

## Focused Visit Report

After the team reaches a consensus, the team chair completes this form to summarize and document the team's view. Notes and rationale statements should be essential and concise.

**For visits with more than five areas of focus:** Contact [evaluations@hlcommission.org](mailto:evaluations@hlcommission.org) for an expanded version of this form.

### *Determinations Regarding the Criteria for Accreditation*

Refer to HLC policy [Evalutive Framework for the HLC Criteria \(INST.A.10.020\)](#) for guidance on determining whether a Core Component or other HLC requirement is met, met with concerns, or not met.

### *Submission Instructions*

**Draft report:** Email the report to the institution's HLC staff liaison.

**Final report:** Submit the report as a single PDF file to "Final Reports" at [hlcommission.org/upload](http://hlcommission.org/upload).

Institution: Southern West Virginia Community and Technical College

City, State: Logan, West Virginia

Visit Date: 11/17/2025 - 11/18.2025

**Peer Reviewers** (List each reviewer's name, title and affiliation. Note the team chair in parenthesis.)

Patricia L. Rogers, Ph.D. Retired Lake Superior College President MN (Chair)

Brian Inbody, Ed.D. President Neosho County Community College KS

### **Part A: Context and Nature of Visit (Areas of Focus)**

#### **1. Purpose of the Visit** (Provide the visit description from the Institution Event Summary.)

The purpose of this focused visit is to determine the institution's "...ability to meet Criterion Two, Core Component 2.A. as it relates to the governing Board's adherence to institutional policies and Criterion Two, Core Component 2.C. as it relates to the governing Board's delegation of day-to-day matters to the institution's administration and the evidence that the institution trains new Board members on institutional policies and procedures" (letter from K. Solomon to the IAC dated April 1, 2025.).

## 2. Organizational Context

Southern West Virginia Community and Technical College (SWVCTC) is a comprehensive two-year public institution with the main campus located in Logan, West Virginia. SWVCTC is part of the West Virginia Community and Technical College System. SWVCTC is accredited until 2032-2033 and is on the Standard Pathway.

## 3. Unique Aspects of Visit

SWVCTC has apparently had long-term issues relating to institutional governance since 2014 and also had some issues with assessment, faculty credentials, and planning. In 2020, a focused visit on these areas was conducted, and the report was accepted with monitoring. In 2023, the Comprehensive Evaluation visit report recommended reaffirmation of accreditation and again with monitoring. The HLC Board recommended the institution submit an embedded interim report with its next Assurance Filing in 2024 concerning Core Components 2.A, 4.B, 4.C, 5.B, 5.C, and 5.D. In November of 2024, complaints were filed with HLC that raised serious questions concerning the institution's Board and its governance activities; and cited serious personality clashes on the Board and with the then President. SWVCTC was asked to respond to these complaints and did so in January of 2025. The response raised additional concerns, specifically as they relate to Criterion Two and Core Components 2.A and 2.C. HLC asked for a focused response to these specific Core Components, and SWVCTC's former President provided a candid though biased response on February 21, 2025. Subsequently, the IAC approved a focused visit scheduled for November 16<sup>th</sup> and 17<sup>th</sup> of 2025. The West Virginia Community and Technical College System (Council) then took action regarding state involvement and the potential investigation, limiting the power of the President. On April 7, 2025 the Council made several serious decisions on removing the President, appointing an interim President, and limiting the powers of the SWVCTC Board of Governors until the issues are resolved. In May of 2025, HLC Staff recommended and the IAC concurred that a focused visit was necessary, specifically to evaluate Criterion Two and the relevant Core Components.

## 4. Interactions With Institutional Constituencies and Materials Reviewed.

List the titles or positions, but not names, of individuals with whom the team interacted during the review and the principal documents, materials and web pages reviewed.

Interim President

Dean of Accreditation and Assessment/Accreditation Liaison Officer

Interim Chief Academic Officer

SWVCTC Governing Board members (10)

Board Web Pages (including institutional governance and archives)

Board expectations pages

Board orientation manual pages

Board minutes

Presidential evaluations

Presidential job description

Letters of resignation

Faculty members in an open session

Policy updates

Organization Chart

Complaints

Institutional response to the complaints

Two anonymous letters regarding nepotism and ongoing concerns for faculty/staff trust

Series of responses for more information from the HLC

Focused Visit Report

West Virginia Community and Technical College System Council Chancellor and Vice Chancellor

Council minutes and actions

5. **Areas of Focus.** Complete the following questions for each area of focus assigned as part of the visit (see the Institution Event Summary, action letter assigning the visit and/or the team report recommending the visit, as applicable), or that are otherwise identified by the team during the visit. Note that each area of focus should correspond with only one Core Component or other HLC requirement.

### Area of Focus 1

Statement of Focus:

- This area of focus was originally assigned as part of the visit.
- This area of focus was identified by the team during the visit.

Relevant Core Component or other HLC requirement (if none, write N/A):

Criterion Two, Core Component 2.A. as it relates to the governing Board's adherence to institutional policies

Determination:

- There is no specific HLC requirement associated with this Area of Focus. The institution demonstrates adequate progress in the Area of Focus. (*Note: This option is only applicable to focused visits that are held as an immediate follow-up to HLC's approval of an application for Change of Control, Structure, or Organization.*)
- The HLC requirement is met.
- The HLC requirement is met with concerns (only applicable for Core Components).
- The HLC requirement is not met.

**Note:** Provide the team's determination for this HLC requirement in Part C as well.

## Rationale:

The governing Board has experienced significant turnover in the last 12 months including 12 new members and 3 chair/vice chair elections. Much of the turnover can be attributed to conflict between the administration and the members of the Board, and among the Board members themselves. This is cited in the institution's focus visit report and confirmed through on-site interviews with administration and the current Board. With the departure of several Board members central to this conflict along with the departure of the past President and other key members of the administration, there has been a significant positive change in College leadership culture. The newly formed Board has been focused on College policy and on professional development. The West Virginia Community and Technical College System, along with the Interim President, Interim CAO and a contracted consultant, have been instrumental in assisting the SWVCTC Board of Governors (BOG) in professional development in policy governance and adherence.

Since the change in BOG membership in July 2025, and with the assistance of the interim President and CAO, the Board reviewed relevant institutional policies and procedures associated with governance and developed new policies and procedures. This includes SCP-8600 and SCP-8600A which deals with Board operational guidelines. They have instituted a new Board ethics policy and are scheduled to vote on a nepotism policy at the December 2025 Board meeting. This was confirmed by the focus visit report, and the Board meeting minutes as well as interviews with the Board and College administration.

The Board has continued its professional development dealing with the basics of the Board governance and policy adherence, as well as the role of the Board member and how it differs from the role of the President. The College administration led by the experienced interim President has conducted professional development with this inexperienced Board. They have been greatly assisted by The West Virginia Community and Technical College System administration who has held "Lunch and Learn" training sessions and Board summits which have been attended by Board members of SWVCTC. These training sessions also focused on the policy role of the Board. Artifacts from the training sessions were provided to the peer review team.

Analysis of Board minutes as well as interviews with administrators and Board members has revealed a Board that is much better informed about their role within policy and much more collegial with each other and the administration. Board members report that they no longer dread attending meetings and are no longer considering resignation from their position to escape the conflict.

The lingering concern for 2A lies in two areas. First, this Board is relatively inexperienced with many appointed in the last year. While they have made great strides in policy governance and understanding their role as opposed to the role of the President, and have completed many hours of professional development, there appears to be still much they need to learn and experience in these new positions. Much of these advancements have only occurred since July of 2025. The full BOG has yet to experience a full academic year or even a full semester.

Second, any Board relies on a competent administration to help with items such as professional development and policy adherence. SWVCTC is about to experience a significant turnover in administration with all but two of the eight cabinet members leaving by the end of the academic year, including the CAO. Most, but not all, of these turnovers are due to pending retirements.

The interim President is slated to end his term in May of 2026. The West Virginia Community and Technical College System Council has yet to determine if they will move forward with a search for a permanent President or hire a new Interim President until such time as the Board is fully trained and can completely assist in the permanent President hiring process. With this significant amount of turnover expected, the Peer Review Team believes that there exists the possibility that Board progress toward policy adherence could be stalled.

For these reasons, the Peer Team concludes that 2A is Met with Concerns.

## Area of Focus 2

### Statement of Focus:

- This area of focus was originally assigned as part of the visit.
- This area of focus was identified by the team during the visit.

### Relevant Core Component or other HLC requirement:

**Criterion Two: Core Component 2.C. as it relates to the governing board's delegation of day-to-day matters to the institution's administration and the evidence that the institution trains new board members on institutional policies and procedures**

### Determination:

- The HLC requirement is met.
- The HLC requirement is met with concerns (only applicable for Core Components).
- The HLC requirement is not met.

***Note: Provide the team's determination for this HLC requirement in Part C as well.***

### Rationale:

As stated in Focus Area 1, the Board has continued its professional development dealing with the basics of the Board governance and policy adherence, as well as the role of the Board member and how it differs from the role of the President. The College administration led by the experienced interim President has conducted professional development with this inexperienced Board. They have been greatly assisted by The West Virginia Community and Technical College System administration who has held "Lunch and Learn" training sessions and Board summits which have been attended by Board members of SWVCTC. These training sessions also focused on the policy role of the Board. Artifacts from the training sessions were provided to the peer review team.

Analysis of Board minutes as well as interviews with administrators and Board members has revealed a Board that is much better informed about their role within policy and much more collegial with each other and the administration. Board members report that they no longer

dread attending meetings and are no longer considering resignation from their position to escape the conflict.

Concerns under 2.C mirrors the concerns of 2A in that the Board is still relatively new and inexperienced and the College is about to experience significant turnover in leadership. Meeting this core component is dependent on confidence in the administration's ability to lead and the Board's complete understanding of its role and how it differs from that of the President.

Due to the pending turnover of administration, and the relative inexperience of this newly formed Board, the Peer Team finds that 2.C. is Met with Concerns.

### Area of Focus 3

#### Statement of Focus:

- This area of focus was originally assigned as part of the visit.
- This area of focus was identified by the team during the visit.

#### Relevant Core Component or other HLC requirement:

#### Determination:

- The HLC requirement is met.
- The HLC requirement is met with concerns(only applicable for Core Components).
- The HLC requirement is not met.

**Note:** Provide the team's determination for this HLC requirement in Part C as well.

#### Rationale:

### Area of Focus 4

#### Statement of Focus:

- This area of focus was originally assigned as part of the visit.
- This area of focus was identified by the team during the visit.

#### Relevant Core Component or other HLC requirement:

**Determination:**

- The HLC requirement is met.
- The HLC requirement is met with concerns (only applicable for Core Components).
- The HLC requirement is not met.

**Note:** Provide the team's determination for this HLC requirement in Part C as well.

**Rationale:**

**Area of Focus 5**

**Statement of Focus:**

- This area of focus was originally assigned as part of the visit.
- This area of focus was identified by the team during the visit.

**Relevant Core Component or other HLC requirement:**

**Determination:**

- The HLC requirement is met.
- The HLC requirement is met with concerns (only applicable for Core Components).
- The HLC requirement is not met.

**Note:** Provide the team's determination for this HLC requirement in Part C as well.

**Rationale:**

**Part B: Recommendation and Rationale**

**Recommendation:**

- Evidence demonstrates that no monitoring is required.
- Evidence demonstrates that monitoring is required.

- Interim report
- Focused visit
- Evidence demonstrates that HLC sanction is warranted.
  - Notice
  - Probation
- Evidence demonstrates that an HLC Show-Cause Order is warranted.
- Evidence demonstrates that withdrawal of HLC accreditation is warranted.

*Only for reviews of institutions on extended Probation:*

- Evidence demonstrates that Probation should be removed with no monitoring.
- Evidence demonstrates that Probation should be removed with monitoring.
  - Interim report
  - Focused visit

#### **Rationale for the team's recommendation:**

The Team recommends an embedded report to accompany the 2027 Comprehensive Visit Assurance Report. Since the ordering of the November 2025 Focused Visit in May of 2025, there was significant turnover on the Board and with the College leadership (12 new Board members, new interim President, and new interim CAO as noted in Area of Focus 1). Some of this turnover happened due to actions taken by the West Virginia Community and Technical College System (Council) when they limited the Board's powers, limited the President's powers, then removed the President and replaced her with an experienced interim. Some of the turnover was influenced by whistle-blower complaints and lawsuits. In one case, a pending grievance resulted in a member immediately resigning. The resignations of key problematic Board members further opened opportunities for the College to make swift changes to address the issues cited in Criterion 2. The Team found strong evidence for several positive changes and some significant progress on their plans for adopting new policies on nepotism and ethics, training for the Board, clarification of the role of the Board and President, and improving campus climate and communication.

While these steps are positive and have visibly improved the issues, it has been only six to eight months since the resignations and Presidential removal happened (at the time of the Team visit). Further, the Board is made up of mostly new members, and there are two vacancies not yet filled by the Governor. The Board has been taking training with an experienced consultant (a former Board Chair and past President) and they are committed to sustaining the forward progress. The Team believes they are on a good trajectory, but need more time to ensure the new practices, adherence to policies, and continuing Board professional development are sustainable and embedded in institutional behavior. The Team suggests that the HLC Liaison work closely with the College and its Board of Governors to ensure that these positive steps are well supported. The Team also suggests that the College consider ACCT Board training or other formal Board professional development to ensure the Board is well grounded in appropriate Board activities and functions.

The Team is also concerned about the major upcoming changes in leadership. The interim President will finish his contract in May of 2026, the interim CAO leaves for another position in December of 2025 and

is replaced by another interim CAO. In addition, the Chief External Affairs Officer, Chief Human Resources Officer, Chief Information Officer have plans to retire by the end of the academic year. The Chief Student Services Officer is currently held by an interim, who has served previously as the registrar. This leaves the Chief Financial Officer and Chief Facilities Management Officer as the only remaining “permanent” cabinet members.

During the conversation with the Chancellor and Vice Chancellor, the Team noted that plans for replacing the current interim President have not yet been finalized. As of now and for the next two years, the Council has the power to hire the next President, which are the powers removed from the current Board in April of 2025. The choices for replacement would be to either conduct a regular search with campus involvement for the permanent President or appoint another interim President in June or July of 2026. Given the changes in leadership among the cabinet, and considering the relative inexperience of the new Board, this will be a challenging choice.

### **Changes to the Institution’s HLC Stipulations**

If recommending a change in the institution's stipulations, state both the old and new stipulation and provide a brief rationale for the recommended change. Check the Institutional Status and Requirement (ISR) Report for the current wording. (Note: After the focused visit, the institution's stipulations should be reviewed in consultation with the institution's HLC staff liaison.)

### **Monitoring**

#### **Interim Report**

If the team recommends a follow-up interim report, indicate the topic (including the relevant Core Components or other HLC requirements), timeline and expectations for that report. (Note: the team should consider embedding such a report as an emphasis in an upcoming comprehensive evaluation in consultation with the institution's HLC staff liaison.)

#### **An embedded report (included with the 2027 Assurance Report) specifically speaking to progress on concerns identified in Core Components 2.A and 2.C is recommended.**

\*The report should include measurable evidence that the board continues to adhere to policy, new policies are in effect, the distinct separate roles of the Board and President are clear to the campus community, and Board and College leadership are stabilized.

\*The report should include measurable evidence of progress in Board training, Board clarity of roles, and measurable evidence of sustainability of both Board readiness for oversight of the College and College leadership (addressing the large turnover on cabinet-level positions). An update on Council oversight and limiting of Board and Presidential powers should be included.

#### **Focused Visit**

If the team recommends a follow-up focused visit, indicate the topic (including the relevant Core Components or other HLC requirements), timeline and expectations for that visit. (Note: The team should consider embedding such a visit as an emphasis in an upcoming comprehensive evaluation in consultation with the institution's staff liaison.)

## Part C: Summary of HLC Requirements Evaluated by the Team

### Core Component Determinations

Indicate the team's determinations for the Core Components identified in Part A, questions #5.

**Important:** If a Core Component was **not** evaluated by the team, mark it as "Not Evaluated."

Number	Title	Not Evaluated	Met	Met With Concerns	Not Met
<b>1. Mission</b>					
1.A	Mission Alignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.B	Mission and Public Good	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.C	Mission and Diversity of Society	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Integrity: Ethical and Responsible Conduct</b>					
2.A	Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.B	Transparency	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.C	Board Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.D	Academic Freedom and Freedom of Expression	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.E	Knowledge Acquisition, Discovery and Application	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Teaching and Learning for Student Success</b>					
3.A	Educational Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.B	Exercise of Intellectual Inquiry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.C	Sufficiency of Faculty and Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.D	Support for Student Learning and Resources for Teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.E	Assessment of Student Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Number	Title	Not Evaluated	Met	Met With Concerns	Not Met
3.F	Program Review	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.G	Student Success Outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4. Sustainability: Institutional Effectiveness, Resources and Planning

4.A	Effective Administrative Structures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.B	Resource Base and Sustainability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.C	Planning for Quality Improvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Determinations Related to Other HLC Requirements

Indicate the team's determinations for any Eligibility Requirements, Assumed Practices, Federal Compliance Requirements or Obligations of Membership identified in Part A, questions #5. (Add rows to the tables below as needed.)

Eligibility Requirements	Team Determination (Met or Not Met)

Assumed Practices	Team Determination (Met or Not Met)

Federal Compliance Requirements	Team Determination (Met or Not Met)

<b>Obligations of Membership</b>	<b>Team Determination</b> (Met or Not Met)

## Institutional Status and Requirements (ISR) Worksheet

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### Review Details

**Institution:** Southern West Virginia Community and Technical College, West Virginia

**Type of Review:** Monitoring - Focused Visit

**Description:** A visit focused on Criterion Two, Core Component 2.A and Core Component 2.C.

**Review Dates:** 11/17/2025 - 11/18/2025

No Change in Institutional Status and Requirements

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### Accreditation Status

**Status:** Accredited

- No Change
- Recommended Change:

**Degrees Awarded:** Associates

- No Change
- Recommended Change:

### Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2022 - 2023

Year of Next Reaffirmation of Accreditation: 2032 - 2033

- No Change
- Recommended Change:

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### Accreditation Stipulations

#### General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

- No Change
- Recommended Change:

#### **Additional Locations:**

Prior HLC approval required.

- No Change
- Recommended Change:

#### **Distance and Correspondence Courses and Programs:**

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

- No Change
- Recommended Change:

#### **Competency-Based Education:**

- No Change
- Recommended Change:

#### **Pell-Eligible Prison Education Program:**

- No Change
- Recommended Change:

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#### **Accreditation Events**

**Pathway for Reaffirmation of Accreditation:** Standard Pathway

- No Change
- Recommended Change:

#### **Upcoming Reviews:**

Federal Compliance Review - 2032 - 2033

Comprehensive Evaluation Visit - 2032 - 2033

Mid-Cycle Review - 04/12/2027

No Change

Recommended Change:

### **Upcoming Branch Campus or Additional Location Reviews:**

No Upcoming Reviews

No Change

Recommended Change:

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## **Monitoring**

### **Upcoming Monitoring Reviews:**

No Upcoming Reviews

No Change

Recommended Change: **An embedded report (included with the 2027 Assurance Report) specifically speaking to progress on concerns identified in Core Components 2.A and 2.C is recommended.**

\*The report should include measurable evidence that the board continues to adhere to policy, new policies are in effect, the distinct separate roles of the Board and President are clear to the campus community, and Board and College leadership are stabilized.

\*The report should include measurable evidence of progress in Board training, Board clarity of roles, and measurable evidence of sustainability of both Board readiness for oversight of the College and College leadership (addressing the large turnover on cabinet-level positions). An update on Council oversight and limiting of Board and Presidential powers should be included.

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## **Institutional Data**

### **Academic Programs Offered:**

<b>Undergraduate Programs</b>		
Associate Degrees:	21	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:

Baccalaureate Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
<b>Graduate Programs</b>		
Master's Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Specialist Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Doctoral Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
<b>Certificate Programs</b>		
Certificates:	12	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:

### **Contractual Arrangements:**

No Contractual Arrangements

No Change  
 Recommended Change:

### **Off-Campus Activities**

#### **Branch Campuses:**

No Branch Campuses

No Change  
 Recommended Change:

#### **Additional Locations:**

Lincoln County High School Site, 81 Lincoln Panther Way, Hamlin, West Virginia 25523  
United States

Williamson Campus, 1601 Armory Drive, Williamson, West Virginia 25661 United States

No Change

Recommended Change: