4.6 Review all academic programs at least every five years offered at Southern West Virginia Community and Technical College.
 - 1.4.7 Ensure the sequencing of academic programs to ensure program completion in a reasonable time frame and to assure that the needs of non-traditional students are met.
 - 1.4.8 Utilize faculty, students and classified staff in institutional-level planning.

- 1.4.9 Administer a system for the management of personnel matters.
- 1.4.10 Administer a system for the hearing of employee grievances.
- 1.4.11 Solicit, utilize or expend voluntary support including financial contributions.
- 1.4.12 Appoint a President or other administrative head of the College.
- 1.4.13 Conduct a written performance appraisal of the President.
- 1.4.14 Submit an annual report to the Council on the performance of the College.
- 1.4.15 Enter into contracts or agreements with other educational institutions and/or share resources.
- 1.4.16 Delegate power and control to the college President.
- 1.4.17 Abide by the existing rules for acceptance of advance placement credit.
- 1.4.18 Establish an efficient system for the financial management and expenditure of special revenue and appropriated state funds.
- 1.4.19 Establish a plan to administer a consistent method of conducting personnel transactions. Not later than July 1, 2012, the Department of Administration shall make available to each governing board the option of using a standardized electronic system for these personnel transactions.
- 1.4.20 Transfer funds for any account appropriated for the College's use.
- 1.4.21 Acquire legal services that are necessary.

SECTION 2. BOARD ORGANIZATION

- 2.1 Organization and Authority – Effective the first day of July 2001, the Board of Governors of Southern West Virginia Community and Technical College are officially appointed by the Governor of the State of West Virginia to serve as a representative body of its constituents to set forth policies to govern the best interests of the college in accordance with the statutes of West Virginia.
- 2.2 Membership of the Board of Governors – The membership of the Board of Governors will consist of twelve persons including the following:
 - 2.2.1 A full time member of the faculty, with the rank of instructor or above, duly elected by the faculty;
 - 2.2.2 A member of the student body in good academic standing, enrolled for college credit and duly elected by the student body;
 - 2.2.3 A member from the institutional classified employees duly elected by the classified employees; and
 - 2.2.4 Nine lay members appointed by the Governor of the State of West Virginia with the advice and consent of the Senate, with no more than five (5) members from the same political party.

- 2.3 Terms of Office
- 2.3.1 Faculty Member – The faculty member will serve for a term of two (2) years beginning in July and may succeed themselves for three terms, not to exceed a total of eight (8) consecutive years.
- 2.3.2 Student Member – The student member will serve a term of one (1) year beginning in July and ending on the thirtieth day of June of each year.
- 2.3.3 Classified Employee – The classified employee member will serve for a term of two (2) years beginning in July and may succeed themselves for three terms, not to exceed a total of eight (8) consecutive years.
- 2.3.4 Lay Members – The lay members of the Board will serve a term of four years each and are eligible to succeed themselves for no more than one additional four-year term. The initial terms of office for lay members of the Board, appointed by the Governor, will be staggered.
- 2.4 Oath of Office – Prior to becoming a member of the Board of Governors, the member is required to take the Oath of Office prescribed by Article IV, Section 5 of the constitution of West Virginia and have the certificate filed with the Secretary of State.
- 2.5 Board Vacancies – The vacancy of an unexpired term of a member of the Board will be filled for the unexpired term within thirty (30) days of the occurrence of the vacancy in the same manner as the original appointment or election.
- 2.6 Disqualification from Board Membership (Extracted and summarized from WV Code §18B-2A-1)
- 2.6.1 A person is ineligible for appointment who is an officer, employee or member of any other board of governors; a member of a board of visitors of any public institution of higher education; an employee of any institution of higher education; an officer or member of any political party executive committee; the holder of any other public office, other than an elected county office, or public employment, other than employment by the county board of education, under the government of this state or any of its political subdivisions; an employee of any affiliated research corporation created pursuant to article twelve of this chapter; an employee of any affiliated foundation organized and operated in support of one or more state institutions of higher education; or a member of the council or commission. This subsection does not prevent the representative from the faculty, classified employees or students from being members of the governing boards.
- 2.6.2 A member of the Board of Governors, appointed by the Governor, may only be removed from membership on the Board in the manner prescribed by law for reasons of official misconduct, incompetence, neglect of duty, or gross immorality.

SECTION 3. BOARD OPERATIONS

- 3.1 Board Principles
- 3.1.1 The Board’s governance style is intended to encourage diversity of viewpoints and collective rather than individual decision making. Prior to setting policy, the Board will insure that input has been received from a variety of sources to insure representation of constituents and staff and sound decision making principles.
- 3.1.2 The Board’s focus will be on providing strategic leadership and representing the community it serves

rather than administrative detail.

- 3.2 Code of Ethics – The Southern West Virginia Community and Technical College Board of Governors Code of Ethics are as follows:
- 3.2.1 To demonstrate that the primary function of the Board is to establish policy by which the college is administered.
 - 3.2.2 To devote time, thought and study to the duties of the members of the Board of Governors to insure effective service.
 - 3.2.3 To work cooperatively with fellow Board members in spite of differences of opinion.
 - 3.2.4 To base decision-making on all available facts and to vote honestly, unswayed by personal bias of any kind, and to uphold the majority decision of the Board.
 - 3.2.5 To act in all college-related contacts including staff, media and citizens, reflecting the fact that there is no individual authority outside of the meetings of the Board.
 - 3.2.6 To refrain from using the Board position to benefit personally or for any other individual.
 - 3.2.7 To comply with the West Virginia Ethics Act in the areas of Confidentiality, Private Gain, Prohibitive Representation, Gifts, Subordinates, Contracts, Purchases and Sales.
- 3.3 Committee Principles
- 3.3.1 The Board will normally function as a committee of the whole without standing committees.
 - 3.3.2 If an Ad Hoc Committee is formed, it will be for the purpose of assisting the Board to do its job, not to advise staff nor help staff do its job.
 - 3.3.3 Board Ad Hoc Committees will normally be established for a specified purpose and a defined time period.
 - 3.3.4 Board committees have no authority over staff nor may they speak on behalf of the Board of Governors unless specifically authorized to do so.
 - 3.3.5 If necessary, Board members may call upon the services of the Chancellor for the West Virginia Council for Community and Technical College Education.
- 3.4 Officers of the Board – The Chairperson, Vice Chairperson, and Secretary will be elected from the lay Board membership in June of each year at the Board’s annual organizational meeting. A member may not serve as Chairperson for more than four consecutive years.
- 3.4.1 Duties of the Chairperson – The duties of the Chairperson are as follows:
 - 3.4.1.1 To preside at all Board meetings in an efficient and effective manner and set the general tone for the meeting through effective leadership.
 - 3.4.1.2 To insure the Board and individual Board members follow the Board’s own rules and policies and those established by legislation.

- 3.4.1.3 To promote deliberation at Board sessions that is open and thorough, but also efficient, timely, orderly and to the point.
 - 3.4.1.4 To insure that all Board members are properly informed of current and pending Board and College issues.
 - 3.4.1.5 To perform the same duty of voting on matters as other Board members.
 - 3.4.1.6 To speak on behalf of the Board of Governors as their designated representative.
 - 3.4.1.7 To appoint or arrange for the election of committees established by the Board.
 - 3.4.1.8 To call emergency meetings as necessary.
 - 3.4.1.9 To call for the evaluation of the President on an annual basis.
 - 3.4.1.10 To call for the self-evaluation of the Board of Governors on an annual basis.
 - 3.4.1.11 To sign all official Board minutes.
 - 3.4.1.12 To perform other duties as may be required by action of the Board.
 - 3.4.1.13 The Chairperson has no authority to direct or supervise the President.
- 3.4.2 Duties of the Vice Chairperson – The duties of the Vice Chairperson are to preside at Board meetings in the absence of the Chairperson or to fulfill the duties of the Chairperson as needed.
- 3.5 New Board Member Orientation – The Board will assist each new Board member to understand the Board of Governors role and responsibilities. The Board will develop and periodically review selected materials to be provided to new Board members to facilitate this process. The new Board member will be invited to meet with the Board Chairperson and the College President to acclimate him/herself to their new responsibilities.
- 3.6 Board of Governors Compensation and Expense Reimbursement – Members of the Board of Governors serve without compensation, but are reimbursed for reasonable and necessary expenses actually incurred in the performance of their official duties. Expenses are reimbursed through College funds allocated for this purpose upon presentation of an itemized statement.
- 3.7 Board of Governors Self Evaluation – The Board of Governors will develop a self evaluation tool to regularly monitor and discuss Board process and performance. The self evaluation tool will include a comparison of Board activities to Board policy as defined in this document.

SECTION 4. MEETING PROTOCOL

- 4.1 General – The purpose of this protocol is to establish rules by which the date, time, place and agenda of all regularly scheduled meetings and the date, time, place and purpose of all special meetings of the Board of Governors are to be made available in advance to the public and news media. It is also the purpose of this protocol to establish rules for attendance and presentation at any meeting where there is not room enough for all members of the public who wish to attend. This protocol also establishes procedures related to the conduct of all meetings.

- 4.2 Scope – This protocol shall apply to all regular and special meetings of the Board of Governors. This protocol shall also establish procedures to be observed in relation to emergency meetings requiring immediate official action.
- 4.3 Definitions
- 4.3.1 Regular Meeting – The Board of Governors shall establish a regular meeting schedule for the next ensuing fiscal year at its final regular meeting of each fiscal year. The agenda for all regular meetings shall be established by an Agenda Committee consisting of the Chairperson, Vice Chairperson, Secretary of the Board of Governors, Past Chairperson, one lay Board member elected in June of each year at the Board’s annual organizational meeting, and the College President. The Agenda Committee shall meet in person or by telephone conference at an established time prior to the commencement of each regular Board meeting for the purpose of establishing an agenda. However, any member of the Board of Governors may direct that an item be placed upon the agenda of an upcoming regular meeting by communicating such direction to the Chairperson in advance of the publication of the particular agenda, preferably prior to the meeting of the Agenda Committee.
- 4.3.2 Special Meeting – A special meeting of the Board of Governors may be called by the Chairperson or seven (7) members of the Board of Governors. All special meetings must be attended with a state of purpose. Emergency meetings, requiring immediate official action, shall be considered special meetings. However, the notice requirements for special meetings need not be fully observed in convening emergency meetings.
- 4.4 Pre-Meeting Procedures
- 4.4.1 Notice of Regular Meetings – Notices of all Regular Meetings shall be posted and maintained on a bulletin board that is accessible to the public located in the administrative office of the College on each campus. All such notices shall be posted at least three (3) working days in advance of a scheduled regular meeting. Each such notice shall state the date, time, place and include an agenda of the meeting. If a regular meeting is cancelled or postponed, a notice of such cancellation or postponement shall be posted in the same location as soon as feasible after the cancellation or postponement has been determined. Notice of Regular Meetings may, at the discretion of the President, be published on the Internet.
- 4.4.2 Notice of Special Meetings – Notices of all special meetings shall be posted and maintained on a bulletin board that is accessible to the public located in the administrative office of the College on each campus. All such notices shall be posted at least three (3) working days in advance of a scheduled special meeting. Each such notice shall state the date, time, place and purpose of the meeting. If a special meeting is cancelled or postponed, a notice of such cancellation or postponement shall be posted in the same location as soon as feasible after the cancellation or postponement has been determined. Notice of Special Meetings may, at the discretion of the President, be published on the Internet.
- 4.4.3 ~~State Register~~ – In compliance with West Virginia Code §6-9A, the President shall cause notice of all meetings of the Board of Governors to be electronically filed with the Secretary of State for publication ~~in the State Register~~ on the Secretary of State’s website. Each notice shall state the date, time, place and purpose of the meeting. Each notice shall be filed in a manner to allow each notice to appear ~~in on the State Register~~ on the Secretary of State’s website at least five business days prior to the date of the regular or special meeting. In the event of an emergency requiring immediate official action, the President shall cause an emergency meeting notice to be electronically filed with the

Secretary of State, as soon as practicable prior to the meeting. The emergency meeting notice shall state the date, time, place and purpose of the meeting and the facts and circumstances of the emergency. ~~Emergency meeting notices are exempt from the *State Register* publication deadlines, provided there is an "emergency."~~

- 4.4.4 Notice to Media – The President shall cause advance notice of all regular and special meetings to be provided to the press that regularly cover matters relating to the College. The President shall cause advance notice to be provided to other members of the press upon request. Such notice shall not be required in advance of emergency meetings requiring immediate official action.

4.5 Meeting Procedures

- 4.5.1 Compliance With Open Governmental Proceedings Act – The Chairperson of the Board and each member of the Board shall be familiar with the provision of the Open Governmental Proceeding Act and shall undertake to observe the requirements of the Act in relation to all motions to convene in an executive session. Executive sessions shall not be recorded by mechanical means, however, Board minutes shall identify the statutory authorization for each executive session and shall record the persons in attendance.
- 4.5.2 Presentations – All persons desiring to address the Board regarding an agenda item at a regular meeting or a matter identified within the stated purpose of a special meeting must register prior to the meeting. Persons will not be required to register more than fifteen (15) minutes prior to the time a meeting is scheduled to commence.
- 4.5.3 Reconvening Meeting When Space is Limited – In the event the place where a meeting is initially convened has inadequate space to accommodate members of the public who desire to attend or make presentations to the Board, the Chairperson of the Board may adjourn the meeting and reconvene the meeting at an alternate location on a date and at a time announced at the time of adjournment.
- 4.5.4 Telephone/Electronic Attendance – Members of the Board of Governors may attend and participate at any meeting by means of telephone or video-conference. Telephone or electronic equipment that is used to allow such attendance and participation shall be configured to allow those present, including members of the public, to observe and/or hear the members who are attending and participating by telephone or electronic means.
- 4.5.5 Consideration of Materials by Reference – All documents or materials that are referenced in an agenda or statement of purpose of a special meeting shall be available for public inspection at the meeting where such documents or materials are considered.
- 4.5.6 Parliamentary Procedure – The Board of Governors shall observe *Robert's Rules of Order, New Revised*, as a guide for conducting its business.
- 4.5.7 Voting – Voting may be verbal or by a show of hands. The outcome of all votes shall be announced by the presiding officer, and the recording secretary will record the vote accordingly. Any member may request a roll-call vote immediately following the presiding officer's announcement of the outcome of a vote.
- 4.5.8 Quorum – Seven (7) of the twelve (12) members of the Governing Board shall constitute a quorum. A majority of those members present and eligible to vote shall be required for the passage of all motions.

- 4.5.9 Minutes – Official Board of Governors meeting minutes will be maintained by the College and kept in a permanent and safe condition. The Board Chairperson will sign all official minutes. Copies of Board minutes will be provided to all Board members, and upon written request to interested parties in compliance with West Virginia statute.

SECTION 5. PRESIDENTIAL RELATIONS

- 5.1 General – The President is the Chief Executive Officer of the College and the Board’s single link with operating the institution. The role of the Board is to provide clear policy direction to the President with respect to the College’s Master Plan and Institutional Compact. The role of the President is to carry out the Board’s direction and administer the day-to-day operations of the College.
- 5.2 Board Delegation of Administrative Authority – The Board delegates to the President the function of formulating, implementing, directing and evaluating administrative policies and regulations under which the College will operate. These policies and regulations will govern the College and be consistent with Board policy.
- 5.3 Presidential Evaluation – The Board of Governors will conduct an annual written evaluation of the President using the following criteria:
- 5.3.1 The President’s job description.
 - 5.3.2 The President’s goals and objectives, established each year in consultation with the Board.
 - 5.3.3 Progress toward the College’s Master Plan.
 - 5.3.4 Adherence to Board policies.
 - 5.3.5 West Virginia Code §18B-1B-6
- 5.4 Presidential Search Process – The Board of Governors is responsible to hire and appoint a President or other administrative head of Southern West Virginia Community and Technical College in compliance with West Virginia Code §18B-1B-6.

SECTION 6. REFERENCES

- 6.1 West Virginia Code §6-9-A; West Virginia Code §18B-2A-1; West Virginia Code §18B-2A-4; West Virginia Code §18B-1B-6.
- 6.2 Carver, John and Miriam Mayhew. *A New Vision of Board Leadership: Governing the Community College*. Washington, DC. Association of Community College Trustees, 1994.
- 6.3 Smith, Cindra, J. *Trusteeship in Community Colleges. A Guide for Effective Governance*. Washington, DC. Association of Community College Trustees, 2000.
- 6.4 The Ethics Act. *A Code of Conduct for Public Servants*. West Virginia Ethics Commission.
- 6.5 Treasure Valley Community College. *Board of Education Policies*. Ontario, Oregon:1998.

Revised 02/19/2008; Approved Revisions 04/15/2008

Revised 09/28/2012 with legislation passed through the 2012 1st Special Session

Revised 03/01/2018 with legislation passed through the 2017 Regular Session

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2018**

ITEM: Request for Approval to Implement New Course and New Flat Fees

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the implementation of new course fees and new flat fees as presented for the 2018-2019 academic year effective July 1, 2018.

STAFF MEMBER: Samuel M. Litteral

BACKGROUND:

The administration of Southern West Virginia Community and Technical College recommends the approval of changes to existing course fees and new fees for the 2018-2019 academic year. The following is a list of new fees and changes to existing fees:

Course Fee (Per Credit Hour)	Current Fee	FY 2019 Request	Change
Medical Assisting (MA) New	\$0.00	\$5.00	\$5.00
Medical Laboratory Technology (ML)	\$15.00	\$20.00	\$5.00
Nursing Courses (NU)	\$20.00	\$25.00	\$5.00
Paramedic Science (EM)	\$10.00	\$15.00	\$5.00
Radiologic Technology (RA)	\$15.00	\$20.00	\$5.00
Respiratory Care Technology Courses (RC)	\$20.00	\$25.00	\$5.00
Salon Management/Cosmetology Courses (SM)	\$20.00	\$25.00	\$5.00
Surgical Technology (SG)	\$15.00	\$20.00	\$5.00

Other (Flat Fees)

Math ALEXS (Textbook Fee) Flat Fee	\$0.00	\$100.00	\$100.00
Watermark Comprehensive Assessment Fee (One-time Flat Fee)***	\$0.00	\$100.00	\$100.00

***Requires approval of the West Virginia Council for Community and Technical College Education

Regarding the request for approval of Watermark institutional assessment system, a mandate from the Higher Learning Commission (HLC) Peer Review has identified a need to implement an

institutional assessment system to improve the culture of assessment for academics, co-curricular, and non-academics. By the next focused review visit (Spring 2020), we need to improve the following and meet the identified expectations.

1. Lack of a robust institutional assessment culture.
2. The College values experiential learning, and as such deserves an assessment program that includes such learning.
3. The College needs to address a plan of action for a comprehensive assessment, including co-curricular assessment, as well as at least one year of results with strategies for improvement based on results.
4. The collection, analysis, and use of data about important student success indicators (retention, persistence, and completion) are lacking at the institutional level.
5. Definitive evidence from goal measurements with analysis and demonstrated use of results. While use may be less than reliable for radical change based on a limited data set, a pattern of evidence with thoughtful analysis should be evident.

On March 15, 2018, Watermark came to campus and made several presentations to faculty, staff, administration, and students demonstrating their solution to track outcomes assessment, evaluate program quality, and document institutional effectiveness for accreditation. The assessment management solution will empower Southern to use better data for improving student learning and for the advancement of institutional effectiveness and program quality. Southern will be able to move beyond compliance to advance learning because we will be getting data into the hands of administrators, educators, and learners everywhere to empower them to make meaningful improvements.

Watermark's assessment management solution includes the following:

- ePortfolio tools to capture, measure, and share learning milestones
- Foster deeper reflection on student learning experiences
- Richer learning experiences with customized ePortfolios, assessments, and assignments.
- Support experiential learning and a holistic student experience
- Collect and share a picture of achievements over time
- Track outcomes alignment at the course, program, and institutional level
- Document and assess learning milestones
- Aggregate reporting data from rubrics, tests, and quizzes
- Measure progress on learning outcomes in courses, programs, and colleges
- Document and report on goals, measures, findings, and actions
- Assess academic and non-academic program quality
- Link assessment efforts with related plans, budgets, and resources
- Share evidence for accreditation in online document rooms
- Customize workspaces to develop strategic plans or program review processes

Accordingly, the staff respectfully requests that the Board of Governors grant approval for the implementation of the Watermark assessment management solution.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2018**

ITEM: Request for Approval of Personnel Salary Increase for All Regular Employees for FY 2018-2019

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors authorize and direct the President of Southern West Virginia Community and Technical College, in conjunction with the Chief Financial Officer, to fund a 5% increase to the base salary, with a minimum increase of \$2,160, for eligible employees of Southern West Virginia Community and Technical College.

STAFF MEMBER: Samuel M. Litteral

BACKGROUND:

During the recently completed West Virginia legislative session, the Budget Bill (SB 152/ HB 4019) provided for a 5% salary enhancement for all West Virginia State employees. The State calculates the amount per employee by using the average of state appropriated salaries. The State determined 5% of the average salary to be \$2,160. There was no specific direction from the Governor's Office to provide a flat amount across the board salary increase. Southern chose to apply increases based on its salary policy, SCP-2825, *Salary Administration*, instead of the flat amount of \$2,160 per 1.0 FTE employee.

Information regarding the request for approval of personnel salary increases for all regular employees of Southern West Virginia Community and Technical College for FY 2018-2019 will be distributed at the Board meeting.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2018**

ITEM: Request for Approval of Salary Increase for the President of Southern West Virginia Community and Technical College for 2018-2019

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve a 5% base salary increase for the President of Southern West Virginia Community and Technical College as provided in the Budget Bill pending approval of the West Virginia Council for Community and Technical College Education.

STAFF MEMBER: Samuel M. Litteral

BACKGROUND:

During the recently completed West Virginia legislative session, the Budget Bill (SB 152/ HB 4019) provided for a 5% salary enhancement for all West Virginia State employees. The State calculates the amount per employee by using the average of state appropriated salaries. The State determined 5% of the average salary to be \$2,160. There was no specific direction from the Governor's Office to provide a flat amount across the board salary increase. Southern chose to apply increases based on its salary policy, SCP-2825, *Salary Administration*, instead of the flat amount of \$2,160 per 1.0 FTE employee.

This salary increase proposal is consistent with the salary increases requested for all eligible faculty, classified, and non-classified employees of Southern West Virginia Community and Technical College for 2018-2019.

Upon approval of this resolution, it is recommended for submission to the West Virginia Council for Community and Technical College Education for action at its next business meeting as required by Title 135, Legislative Rule, Series 5, *Employing and Evaluating Presidents*, of the West Virginia Council for Community and Technical College Education.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2018**

ITEM: Request for Approval of Institutional Compact Update for Academic Years 2018-2019 and 2019-2020

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the Southern West Virginia Community and Technical College Institutional Compact Update for academic years 2018-2019 and 2019-2020 as presented, and authorize its submission to the West Virginia Council for Community and Technical College Education for final approval.

STAFF MEMBER: Chris Gray, Chair
Strategic Planning and Financial Review Committee

BACKGROUND:

Southern West Virginia Community and Technical College's Institutional Compact Update for academic years 2018-2019 and 2019-2020 is presented to the Board of Governors for review and consideration for approval. The Institutional Compact Update must be submitted to the West Virginia Council for Community and Technical College Education on or before April 27, 2018. Therefore, it is the recommendation of staff that the Board of Governors approve the report as presented and its submission to the Council for approval at its next meeting.

SECTION A

Contact Information:

Institution: Southern West Virginia Community & Technical College

Name: Dr. Robert Gunter

Title: President Phone: 304-896-7439

Email: Bob.Gunter@southernwv.edu

SECTION B

Directions:

1. Ongoing strategies
 - a. Describe the strategies from your approved compact that are ongoing (for example: strategies related to college completion, retention, co-requisites courses, etc.). The link below will direct you to the Council approved compacts from the August 18, 2016, meeting (**page 23 of agenda**).
<http://webhost-wp.wvnet.edu/wvctcs/wp-content/uploads/sites/15/2016/10/Council-Agenda-web-ready-8.18.16.pdf>
2. New strategies implemented during academic years 2018-19 & 2019-20
 - a. Strategies must be specific, not general in nature
 - b. If implementing new programs, include the type / name of program
 - c. The narrative may be used to provide additional information / clarification
3. The compact update is due, **in PDF format, by April 27, 2018**. Please send to heckel@wvctcs.org.

SECTION C

GOAL I: Improve the success of students by increasing college completion.

Ongoing Strategies	
**Provide tutoring on all campuses to support student success in college level courses	
Improve, streamline, and simplify the application and approval process, and procedure of awarding degrees	
Develop and implement process of identifying students who complete credit-bearing skill sets and reporting completed skill sets in credit-bearing area on annual report	
**Complete development and dissemination of semester by semester suggested sequences of courses for all programs to make a clearer roadmap [Course Mapping, Guided Pathway System (GPS)]	
**Increase the number of articulation agreements with four-year transfer institutions (GPS)	
**Develop new EDGE agreements within Healthcare and Business	
**Revise scheduling processes for greater ease for students to complete programs and earn a degree (GPS)	
New Strategies: AY 2018-19 & 2019-20	
	Target Implementation Date
Develop and implement a plan to fully utilize DegreeWorks college-wide	December 2018
Develop, implement and assess advising strategies and practices (GPS)	May 2019
Develop, implement, and assess an early alert plan	May 2019
Document and maintain State Authorization Reciprocity Agreement (SARA)	June 2018
Ensure quality of curricular and co-curricular programs through the assessment process utilizing data and analytics for continuous improvement	December 2018
Implement the GPS Leadership Team to oversee initiative	August 2018

Narrative (Optional):

** An original strategy with wording changes for clarification. The intent of the strategy is the same.

GOAL 2: Meet the workforce demands of employers and enhance economic development efforts in West Virginia.

Ongoing Strategies	
**Expand relationships with non-profit organizations.	
Strategically target funding for the development of programs that meet documented workforce needs	
Expand partnerships with manufacturing sector representatives to determine needs of employers in order to develop and deliver training, and/or develop and implement skill sets and career-technical programs, if applicable	
Work with area manufacturers to host regional business services/support meeting and/or workshops	
Explore and start development of non-academic credit healthcare programs to meet documented need	
**Develop, modify, and deliver programs for the mining industry to meet changes in MSHA federal regulations and guidelines	
Add content, as appropriate, to career and technical programs in entrepreneurship to enhance student awareness of business needs and concerns	
Develop and implement a regular schedule for the review of course objectives to ensure they are relevant and meet the needs of the program and employers served	
New Strategies: AY 2018-19 & 2019-20	
	Target Implementation Date
Conduct and collect needs assessment of workforce training needs of employers and nonprofits	March 2019
**Business programs identify industry-recognized credentials to be implemented	December 2018
Develop Earn and Learn opportunities	August 2019
Establish the Entrepreneurship and Business Coaching Center	January 2019
Partner non-academic credit with traditional business academic efforts within the College to address entrepreneurial initiatives	August 2018
Pursue private and public sector funding to assist in supporting the growth of the Entrepreneurship and Business Coaching Center	June 2019
Pursue possible naming rights investment for Entrepreneurship and Business Coaching Center to substantially establish importance and visibility	June 2020
Develop additional industry sector partnerships with healthcare and hospitality/tourism	January 2020
Develop a business and industry advisory program model	August 2019
Develop an employer satisfaction evaluation process to assess curricular and program impact	December 2019
Use quantitative analysis of systems and programs to determine which ones have shown success	September 2019

Narrative (Optional):

** An original strategy with wording changes for clarification. The intent of the strategy is the same.

GOAL 3: Provide access to affordable community and technical college education in all regions of the state.

Ongoing Strategies	
Develop and implement online courses strategically to improve ability of students at a distance to access and complete specific course requirements in specific programs	
Increase early enrollment participation in local high schools	
Increase course offerings at local high schools on evenings and weekends to make courses more accessible and increase enrollment	
Develop recovery program for students on academic and financial aid probation to maintain financial aid participation rate	
**Develop plan to strategically manage enrollment and best utilize the institution's financial resources for enrollment growth, that includes special populations such as adults and veterans to increase enrollment	
**Develop and implement a targeted marketing plan which includes special populations such as adults and veterans to increase enrollment	
**Maintain tuition and fees at an affordable level	
Propose an increase in the number and amount of Foundation scholarships	
Explore alternative methods of course delivery through use of technology	
**Increase the number of services available to students digitally	
**Explore establishment of an electronic pathway between Southern and all schools districts and community partners in our service region to assist Southern with recruitment and enrollment (e.g. EDGE, Articulation)	
Develop and implement an effective marketing plan	
New Strategies: AY 2018-19 & 2019-20	Target Implementation Date
Monitor and implement initiatives in the default management plan to manage student loan cohort default rate to rehabilitate students who are at risk of student loan default	December 2019
Utilize recruitment tools to effectively increase enrollment	December 2018
Monitor the default management plan to manage the student loan cohort default rate	July 2018
Evaluate and assess Students Services for effectiveness and further reorganization	December 2018

Narrative (Optional):

** An original strategy with wording changes for clarification. The intent of the strategy is the same.

GOAL 4: Ensure fiscal stability to effectively deliver comprehensive community and technical college education.
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Ongoing Strategies	
Promote documented Southern successes to state-level decision makers as a means of developing more state support	
Advocate for increased appropriation levels of funding from the State Legislature through appropriate avenues	
Search out and apply for new federal, state and private grants that can support academic programming appropriate and needed by the college	
Develop partnerships with business and industry that can enable leveraging of resources with the private sector through sharing of people, equipment, and/or facilities	
Seek donations of funding, equipment, materials, etc., from partners in business and industry, as appropriate	
Explore new methods to conduct fund-raising for the Southern Foundation for support of college as well as for scholarships	
Increase professional development opportunities for faculty and staff at the college	
Target external professional development funding towards trainings and other professional engagement that enhances the employee's experience to the benefit to the college	
Develop and implement systematic plan for review of PIQs for all staff	
Review and revise appropriate course and program fees	
Take measures to incrementally increase reserve funds, as appropriate and possible	
Use quantitative analysis of systems and programs to determine which ones have shown success	
New Strategies: AY 2018-19 & 2019-20	Target Implementation Date
Develop, implement and assess advising strategies and practices	May 2019
Use quantitative analysis of instruction, academic support and student services for evaluation of effective use of funds for financial commitment to student success	July 2019
Identify process to tie strategies and initiatives to the budget	December 2018
Develop a project based funding model	July 2019
Develop multi-year salary plan for all employees	July 2018

Narrative (Optional):

** An original strategy with wording changes for clarification. The intent of the strategy is the same.

SECTION D

Definitions

Adult Students	Students age 20 and above.
Annual Headcount Enrollment	The unduplicated for-credit student (full- and part-time) enrollment number of all enrollment periods during the academic year.
Annualized FTE	The sum of summer, fall and spring end-of-term FTE divided by 2.
Associate Degree	A defined program for students in a specific occupational area consisting of a <u>minimum</u> of sixty (60) collegiate credit hours.
Career-Technical Program	Community and technical college degree programs that prepare students to enter the workforce directly upon completion of the program.
Certificate Degree Program	A defined program of study in a specific occupational area consisting of a <u>minimum</u> of thirty (30) collegiate credit hours.
College Credential	An attestation of an individual's qualification, competence or skill through the awarding of an associate degree, certificate degree or workforce skill set certificate by a community and technical college.
Composite Financial Index (CFI)	One overall measurement of the financial health (of each community and technical college) based on combining the four core ratios – primary reserve, net operating revenues, return on net assets and viability – as reported to the Council in the annual Consolidated Annual Financial Audit.
Contact Hours	Number of Students X Number of Session Hours Example: 10 students X 3 hour session = 30 contact hours
Credits-to-Degree	The Total number of academic credits accumulated by a student at the degree-granting institution at the time of the awarding of an associate degree.
Distance-delivered Program	An academic credit-based certificate or associate degree program offered in which <u>50% or more</u> of the required courses may be taken as distance-delivered courses as such courses are defined by the Higher Learning Commission.
Employers Served	The number of employers for which a product, a series of trainings or programs were delivered (credit and non-credit).
Employment Placement	Employment for a minimum of one quarter in West Virginia by a graduate within one-year of earning a certificate or an associate degree from a community and technical college.

Entrepreneurship Education	The number of focused courses and workshops offered in the area of entrepreneurship.
Expenditure Priority	Percentage of total expenditures devoted to instruction, academic support and student services.
Learn and Earn	Number of Learn and Earn (cooperative education) partnerships
Industry-recognized Credential	A credential, most often in the form of an industry-based certification, issued to an individual who has successfully completed a technical skill assessment aligned with industry recognized standards.
Licensure Passage Rate	The percentage of students taking and passing a licensure examination within one year after graduation.
Paid Internships	Internships in which students participate and are paid by employers.
Professional Development Activity	A variety of facilitated learning opportunities, specialized training, formal education or advanced professional learning involving topics and formats intended to assist faculty, staff and administrators in improving their professional knowledge, competence, skill and / or effectiveness.
Regional Industry Sector Partnership	Organizing an institution's workforce and technical program planning and development process by involving multiple employers of a particular economic sector; i.e., manufacturing, healthcare, energy, having a partnership steering committee and meeting at least three times a year.
Registered Apprenticeship Program	A program registered with and approved by the U. S. Department of Labor consisting of job-related technical instruction combined with on-the-job learning experiences resulting in the awarding of an industry issued, nationally recognized credential, and the potential to earn a college credential.
Retention Rate	The percentage of students (full- and part-time) enrolled during the fall term of one academic year at a community and technical college and returning the next fall term at any West Virginia higher education institution.
Student Financial Aid Participation Rate	The percentage of a college's total student enrollment receiving student financial aid assistance consisting of grants, scholarships and tuition waivers, but not student loans.
Time-to-Degree	The total number of years of enrollment at the institution by a full-time student at the time of the awarding of an associate degree.
Traditional Age Student	Students between the ages of 18 and 20.
Veterans Enrollment	An individual currently serving or has served in the armed forces of the United States and includes National Guard and Reserve members.

Workforce Skill Sets

A course, series of courses or competencies that prepare individuals for a specific job skill.