



Agenda Book
April 19, 2022

Dr. Lisa Haddox- Heston, Chair
William "Bill" Alderman, Vice Chair
Janice Olive, Secretary
Sydney Brown
Robert "Bud" Baldwin
David H. Gresham

Shawn Cline- Riggins
Samuel Stewart
Jeremy Thompson
Hallie Thompson
Virgil Underwood
Dianna Toler

Dr. Pamela L. Alderman,
President

**Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 19, 2022
2900 Dempsey Branch Road, Building C, Room 428
Mt. Gay, West Virginia
And Via Zoom Conference – 6:00 p.m.**

Zoom Meeting

<https://zoom.us/j/92653956012?pwd=VHZpREZLZnpiUzZ6bHl2b1Zqb0Jldz09>

Meeting ID: 926 5395 6012

Passcode: 061455

Dial In 1 646 876 9923

AMENDED AGENDA

1. Roll Call, Verification of Quorum, and Call to Order Dr. Lisa Haddox-Heston
Board Chair
2. Call for Public Comments to the Board of Governors Chair Heston
3. Introduction of New Board Members Chair Heston
4. Oath of Office Joe Linville
Director of Facilities and Campus Operation
5. President's Report
Dr. Pamela L. Alderman
6. HLC Institutional Response Update 4
Mr. Bill Alderman,
Accreditation Liaison Officer
7. Financial Report 106
 - 7.1 Employee Pay Raises from Governor Jim Justice* 108
Mr. Derik Adkins,
Chief Financial Officer
8. Faculty Senate Annual Report 110
Mr. Chris Ward,
Faculty Senate/ ACF Representative
9. Classified Staff Council Report 120
Ms. Beverly McDonald
Classified Staff Council
10. Possible Executive Session under Authority of WV Code § 6-9 Regarding Personnel**
 - 10.1 Personnel Matters* Chair Heston
11. Action Items Chair Heston

11.1 Approval of February 15, 2022 minutes *	122
11.2 Program Reviews *	Chair Heston
11.2.1 Associate in Arts *	126
11.2.2 Associate in Science *	131
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11.2.13 Paraprofessional Education (Certificate Program)*	201
11.2.14 Respiratory Care Tech AAS*	206
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11.2.16 Technical Studies AAS*	217
11.2.17 Agriculture AAS*	221
11.2.18 Agriculture Certificate Program* (Combined with AG AAS)	221
11.2.19 Industrial Technology: Machinist *	233
12. Informational Items	President Alderman
12.1 The next regular Board of Governors meeting is scheduled for June 21, 2022 at 6:00 p.m.	
12.2 Board of Governors Retreat in June.	238
13. Adjournment	Chair Heston

*Denotes an Item requiring action/approval.

** Upon return to Open Meeting from any Executive Session, the Board of Governors may take action on items discussed.

**Southern West Virginia Community and Technical College
Higher Learning Commission (HLC) Update to Board of Governors**

Agenda

April 19, 2022

Items 1-11 include the HLC Conference April 3-5, 2022.

Items 12-13 represent Southern's SPARQ Report Card for Project 3/Assessment Academy

Items 14-15 represent Southern's Criterion Team Updates and Needs Assessment as we continue to work to perfect the documents.

HLC Conference

- 1. Keynote: Equality or Equity? Toward a Model of Community Responsive Education---Jeff Duncan-Andrade challenges us to consider how we can anchor ourselves to where we are most needed in order to address the unique needs of our communities — the very pathways to sustaining social change and academic opportunity right at our doorsteps.**

My feedback provided in evaluation: Although good and powerful example, I work to balance this model each semester and it is not an ethnicity or gender issue but rather a social-culture/mental health struggle that I experience within my student base. Each student is equally important and each is my goal. Mental health issues, Socio-economic status/differentiations, bullying, root causes of required increased requirements of remediation, and social media posts loom large in all age groups. Each require an addition to teaching/learning and care for all. These are just a few of the issues I experience and they do not discriminate! They know no ethnicity, gender, or backgrounds. The key word in this presentation is communities. Each community has their own unique set of needs and culture. It is imperative to work within the scope of each culture. Seek first to understand, then to be understood.

- 2. Attended: Accreditation Liaison Officer-An Overview of the Role (Attachment 1: HLC Conference Accreditation Liaison Officer-An Overview of the Role 04.03.22**
- 3. Attended: 30 Years in Online Education (Attachment 2: HLC Conference 30 Years in Online Education 04.03.22**

My feedback provided in evaluation: Having been involved with Distance and Online Learning since 1995, I can relate to the beginnings of online delivery modes and instruction. Additionally, teaching online since 2009 and developing programs have provided me a great blend of experiences. I have witnessed online receiving a bad rap and witnessed poor online classes. Understanding and meeting students' needs is paramount. Adapting to each students' need and

levels is key. I find online teaching extremely demanding but rewarding as otherwise, in comparison, I have seen evidence where we have lost students due to a definitive time frame. 'Holding hands' through navigation and acclimation are required for many students. Breaking bad habits is a challenge in online learning because students and faculty must be self-disciplined. I strive to teach to: Recognize that 'unlearning' is the highest form of 'learning.' This means changing gears and not idling too long. It is 'give and take' as a professor as I must be available to answer questions throughout each day and evening. There is rarely a day without some communication with students and that is acceptable by me as I find it very rewarding. Recognize that 'unlearning' is the highest form of 'learning.'

4. **Attended: HLC Conference HLC Updates for Accreditation Liaison Officers (Attachment 3: HLC Conference HLC Updates for Accreditation Liaison Officers completed 04.04.22)**
5. **Attended: Preparing the Assurance Argument: Improved Processes and Stakeholder Engagement: (Attachment 4: HLC Conference HLC Updates for Accreditation Liaison Officers completed 04.04.22)**
6. **Attended: Hear All About It! Gain Enthusiasm for Accreditation Efforts 04.04.22**
7. **Attended: Peer Panel: Finding a Better Way to Manage Syllabi 04.04.22**
8. **Attended: Learning Communities as Assessment Structures: Helping Faculty Tell Their Stories**
9. **Attended: Virtual Coffee with Liaisons: Stephanie Brzuzy, Vice President of Accreditation Relations, Higher Learning Commission, Tuesday, April 5, 2022 9:00am – 9:45am CT**
10. **Attended: Closing Remarks: Reflection on the Conference and Next Steps**
11. **Attended: Keynote: Higher Education and Moral Imagination in a Challenging World**

Assessment Academy SPARQ Report Card

12. **HLC SPARQ Project Timeline Update 04.04.22 (Attachment 5: HLC SPARQ Project Timeline Update 04.04.22)**
13. **HLC SPARQ ASL PROJECT REPORT 03.22.22 (Attachment 6: HLC SPARQ ASL PROJECT REPORT 03.22.22)**

Southern's Criterion Team Updates and Needs Assessment

14. **HLC Criterion Team Updates Needs Assessment 03.31.22 (Attachment 7: HLC Criterion Team Updates Needs Assessment 03.31.22)**

15. HLC Criterion Timeline Update (Attachment 8: HLC Criterion Timeline Update 04.05.22)

*****Please note: All Keynote Presentations, On-Demand Presentations, Blended Presentations, Livestreamed Presentations, personal favorite sessions, and all other sessions are available to viewing. Like last year, I will be reviewing many others and revisiting some I attended. I will report more on this at our June board meeting.*

Respectfully submitted, April 5, 2022:



William H. Alderman

Accreditation Liaison Officer

Professor for Business and Entrepreneurship

Faculty Representative to the Board of Governors

Southern West Virginia Community and Technical College

Logan Campus, Building A, Office 231

P.O. Box 2900

Mount Gay, WV 25637

304.896.7381 (Office)

304.784.4444 (Cellular)

Bill.Alderman@southernwv.edu

Mission Statement: Southern West Virginia Community and Technical College provides accessible, affordable, quality education and training that promote success for those we serve.

Vision Statement: Southern aspires to establish itself as a model of leadership, academic excellence, collaboration, and occupational training, equipping its students with the tools necessary to compete and prosper in the regional and global economies of the twenty-first century.





Accreditation Liaison Officers (ALOs):

An Overview of the Role

Pat Newton-Curran, HLC Vice President for Systems and Accreditation Services

A. Gigi Fansler, HLC Vice President for Accreditation Relations

April 2022

1

Overview

- Role and Responsibilities of an ALO
- Educational Resources for ALOs
- HLC Member Resources to Help ALOs
- Important Information to Know
- Questions

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2

Why does HLC ask Institutions to have ALOs?

- Serve as an intermediary between the institution and HLC
- CEO of the institution appoints the ALO
- CEO continues to be the primary contact
- ALO is a second line of communication

***HLC liaisons will only interact directly with the ALO or CEO of the institution.*

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Key Roles and Responsibilities

- Strengthen communications with member institutions
- Disseminate HLC information throughout your institution
- Ensure institutions stay current with the most up-to-date HLC information, policies and deadlines
- Develop an on-going relationship with your HLC liaison

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ALO Role Description: Check Your Mobile App



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Educational Resources for ALOs

- Webinars: hlcommission.org/alo-training
- 2022 Resource Guide

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2022 Resource Guide

Featuring:

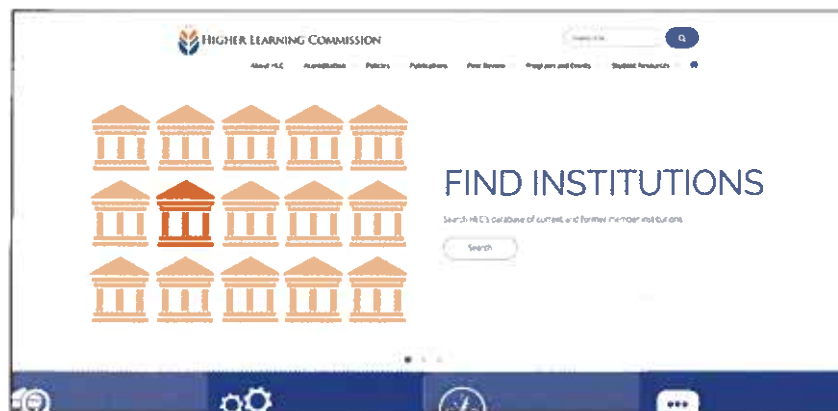
- Criteria for Accreditation, Assumed Practices, and Obligations of Membership (pp. 32-45)
- Policy Changes (pp. 28-31)
- Publications (pp. 80-81)
- Glossary (pp. 85-94)

*Find the Guide in the "Resources" page of the Conference website
or https://download.hlcommission.org/HLCResourceGuide_INF.pdf*

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HLC Website



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HLC Website

- “The Basics”
- Accreditation
 - Pathways: Standard and Open
 - Substantive Change
- Peer Review Team Resources
 - Templates, Canopy
- Policies
 - Institutional Policies
 - Policy Updates
 - Federal Compliance
- Dues and Fees Structure

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News from HLC

Five email addresses to whitelist:

- [**hlc@hlcommission.org**](mailto:hlc@hlcommission.org)
- [**accreditation@hlcommission.org**](mailto:accreditation@hlcommission.org)
- [**peerreview@hlcommission.org**](mailto:peerreview@hlcommission.org)
- [**academies@hlcommission.org**](mailto:academies@hlcommission.org)
- [**annualconference@hlcommission.org**](mailto:annualconference@hlcommission.org)

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HLC Relationship

Mark of Affiliation

- Web only
- Html code, not an image
- Shows Date
- Questions: Info@hlcommission.org

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HLC Relationship

ACCREDITED	CANDIDATE	ACCREDITED
HIGHER LEARNING COMMISSION	HIGHER LEARNING COMMISSION	ON NOTICE HIGHER LEARNING COMMISSION
Verify Status Here	Verify Status Here	Verify Status Here
MM DD YY	MM DD YY	MM DD YY
ACCREDITED	ACCREDITED	ACCREDITED
ON PROBATION	SHOW CAUSE	WITHDRAWAL
HIGHER LEARNING COMMISSION	HIGHER LEARNING COMMISSION	HIGHER LEARNING COMMISSION
Verify Status Here	Verify Status Here	Verify Status Here
MM DD YY	MM DD YY	MM DD YY

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HLC Logo Use

- HLC's logos are not to be used for promotional or advertising purposes by member institutions.
- Institutions are asked to use the Mark of Affiliation on their website.

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Report of Actions

- “Accredited by the Higher Learning Commission”
 - No more use of NCA
- Accredited status is not for a specific period of time, but is a continuing relationship between the institution and HLC.
- Do not use phrases such as:
 - “accreditation has been continued for a ten-year period”
- Use phrases such as:
 - “123 College is accredited by the Higher Learning Commission. Its next comprehensive evaluation is in 2027-2028.”

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HLC Relationship

Statement of Accreditation Status (SAS)

- Available on HLC's website in the Directory of Institutions
- Upcoming or In-Progress Reviews
- Most Recent History with HLC (Activity within the past 15 years)
- Action Letters and Public Disclosure Notices

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HLC Relationship

Canopy is here!

To learn more please attend:

- ALO Update session this afternoon at 1:15pm

And/or

- Canopy session on Monday at 11:30am



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HLC Relationship

Institutional Status and Requirements Report (ISR)

- Can only be requested by the CEO or ALO of the institution
- Can be requested in Canopy (transitioning to this)
- Can find many helpful links on “Contact Us”

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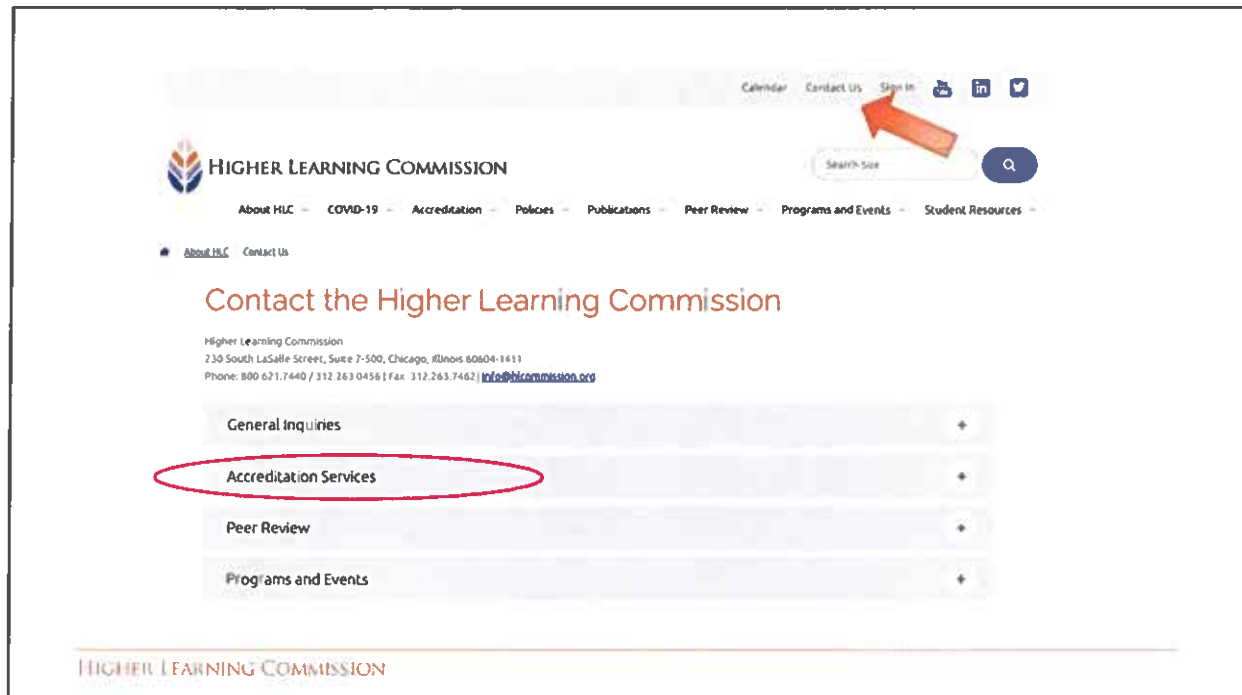
Institutional Dashboard

ISR request link will appear in the Quick Link section

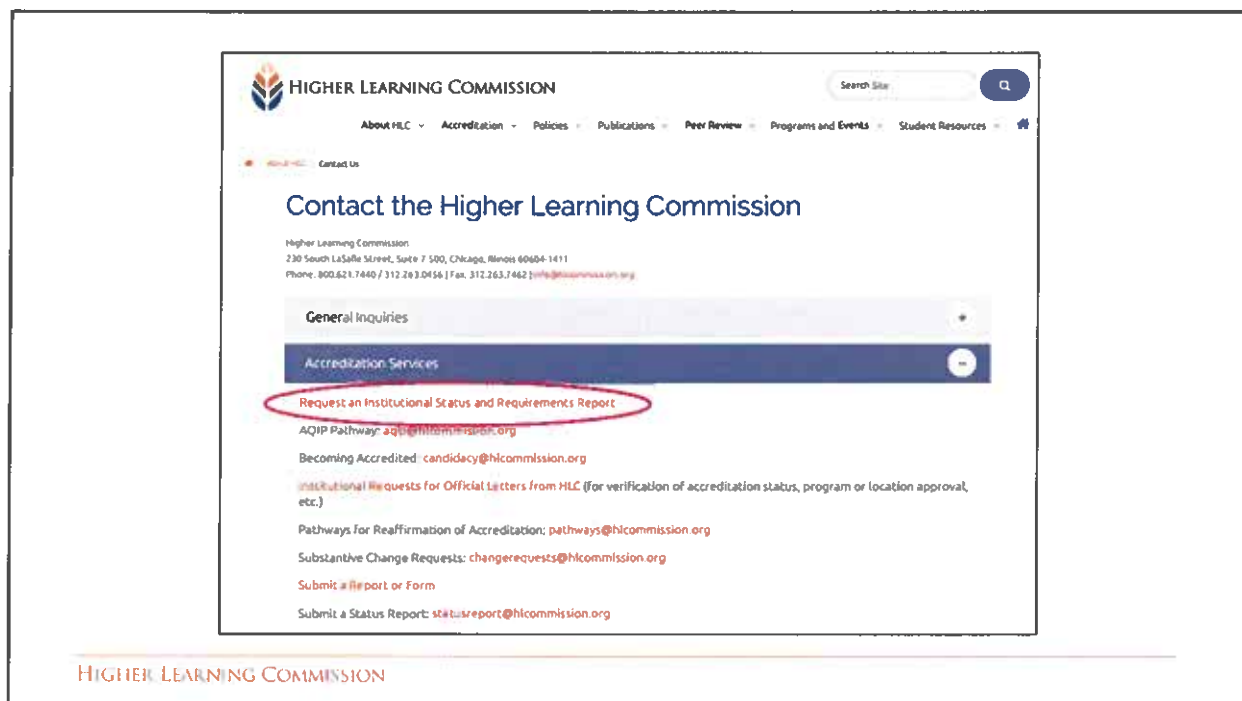
The screenshot displays the Canopy Institutional Dashboard. At the top, there's a navigation bar with 'Institution' and 'Resources' tabs. The user profile for Lydia Ladybug is shown. The 'Quick Links' section is highlighted with a red box and contains the following links: 'Manage My Account', 'Institutional Update', 'Update Contacts', and 'Location and Campus Update'. The 'My Tasks' section shows a task titled 'Institutional Update' with a due date of 2/2/2022. The 'My Institution' section at the bottom lists contact information for Jason Jay, Chief Executive Officer (CEO).

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Accreditation Stipulations

For a complete listing of stipulations visit:

https://download.hlcommission.org/Stipulations_PRC.pdf

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Accreditation Stipulations

Each general stipulation will have the following wording:

The institution is approved at the following program level(s): [could be one or more of the following: Associate's, Bachelor's, Master's, Doctoral, Specialist]

The institution is not approved at the following program level(s): [Any of the five not listed above are listed here. If all five are listed above, then the word "None" will appear here.]

[only listed if there are program limits] The institution is limited to offer the following program(s) within the approved program levels listed above: [list programs]

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Accreditation Stipulations

Sample general stipulation:

The institution is approved at the following program level(s): Associate's, Bachelor's, Master's, Doctoral

The institution is not approved at the following program level(s): Specialist

The institution is limited to offer the following program(s), within the approved program levels listed above: Master of Athletic Training

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Accreditation Stipulations

Correspondence Education: Institution has not been approved for correspondence education.

- Approval for correspondence education is limited to courses.
- Approval for correspondence education is limited to courses and one program.
- Approved for correspondence education courses and programs.

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Accreditation Stipulations

For institutions that have six or fewer programs.

Distance Education:

- Institution has not been approved for distance education.
- Approval for distance education is limited to courses.
- Approval for distance education is limited to courses and **one** program.
- Approved for distance education courses and programs.

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Accreditation Stipulations

For institutions that have seven or more programs.

Distance Education:

- Institution has not been approved for distance education.
- Approval for distance education is limited to courses.
- Approval for distance education is limited to courses and up to **three** programs.
- Approved for distance education courses and programs.

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Accreditation Stipulations

Sample distance and correspondence education stipulation:

- Approval for distance education is limited to courses and one program. The institution has not been approved for correspondence education.

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Accreditation Stipulations

New Degree Location Stipulation:

- Prior HLC approval required.
- The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.
- The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States and internationally.

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Location and Campus Update System

- All institutions can use the LCUS
- ALO, CEO and Location Coordinator have access
 - Every institution can declare a Location Coordinator – but this is an optional role
- Types of changes in LCUS
 - Modify location (typically no fee)
 - Adding/removing programs
 - Inactive to active – Active to inactive
 - Name of location or branch campus
 - Closing additional location (not full degree)
 - Add new locations (participate in Notification)
 - Up to 10 new locations at same time for change fee

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Location and Campus Update

Stipulations

- The Institution has been approved for the Notification Program allowing the institution to open new additional locations within the United States.

Search Locations

Location Name	Location Type	Status	City
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
State	Country	Request Status	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Effective Date From	Effective Date To		
<input type="text"/>	<input type="text"/>		

Search

Cancel

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Campuses and Additional Locations

What if my institution opened a location in the past but did not get approval for it? I just noticed this problem and I want to protect students' financial aid.

- No back-dated approvals
- Contact staff liaison if you discover that your institution hasn't sought necessary approvals or notified HLC
- No financial repercussions for students but possible for institution
- GET IT REGULARIZED ASAP!!

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Institutional Update

- Annual requirement of member institutions and candidates
- Contact Update survey is first step of the Institutional Update (IU)
- Contact Update opens in January and the email announcing it contains the IU Guide
- Keep the guide handy. Read it in advance and use it as a reference to answering IU questions
- Information used for the indicator processes

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Institutional Update

Required notifications to HLC:

- Adverse action from another accrediting agency
- Adverse action from a state agency
- Major review findings from a USDE program review

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Substantive Change

- All applications are on website
- Contractual Arrangement screening form
- Distance/Correspondence Education courses only survey
- Certificate Program Screening Form/Application
- New Degree Program Screening Form
- Screening Form for Changes to Existing Programs

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Courses and Programs

Does HLC “approve” my institution’s courses and programs?

- Some programs require a separate HLC approval process
 - Significant departure
 - Outside existing stipulation
 - Substantial infusion of resources
- Some programs do not require a separate HLC approval process (refer to your stipulations)
- Start with the New Degree Program Screening Form

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Certificates

What if I need to demonstrate HLC approval for a certificate program?

- Some certificates require a separate HLC approval process
 - Form on Substantive Change Website
 - Not substantially related to existing programs
- Institutional Request for Official Letter

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Official Letters from HLC

What do you do if you need verification of something that did not require action by HLC?

- Institutional Requests for Official Letters from the Commission
 - Online form (Contact Us)
 - SEVIS/ESL
 - General Letters of Accreditation
 - Programs/Certificates
 - Locations

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Search Site

About HLC | Accreditation | Policies | Publications | Peer Review | Programs and Events | Student Resources | Contact Us

Contact the Higher Learning Commission

Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411
Phone: 800.621.7440 / 312.263.0456 | Fax: 312.263.7462 | info@hlcommission.org

General Inquiries

Accreditation Services

Request an Institutional Status and Requirements Report

AQIP Pathway: aiip@hlcommission.org

Becoming Accredited: candidacy@hlcommission.org

Institutional Requests for Official Letters from HLC (for verification of accreditation status, program or location approval, etc.)

Pathways for Reaffirmation of Accreditation: pathways@hlcommission.org

Substantive Change Requests: changerequests@hlcommission.org

Submit a Report or Form

Submit a Status Report: statusreport@hlcommission.org

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About HLC | Accreditation | Policies | Publications | Peer Review | Programs and Events | Student Resources

Request for Official Letter From the Higher Learning Commission

Representatives from HLC-accredited institutions should complete this form when the institution receives a request from a regulatory agency, such as a state agency or the U.S. Department of Education, to verify the institution's accredited status, to document that HLC approved a particular program or location, or to provide other information confirming an aspect(s) of the institution's scope of accreditation by HLC. For example, this form should be used when an institution needs to provide documentation for certification in the Student and Exchange Visitor Information System (SEVIS) with the U.S. Department of Homeland Security.

HLC staff will review the request for information against the institution's file and relevant HLC policy, and will send a letter to the individual or entity that the institution identifies. Please include the original request from the regulatory entity making the request. Please contact [Liz Hakala](#) with any questions.

Questions with an asterisk () are required.*

Contact Information

Institution Name: *

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Department of Education

I notice that the U.S. Department of Education's Database of Accredited Postsecondary Institutions and Programs (DAPIP) has some incorrect information about our institution. What do we do?

- Contact Vince Coraci, Associate Director of Accreditation Services, HLC provides data for the list after actions are taken
- We will try to get the list corrected
- The list is NOT under HLC control

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Reminders

- Personally-Identifiable Information
- New Program Screening Form
- Please attend today's 1:15pm session for ALOs for **relevant policy updates and to learn more about Canopy!!!**

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Questions?

- Always start with your HLC Staff Liaison
- Substantive Change general questions: changerequests@hlcommission.org
- Utilize the HLC Website: www.hlcommission.org

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30 Years in Online Education

Lessons Learned at University of Phoenix



Presenters



Hal D. Morgan
Senior Director of Accreditation
and Online Education
HLC Peer Reviewer



Samantha Ronsick, MAEd
Senior Manager of Accreditation
HLC Assurance System
Coordinator

University of Phoenix History

Building an educational empire

Adult school made modern by Phoenix U.

By Guy Webster

A high-school education at the Great Depression didn't do what it was supposed to do for John Sperling, son of a Mormon missionary.

He predicted that he wouldn't need that liberal arts program, he took a mechanical degree with engineering instead. But he didn't stop there.

After a liberal arts course, he went to work for a company that made mechanical parts. He was in charge of design and development.

E-learn and earn

As dot coms mostly fade, online universities are proving that there's gold in them thar screens

E-learning make money?

It may be. Columbia University's Fathom has been a victim of having millions of Internet users sign up for semester-length liberal arts courses like Greek and Roman Mythology in 1994. But Anne Kallen, Fathom's head of strategic alliances, admits the firm overestimated the willingness of so-called lifelong learners to "experiment" — especially at several hundred bucks a pop. So now Fathom has added free, quickie intro seminars, 10-week courses for \$30, and longer career-development courses such as *Define Your Core Business*. "It helps when you offer classes that students actually care about," says Lehman Brothers analyst Gary Biehn.

Keep it real. An E-firm with an established offline presence has the marketing advantage of a brand name. Indeed, a poll of human resource managers found that 77 percent thought online degrees from offline universities were more credible than those from pure E-learning firms. "It helps to be both bricks and clicks," says Bear Stearns analyst Jennifer Chubb. She points out that pure E-learning firms have not yet established a track record.

Innovative Education For Working Adults

By Pablo Gohara
Investor's Business Daily


It's not easy being ahead of your time, especially in a field like education.

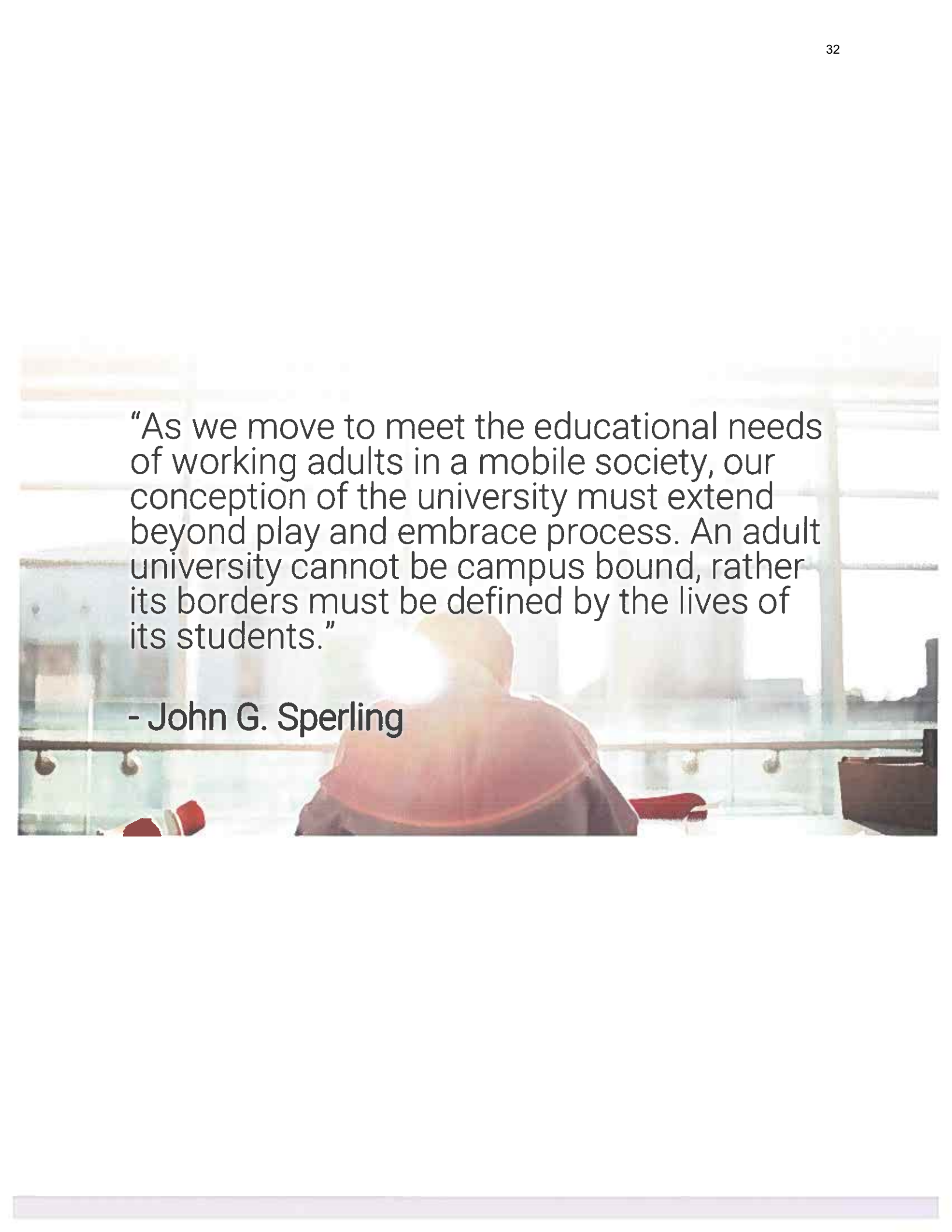
Ash John Sperling, chairman, president and chief executive of Apollo Group Inc., the parent company of University of Phoenix and Institute for Personal Development, or IPD.

In 1973, Sperling, at the time a professor at San Jose State University, set up the structure and curriculum that would become IPD. His goal was to offer higher education to working adults by incorporating their work experience as credit toward their degrees.

"Adults have a hunger for learning," said Sperling, 74.

At the time Sperling launched the Apollo Group, adults over the age of 24 comprised only 27% of the total student enrollment. Today, working adults over the age of 24 make up 47%, or about 6.6 million, of the 14.6 million total student force in higher education.



A person wearing a red hooded garment is seen from behind, looking out a large window. The window shows a bright, hazy outdoor scene with some buildings visible in the distance. The person is standing near a glass railing.

“As we move to meet the educational needs of working adults in a mobile society, our conception of the university must extend beyond play and embrace process. An adult university cannot be campus bound, rather its borders must be defined by the lives of its students.”

- John G. Sperling

About University of Phoenix

Who We Are, Who We Serve



University of Phoenix®
CAREER WITH CONFIDENCE™

About University of Phoenix



Mission

University of Phoenix provides access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations, and provide leadership and service to their communities.



Vision

The vision of University of Phoenix is to be recognized as the most trusted provider of career-relevant higher education for working adults. The University will earn that trust through its:

- Deep understanding of students' needs
- Deep understanding of employers' needs
- World-class assessment, analytics and innovation
- Operational excellence



CAREER WITH CONFIDENCE™

About University of Phoenix

The University played a pioneering, groundbreaking role in making higher education accessible to previously underserved students, offering innovative and convenient resources to working adults, regardless of location or modality. The University's Instructional Framework is rooted in Andragogy, focused on the following:



Students are encouraged to apply their knowledge in real-world, professional settings. Every course is built to help students **Learn, Practice, and Apply**.



Practitioner Faculty help translate theory into skills that students can put into practice, based on their real-world professional experience.



University of Phoenix positions students to succeed in real-world **Collaborative Environments**. Assignments are built into courses that mimic teamwork students will see in the workplace.



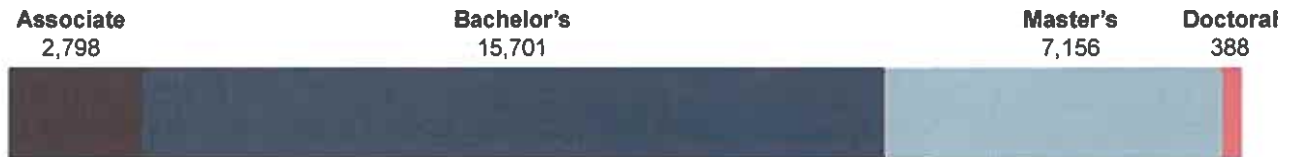
CAREER WITH CONFIDENCE™

Program Offerings

Degree & Certificate Program Offerings



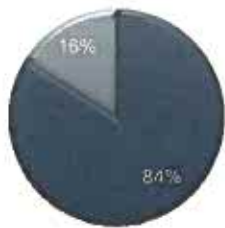
Total Degrees Awarded by Program Level



Student Population by Modality

In the last 10 years, the University's population of students attending classes exclusively online notably shifted from 84% in FY2010 to 94% in FY2020. As a result of the pandemic, the University student preference for online education has continued to increase to 98%. Out of the University's total alumni (1,076,434 alumni, FY2021), 65% of students graduated with a program delivered through the online modality.

**Student Population
by Modality (FY2010)**



■ Online Modality ■ Local Campus

**Student Population
by Modality (FY2020)**



■ Online Modality ■ Local Campus

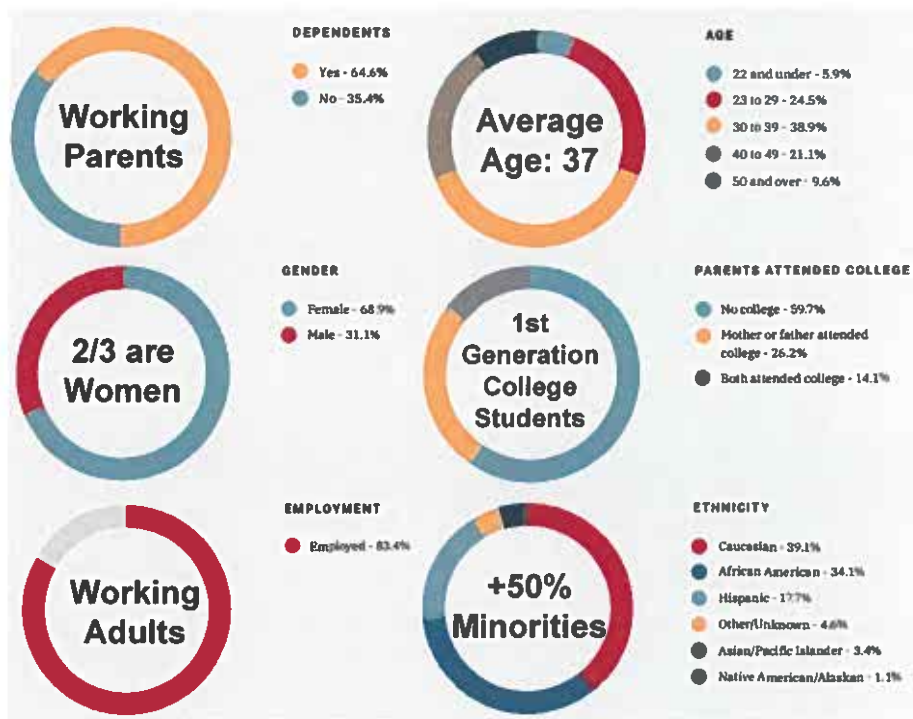
**Student Population by
Modality (FY2022)**



■ Online Modality ■ Local Campus

Our Students

UOPX embraces its unique role as a provider of quality, flexible education to students who often overcome obstacles to pursue a college degree. We understand the key to serving our students well is knowing who they are.



Our Faculty

Our instructors bring, on average, **26.9** years of professional experience into the classroom. They average **13.6** years of teaching instruction at University of Phoenix.

Just as our faculty bring professional experience to the classroom, they also bring ethnic diversity and gender equality reflective of the high value we place on diversity and inclusiveness.

FIGURE 1 GENDER

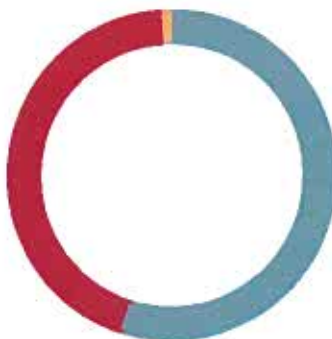
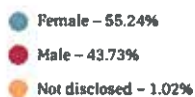
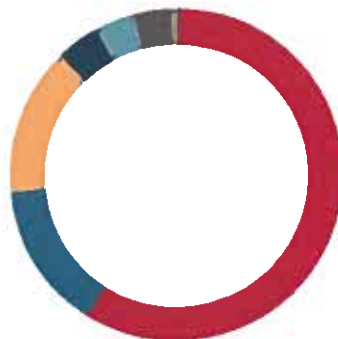
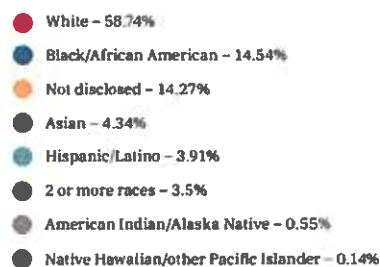


FIGURE 2 ETHNICITY



University of Phoenix History

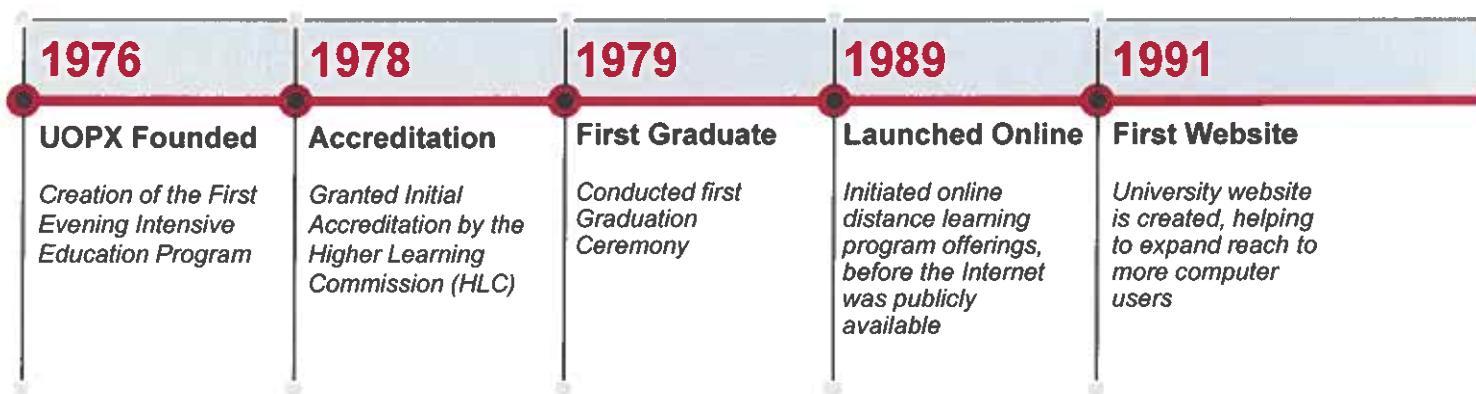
Milestones and Lessons Learned Through the Years



University of Phoenix®
CAREER WITH CONFIDENCE™

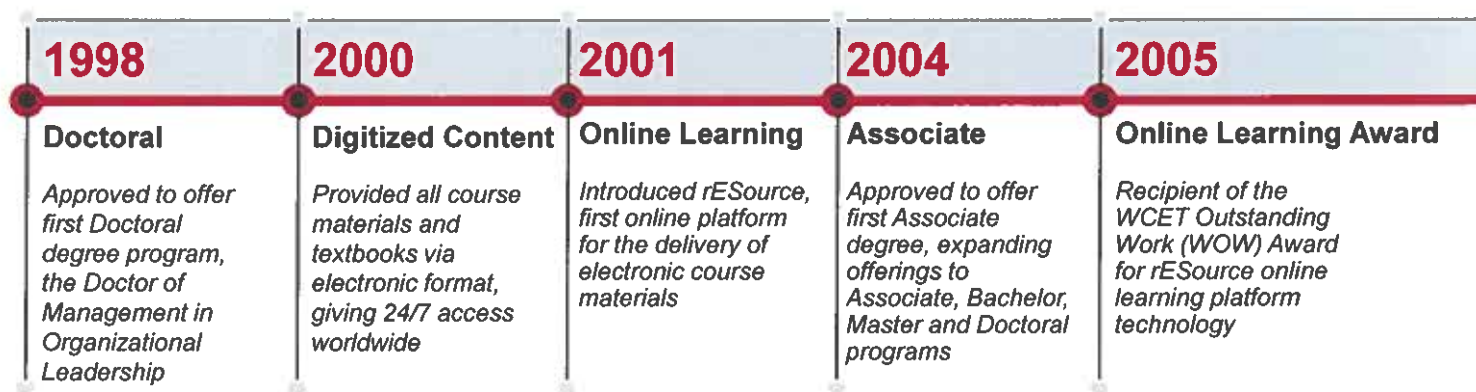
University of Phoenix History

Milestones and Lessons Learned Through the Years



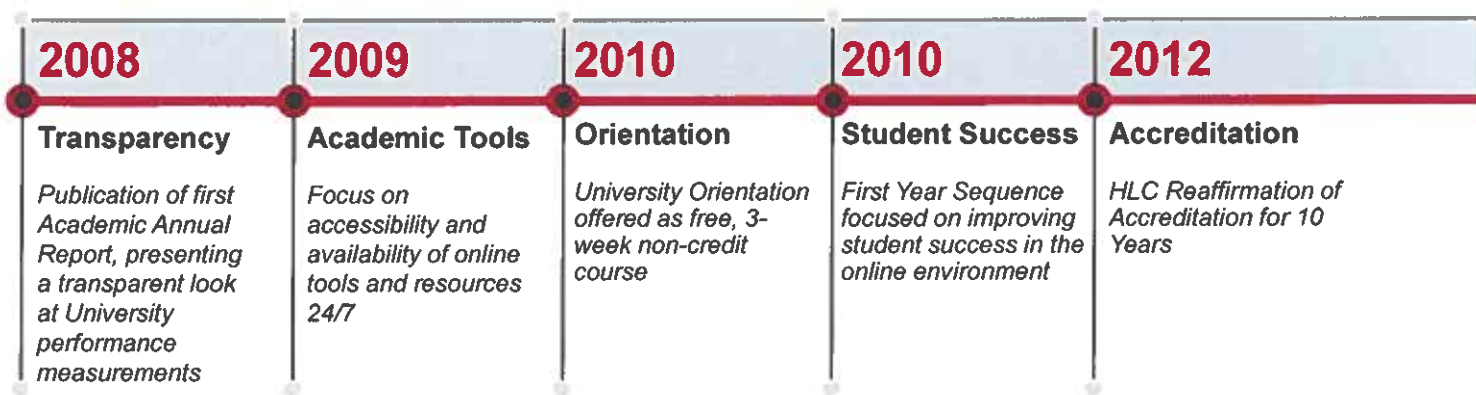
University of Phoenix History

Milestones and Lessons Learned Through the Years



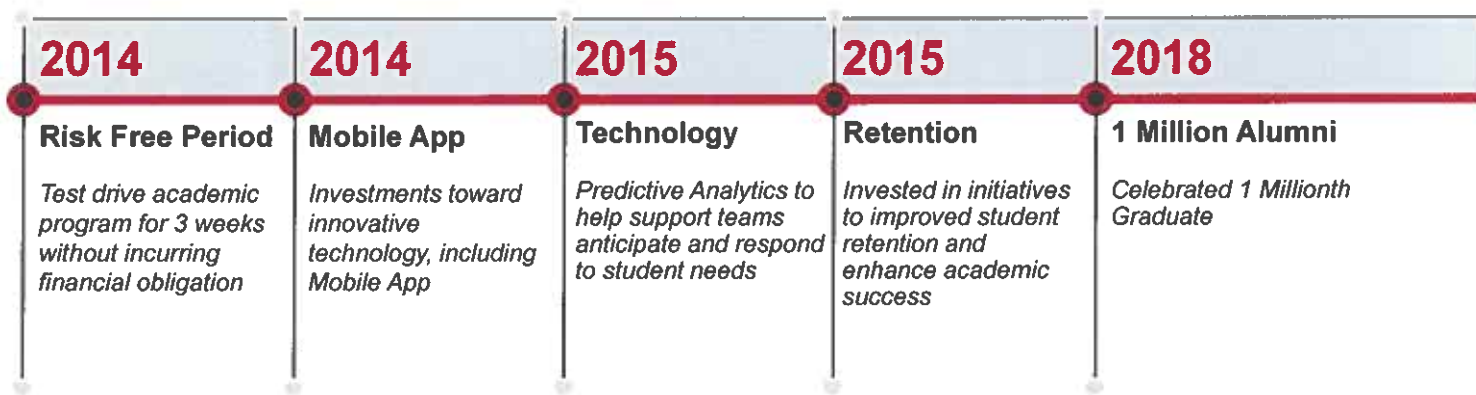
University of Phoenix History

Milestones and Lessons Learned Through the Years



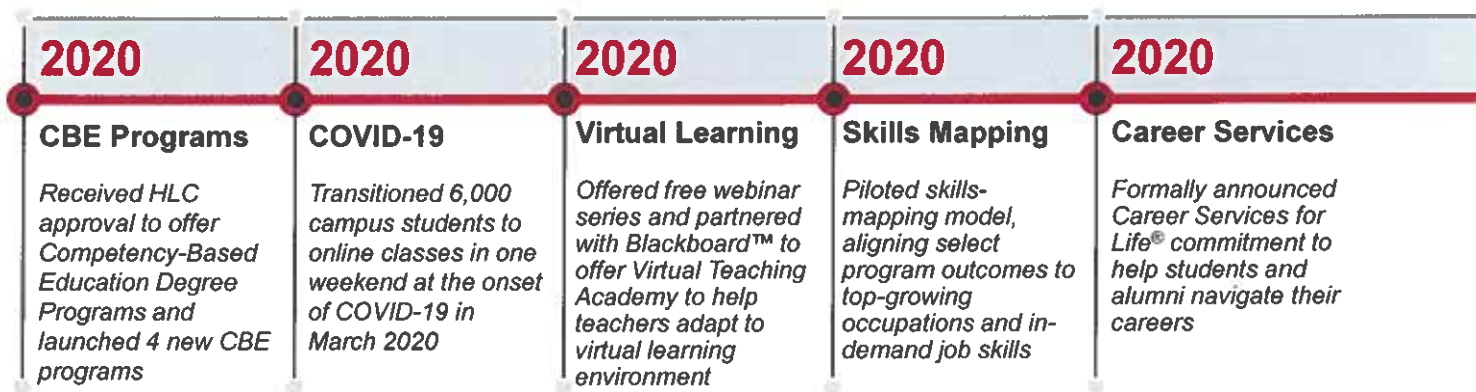
University of Phoenix History

Milestones and Lessons Learned Through the Years



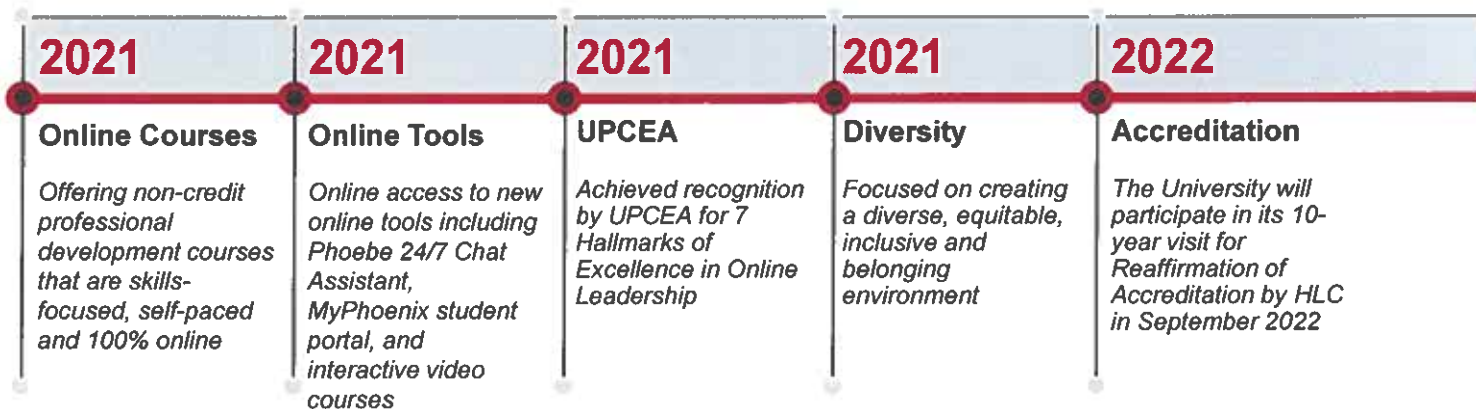
University of Phoenix History

Milestones and Lessons Learned Through the Years



University of Phoenix History

Milestones and Lessons Learned Through the Years



Lessons Learned

- Just because students choose the online modality, doesn't mean they don't like or prefer face-to-face.
- Students choose online because it meets their needs (*Access, Flexibility, Convenience*)
- Student-centered design is essential, do everything with the student and faculty in mind
- Manage your costs effectively for innovation in the online environment (*Avoid Bells & Whistles*)
- Focus on effective support services in the online environment, invest first in student/faculty interaction and support
- Take a holistic approach to student success by educating the whole person, support their life outside the classroom to improve their success in the classroom
- Know your students – customize the learning experience based on their needs
- Find a balance between tailored approach for student needs with centralized / standardized services and support
- Meet students where they are
- Continuously evaluate and update support services based on the needs of your students
- Focus on providing cost-effective, learning-effective, and accessible solutions
- Don't always go after “New and Shiny” thing, focus on innovations that are accessible for students
- Seek out opportunities for professional evaluation/peer review for continuous improvement

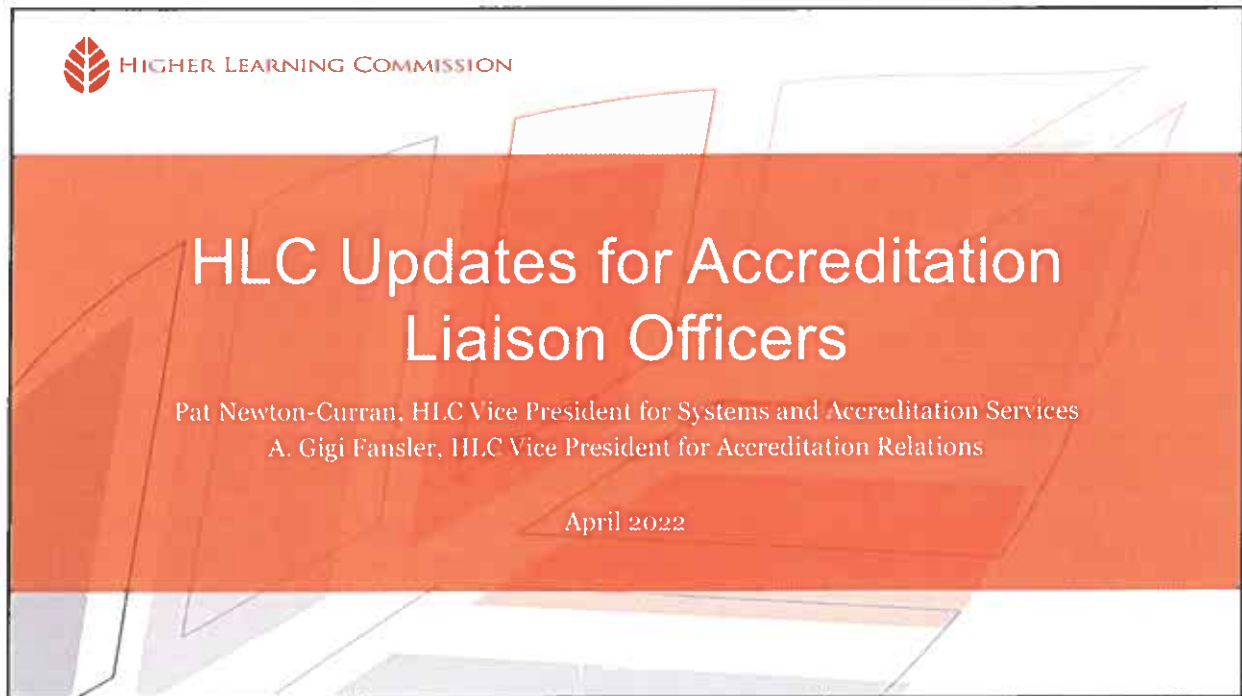
Thank you!


Contact Us

Hal.Morgan@phoenix.edu

Samantha.Ronsick@phoenix.edu



The slide features the Higher Learning Commission logo in the top left corner. The background is a solid orange color with faint, abstract geometric shapes in white and light blue. The title is centered in a large, white, sans-serif font. Below the title, the names and titles of the speakers are listed in a smaller, white, sans-serif font. The date is centered at the bottom in a small, white, sans-serif font.

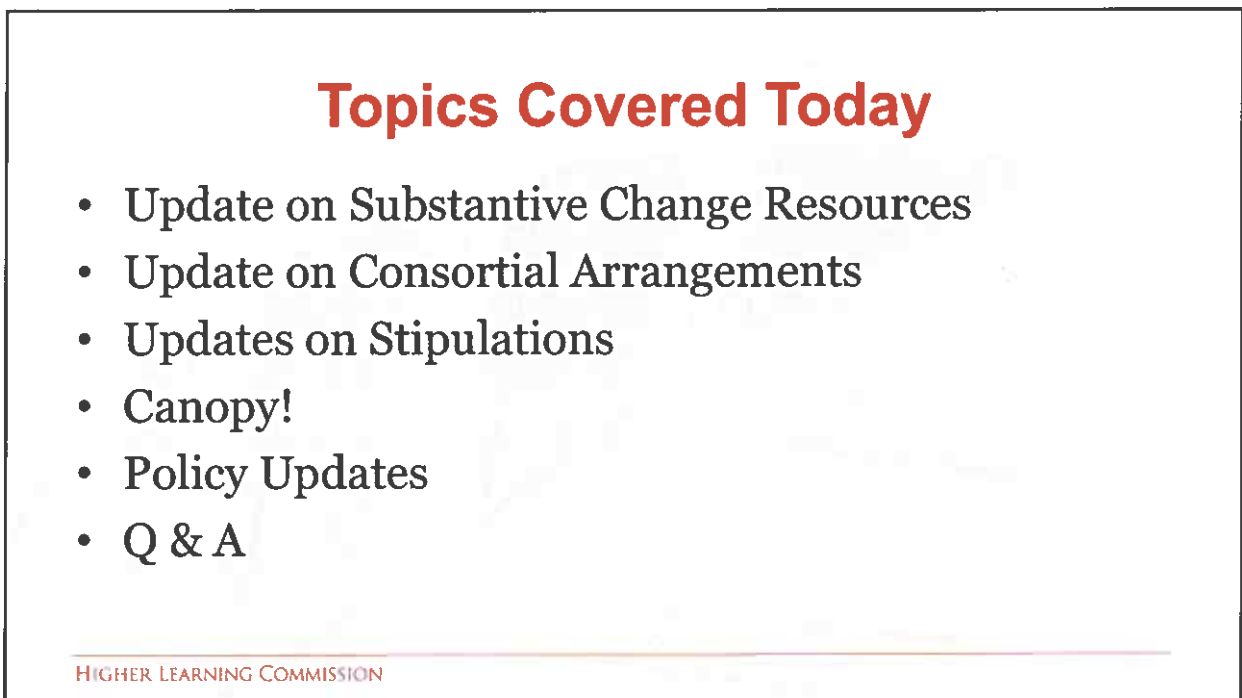
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HLC Updates for Accreditation Liaison Officers

Pat Newton-Curran, HLC Vice President for Systems and Accreditation Services
A. Gigi Fansler, HLC Vice President for Accreditation Relations


April 2022

1

The slide has a white background with a thin black border. The title is centered in a bold, red, sans-serif font. Below the title is a bulleted list of topics in a black, sans-serif font. At the bottom, there is a thin horizontal line followed by the Higher Learning Commission logo and name in a small, red, sans-serif font.

Topics Covered Today

- Update on Substantive Change Resources
- Update on Consortial Arrangements
- Updates on Stipulations
- Canopy!
- Policy Updates
- Q & A

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Update to Substantive Change Resources

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Updated HLC Website Substantive Change

HLC recognizes that change at institutions of higher learning is constant, and it supports institutional efforts to improve educational quality. Depending on the type of change an institution plans to make—expanding its academic offerings, opening a new location, changing its mission, etc.—it may be required to apply for prior HLC approval or notify HLC of the change.

When prior approval is required, the institution must submit an application describing the change. The application will be reviewed by HLC staff or peer reviewers (depending on the complexity of the change), and an HLC decision-making body will take final action to approve or deny the request. Some changes also require a follow-up review after approval. This process ensures that institutions continue to meet HLC's standards as they evolve and grow.

Changes Requiring Prior HLC Approval or Notification

Federal Regulations: HLC has provided guidance on properly declaring program activity to comply with U.S. Department of Education regulations on substantive change that went into effect on July 1, 2020.

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Updated HLC Website



New Academic Programs

Offering a new degree or certificate program.

- [Requirements for new programs](#)
- [Certificate program screening form](#)
- [New degree program screening form](#)
- [Certificate program application](#)
- [Degree program application](#)



Changes to Existing Programs

Changes involving clock or credit hours, length of term, program content, method of delivery, customized pathways or suspension of a degree or certificate program.

- [Requirements for changes to existing programs](#)
- [Screening form for changes to existing academic programs](#)
- [Clock/credit hour application](#)
- [Length of term application](#)
- [Program content application](#)
- [Teach-out requirements](#)



Off-Campus Activities

Opening, closing, relocating or reclassifying a branch campus or additional location. Joining or expanding access to HLC's Notification Program for Additional Locations.

- [Requirements for changes to off-campus activities](#)
- [Additional location or branch campus application](#)
- [Notification Program for Additional Locations application](#)



Distance Delivery

Initiating or expanding courses and/or programs offered through distance education or correspondence education.

- [Requirements for changes to distance delivery](#)
- [Distance-delivered courses application](#)
- [Distance or correspondence education program application](#)

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Screening Form for Changes to Existing Academic Programs

- Use the form for declaring changes to existing programs
- No fee to submit the form
- Remember the larger purpose!

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Screening Form for Changes to Existing Academic Programs

- Possible outcomes from the form:
 - Notification only to HLC, no further action needed
 - Application required; institution will need to submit an application that will go to Institutional Actions Council (IAC) for final action

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Consortial Arrangements

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Consortial Arrangements

- HLC does not review consortial arrangements
- **NOTE!!!** Institutions may be required to notify or get HLC approval based on other substantive changes associated with a consortial arrangement

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Provisional Certification Status

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Provisional Certification Status

- Treated as Group 2 for substantive change
- Ineligible for Notification Program

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Update to Stipulations

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Accreditation Stipulations

For institutions that have six or fewer programs.

Distance Education:

- Institution has not been approved for distance education.
- Approval for distance education is limited to courses.
- Approval for distance education is limited to courses and **one** program.
- Approved for distance education courses and programs.

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Accreditation Stipulations

For institutions that have seven or more programs.

Distance Education:

- Institution has not been approved for distance education.
- Approval for distance education is limited to courses.
- Approval for distance education is limited to courses and up to **three** programs.
- Approved for distance education courses and programs.

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Accreditation Stipulations

Sample distance and correspondence education stipulation:

- Approval for distance education is limited to courses and one program. The institution has not been approved for correspondence education.

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Accreditation Stipulations

New Degree Location Stipulation:

- Prior HLC approval required.
- The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.
- The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States and internationally.

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Canopy – Brief Overview

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Canopy User Guide

Canopy is a new online system for institutional representatives and peer reviewers to easily view and update their records with HLC. This user guide will be updated as new features are made available.



All Users

- › [Gain Access to Canopy](#)
- › [User Roles](#)
- › [Upload a Profile Picture](#)



Peer Reviewers

- › [Peer Reviewer Profile](#)



Institutions

- › [Update Contacts](#)



Peer Corps Applicants

The 2021-22 application period is closed.

- › [Peer Reviewer Application](#)
- › [Check Your Application Status](#)

www.hlcommission.org/Accreditation/canopy-user-guide-table-of-contents.html

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First Step: Logging In

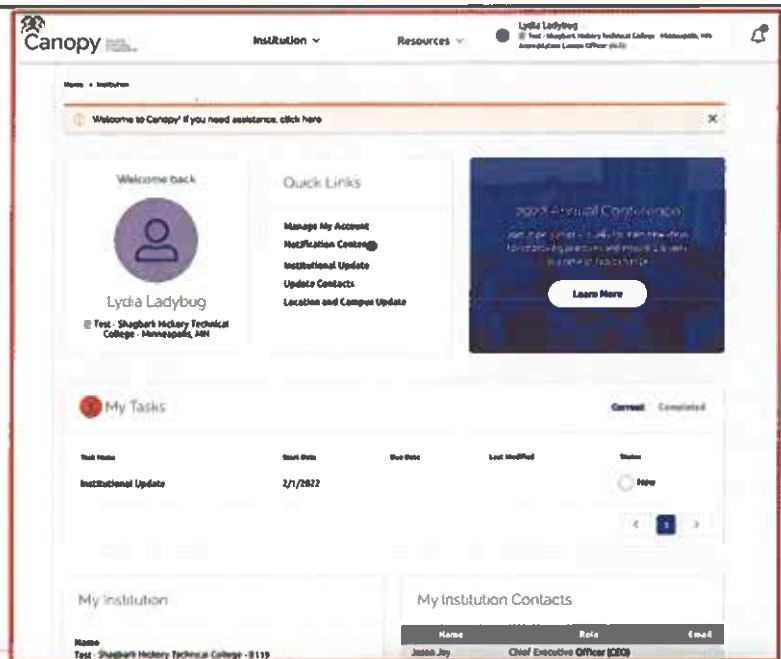


- canopy.hlcommission.org
- HLC sends a welcome email with your username.
- Click *Forgot username or password?* to reset password.
- Click *Contact HLC* if additional support is needed.

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Institutional Dashboard



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Institutions in Canopy

- Canopy access is limited to one CEO, ALO, CFO, Data Update Coordinator, and Location Coordinator from each institution.
 - Each role has access to specific information.
 - ALO's and CEO's are able to see and access all institutional information available in Canopy.
 - Only ALO's and CEO's can update their institution's contacts.
 - CFO and Data Update Coordinator can only see Institutional Update.

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Institutions in Canopy

- Contact Update Survey: HLC is expanding what data institutions can update.
- Certain pieces of information like an updated title will not require HLC verification.
- But replacements to existing roles will require HLC staff to verify (which may take a few business days).
- CEO and ALO can update contacts at any time.

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Institutions in Canopy

- The Contact Update Survey has a checkbox to notify of a replacement to an existing role.
- Institutions can update their contacts at any time. But during the Institutional Update, those changes will not take effect until after the IU is submitted and closed.

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Institutions in Canopy

- The Location and Campus Update (LCU) lists each institution's branch campuses and additional locations, as well as its current stipulation for Additional Locations.
 - CEO, ALO, and Location Coordinator have access.
 - Institution can update campus and location records by clicking Request Change.
 - If the institution is in the notification program and want to add a new location, click Request New Location.
 - Not all fields are editable.
 - New locations submitted through the Location and Campus Update will need to be verified by HLC staff.
 - The current status of your request will be reflected in the list.

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Location and Campus Update

Stipulations

- The Institution has been approved for the Notification Program allowing the Institution to open new additional locations within the United States.

Search Locations

Location Name

Location Type

Status

City

State

Country

Request Status

Effective Date From

Effective Date To

mm/dd/yy

mm/dd/yy

Search

Cancel

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4 Results

Request New Location

Approved: 0

Rejected: 0

Pending: 0

Actions	Location Name	Location Type	Status	Effective Date	City	State
Request Change	Silver Maple	Location	Active		Cedar Rapids	Iowa
Request Change	Norway Spruce	Campus	Active		La Crosse	Wisconsin
Request Change	Eastern Redbud	Location	Active		Ironwood	Michigan
View Details	Main Campus	Main Campus	Active		Stevens Point	Wisconsin

Showing 1 to 4 of 4 entries

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Anticipated Enhancements

- Institutional Status and Requirement Report (ISR)
 - ALO's and CEO's at an institution will have the ability to generate an ISR on-demand.
- We expect to have the status of change requests viewable for institutions.
- The ability to upload and manage your institution's program inventory.

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Looking to the Future

- HLC continues to enhance and refine Canopy to meet the needs of our members and peer reviewers. So check back often!
- Feel free to send feedback on Canopy to canopyadmin@hlcommission.org. We are constantly evaluating and looking for future enhancements.
- Be sure to check our website for useful tips, FAQ's, and User Guide for help for Canopy's various sections.
- www.hlcommission.org/Accreditation/canopy-user-guide-table-of-contents.html

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Want to Learn More?

Attend “Becoming Acquainted with Canopy”

Monday, April 4th 11:30am -12:15pm

Hyatt, East Tower, Plaza Ballroom, Lobby Level, East Tower

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Policy Updates

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Policy Updates

- Recently Proposed Policies (on 1st reading)
 - Protections of Student Privacy
 - Public Disclosures related to transfer policies

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Policy Updates

- Recently Adopted Policies
 - Decision-making options concerning the Assumed Practices and Federal Compliance requirements
 - HLC's jurisdiction
 - Evaluation the Criteria of Accreditation

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Second Chance Pell

- "Pell for All" legislation
- USDE focused on ensuring that students pursuing prison programs are appropriately served through high quality educational programs regardless of modality.

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Second Chance Pell (cont.)

- By way of **preview**:
 - If a student can receive 50% or more of an educational program at the correctional facility and the instructor is physically at the site and in the classroom, that is an additional location for which **approval is required**. *This matches HLC's current process for additional locations.*

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Second Chance Pell (cont.)

- By way of **preview** (cont.):
 - If a student can receive 50% or more of an educational program at the correctional facility via a combination of a “physical” instructor and distance education or physical instructor and correspondence courses, that is an additional location for which **approval is required**.

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Second Chance Pell (cont.)

- By way of **preview** (cont.):
 - If a student can receive 50% or more of an educational program at the correctional facility, **even if solely through distance education or correspondence education**, that is an additional location for which **approval is required**.

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Second Chance Pell (cont.)

- Bottom line, be sure you have approval for all your additional locations!

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Reminders

- Personally-Identifiable Information
- New Program Screening Form
- For systems: Audited Financials

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Helpful Links

- Declaring Program Activity:
hlcommission.org/Accreditation/substantive-change-declaring-program-activity.html
- New Degree Program Screening Form:
hlcommission.org/Accreditation/new-degree-program-screening-form.html
- Changes to Existing Degree Programs:
hlcommission.org/Accreditation/screening-form-for-changes-to-existing-academic-programs.html

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Helpful Links

- Certificate Screening Form:
hlcommission.org/Accreditation/certificate-program-screening-form.html
- Official Letter Request Form:
hlcommission.org/Accreditation/request-for-official-letter-from-hlc.html
- Resource Guide
https://download.hlcommission.org/HLCResourceGuide_INF.pdf
- Canopy Guide
hlcommission.org/Accreditation/using-canopy.html

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Questions?

- Always start with your HLC Staff Liaison
- Substantive Change general questions:
 - changerequests@hlcommission.org
- Utilize the HLC Website:
 - www.hlcommission.org

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Preparing the Assurance Argument:

Improved Processes and Stakeholder Engagement

Cathy Barrette, Ph.D.

Director, Assessment

R. Darin Ellis, Ph.D.

Associate Provost for Academic Programs and
Associate Vice President for Institutional Effectiveness

Marlena Frontera, M.Ed.

Program Coordinator, Institutional Effectiveness



WAYNE STATE
UNIVERSITY

Overview



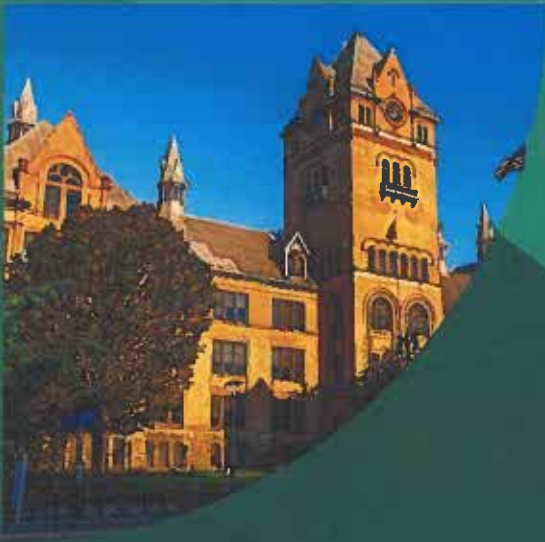
About Wayne State University

2017 participants, structures, technologies,
and processes

New institutional conditions
2017 process evaluation

2021 participants, structures, technologies,
and processes

2021 process evaluation
Lessons learned



About Wayne State University

Wayne State University is a premier urban research institution offering approximately 350 academic programs through 13 schools and colleges to nearly 25,000 students.

- **Michigan's only urban university.**
- **Carnegie Foundation's highest classifications for research and community engagement, with annual research expenditures of more than \$238 million.**
- **Doubled six-year graduation rate for undergraduate students, from 26% in 2011 to 52% in Fall 2020.**
- **APLU Degree Completion Award - 2017**

Higher Learning Commission

- **Comprehensive evaluation - 2017**
- **Assurance review - 2021**



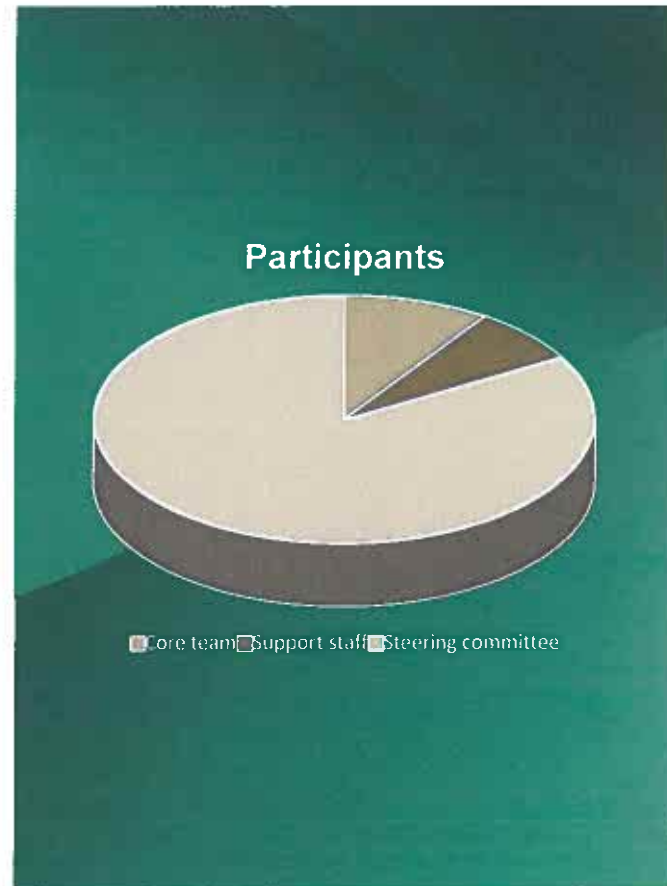
2017 Review: Structures and Participants

The Working Group

- Core leadership and standards team
- Support staff

The Steering Committee

- ~35 representatives
- Representation from across campus





2017 Review: Technology

- Email communication with participants
- Argument drafted in MS Word
- File sharing:
 - OneDrive
 - Email
- HLC assurance system



2017 Review: Timeline and Processes (2015)

Working Group

- Attended HLC conference
- Developed communication plan
- Did outreach to campus leaders, units

Steering Committee

- Read 2007 argument
- Identified areas needing updates

Project Coordinator

- Conducted interviews
- Revised 2007 argument (Note HLC criteria changes since 2007)



2017 Review: Timeline and Processes (2016)

- Project coordinator left WSU, replaced by web person
- Working Group attended HLC conference, reviewed 2007 argument, made revisions, identified evidence and gaps
 - Project coordinator responsible for submitting content to assurance system
- Steering Committee met every 6-8 weeks to provide input for assigned criteria



- External consultant provided feedback on draft argument



2017 Review: Timeline and Processes (2017)

Argument lock date: Feb. 3

- Working Group discovered revisions and evidence in Assurance System were not current in January
- Provost's Office standards team dedicated all remaining time and effort to completing and uploading argument and evidence files
- Submission filed
- Campus prepared for site visit



New Institutional Conditions in 2017

- July 2016
 - New Provost
 - Creation of Office of Institutional Effectiveness led by Associate Provost & Associate Vice President
 - Accreditation
 - Academic Program Review
 - Assessment
 - Institutional Research
 - Testing, Evaluation & Research Services



Evaluation of the 2017 Review Process



- The new Office of Institutional Effectiveness undertook an evaluation
- Interviewed key participants and stakeholders
- Forward-looking
- Focused on process and structure



2017: Successful Strategies

- Started early with a 2-year preparation timeline
- Clear, experienced leadership
- Broad steering committee
- Comprehensive communication plan spanned the 2-year preparation timeline

2017: Unsuccessful Strategies

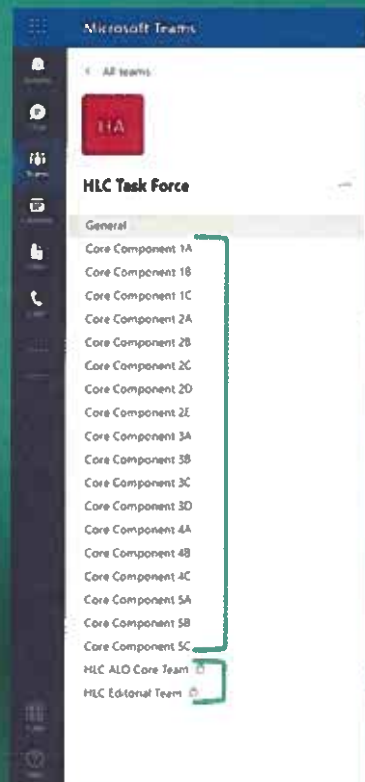
- Ad hoc
 - Institutional structure/organization
 - Information management processes and use of technology
 - Personnel assignments
- Drawbacks to central document control and evidence collection by a single person
- Confusion over extent of Steering Committee's role



2021 Review: Structure and Participants

- 2-person leadership team: project coordinator and administrative lead
- 5-person editing team: project coordinator, administrative lead, assessment director, institutional research staff, and registrar staff
- ~50-key subject matter experts (SMEs)
- Matched SMEs with HLC criteria
- Conducted orientations with each group
 - Guidance on criteria
 - Groups' role in the process
 - Groups' responsibilities
 - Deadlines
 - Tour of the Microsoft Team site





2021 Review: Technology

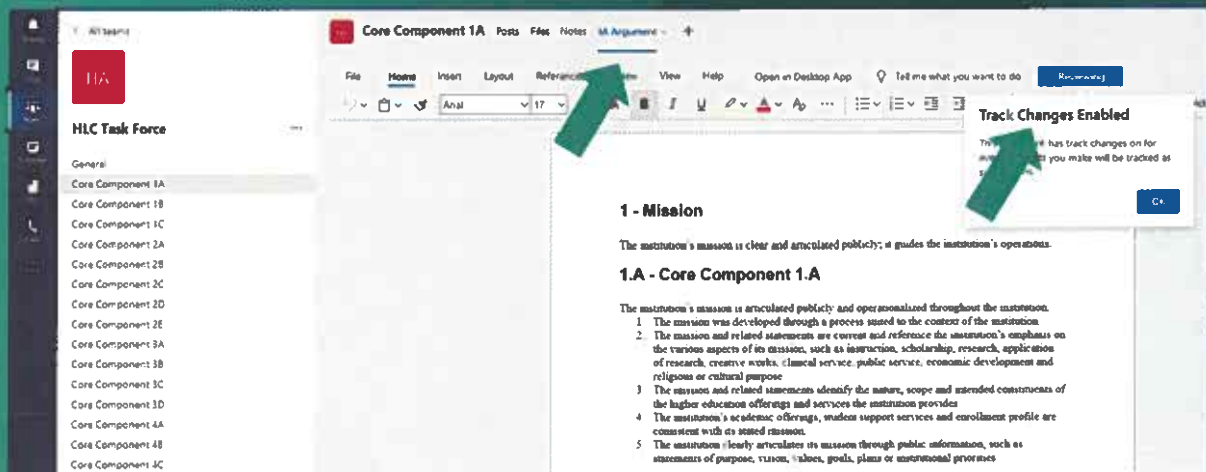
Microsoft Teams

- Channels were used to divide the argument into components.
- A private channel for the core team and editing team.

2021 Review: Technology

Microsoft Teams, cont'd.

- A copy of the 2017 Word doc and supporting evidence was uploaded into each channel.
- Track changes was enabled to avoid confusion with multiple users.



2021 Review: Technology

Microsoft Teams, cont'd

When numbered footnote is clicked, a link to the current evidence shows on the bottom. The link directs user to the files folder within that channel.

Argument

The Wayne State University (WSU) ~~mission~~mission¹ is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities. The mission statement is complemented by a ~~vision~~vision² of WSU as a preeminent, public, urban research university known for academic and research excellence, success across a diverse student body, and meaningful engagement in its urban community; and ~~values~~values³ of collaboration, integrity, innovation, excellence, and diversity and inclusion. The mission, vision, and values are the foundation for “~~Distinctively Wayne State University~~Distinctively Wayne”

¹ [Distinctively Wayne State University - Strategic Plan - 2016-2012](#)

Format Footnotes

< 1 / 57 >



2021 Review: Technology

Microsoft Teams, cont'd

SMEs updated the argument, uploaded new evidence into folder within channel, and used comments to identify new supporting evidence.

Core Component 1A Home Insert Layout References Review View Help Grammarly Open in Desktop App Tell me what you want to do Copy Link

Argument

The Wayne State University (WSU) mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities. The mission statement is complemented by a vision of WSU as a preeminent, public, urban research university known for academic and research excellence, success across a diverse student body, and meaningful engagement in its urban community, and values of collaboration, integrity, innovation, excellence, and diversity and inclusion. The mission, vision, and values are the foundation for "Distinctively Wayne State University" WSU's strategic plan for 2016-21, approved by the Board of Governors (BOG) on Sept. 25, 2014.

Mission Statement Development Process

Today's mission is rooted in WSU's first formal mission declaration (1985), which affirmed guiding principles of academic excellence, opportunity and access, and community engagement. The 2016 adaptation of "Distinctively Wayne State University" remained true to WSU's inaugural mission yet distilled its message from 700 to 20 words – making it concise, memorable, and compatible with modern media communications.

Consistent with WSU's culture of shared governance and engagement, the mission was developed through an inclusive process that engaged internal and external stakeholders. It is reviewed on a five-year cycle, to ensure continued alignment with changing local and global environments, and to refresh strategies to balance emerging opportunities and challenges. The process for honing the mission in 2016 was inclusive and robust, and we will adopt a similar approach for the 2021 strategic planning process. We will begin by reaffirming or further honing our mission as a facilitated board session offsite focused on future strategic directions that will begin with a dedicated and in-depth discussion of both the university mission and vision. The planning process is detailed in Section 3.C.

Enrollment Profile

WSU is a public university in Detroit, Michigan, serving a diverse and growing urban population.

Comments

Marlena Frontera
EVIDENCE: Distinctively Wayne State University Strategic Plan, 2016-2021 (Page 7)
@mention or reply

Marlena Frontera
Distinctively Wayne State University Strategic Plan, 2016-2021 (Page 7)
@mention or reply

Marlena Frontera
EVIDENCE: Distinctively Wayne State University Strategic Plan, 2016-2021 (Page 8)
@mention or reply

Callout Box:

Marlena Frontera
EVIDENCE: Distinctively Wayne State University Strategic Plan, 2016-2021 (Page 7)
@mention or reply



2021 Review: Timeline and Process Finalization

Assurance Review Lock Date: July 26, 2021

- April 30, 2021 deadline:
 - ✓ SMEs completed their tasks
 - ✓ The document was uploaded into a private channel for the editing team to review.
- 2.5 months prior to lock date:
 - ✓ The editing team reviewed, edited using track changes, and gathered additional supporting evidence.
- A month prior to lock date:
 - ✓ Sent final document for Provost and President review.
 - ✓ Finalized the argument and uploaded it to the assurance system.
- A week prior to lock date:
 - ✓ Additional review/editing within the assurance system was conducted to ensure accuracy.

Awesome Screenshot (free extension) was used to capture Hi-def pdfs of web pages.



Evaluation of the 2021 Review Process

2017 Problem

- Ad hoc
 - Institutional structure/organization
 - Information management processes and use of technology
 - Personnel assignments
- Drawbacks to central document control and evidence collection by a single person
- Confusion over the extent of the Steering Committee's role

2021 Strategy

- Permanent
 - Office of Institutional Effectiveness
 - Adoption/implementation of MS Teams
 - Permanent staff assignments
- The entire core IE team had complete access/privileges to MS Teams, documents & HLC site
- Steering committee membership is driven by "ownership" at the sub-criteria level



Lesson Learned

- Institutionalization matters
 - Accreditation efforts have to be woven into the organizational structure
 - Rely on institutionally supported systems and processes
- Buy-in matters
 - The steering committee stepped up when given authority to develop the argument directly





Cathy Barrette, Ph.D.
Director, Assessment



R. Darin Ellis, Ph.D.
Associate Provost for Academic Programs and
Associate Vice President for Institutional
Effectiveness



Marlena Frontera, M.Ed.
Program Coordinator, Institutional Effectiveness

Thank you!



WAYNE STATE
UNIVERSITY

PROJECT CONTRIBUTORS

TIMELINE SNAPSHOT

Project Update 3

Feb - Mar 2022

Midpoint Roundtable

Fall 2022

Midpoint Report

Oct - Dec 2022

Third Year Consultation

Spring 2023

Project Update 6

Aug - Sept 2023

Project Update 7

Feb - Mar 2023

Results Forum

Fall 2024

Impact Report

Oct - Dec 2024

Project Details

Print

Expand All

Sort by:

Date Desc.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
SOUTHERN WEST VIRGINIA'S ASL PROJECT Cohort: Assessment Academy Fall 2020

Start Date: 3/18/2020|End Date: 6/14/2024

Quality Initiative Report: NA

Status: Active

PROJECT CONTRIBUTORS

Project Details:

PROJECT UPDATE 3 Started 1/31/2022 - Completed 3/27/2022

UPDATE QUESTIONS

HLC Question: Has your team begun following any other institution's project in SparQ? If so, what have you learned from their project that could be useful to your team's own project?

Posted 02/11/2022 08:18 AM

Response: Tom Morris, Team Lead

Although Southern's HLC Assessment Academy Team (a.k.a., Academic Assessment Subcommittee) is working on numerous projects related to our participation in the HLC Assessment Academy (including, but not limited to, syllabus updates, course-level outcome assessment, general education outcome assessment, and co-curricular assessment), certain members have garnered useful information from a number of other institutions' projects focusing on program review. Further investigation into these projects led us to a 2021 HLC Annual Conference presentation entitled "Program Review at Three Private Universities: Three Approaches." As simple as it sounds, this presentation led us to look beyond our existing program review process that simply addresses the West Virginia Higher Education Policy Commission's (HEPC) requirements to a more comprehensive, reflective, faculty driven review process. A new, significantly expanded process that still addresses the HEPC requirements was developed during the 2020-2021 academic cycle. The first group of programs scheduled for 2021-2022 review are advancing through the updated process as detailed in the Southern West Virginia Community and Technical College Program Review Process.

Attachments: Southern West Virginia Community and Technical College Program Review Process, 02/10/2022, Word Document, 52.33 KB **(Supportive Evidence supplied for our**

**Project Update and also available in S-Drive),
Program_Review_Process_with_Appendices_Fillable_updated_calendar1 (2)**

**HLC Question: Describe your team's efforts for initial implementation of your project.
How has your project developed and change since the last posting?**

Posted 02/11/2022 08:18 AM

Response: Tom Morris, Team Lead

The project as a whole continues to move forward, some portions of the project progressing faster than others.

General Education Outcome Assessment:

The College completed the Plan-Do portion of the Plan-Do-Study-Adjust cycle of assessment during fall 2021. Five English faculty utilized Southern's written language and critical thinking rubrics to assess a total of 190 students' end-of-semester research papers. After analysis of the assessment results, the English faculty developed a data driven action plan to improve upon the rubric criteria "main points are well-developed and directly related to the thesis" (see GE Assessment Fall 2021). Implementation and results of the of the action plan will be completed during spring 2022. Included in this pilot use of the two above-mentioned rubrics will be an evaluation by English faculty as to the efficacy of the rubric tool.

Course-Level Outcome Assessment:

With the conclusion of fall 2021, faculty completed their third consecutive semester of assessing attainment of course-level outcomes including closing the loop results on previously identified action plans for improving student learning. Assessing assessment activities and results as detailed in the Student Learning Assessment Course-Level Report 2020-2021 are currently in progress and will be available for Project Update 4.

Co-Curricular Assessment:

Student Services continues to implement the Council for the Advancement of Standards in Higher Education (CAS) model with the Orientation to College courses and the National Society of Leadership and Success programs. This effort is moving slowly.

Very similar to the institutional assessment of general education (GE) outcomes described in the Student Learning Assessment Guide for Faculty 2021-2022, Student Services has established a process for assessing how well students are learning specific GE competency criteria in co-curricular activities. The process of assessment of the GE outcomes in co-curricular programming is documented in the Fall 2021 Workshop and Event Schedule.

Attachments: (Supportive Evidence supplied for our Project Update and also available in S-Drive)

Title	Updated	File Type	File Size	View Document
Fall 2021 Workshop and Event Schedule	02/10/2022	Word Document	50.20 KB	View Document
Student Learning Assessment Guide for Faculty 2021-2022 Document	1.19 MB	View Document	02/10/2022	PDF
Student Learning Assessment Course-Level Report 2020-2021 Document	144.43 KB	View Document	02/10/2022	Word
GE Assessment Fall 2021 Document	02/10/2022	Word Document	82.24 KB	View Document

HLC Question: How have you incorporated the feedback from the Consolidated Response to your previous Progress Update?

Posted 02/11/2022 08:18 AM

Response: Tom Morris, Team Lead

The following clarifications were previously made to our mentor and scholar in our Team Follow-up section under Project Update 2:

Responses to Dr. McGowan's following questions:

1. Have you identified what courses will be where summative assessment takes place for Gen Ed and Program assessment of student learning?

Assessment of GE outcomes are based on the Course Outcome Matrix (part 3 of 3 of the course syllabus). End-of-program (capstone) courses that identify a general education competency as “Included and Measurable” are required to use the appropriate College rubrics. These rubrics are used to measure achievement of the GE outcomes and associated criteria while being designed to assist faculty in consistently assessing those outcomes and criteria. Program Directors (PD) and clustered faculty (e.g., all English or Biological Sciences) decide what specific evaluation activity is used to assess the general education outcome. In those cases where a number of general education competencies are identified for a given course, the specific general education competency to be evaluated will be randomly assigned to that faculty group and their courses.

2. How will you ensure intergrader reliability across courses taught with multiple sections?

Ensuring intergrader reliability is being addressed via training of clustered faculty by their program directors in conjunction with the faculty who developed the rubric.

3. It is not clear if the entire population of students will participate in GE learning outcome assessment or if a stratified sampling of students will be achieved.

Stratified sampling per question #1.

4. Have the rubrics been tested by faculty in all disciplines? Do they work? Is there a process for suggesting changes if they don't work as hoped?

The first cycle of GE assessment rubric usage is being treated as a beta test. Upon completion of the plan-do-study-adjust cycle of each of the six GE outcomes, clustered faculty using the rubric, program directors, and Academic Assessment Subcommittee faculty members responsible for the development of the specific rubric will meet to discuss the efficacy of the rubric and make changes if necessary.

HLC Question: Thus far, what have you discovered about student learning at your institution as a result of your Academy project?

Posted 02/11/2022 08:18 AM

Tom Morris, Team Lead

The primary (and overly simplistic) discovery this HLC Assessment Academy Team has made is that a strong foundation of student learning assessment has existed for some time at Southern. Most faculty understand that assessment is embedded in everything they do in their roles as teachers and mentors to improve student success. The major detail that has changed for them is not the concept of assessment, but the need to document what they do each and every day in the classroom. Faculty freely admit that they assess learning constantly but now their motto is, “if I didn’t document it, it didn’t happen.”

HLC Question: How will you continue to advance your project in the next six months?

Posted 02/11/2022 08:18 AM

Response: Tom Morris, Team Lead

The major goal to advance our project over the course of the next six months is to systematically and effectively implement those assessment processes identified in the Student Learning Guide for Faculty 2021-2022. Added focus will be placed on:

implementing program assessment and linking its results to program review.

closing the loop while showing improvements in student learning based on data-driven action plans at the institution (general education) and course-level.

accelerating those existing co-curricular activities.

Attachments:

Title	Updated	File Type	File Size	View Document
Student Learning Guide for Faculty 2021-2022	02/10/2022	PDF Document	1.19 MB	View Document (Supportive Evidence supplied for our Project Update and also available in S-Drive)

CONSOLIDATED RESPONSES (Scholar and Mentor)

1. What are some strengths of this project/Academy work? Why are these strengths?

Posted 03/12/2022 09:43 AM

Veronica McGowan, Mentor

Janice Denton, Scholar

Veronica McGowan, Mentor:

Southern is continuing its work to professionalize its assessment model by the development of a dedicated faculty assessment handbook and extensive revisions and improvements to their program review policy and reporting template. The reporting template is a comprehensive action-based approach to examining the performance of program curricula, faculty implementers, and departmental resources.

Of particular merit is Southern's commitment to using a research-based approach to study the effectiveness of the written communication and critical thinking rubrics. This pilot allows the collection of baseline data and serves as a starting point for long-time reliability of the rubrics.

The three major goals self-identified by Southern and listed below, represent a reasonable scope of work for the next six months:

- implementing program assessment and linking its results to program review.
- closing the loop while showing improvements in student learning based on data-driven action plans at the institution (general education) and course-level.
- accelerating those existing co-curricular activities.

Janice Denton, Scholar:

I agree with Veronica's summary. You are systematically working your way through the individual projects and communicating well with the college-wide community.

2. What remains unclear or what questions do you still have about this work to assess and improve student learning?

Posted 03/12/2022 09:43 AM

Veronica McGowan, Mentor

Janice Denton, Scholar

Veronica McGowan, Mentor:

The transparency of data to public audiences, including potential students and families is not yet clear. Of particular interest to students will be how can they gauge their own progress on GE and program SLOs? While course grades and GPAs serve as a metric of knowledge mastery, some of Southern's SLOs indicate a richer taxonomy of skill development, evaluation, and professionalism that may not be well-captured in a GPA.

A potential value-added component would be to have a section in the program review process that addresses how the review template was generated, any models that influenced its creation, and any data that will inform its validity as a valuable tool that degree programs in West Virginia are adapting to workforce needs. In fact, the narrative's discussion section indicates that data collection would inform program change, but the potential exists to inform the process change as well. Faculty tend to have higher investment and ownership of materials to which they contributed and value items produced by a multi-disciplinary team highly. If faculty were involved in the material production, an opening page with the team members listed will be valuable for rewarding their efforts as well as forward the narrative that faculty input is valued. In addition, other activities for recognizing this work as well as the Faculty Assessment Guide will forward these faculty members as assessment experts within their discipline areas and offer the Assessment Office a slate of potential influencers for rollout of new assessment initiatives. If faculty were not part of the initial process, it is not too late to include them. Allowing the Assessment Committee to comment on the document as a draft document will forward their ownership of the document. I have found that pairing the document with a set of questions that promotes critical dialogue offers a rich development process.

Southern identified that Co-curricular assessment is moving slowly. While I suspect the difficult nature of the pandemic isn't helping matters, perhaps those invested in the success for this portion of the project would benefit from motivation events. Given the lack of explicit narrative indicating student engagement in the Assessment Academy project, this might be a good opportunity for a listening session, perhaps similar to the Fall "Chillin' with the President"

session regarding student services. What do students want to learn from co-curricular activities? Are students interested in fostering student leadership opportunities and service-learning? These student-based events may be just the motivator that helps implementers better visualize co-curricular assessment and has the value-added impact of tying student feedback to both assessment and valuable co-curricular activities that are so meaningful to participants.

Janice Denton, Scholar:

My question relates to institutional capacity. Your Academy project has many moving parts and, from your update, it sounds as though everyone is on task. However, as you move into the next phase of your work, is the timeline reasonable?

3. What are some critical things to which the institution should pay attention as it plans its work for the next six months?

Posted 03/12/2022 09:43 AM

Veronica McGowan, Mentor

Janice Denton, Scholar

Veronica McGowan, Mentor:

Given the linkage that investing in stakeholder feedback has on students' sense of being listened to, as we approach the Midpoint Roundtable event in the project, there is an opportunity for Southern to give greater voice to the student-as-stakeholder in assessment planning; that is, how well students feel that assessment activities are capturing the GE and program SLOs and accurately reflect student experiences. This may be a particularly valuable exercise given that the next GE SLO to be studied by Southern is Intercultural Competency. Given increasing student advocacy (Hailu & Sarubbi, 2019) and a widening ideologue divide in the United States (Savat, 2021), do Southern students feel that during learning experiences they are "communicating with the intention to establish a shared understanding for empathetic, positive communication with others of different cultures" (Southerns' section 4 of their Intercultural Competency requirement). There is mounting evidence across American Higher Education that the answer is no: students are feeling disconnected from diverse others, partially due to social and living constraints during the pandemic and the need to increase remote teaching methods during this time, but also due to

an increasing trend to socialize with others of similar racial, ethnic, political, economic groups. In addition, suicide rates are increasing (David, et al., 2021) and remote students access to on-demand counseling is less certain. Increasingly, higher education is addressing ideological dividing by teaching students how to talk about politics (Hodge, et al., 2021; Matto & Chmielewski, 2021).

An expected concern of faculty would be the ease of collection of artifacts or averaging of scores reflecting course-level outcomes. Making plans to automate collection with judicious use of LMS tools may foster greater faculty buy-in, although there needs to be understanding that there is a time commitment to select and setup LMS analytics and that faculty leaders and implementers need to partner to accomplish such a goal.

Given the approach of the Midpoint Roundtable, it's not too early to be thinking of how Southern can present their work to outside groups, including other state peer institutions that may want to use Southern as a model for their own SLO development. One's own state peers may form the most valid portrayal of benchmark learning data, so Southern has the opportunity to impact assessment beyond their campus for the benefit of a richer benchmark set. In addition, this wider work may allow Southern to benefit from state grant opportunities and extended networking, especially if the results have wider influence and implementation.

Hailu, M. F., & Sarubbi, M. (2019). Student resistance movements in higher education: an analysis of the depiction of Black Lives Matter student protests in news media. *International Journal of Qualitative Studies in Education*, 32(9), 1108-1124.

Savat, S. (2021, March 22). Widening political rift in U.S. may threaten science, medicine. Washington University in St. Louis newsroom.

Janice Denton, Scholar:

You mentioned in your update that work on program-level student learning would be next. This is a really important project. Some departments will be much more comfortable and practiced with this than others, and it might be useful to think about ways you could form department-cluster learning communities so there is peer support. Each department doesn't have to reinvent the wheel.

- 4. What are some other possibilities or resources that might contribute to the success of this project? For instance, can you suggest resources such as books, benchmarks, instruments, models, and processes?**

Posted 03/12/2022 09:43 AM

Veronica McGowan, Mentor

Janice Denton, Scholar

Veronica McGowan, Mentor:

David, K. B., Aborode, A. T., Olaoye, D. Q., Enang, N. V., Oriyomi, A. K., & Yunusa, I. (2021). Increased risk of death triggered by domestic violence, hunger, suicide, exhausted health system during CoViD-19 pandemic: why, how and solutions. *Frontiers in Sociology*, 6.

Hodge, A. S., Hook, J. N., Van Tongeren, D. R., Davis, D. E., & McElroy-Heltzel, S. E. (2021). Political humility: Engaging others with different political perspectives. *The Journal of Positive Psychology*, 16(4), 526-535.

Matto, E. C., & Chmielewski, R. (2021). Talking Politics: Creating a Course for Incoming Freshman on Political Discourse. *Journal of Political Science Education*, 17(sup1), 751-761.

TEAM FOLLOW-UP

Please read the response provided by your mentor and scholar located in the Consolidated Response sub-accordion above.

Now that you have read their response, would you like to provide answers to any questions posed or address any requests for clarification? If not, please write "N/A" as acknowledgement of receipt of your Consolidated Response.

Note: Your mentor and scholar will not provide written feedback to any additional information provided here. This space is provided to allow your team to clarify/expand/respond immediately after receiving your mentor's and scholar's feedback on your last update. Any additional information provided will be considered when the mentor and scholar review and respond to your next update.

Posted 03/24/2022 01:42 PM

Tom Morris, Team Lead

Dr. McGowan and Dr. Denton touch on a number of excellent points that will definitely lead to significant discussion at our next Academic Assessment Subcommittee/HLC Assessment Academy Team meeting. I wish the time frame of Project Update 3 and Mentor/Scholar response was more conducive to taking advantage of the opportunity to meet with Dr. McGowan for consultation at the HLC Annual Conference on April 3. We had not yet received our consolidated response by the March 11 cut-off to register for a consultation time. It would have been nice to discuss some of the responses/ suggestions.

COMMENTS

There are no comments at this time.

Criterion Team Updates
Needs Assessment
Performed March 31, 2022

After a very quick review of the final assurance argument drafts from the criterion teams, the following points needing additional work were initially identified. Please remember that this is based on a very superficial review of the arguments and is a cursory review at best.

Criterion 1

- Subcomponent 1A2
 - Scholarship section needs to be expanded.

Criterion 2

- 2A
 - o More focus on addressing previous finding of “met with concern”.
 - o Flow of narrative needs to be addressed. Understandable in that the argument is written in many voices. Did not have “one author”.
- 2B2
 - o Needs significant updates
- 2D
 - o Do we have a Faculty Senate Constitution?
- 2E1 and 2E2
 - o Need some brainstorming on this!
- 2E3
 - Needs to be expanded.

Criterion 3

- At first reading, this section is nicely done.

Criterion 4

- 4B2
- o Need to expand with specifics on Co-curricular assessment of student learning
- 4C1
- o Need to include recent actions of Strategic Enrollment Subcommittee
- 4C3
 - Need to address closing the loop on retention, persistence, and completion activities identified in SEMP (need the most updates SEMP)

Criterion 5

- More focus on addressing previous finding of “met with concern”.
- Definitely need CFO eyes on this.
- 5B4
- o Table of College Revenue/Expenditure

General Findings:

- Need updated Faculty Handbook
- Need updated BOG Handbook
- Need updated SEMP

2021 – 2022

August 11, 2021	Initial Meeting via Zoom Teams Elect Chairperson
October 4, 2021	Progress Report from Team Chair
December 2, 2021	Criterion Due to ALO
January 5, 2022	Criterion 1: Team Meeting <i>(Team Members include: Bill Alderman, Chris Ward, Lillie Teeters, Bud Baldwin, Shawn Cline-Riggins, Stacy Dingess, David Lemmon, Dianna Toler, Tim Ooten, Crystal Cook, and Kelly Green)</i>
January 6, 2022	Criterion 2: Team Meeting <i>(Team Members include: Lisa Haddox-Heston, David Gresham, Bill France, Stephanie Daniel, Misha Herndon, Beverly McDonald, Tammy Toppings, Brittany Fekete)</i>
January 11, 2022	Criterion 3: Team Meeting <i>(Team Members include: Debbie Dingess, Kimberly Maynard, Tom Cook, Tim Owens, Michael Jiles, Shirley Dardi, Meloney McRoberts, Stephanie Mounts, and Dustin Crisp)</i>
January 12, 2022	Criterion 4: Team Meeting <i>(Team Members include: Tom Morris, Regina Bias, Chad Scott, Rita Roberson, Teri Wells, Russell Saunders, Tamara Browning, and Sammi Dodrill)</i>
January 13, 2022	Criterion 5: Team Meeting <i>(Team Members include: David Lord, Derek Adkins, Janice Olive, Darrell Taylor, Joe Linville, Chris Gray, Zachary Riggins, Nathan Freeman, and Ruby Runyon)</i>
March 3, 2022	Final Draft from all Teams to ALO (See Criterion Team Needs Assessment for more detail)
June 13, 2022	Draft Report to College Constituents for Comments
July 11, 2022	Comments Due to ALO
July 12, 2022 – August 22, 2022	WORK!
August 22, 2022	Report Complete and Ready to Upload to HLC

Proof/evidence being placed in the appropriate subcomponent folder on the S-Drive.
Here is the link to take you there:

[\\SCCFS1\Shares\Accreditation HLC\2022 Comprehensive Visit\Criterion 1](#) All other
Criterion Teams follow.

Southern WV Community & Technical College

Cash Operating Budget Proposal

Fiscal Year 2023

	FY 2023 BUDGET	FY 2022 BUDGET	% Change From FY20 Budget
REVENUES:			
Tuition and Fees	\$5,324,000	\$5,102,000	4.35%
Sales and Services of Educational Activities	425,000	0	100.00%
Auxiliary Enterprises	40,000	40,000	0.00%
Other Operating Revenues	350,000	396,119	-11.64%
State Appropriations	8,557,086	8,241,823	3.83%
Investment income	15,000	25,000	-40.00%
Other Nonoperating revenues*	0	0	0.00%
TOTAL REVENUES	\$14,711,086	\$13,804,942	6.56%
EXPENSES:			
Salaries and Wages	9,162,908	7,890,687	16.12%
Benefits	2,658,874	2,821,844	-5.78%
Utilities	810,000	749,800	8.03%
Supplies and Other Services	2,016,642	2,342,611	-13.91%
Assessments by the Council for operations (HERA)	62,662	-	100.00%
TOTAL OPERATING EXPENSES	\$14,711,086	\$13,804,942	6.56%
Net Change in Cash			
	-	-	
Cash Beginning Balance			
	9,618,289		
Ending Cash Balance			
	9,618,289		
% Tuition and Fee of Total Revenue	36%	37%	
% State Appropriations of Total Revenue	58%	60%	
% Payroll of Total Expenses	80%	78%	

**Southern WV Community & Technical College
FY22 Capital Budget**

Description	Budget FY 2023	Budget FY 2022
Funding Sources:		
E&G Capital Fees, Student Tuition	\$ 237,600	\$ 117,500
Total Funding Sources	\$ 237,600	\$ 117,500

Uses:		
Campus Improvement Projects	\$ 215,000	\$ 112,500
HEPC Capital Assessment	5,000	5,000
Total Uses of Funds	\$ 220,000	\$ 117,500

Balances		
Net Change in Cash	\$ 17,600	\$ -
Beginning Cash Capital Balance	\$ 417,980	\$ -
Ending Cash Capital Balance	\$ 435,580	\$ -

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Request for Approval of Personnel Salary Increase for All Full-time Regular Employees and Adjunct Faculty for FY 2022-2023

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 base salary increase for eligible employees of Southern West Virginia Community and Technical College as described below effective July 1, 2022.

STAFF MEMBER: Pamela L. Alderman

BACKGROUND:

During the recently completed West Virginia legislative session, the Budget Bill (SB 250) 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 FY 2023 state appropriations for Southern West Virginia Community and Technical College totals \$8,557,086, making the state appropriations for salary increases \$315,263. Monies allocated for additional raises is not enough to cover a 5% pay increase. Therefore, the total increase appropriations will be split between faculty and staff. Special Revenue paid employees must be funded from grant or institutional funds.

The salary increase would become effective for the pay cycle beginning July 2, 2022, and employees would receive the increase on the pay cycle ending July 29, 2022.

If approved, the salary increases will be applied as follows for each group:

Faculty - All regular full-time faculty (59 total) of Southern West Virginia Community and Technical College as of March 22, 2022, will be granted a flat increase of \$1,750 to their base salary. The estimated cost of this salary increase plus benefits is \$134,225.00.

Classified Staff - All regular full-time classified staff (46 total) of Southern West Virginia Community and Technical College as of March 22, 2022, will receive a flat increase of \$1,100 to their base salary. The estimated cost of this salary increase plus benefits is \$65,780.00.

Non-classified Staff - All regular full-time non-classified staff (51 total) of Southern West Virginia Community and Technical College as of March 22, 2022, will receive a flat increase of \$1,100 to their base salary. The estimated cost of this salary increase plus benefits is \$72,930.00.

Administration and Deans – All regular full-time administrative staff (10 total) of Southern West Virginia Community and Technical College as of March 22, 2022, will receive a flat

increase of \$1,000 to their base salary. The estimated cost of this salary increase plus benefits is \$13,000.00.

The total estimated cost of salary increases for eligible employees plus benefits is \$285,935.00.

The additional \$29,328.00 will be allocated to increase Adjunct Faculty pay effective Fall Semester 2022 (beginning August 15, 2022), as follows:

Adjunct Faculty - \$600 per credit hour

Overload for Full-time Faculty - \$700 per credit hour

Allied Health Clinicals - \$200 per day

Nursing Clinicals - \$200 per day for 6 hours; \$400 per day for 12 hours

Chair, Board of Governors

Faculty Senate

PRESENTATION TO THE BOARD OF GOVERNORS



ABOUT THE FACULTY SENATE

The Faculty Senate of Southern West Virginia Community and Technical College serves as the voice of the faculty and exercises the authority of the faculty in college affairs.

The Senate strives to represent the views of the faculty on such issues as academic standards, faculty status and grievance, and all affairs deemed of special interest to the faculty.

ABOUT THE FACULTY SENATE

The Senate is made up of 10 members of the full-time faculty assembly elected by their peers.

8 members are based on the campus location assigned. Each campus elects senators based on size of campus. Each member serves a 2-year term.

Logan
3 Senators

Williamson
3 Senators

Boone/Lincoln
1 Senator

Wyoming
1 Senator

ABOUT THE FACULTY SENATE

Board of Governors Representative – Elected by the full-time faculty assembly to serve a 2-year term. Is a voting member of both Board of Governors and the Faculty Senate. Provides faculty input to the Board and relays back to Faculty Senate items of importance from the Board.

Advisory Council of Faculty (ACF) – Elected by the full-time faculty assembly to serve a 2-year term. Is a voting member of both the Faculty Senate and ACF.

ABOUT THE FACULTY SENATE

The Advisory Council of Faculty (ACF) was established by West Virginia Code §18B-6-2, as an advisory body of Higher Education faculty:

- to serve as a resource to the legislature and advise the legislature on Higher Education;
- to provide advice to the Higher Education Policy Commission and the Council for Community and Technical College Education in the development of policies and matters pertaining to Higher Education;
- to report to and advise local boards of governors and faculty constituents on issues pertaining to Higher Education;
- to provide a voice for 4,189 full-time and 1,961 part-time HEPC faculty and 558 full-time and 1,082 part-time CTCS faculty.

CURRENT FACULTY SENATORS

Chris Ward, Chair, ACF Rep.

Adam Banks, Vice Chair

Sharon Davis

Lillie Teeters

Matt Ellis

Bill Alderman, BOG Rep.

Rebecca Pratt

Vicky Evans

Jeffrey Yeager

Gina Lester

PURPOSE OF THE FACULTY SENATE

The Faculty Senate serves to recommend general policies to the administration, President, and Board of Governors of Southern relative to, but not limited to, the following:

- Standards for admission, selection, and retention of students
- Requirements for granting of degrees
- General Education curriculum requirements
- Matters of concern to students and/or faculty members as provided for in established or newly developed policies
- Addition and deletion of all courses and/or programs
- The academic calendar and scheduling of classes

PURPOSE OF THE FACULTY SENATE

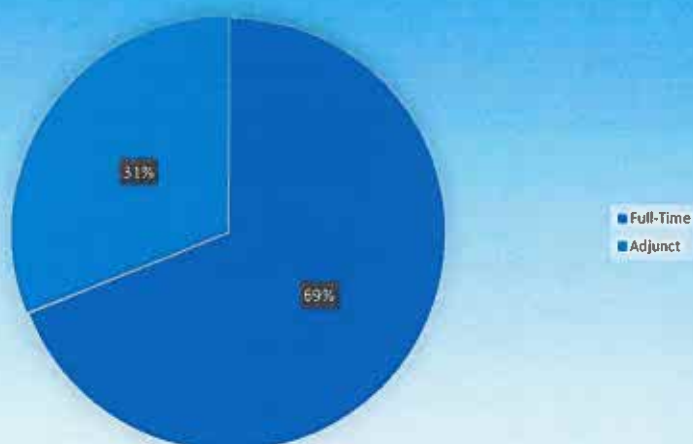
The Faculty Senate serves to recommend general policies to the administration, President, and Board of Governors of Southern relative to, but not limited to, the following:

- Equipment and physical facilities
- The organizational structure of the College with reference to academic matters
- Issues concerning faculty members including standards of conduct and appointment, academic freedom, promotion/tenure, salary, nature and work conditions, and faculty welfare
- Candidates for honorary degrees and certificates
- Addition and deletion of all courses and/or programs
- Rules and regulations implementing any educational policy and/or program

2021-2022 SENATE UPDATES

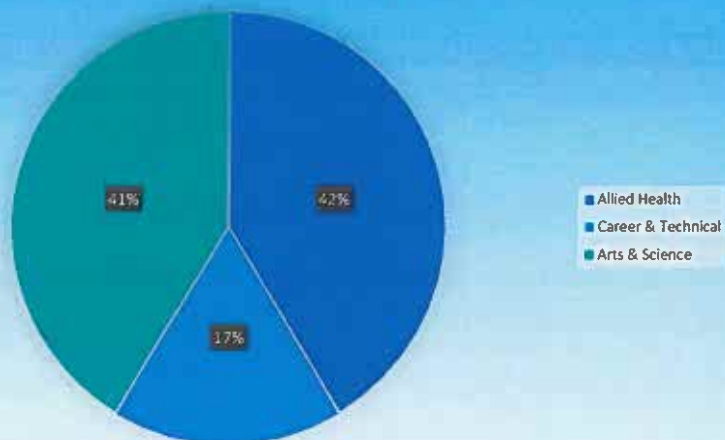
- Emeritus Policy for advancement through Institutional Governance structure (in progress)
- Provided feedback on the Professional and Educational Requirements for Faculty, SCP-2171 and SCP-2171
- Provided input for Academic Calendar in regards to length of semesters, terms, and Spring Break
- Updating Faculty Handbook (in progress)

FACULTY ASSEMBLY AT-A-GLANCE



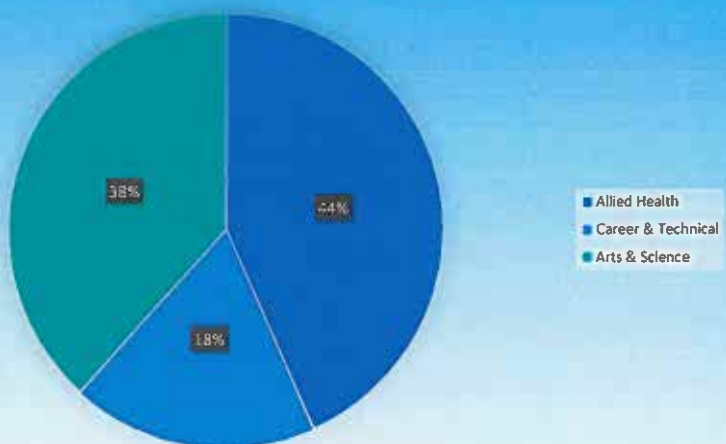
FACULTY ASSEMBLY AT-A-GLANCE

Full-Time and Adjuncts by Division



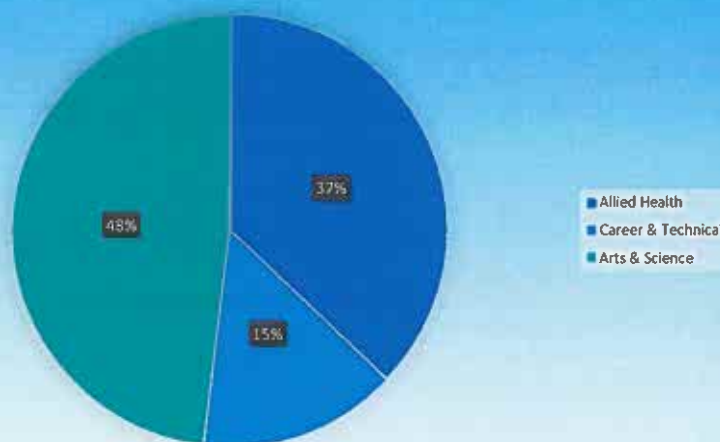
FACULTY ASSEMBLY AT-A-GLANCE

Full-time Faculty



FACULTY ASSEMBLY AT-A-GLANCE

Adjuncts



FACULTY ACCOLADES

Bill Alderman presented "Flexible Engagement Strategies to Fit Any Course Format" at Cengage Fall Virtual Empowered Educator Conference, October 21, 2021.

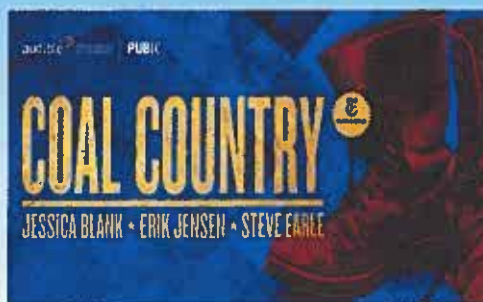
Tammy Browning co-presented a Webinar on the Positive Dynamics in Team Teaching in December with NurseTim.Inc



FACULTY ACCOLADES

Chuck Kenney

- New York Times article about Blair Mountain on its centennial
- Participate in a panel alongside the play's creators after the March 31 performance of the play *Coal Country* in Manhattan.



FACULTY ACCOLADES

Susan Baisden has been involved with the Open Learning WV Grant. She has developed on Open Education Resources (OER) Life Span Development course.

Stephanie Mounts and a team of 3 other volunteers have provided the community tax preparation. They have processed over 250 tax returns from Southern employees, students and the surrounding communities.



FACULTY ACCOLADES

Chris Ward

- Nominated and accepted the position of Chair of Divisional/Departmental ANet for AMATYC



OPENING DOORS THROUGH MATHEMATICS

- Elected as Treasurer for West Virginia Association for Developmental Education



FACULTY ACCOLADES

Matt Payne

- Member of the FAA UAS-Collegiate Training Initiative



- Teaching a drone class at Van High School geared toward Women in Stem Fields.
- Guest speaker at the West Virginia Unmanned Aerial Systems (UAS) Workshop

FACULTY ACCOLADES

Rick Thompson and Matt Payne have been working organizing S-Con 2022 for July of this year.



Rick Thompson and Matt Payne organized and taught a free 3 credit hour course in video game design geared toward high school students in 11th and 12th grades

FACULTY ACCOLADES

One Flew Over the Cuckoo's Nest

Aide Turkle -- Dr. Jeffrey Yeager



Classified Staff Council Report to the Board of Governors

April 19, 2022

The Classified Staff Council meetings were held February 23, 2022, and March 31, 2022.

In the February meeting, classified staff was updated by the Director of Human Resources Debbie Dingess concerning changes in the classification system. It was also discussed to work on fund raisers for the Southern Samaritans.

In the March meeting, classified staff discussed a t-shirt/sweatshirt fundraiser to raise money to help Southern employees in need. In the discussion was the salary increases provided through the legislative session.

The next meeting will be held on April 11, 2022, in which Dr. Pamela Alderman will be in attendance to give institutional updates. Also, the classified staff council has invited Derek Adkins and Susan Ross for the question-and-answer session concerning the salary increase.

Respectfully Submitted by

Beverly McDonald, Chair

Classified Staff Council

ACTION ITEMS

**Southern West Virginia Community and Technical College
Board of Governors
Meeting of February 15, 2022**

**2900 Dempsey Branch Road, Mt. Gay, WV
Logan Campus, Building C, Room 428**

Via Zoom Meeting ID: 920 8660 2713

<https://zoom.us/j/92086602713?pwd=c2lMaDQwUmlCVWtiRm1FcCtIRnNvZz09>

Dial-in Only: 1-646-876-9923

6:00 p.m.

DRAFT MINUTES

Board Members Present: Lisa Haddox-Heston, Chair; Bill Alderman, Vice Chair, Janice Olive, Secretary, Robert Baldwin, Dianna Toler, Shawn Cline-Riggins, Virgil Underwood, Sam Stewart, Jeremy Thompson, and David Gresham

Board Members Absent:

College Staff Present: President, Dr. Pamela Alderman, Jennifer Dove, Recorder, Tom Cook, Debbie Dingess, Rita Roberson, Chris Ward, Darrell Taylor, Derek Adkins, and Beverly McDonald

- 1. Call to Order**
Board of Governors Chair, Dr. Lisa Haddox-Heston, declared a quorum present and convened the meeting at 6:00 p.m.
- 2. Call for Public Comments**
Chair Heston asked for public comments to the Board. No requests for public comment were received.
- 3. Introduction of New Board Members**
New Board members were not in attendance, therefore no introductions were made.
- 4. Oath of Office**
Due to new members not being present, the oath of office was not given.
- 5. Resolution Honoring Professor "Chuck" Puckett**
Would like to construct the Resolution when President Alderman is back and able to work with Dr. Haddox. As such, this item is tabled.
- 6. President's Report**
Chair Heston provided the following President's report on President's Alderman's behalf:
 - Spring enrollment is up, Early College Academy (ECA) enrollment is up. Also, students enrolled in dual credit courses received free tuition. Southern has also offered classes to students at the high schools in the evening.
 - Governance Day was held on February 11, 2022. Good day of meetings and information sharing.
 - COVID-19 testing is now available on campus for all employees and students.
 - Welcomed the new Chief Finance Officer, Derek Adkins. His first day was January 18th, 2022.

- Employee \$2,000.00 across the Board pay raises that was approved by the Board, will be on the March 11th, 2022 payday.
- A science lab will be dedicated in Professor Chuck Puckett's memory. The family has expressed interest in a possible scholarship in his honor. SCON in July 2022 will be in his honor as well.
- Southern has applied for \$1,000,000.00 in a nursing expansion grant. Every college in the state higher education system is eligible to apply for the grants ranging from \$200,000.00 to \$1,000,000.00. Grants applications are due February 28th. If we are awarded the million dollars, it has to be spent by September of this year. Very excited about the possibility of this grant.
- In the Workforce development area, Lineman program conducted tryouts (approximately 40 people participated). The CDL program has hired a new instructor, Jeff Trout and the new truck has arrived as well. Very happy with all the efforts in this area.
- The Cosmetology program is moving forward with the new Program Coordinator, Sherry Ramey. Mortuary Science is temporarily on hold until 2023.
- Tom Cook discussed his grant through HEPC, RUS DLT. It is a partnership with HEPC and several other community colleges. The grant needed focus on projects involved distance education and drawing the community in as well. Mr. Cook relayed that the project that was chose was upgrades for the Savas Kostas Theater. Also, looking to get several mobile zoom units for the different campuses. Was awarded \$180,000.00 and the college had to match \$25,000.00.
- Darrell Taylor has just submitted for the TRIO grant and we should be hearing something around April or May.
- Dr. Randal Brumfield from CTCS visited campus on January 25th and Dr. Persily from the CTCS visited on January 26th. Both were very impressed and very happy to see everything that is going on at the college.
- Barnes and Noble bookstore representatives were here to look at the old bookstore space for the new store and possible additional storage space.
- Under the direction of Bill France, Southern is producing a play, "One Flew Over the Cuckoo's Nest." The play will be performed on March 25th, 26th, and 27th.

7. HLC Institutional Response Update

Mr. Bill Alderman presented an update on the HLC report to the Board. Mr. Alderman read the mission statement. Southern does all that the Mission Statement states very well. Mr. Alderman gave the following Criterion Team updates:

- Criterion Team 1 – Completed argument will be submitted to ALO y March 3rd. Chris Ward and Lille Teeters will put all the parts together and receive feedback by the team between February 24th and March 1st. A final proofread will take place on March 1st and if all is in order, the narrative will be submitted to ALO and Tom Morris.
- Criterion 2 – Received update for 2.A.2. Team is gathering evidence and working hard to complete their narrative.
- Criterion 3 – working on collecting evidence. Debbie Dingess and Kim Maynard have been working on writing.
- Criterion 4 – received updated drafts for 4.B.1, 4.B.2, 4.B.3, and 4.C.2.
- Criterion 5 – Derek Adkins has been added to that team. He brings a lot of experience to the process. He will be able to help with the writing and will be a big help to that team. The team will be meeting on February 9th, 2022.

Bill reviewed the course level assessment reports with the Board. This is huge part of assessment. Southern has 364 courses for the Fall. We have received 351 reports which represents a 96% submission rate. That rate is phenomenal. Mr. Alderman went over the criterion timeline. Mr. Alderman also went over the General Education Assessment. Gave a brief update on the Assessment Academy's two-year plan. Chris Ward is now on Assessment Academy. Mr. Alderman talked about the new program submissions on January 31st, under Industrial Technology of Salon Management and Lineman. Very happy with those hired to oversee the programs. Chris Ward and Bill are working on the Faculty Handbook and it will be completed by Graduation. The HLC conference is coming up April 1st through 5th. Criterion 5 has been instructed to write about how the College is addressing COVID-19. Janice Olive complimented Bill and President Alderman on the work on the HLC report. Bill thanked the Board and everyone that has helped on the report in any way. Looking forward to a good report.

8. Development Office Report

Rita Roberson gave the following Development Office update:

- Savas- Kostas recognition event will be like no event that we have had. Will honor George and Elizabeth Kostas. Funds raised from this event will be used to update the theater. This will be a red-carpet event on June 11th at the Logan Country Club.
- Financial Summary – 2021 fiscal year activity: Five-year pledges which totaled \$232,500.00. Employee Giving for 2021: In January 2021 the Foundation received \$137.00 in Employee Payroll deductions per pay period. In December 2021 the Foundation received \$473.00 per pay period. Employee donations are expected to continue growing. Having a large number of employees that support the Foundation, helps in securing possible donors. The Foundation processed \$174,000 in scholarship funds for Spring and Fall 2021. The Foundation was also able to provide over \$15,000.00 in emergency funds to students. Ms. Roberson is very happy with the financial support the Foundation is able to provide for the students.

9. Faculty Senate Presentation

Chris Ward provided the following update regarding Faculty Senate:

- Faculty senate elected a new ACF representative – Chris Ward. Ms. Lille Teeters will serve as an alternate. Rebecca Pratt was elected as the Boone/Lincoln representative.
- ACF is tracking the following bills in the legislature: 1) Conceal Carry on Campus HB 3022 2) Creating Anti-Racism Act of 2022 (SB 498)
- Revision of Faculty Handbook is in progress.
- ACF Great Teachers Seminar – will get with Dr. Alderman to select two faculty to attend

10. Classified Staff Council Report

Beverly McDonald gave the Classified Staff Council update. The Classified Staff Council meeting of January 2022 was cancelled due to weather. The next scheduled meeting is scheduled for February 23rd. Debbie Dingess, Chief Human Resources Officer will be in attendance to discuss classifications. This is in response to a meeting regarding the new classification system that is in effect now for Classified Staff.

11. Possible Executive Session Under Authority of WV Code §6-9 Regarding Personnel**

11.1 Personnel Matters

There are no matters at this time.

12. Action Items

12.1 Approval of December 14, 2021 Board Meeting Minutes*

MOTION: Bill Alderman made a motion to accept the December 14, 2021 minutes as presented.

ACTION: Janice Olive seconded the motion. The motion carried. Chair Heston declared the motion adopted and the minutes approved.

12.2 Review of Comments and Approval of Final Draft Policies*

12.2.1 SCP-XXXX Professor Emeritus Policy

MOTION: Bill Alderman made a motion to send policy back out for 30-day comment before it is adopted by the Board.

ACTION: Janice Olive seconded the motion. The motion carried. Chair Heston declared the motion adopted he policy to go back out for 30-day comment.

13. Informational Items

13.1 The next regular Board of Governors Meeting is scheduled for Tuesday, April 19, 2022 at 6:00 p.m.

13.2 The HLC Conference will be April 1st – 5th, 2022.

14. Adjournment

There being no further business upon a motion by Bud Baldwin and seconded by David Gresham. Chair Heston declared the meeting adjourned at 7:00 p.m.

Lisa Haddox-Heston, D.D.S Chair

Jennifer Dove, Recorder
Executive Assistant to President and
Board of Governors

Draft

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Associate in Arts, academic program review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Associate in Arts 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: Dr. Michael Jiles, Dean Arts and Science

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of School of Arts and Science conducted a program review of the Associate in Arts program during the 2021 / 2022 academic year for the 2015-2020 academic years.

Based upon the program review, it is recommended that the Associate in Arts program continue at the current level of activity without corrective action.

The program review was completed by program faculty and presented to the Academic Student Affairs 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 Associate in Arts 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

Summary of Findings
2015 - 2020

Program Name: Associate in Arts
Hours Required for Graduation: 60

I. Overview of Findings

A. Adequacy

1. Discuss accreditation or past approval.

The program was last reviewed and approved in the 2015-2016 academic year. The Associate in Arts has no special accreditation, but is evaluated as a part of Southern's overall accreditation by the Higher Learning Commission (HLC).

2. How are faculty prepared to offer the program?

Faculty are credentialed in accordance with HLC guidelines. Traditionally that is a Master's degree in a discipline or a Master's degree with a minimum of 18 graduate hours in the field. Southern has an institutional procedure (SIP 2171).

3. How is the program supported by the facilities?

The program is supported by the institutional budget. Classrooms and faculty are available at each campus. The program is supported by computer labs on each campus. Additionally, interactive classrooms (ICRs) have allowed a class to be offered on more than one campus simultaneously by linking the rooms together. With the onset of Covid the school began to use Zoom connectivity. The advantage is that now students can connect from anywhere with an internet connection.

B. Viability

1. Discuss cost factors and future growth potential.

Program costs are part of the institutional budget. The greatest cost of the program is faculty salary. This program does not require extensive equipment and space in which to house it. The program needs to continue pursuing articulation agreements (2+2/2+3) with other institutions as well having numerous courses listed on the Core Coursework Transfer Agreement and the General Studies and Course Equivalency Transfer Agreement.

The major driver of future growth of this program is the Early College Academy program which is placing high school students into the Associate of Arts and Associate of Sciences programs.

2. **What are the trends in enrollment?**

The enrollment trend over the last five years showed an average of 300 or more students enrolled in the program. There was an increase for 2016 to 2018. From that point, enrollment in the program, and the college, began a decline but stabilized as the Covid Pandemic stabilized.

Enrollment and graduation data are summarized in the table below. Typically, students who do not have a specific program are placed into the Arts or Sciences degree paths. **However, many students enter Allied Health programs without changing their degree in Banner or they transfer to a University before receiving a degree from Southern.**

Concerns about the data and tracking of students are being addressed but past data cannot be corrected. The major problem with the data below is that many students may change to another major, but do not change their major in Banner, still others may receive a Southern degree instead of or along with this degree, and their major is not accurately selected or tracked.

Academic Year	Unduplicated Headcount	FTE	Graduates
2015-16	340	135.46	53
2016-17	469	245.70	53
2017-18	408	232.30	32
2018-19	325	176.63	34
2019-20	326	176.03	44

Southern's retention rate is approximately 53%, and another 22% transfer to a University without graduating from Southern first. This leaves an approximate 25% of students who withdraw or stop attending the college altogether. Currently, we are unable to gather information about students from HEPC for this period (2015 – 2020) so we are unable to accurately track where students go after their time at Southern.

3. **How are students recruited into the program?**

Students are primarily recruited and placed into the Associate in Arts program during discussions with their advisor during new student on-boarding.

C. **Necessity**

1. **Discuss how the program services the needs of society and/or the region.**

This program provides students with an educational pathway for transfer to a University that maintains their options while completing basic education requirements. This program also allows students to improve skills necessary to be competitive in the workplace including: communication skills, critical thinking skills, math and English skills, and a knowledge of basic technology.

D. Consistency with Mission

1. Discuss the importance of the program to the institution.

The Associate in Arts degree program is one of the core programs of the institution. This program is identified specifically in Southern's mission statement for its ability to be transferred and applied toward a baccalaureate degree.

2. What would happen if the program were discontinued?

If the Associate in Arts degree were discontinued, Southern would not be able to support its mission.

II. Program Improvement

A. Action Plan

1. List actions to improve the program.

This program is a mature program and changes have been incremental. No major changes are currently planned for the program. Southern will make changes as indicated by assessment data. However, starting in August 2021 the program faculty were tasked with updating the curriculum, ensuring matches of courses to Universities, and working on transferability of courses to University.

Also, since August 2021, the pursuit of Early College Academy students is now the primary driver of new students into the program. This program started with 11 students, and is now set to exceed 230 students in August 2022. As well as faculty continuing to improve individual recruitment efforts, the ECA program should provide more than enough students to meet the faculty and other college expenditures for this program.

2. Provide a timeline for implementation.

Recruitment of students and ECA students is continuous and ongoing.

B. Weaknesses Addressed by Action Plan (if any)

The most significant weakness addressed since the last review was the time it took students to complete developmental coursework to be eligible for college-level math and English. The implementation of supplemental instruction has improved the number of students who complete introductory math and English courses and decreased the time to degree.

A. Assessment Plan**1. How is the program assessed?**

Along with the Associate in Arts Degree program, this program is assessed in conjunction with the assessment of general education outcomes at Southern. It should be noted that a Director of Accreditation and Assessment has been hired by the college. This director has helped to coordinate Southern's assessment program.

2. How is Assessment used to improve the program?

The greatest accomplishments have been made in student ability in writing and math. Student outcomes in general education have been assessed college-wide. The results of these efforts have led to changes in how courses are taught by faculty and to the development of new courses or modification of existing courses. Both EN101, English Composition I, and MT121 College Mathematics for General Education, are now enhanced with supplemental instruction for those students who need it.

IV. Student Data**A. Discuss Student Placement Data**

HEPC was unable to provide data for this period.

B. Discuss Student Employment

HEPC was unable to provide data for this period.

C. Discuss Students Seeking Higher Degrees

HEPC was unable to provide data for this period.

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**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Associate in Science, academic program review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Associate in Science 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: Dr. Michael Jiles, Dean Arts and Science

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Arts and Science conducted a program review of the Associate in Science program during the 2021 / 2022 academic year for the 2015-2020 academic years.

Based upon the program review, it is recommended that the Associate in Science program continue at the current level of activity without corrective action.

The program review was completed by program faculty and presented to the Academic Student Affairs 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 Associate in Science 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

Summary of Findings
2015 - 2020

Program Name: Associate in Science
Hours Required for Graduation: 60

I. Overview of Findings

A. Adequacy

1. Discuss accreditation or past approval.

The program was last reviewed and approved in the 2015-2016 academic year. The Associate in Science degree program has no special accreditation, but is evaluated as a part of Southern's overall accreditation by the Higher Learning Commission (HLC).

2. How are faculty prepared to offer the program?

Faculty are credentialed in accordance with HLC guidelines. Traditionally that is a Master's degree in a discipline or a Master's degree with a minimum of 18 graduate hours in the field. Southern has an institutional procedure (SIP 2171).

3. How is the program supported by the facilities?

The program is supported by the institutional budget. Classrooms and faculty are available at each campus. The program is supported by computer labs on each campus. Additionally, interactive classrooms (ICRs) have allowed a class to be offered on more than one campus simultaneously by linking the rooms together. With the onset of Covid the school began to use Zoom connectivity. The advantage is that now students can connect from anywhere with an internet connection.

B. Viability

1. Discuss cost factors and future growth potential.

Program costs are part of the institutional budget. The greatest cost of the program is faculty salary. This program does not require extensive equipment and space in which to house it. The program needs to continue pursuing articulation agreements (2+2/2+3) with other institutions as well having numerous courses listed on the Core Coursework Transfer Agreement and the General Studies and Course Equivalency Transfer Agreement.

The major driver of future growth of this program is the Early College Academy program which is placing high school students into the Associate of Arts and Associate of Sciences programs.

2. What are the trends in enrollment?

The enrollment trend over the last five years shows an increase from 81 students in 2015 to 125 students in 2019/20. There was an increase for 2016 to 2018. From that point, enrollment in the program, and the college, began a decline but stabilized as the Covid Pandemic stabilized. A primary factor of degree completion for this major is the major math requirements for this type of degree. Most students come to Southern unprepared for college math, and required remedial math to move to more advanced math courses.

Another factor for the period of 2015 to 2020 was the inability of students to graduate with this degree because of the loss of discipline faculty. Without qualified faculty or adjuncts, the Division was unable to offer classes required for students to obtain this degree. The Division corrected this in the 20/21 catalog by streamlining the degree and removing the need for static and specific electives.

Enrollment and graduation data are summarized in the table below. Typically, students who do not have a specific program are placed into the Arts or Sciences degree paths. **However, many students enter Allied Health programs without changing their degree in Banner or they transfer to a University before receiving a degree from Southern.**

Concerns about the data and tracking of students are being addressed but past data cannot be corrected. The major problem with the data below is that many students may change to another major, but do not change their major in Banner, still others may receive a Southern degree instead of or along with this degree, and their major is not accurately selected or tracked.

Enrollment and graduation data are summarized in the table below.

Academic Year	Unduplicated Headcount	FTE	Graduates
2015-16	81	34.03	4
2016-17	107	57.27	2
2017-18	101	63.70	0
2018-19	107	65.50	4
2019-20	125	71.40	2

Southern's retention rate is approximately 53%, and another 22% transfer to a University without graduating from Southern first. This leaves an approximate 25% of students who withdraw or stop attending the college altogether. Currently, we are unable to gather information about students from HEPC for this period (2015 – 2020) so we are unable to accurately track where students go after their time at Southern.

3. How are students recruited into the program?

134

Students are primarily recruited and placed into the Associate in Science program during discussions with their advisor during new student on-boarding.

C. Necessity

1. Discuss how the program services the needs of society and/or the region.

This program provides students with an educational pathway for transfer to University that maintains their options while completing basic education requirements. This program also allows students to improve skills necessary to be competitive in the workplace including: communication skills, critical thinking skills, math and English skills, and a knowledge of basic technology.

D. Consistency with Mission

1. Discuss the importance of the program to the institution.

The Associate in Science degree program is one of the core programs of the institution. This program is identified specifically in Southern's mission statement for its ability to be transferred and applied toward a baccalaureate degree.

2. What would happen if the program were discontinued?

If the Associate in Science degree were discontinued, Southern would not be able to support its mission.

II. Program Improvement

A. Action Plan

1. List actions to improve the program.

This program is a mature program and changes have been incremental. No major changes are currently planned for the program. Southern will make changes as indicated by assessment data. However, starting in August 2021 the program faculty were tasked with updating the curriculum, ensuring matches of courses to Universities, and working on transferability of courses to University.

Also, since August 2021, the pursuit of Early College Academy students is now the primary driver of new students into the program. This program started with 11 students, and is now set to exceed 230 students in August 2022. As well as faculty continuing to improve individual recruitment efforts, the ECA program should provide more than enough students to meet the faculty and other college expenditures for this program.

Recruitment of students and ECA students is continuous and ongoing.

B. Weaknesses Addressed by Action Plan (if any)

The most significant weakness addressed since the last review was the time it took students to complete developmental coursework to be eligible for college-level math and English. The implementation of supplemental instruction has improved the number of students who complete introductory math and English courses and decreased the time to degree.

III. Assessment

A. Assessment Plan

1. How is the program assessed?

Along with the Associate in Arts Degree program, this program is assessed in conjunction with the assessment of general education outcomes at Southern. It should be noted that a Director of Accreditation and Assessment has been hired by the college. This director will help to coordinate Southern's assessment program.

2. How is Assessment used to improve the program?

The greatest accomplishments have been made in student ability in writing and math. Student outcomes in general education have been assessed college-wide. The results of these efforts have led to changes in how courses are taught by faculty and to the development of new courses or modification of existing courses. Both EN101, English Composition I, and MT121, and College Mathematics for General Education, are now enhanced with supplemental instruction for those students who need it.

IV. Student Data

A. Discuss Student Placement Data

HEPC was unable to provide data for this period.

B. Discuss Student Employment

HEPC was unable to provide data for this period.

C. Discuss Students Seeking Higher Degrees

HEPC was unable to provide data for this period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the General Studies Certificate, academic program review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the General Studies Certificate 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: Dr. Michael Jiles, Dean Arts and Science

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Arts and Science conducted a program review of the General Studies Certificate program during the 2021 / 2022 academic year for the 2015-2020 academic years.

Based upon the program review, it is recommended that the General Studies Certificate program continue at the current level of activity without corrective action.

The program review was completed by program faculty and presented to the Academic Student Affairs 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 General Studies Certificate 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*.

Summary of Findings
2015 - 2020

Program Name: General Studies Certificate

Hours Required for Graduation: 30

I. Overview of Findings

A. Adequacy

1. Discuss accreditation or past approval.

The post-audit for this program was reviewed and approved in the 2015-2016 academic year. The General Studies Certificate has no special accreditation, but is evaluated as a part of Southern's overall accreditation by the Higher Learning Commission (HLC).

2. How are faculty prepared to offer the program?

Faculty are credentialed in accordance with HLC guidelines. Traditionally that is a Master's degree in a discipline or a Master's degree with a minimum of 18 graduate hours in the specific field. Southern has an institutional procedure (SIP 2171).

3. How is the program supported by the facilities?

The program is supported by the institutional budget. Classrooms and faculty are available at each campus. The program is supported by computer labs on each campus. Additionally, interactive classrooms (ICRs) have allowed a class to be offered on more than one campus simultaneously by linking the rooms together. With the onset of Covid the school began to use Zoom connectivity. The advantage is that now students can connect from anywhere with an internet connection.

B. Viability

1. Discuss cost factors and future growth potential.

As the General Studies Certificate is contained wholly within the Associate in Arts Degree, there is essentially no cost to the institution in offering the program. The future growth of this program is largely dependent on growth of the Associate in Arts Degree. Factors which enhance the growth potential of both programs include articulation agreements (2+2/2+3) that Southern has with other institutions as well having numerous courses listed on the Core Coursework Transfer Agreement and the General Studies and Course Equivalency Transfer Agreement.

The trends in enrollment are shown in the table below. The numbers show more graduates than headcount because few people select this major code at entry and **Southern automatically grants the certificate to those who have earned it.** The certificate is typically earned by declared Associate in Arts Degree students as they progress toward their degree. Therefore, the number of graduates (certificates awarded) is expected to loosely follow enrollment trends in the Associate in Arts Degree program.

It is expected for the awarding of this certificate to increase as Southern continues to expand the Early College Academy program.

Academic Year	Unduplicated Headcount	FTE	Graduates
2015-16	11	5.6	59
2016-17	2	0.6	61
2017-18	6	1.8	38
2018-19	10	5.2	44
2019-20	10	5.3	56

3. How are students recruited into the program?

Students are primarily made aware of this certificate during discussions with their advisor during new student on-boarding and during graduation check out processes.

C. Necessity

1. Discuss how the program services the needs of society and/or the region.

This program provides students with an educational pathway for transfer to University while completing basic education requirements. This program also allows students to improve skills necessary to be competitive in the workplace including: communication skills, critical thinking skills, math and English skills, and a knowledge of basic technology.

D. Consistency with Mission

1. Discuss the importance of the program to the institution.

This program provides an opportunity for students to work toward an educational goal even if they do not yet have a developed educational or academic plan. This option allows a student to be eligible to receive federal financial aid while taking classes and deciding what specific associate degree or career technical program to pursue.

2. What would happen if the program were discontinued?

If this program were discontinued students would be forced to declare an associate degree program to be eligible for federal financial aid. This might lead to fewer students deciding to attend college or lead to students being placed into a program that is not attainable for them.

II. Program Improvement

A. Action Plan

1. List actions to improve the program.

Since this degree is not a primary degree for the college, the best actions to improve the enrollments is for the continued pursuit of the Early College Academy students, and for faculty to continue and improve individual recruitment efforts.

2. Provide a timeline for implementation.

Recruitment of students and ECA students is continuous and ongoing.

B. Weaknesses Addressed by Action Plan (if any)

The items identified in the last review (post-audit of 2016) were development of an advisory committee and automation of graduate surveys. Southern has since hired individuals to support Assessment and Accreditation as well as Institutional Research to complete graduate surveys. However, there is no need for an advisory board because it does not offer much institutional value for this program.

III. Assessment

A. Assessment Plan

1. How is the program assessed?

Along with the Associate in Arts Degree program, this program is assessed in conjunction with the assessment of general education outcomes at Southern. It should be noted that a Director of Accreditation and Assessment has been hired by the college. This director has helped to coordinate Southern's assessment program.

2. How is Assessment used to improve the program?

The greatest accomplishments have been made in student ability in writing and math. Student outcomes in general education have been assessed college-wide. The results of these efforts have led to changes in how courses are taught by faculty and to the development of new courses or modification of existing courses. Both EN101, English Composition I, and MT121 College Mathematics for General Education, are now enhanced with supplemental instruction for those students who need it.

A. Discuss Student Placement Data

HEPC was unable to provide data for this period.

B. Discuss Student Employment

HEPC was unable to provide data for this period.

C. Discuss Students Seeking Higher Degrees

HEPC was unable to provide data for this period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 20, 2021**

ITEM: Approval of the Electromechanical Instrumentation Technology, Certificate, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Electromechanical Instrumentation Technology Certificate 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: David Lemmon

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 Electromechanical Instrumentation Technology Certificate Program during the 2020 / 2021 academic year.

Based upon the program review, it is recommended that the Electromechanical Instrumentation Technology Certificate Program continue at the current level of activity without corrective action.

The program review was prepared by faculty and presented to the Academic and Student Affairs 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 Electromechanical Instrumentation Technology Certificate 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

Summary of Findings
2020 - 2021

Program Name: Electromechanical Instrumentation Technology

Hours Required for Graduation: 30 Credit Hours

I. Overview of Findings

A. Adequacy

1. Discuss accreditation or past approval.

The Electromechanical Instrumentation Technology (EIT) Program prepares students for industrial automation in applications (engineering) positions, as well as service (maintenance) type positions by providing knowledge and hands-on experience in electricity, mechanical power, sensors, control systems, instrumentation and programmable controllers-components that are used in a wide variety of industrial automation systems, machines, and equipment.

The program is designed for those who are interested in the oil and gas industry, plant maintenance, machine set-up and installation, and troubleshooting of modern computer-controlled machines. Electromechanical instrumentation jobs are found in the manufacturing, energy, medical, electronics, agriculture, biotechnology, and automotive industries.

Electromechanical Instrumentation Technology provides enhanced skills in areas of electrical schematics, as well as basic and advanced instrumentation and control which can help provide jobs in areas of instrumentation and programmable controllers specific to industry such as natural gas.

2. How are faculty prepared to offer the program?

The college maintains appropriate Higher Learning Commission (HLC) standards for faculty teaching transfer courses for the general education. Two fulltime, non-tenured faculty have taught the program's major courses during this review period. All faculty are well-qualified to teach their respected discipline. Both of the EIT faculty have Bachelor of Science degrees in Electrical Engineering.

3. How is the program supported by the facilities?

The program has a fully-equipped mechatronics lab now located on the Logan Campus in Building C adjacent to the engineering lab. This move will assist students in obtaining more extensive/broader mechanical skills and credentials in electrical engineering.

Additionally, our mechatronics lab has attained Siemens certification over the past year.

B. Viability

1. Discuss cost factors and future growth potential.

Electromechanical Instrumentation Technology (EIT) is an embedded certificate within the Mechatronics AAS degree. Combined with the same faculty teaching both programs, there is no additional cost for this program, allowing students the opportunity to obtain certifications. Additionally, automation, mechanical technology, and programmable logic controllers are crucial for future/emerging industries in robotics and manufacturing.

2. What are the trends in enrollment?

This program has produced six graduates over the past five years with four graduates in the spring of 2017. While low, this certificate serves a “future” manufacturing need for the current oil and natural gas industry as well as new emerging technologies. However, enrollment trends have improved since the program was moved to the Logan campus (See Appendix I).

Fall 2019			Head Count
MX	190	Industrial Robotics	2
MX	250	Basic Instrument. and Control	2
Spring 2020			
MX	110	Intro to Mechatronics	22
MX	120	Mechanical Power I	8
MX	130	Fluid Power I	6
MX	190	Industrial Robotics	11
Fall 2020			
MX	110	Intro to Mechatronics	11
MX	120	Mechanical Power I	2
MX	190	Industrial Robotics	12
MX	298	MX System Design - Capstone	2

C. Necessity

1. Discuss how the program services the needs of society and/or the region.

The Electromechanical Instrumentation Technology Program was developed to provide advanced training in automated applications combining electrical, mechanical, and programmable logic controls to dislocated workers, miners, as well as new students desiring to enter this growing technical field of automation that includes natural

gas and oil production.

It should be also noted that the construction of the Atlantic Coast Pipeline has been halted since December 2018, when a federal appeals court tossed the project's Endangered Species Act review associated with the project that authorizes construction through habitat identified as critical for certain threatened or endangered species.

D. Consistency with Mission

1. Discuss the importance of the program to the institution.

This program serves a certain need at Southern and for industries. The Electromechanical Instrumentation Technology Program has the following main goals:

1. To prepare students for entry-level service (technician) positions.
2. To provide skill set enhancement to individuals who are presently performing electrical, mechanical, and/or control systems tasks.

2. What would happen if the program were discontinued?

Electrical Engineering AAS degree graduates would not acquire enhanced skills in areas of electrical schematics, as well as basic and advanced instrumentation and control which can help provide jobs in areas of instrumentation and programmable controllers.

II. Program Improvement

A. Action Plan

1. List actions to improve the program.

Address enrollment capability and sustainability: Two mechatronics courses were embedded in the Electrical Engineering Technology AAS degree during the AAS Mechatronics program termination approval process. The mobile lab equipment was moved to Building C on the Logan Campus across from the electrical engineering lab.

2. Provide a timeline for implementation.

These changes were completed just before the Fall 2019 semester.

B. Weaknesses Addressed by Action Plan (if any)

Low enrollment and graduates. The program was initially designed as a fast-track opportunity that would benefit displaced workers and potential new workers by providing an opportunity to learn new skills, hence retraining those individuals, providing employable skills in high-demand areas of concentrations in oil and gas.

III. Assessment

A. Assessment Plan

1. How is the program assessed?

Assessment of the EIT program occurs primarily at the course level. Theoretical, practical, hands-on applications are taught, applied, and assessed. In addition, Electromechanical Instrumentation Technology is part of the college's assessment program. Program goals are evaluated annually.

2. How is Assessment used to improve the program?

The program is assessed at all levels including general education, program courses, number of graduates, and job placement statistics. Program data is discussed and analyzed for continuous improvement. These would include student success, number of graduates, and job placement.

IV. Student Data**A. Discuss Student Placement Data (None Available)**

On July 5, 2020 the Atlantic Coast Pipeline energy developers halted construction citing ongoing delays and rising costs. Dominion Energy Inc. and Duke Energy Corp. attributed the decision largely to a barrage of legal challenges brought by landowners and conservation groups that have slowed down the project.

B. Discuss Student Employment (None Available)

The 600-mile, 42-inch natural gas pipeline, which begins in West Virginia and crosses Virginia and North Carolina, was first proposed in 2014. The project was originally estimated to cost between \$4.5 billion and \$5 billion and was scheduled to be completed by 2019. However, continued permit challenges pushed costs up to around \$8 billion and the estimated completion date was bumped to early 2022.

C. Discuss Students Seeking Higher Degrees

The program is aligned with respective programs at BridgeValley Community and Technical College and New River Community Technical College. All three colleges are offering the same courses and utilizing the same course textbooks.

Appendix I

Enrollment Trends

Mechatronics Course Headcount since lab was moved to the Logan campus just before the Fall 2019 semester.

Fall 2019			Credit Hours	Head Count
MX	190	Industrial Robotics	3	2
MX	250	Basic Instrument. and Control	2	2
Spring 2020				
MX	110	Intro to Mechatronics	2	22
MX	120	Mechanical Power I	2	8
MX	130	Fluid Power I	2	6
MX	190	Industrial Robotics	3	11
Fall 2020				
MX	110	Intro to Mechatronics	2	11
MX	120	Mechanical Power I	2	2
MX	190	Industrial Robotics	3	12
MX	298	MX System Design - Capstone	2	2

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Industrial Technology, Certificate, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Industrial Technology Certificate 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: Russell Saunders

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 Industrial Technology Certificate Program during the 2020 / 2021 academic year.

Based upon the program review, it is recommended that the Industrial Technology Certificate Program continue at the current level of activity without corrective action.

The program review was prepared by faculty and presented to the Academic and Student Affairs 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 Industrial Technology Certificate 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

Summary of Findings
2020 - 2021

Program Name: Industrial Technology Certificate
Hours Required for Graduation: 30 Credit Hours

I. Overview of Findings

A. Adequacy

- 1. Discuss accreditation or past approval.**
 There is no accrediting body for the Industrial Technology Program.
- 2. How are faculty prepared to offer the program?**
 The faculty members have several years of experience in industry including machining, mechatronics, and welding.
- 3. How is the program supported by the facilities?**
 The machining, mechatronics, and welding labs are fully-equipped state of the art facilities enabling students to attain many certifications in each pathway.

B. Viability

- 1. Discuss cost factors and future growth potential.**
 The Industrial Technology Program is a multi-skill set program that has the ability to attract students into three pathways that include machining, mechatronics, and welding.
- 2. What are the trends in enrollment?**
 The number of students enrolling in the program is expected to be stable and consistent.

Students are recruited into the Industrial Technology program through visits to Career Centers located in the counties in which we serve and interaction with high school students who are interested in technical education. In 2019, we introduced CTE to CTC days with the surrounding counties that allowed high school students into our facilities for hands-on demonstrations of the programs offered. It is unfortunate that the Covid-19 virus has inhibited recruitment efforts since March 2020.

C. Necessity

- 1. Discuss how the program services the needs of society and/or the region.**
 The Industrial Technology Program is central to filling vacancies for the manufacturing sector. There is a demand for qualified entry level mechanical technicians, machinists, and welders to meet the needs of the local and regional economies.

D. Consistency with Mission

1. Discuss the importance of the program to the institution.

The philosophy, purpose, goals, and objectives are consistent with the mission of the college. Southern West Virginia Community and Technical College and its Industrial Technology Program exists to serve the communities and surrounding areas of Southern West Virginia. The program offers hands on training and vocational/technical needs of the students' education to better serve in their employment.

2. What would happen if the program were discontinued?

If the program were to be discontinued students would not be eligible to receive the hands on training and valued education needed to fulfill equal job opportunities in Southern West Virginia.

II. Program Improvement

A. Action Plan

1. List actions to improve the program.

Continue to promote the program and skill sets throughout the surrounding communities, high schools, and career centers through the Office of Institutional Effectiveness and the Recruitment Outreach Specialist. Our hope is that the Covid pandemic will decline in the next year and we can resume campus demonstrations, high school visits, and strategically implement marketing through multiple social media outlets.

2. Provide a timeline for implementation.

The timeline for marketing implementation will begin this spring and continue throughout summer and fall 2021.

B. Weaknesses Addressed by Action Plan (if any)

None.

III. Assessment

A. Assessment Plan

1. How is the program assessed?

Assessment of the Mechatronics option occurs primarily at the course level. In addition, regular assessment of program goals is made.

Assessment of the Welding Program begins at the course level. Students' progress to earning certifications in specific processes and positions. Students who pass particular courses earn skill set certificates. These steps lead to the Industrial Technology Certificate – Welding Option.

The primary goal of the Welding Program is to prepare students to enter the field of welding. The graduate will be able to select the

correct equipment and filler metals. The graduate will also be able to perform proper pre-, intermediate-, and post-heat treatment of welded metals as well as perform proper weld techniques

The student performance is measured by visual inspection of welds, non-destructive testing and destructive testing. Sample coupons are bend tested to industry standards, evaluated for failures, and stored securely for future reference

Assessment of student performance in machining occurs at the course level evaluating student progression from manual machines to a Computerized Numerical Control (CNC), to the completion of a National Institute for Metalworking Skills (NIMS) credentialing project.

2. How is Assessment used to improve the program?

The program is assessed at all levels including general education, program courses, number of graduates, and job placement statistics. Program data is discussed and analyzed for continuous improvement. These would include student success, number of graduates, and job placement.

IV. Student Data

A. Discuss Student Placement Data

See Appendix I below.

B. Discuss Student Employment

As seen from the survey data presented below (Appendix I), 30.2% of graduates responded to the survey and 77% of graduates are employed full-time. 38% of graduates are employed in a field directly related to Industrial Technology while 38% are employed in an unrelated field. 85% of graduates report an annual income of greater than \$40,000.00.

C. Discuss Students Seeking Higher Degrees

100% of the graduates that responded to the graduate survey obtained their AAS degree in Industrial Technology.

Industrial Technology Certificate

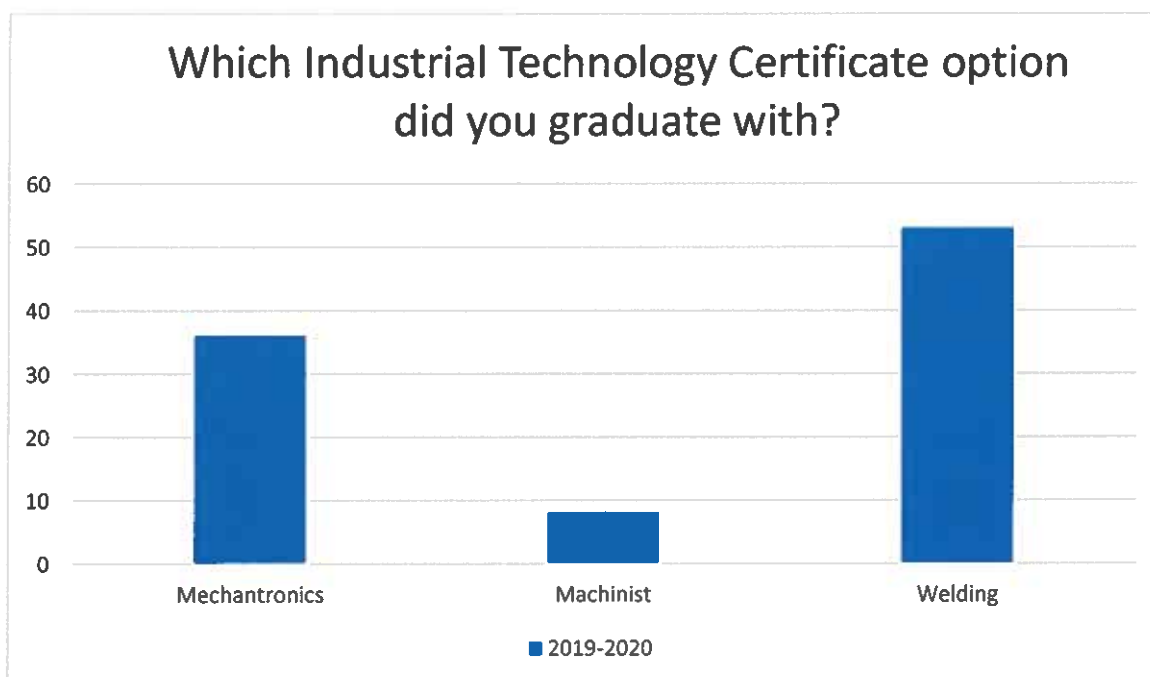
Academic Year	Unduplicated Headcount	Graduates
2015-16	7	4
2016-17	11	8
2017-18	7	20
2018-19	3	3
2019-20	4	8

Appendix I
Industrial Technology Certificate Program
Graduate Survey

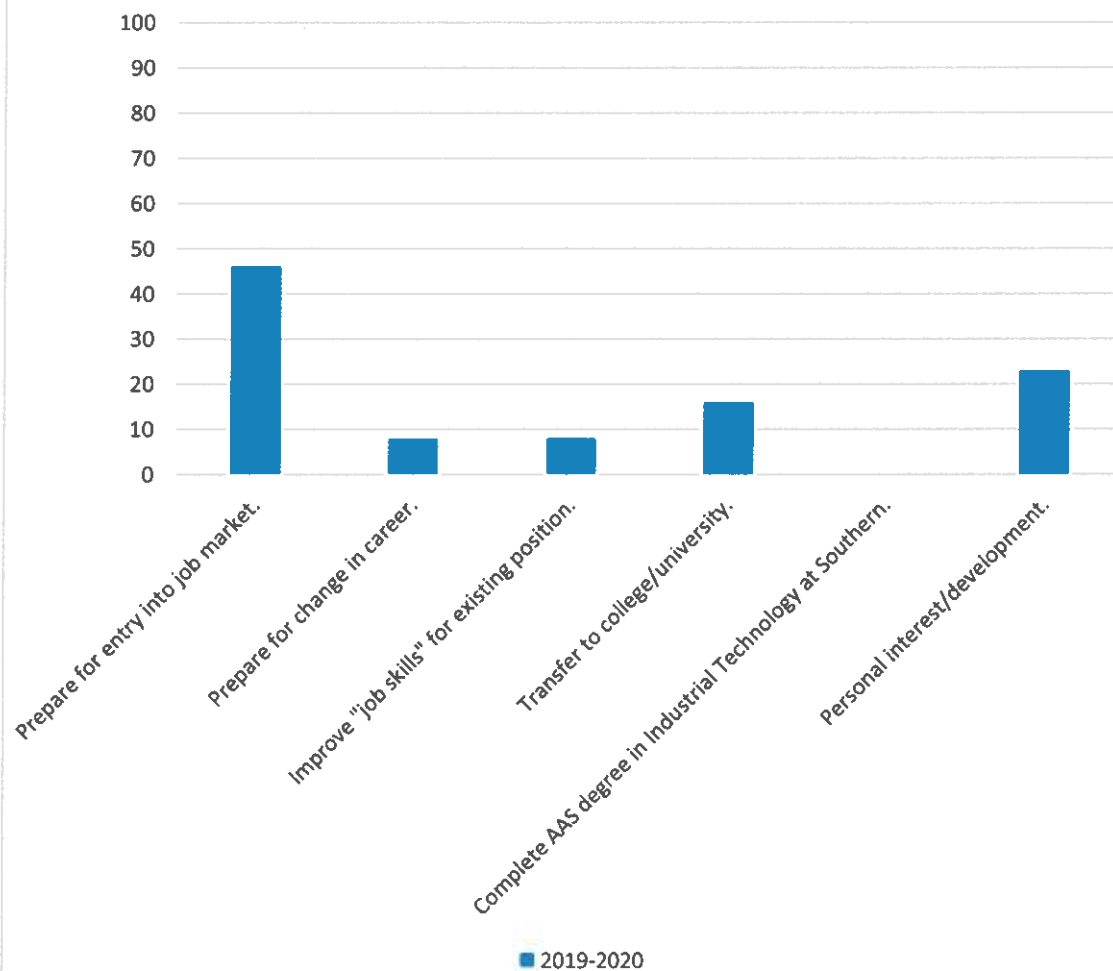
The Industrial Technology Certificate Program Graduate Survey instrument gathers pertinent information on students' academic experiences while attending Southern West Virginia Community and Technical College and on employment status six to nine-months post-graduation. The results are reported below.

Graduate Survey Results 2019-2020

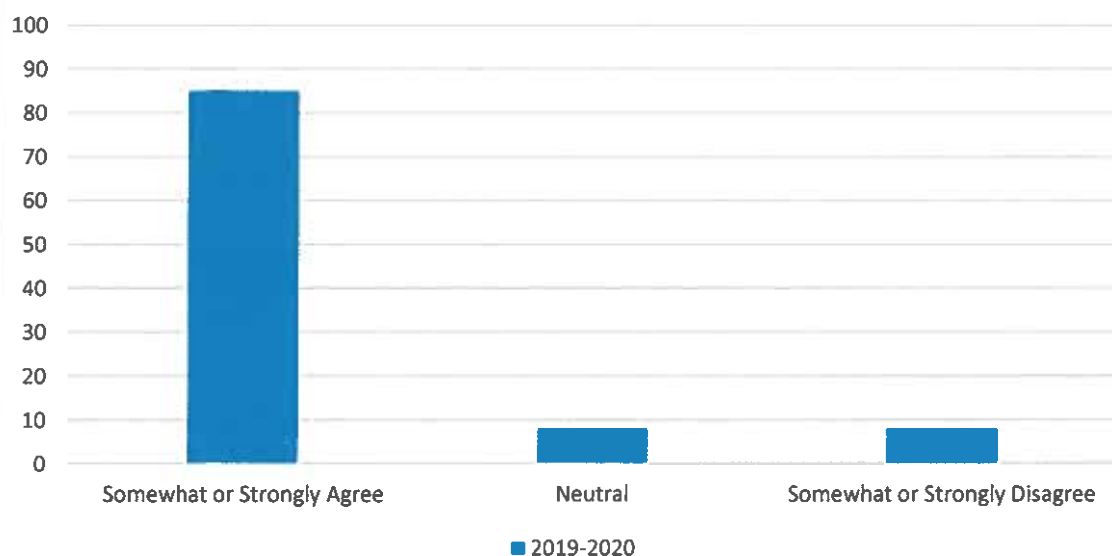
Electronic Survey mailing:	October 21, 2020
Faculty Follow-Up Phone Calls:	October 22-30, 2020
Number of Surveys Sent:	43
Number of Surveys Returned:	13
Response Rate:	30.2%



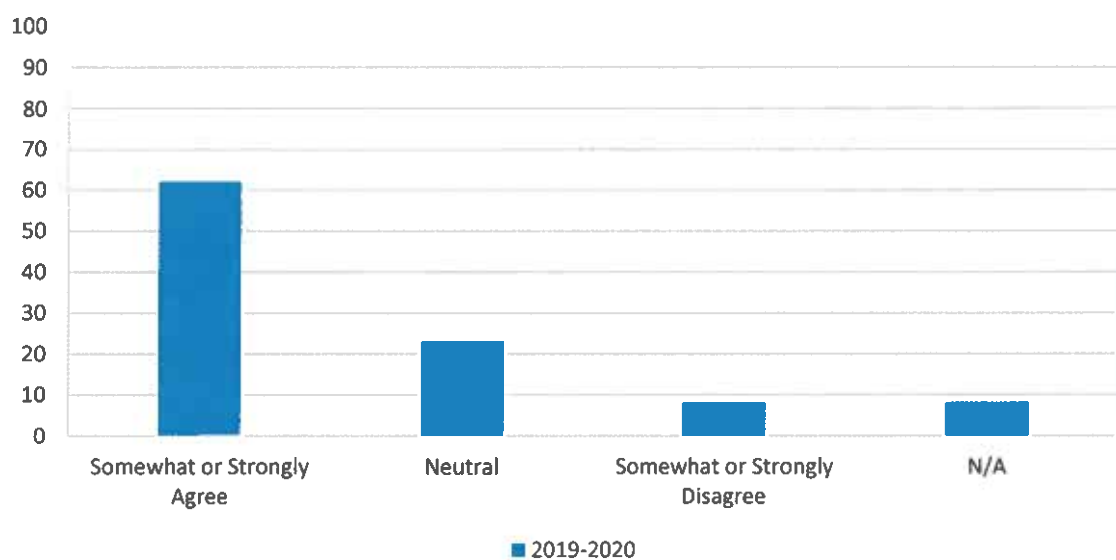
Primary Goal by Enrolling in the Industrial Technology Certificate Program.

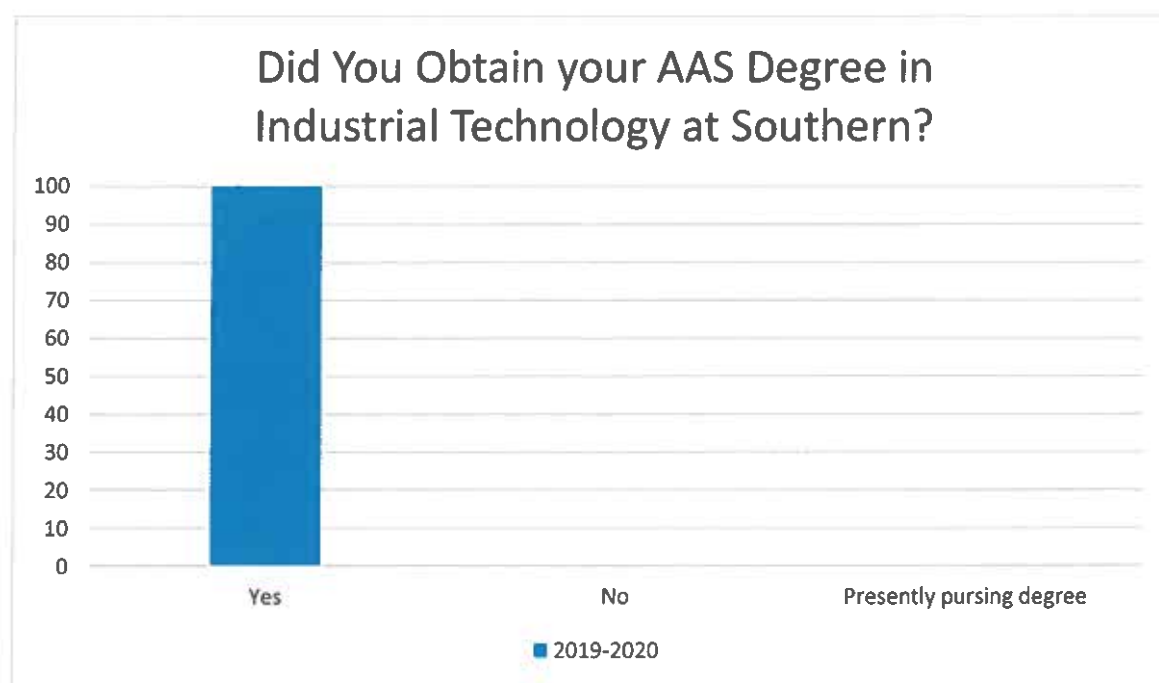


Prepared Me for Employment in the Field.

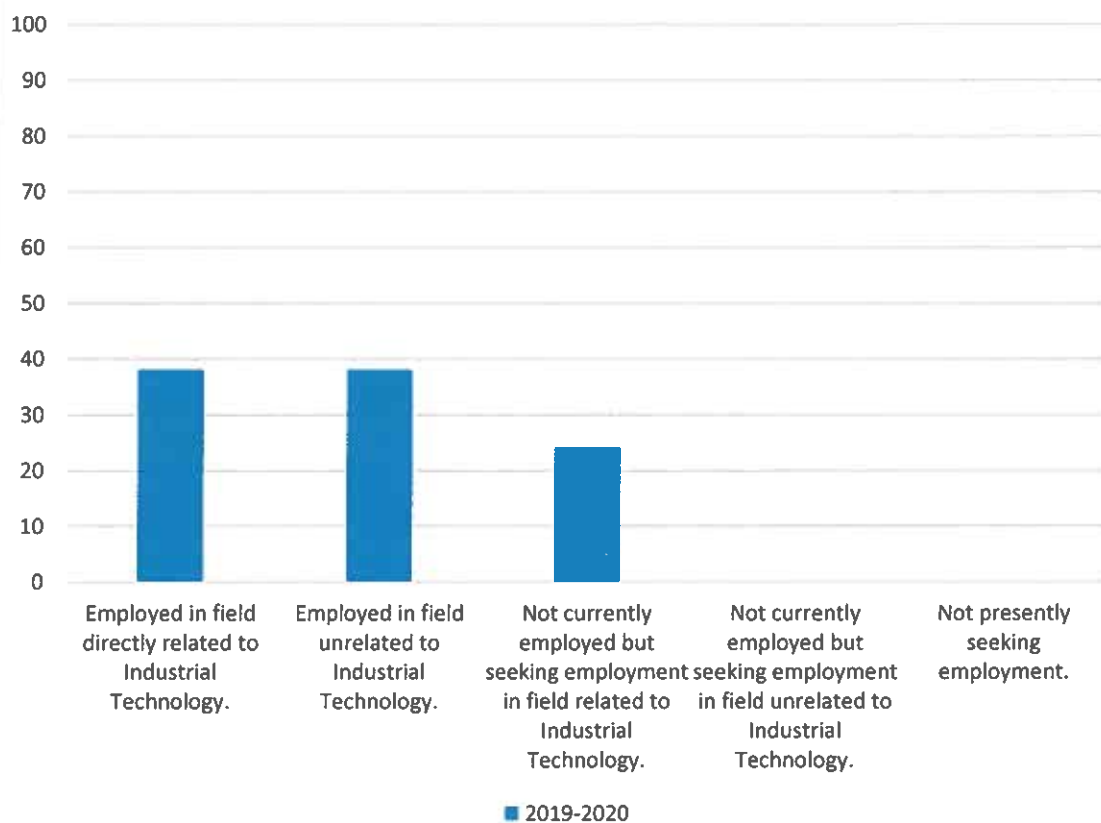


Helped Me Advance at My Job.

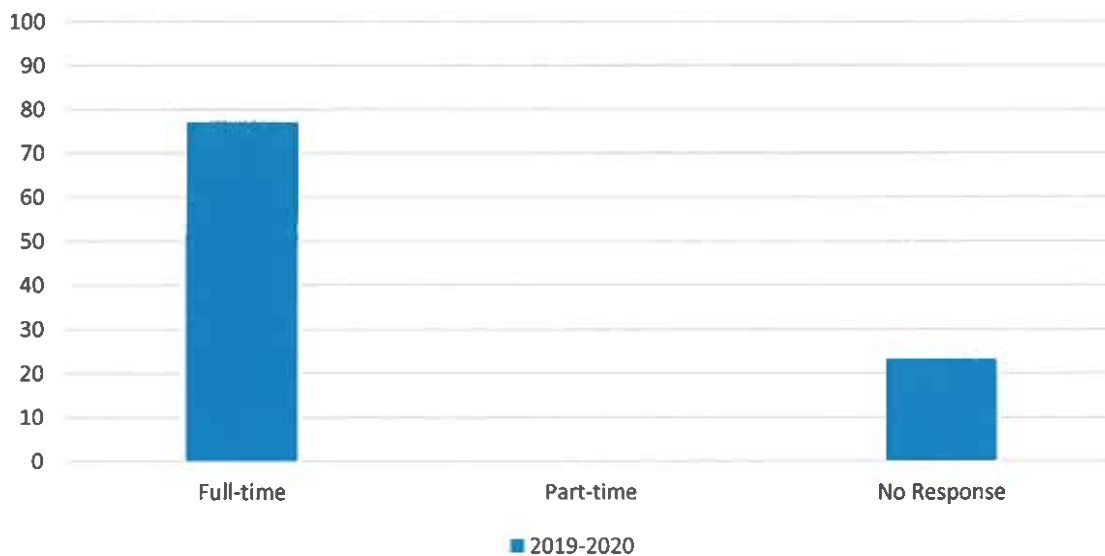


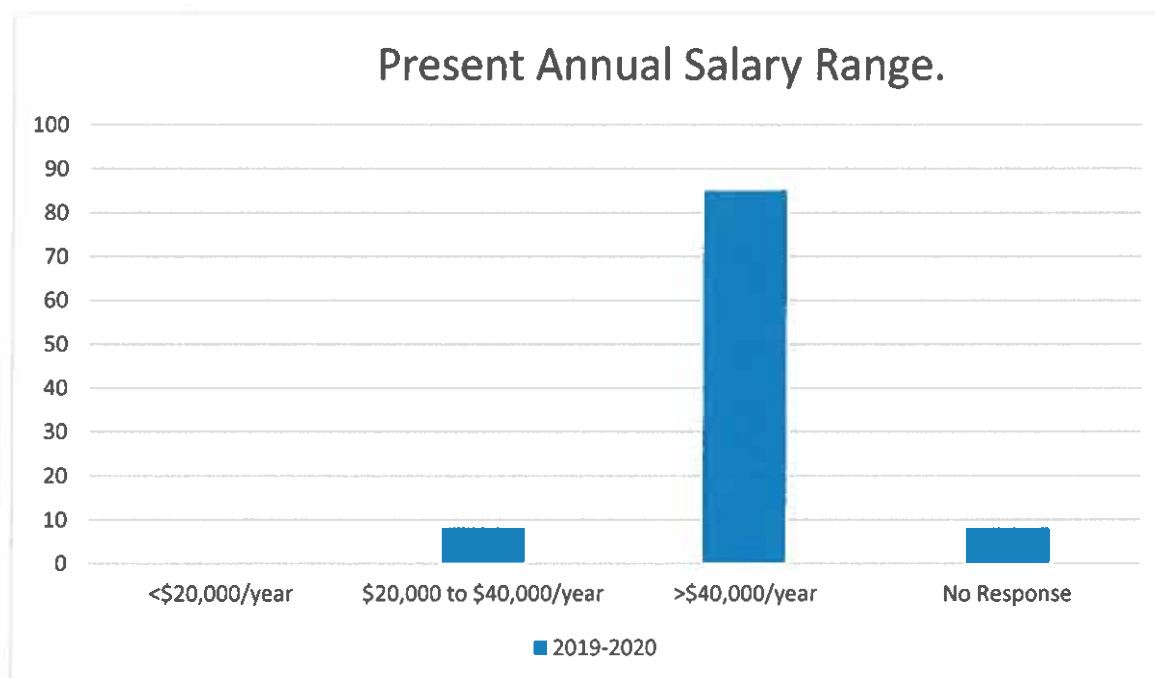


Current Work Status.



What is your employment status?





Present Job Title (10 responses total) (listed in alphabetical order):

- Career and College Coordinator
- Coal Miner
- Electrician
- Fire Suppression Tech
- Machinist
- Maintenance Tech II
- Pipe Welder Journeyman/Pipefitter
- Registered Nurse
- Self-Employed/Co-Owner
- Welder

What Did You Like Most About the Industrial Technology Program at SWVCTC?
(listed in alphabetical order)

- Available equipment (CNC Plasma Table)
- Hands on classes/labs (8 total responses)
- Instructor (2 total responses (welding))
- Problems solving
- Programmable Logic Controllers (PLC) courses (2 total responses)
- Robotics course
- Welding time (2 total responses)

What Suggestions Would You Give to Improve the Industrial Technology Program? (listed in alphabetical order)

- Assistance with job placement (3 responses total)
- Focus more on PLC and Programming aspect of automation (2 total responses)
- Have "harder" physically demanding course assignments
- Keep promises that were made that weren't kept
- More focus on pipe welding/fitting
- More skill-sets certifications
- Need more real-world situations, e.g., train in difficult positions to weld in
- Provide course work for sitting for State Fire Marshall electric journeyman's exam
- Update equipment (in welding)

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval to terminate the Mechatronics, Associate in Applied Science, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the termination of the Mechatronics, Associate in Applied Science 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: Russell Saunders

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 Mechatronics, Associate in Applied Science Program during the 2020 / 2021 academic year.

Based upon the program review, it is recommended that the Mechatronics, Associate in Applied Science Program be terminated.

The program review was prepared by faculty and presented to the Academic and Student Affairs 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 termination of the Mechatronics, Associate in Applied Science 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

Summary of Findings
2020 - 2021

Program Name: Mechatronics, Associate in Applied Science

Hours Required for Graduation: 60 Credit Hours

I. Overview of Findings

A. Adequacy

1. Discuss accreditation or past approval.

The Mechatronics Program prepares students for industrial automation in applications (engineering) positions, as well as service (maintenance) type positions by providing knowledge and hands-on experience in electricity, fluid power, sensors, control systems, robotics, and programmable controllers – components that are used in a wide variety of industrial automation systems, machines, and equipment.

2. How are faculty prepared to offer the program?

The major courses have been taught by two full-time faculty with Bachelor of Science degrees in Electrical Engineering.

3. How is the program supported by the facilities?

The program has a fully-equipped mechatronics lab that is now located on the Logan Campus in Building C adjacent to the engineering lab. This move will assist students in obtaining more extensive/broader mechanical skills and credentials in electrical engineering. Additionally, our mechatronics lab has obtained Siemens certification over the past year.

B. Viability

1. Discuss cost factors and future growth potential.

The program is not sustainable. The program has been funded by three state appropriated grants (WV Advance, Technical Program Development, and Program Sustainability) since 2015.

2. What are the trends in enrollment?

The AAS degree in Mechatronics has struggled to recruit students since the beginning of the program. While we have improved course headcount, degree completion is very low.

C. Necessity

1. Discuss how the program services the needs of society and/or the region.

The program focuses training in the areas of electrical, mechanical, pneumatic/hydraulic, and robotics. Basic knowledge of the subsystems is learned and then the subsystems are integrated as the student moves through the mechatronics program.

D. Consistency with Mission**1. Discuss the importance of the program to the institution.**

The AAS degree program is not sustainable with the current number of graduates.

2. What would happen if the program were discontinued?

Closure of the AAS degree program will have little impact on the institution.

II. Program Improvement**A. Action Plan****1. List actions to improve the program.**

Two mechatronics courses were embedded in the Electrical Engineering Technology AAS degree during the AAS Mechatronics program termination approval process. The mobile lab equipment has been moved to Building C on the Logan Campus.

2. Provide a timeline for implementation.

These changes were completed before the Fall 2019 semester.

B. Weaknesses Addressed by Action Plan (if any)

The AAS degree program is not sustainable due to lack of graduates. Please see the enrollment data (Appendix I) as well as the attached program termination approval (Appendix II).

III. Assessment**A. Assessment Plan****1. How is the program assessed?**

The program is assessed at all levels including general education, program courses, number of graduates, and job placement statistics.

2. How is Assessment used to improve the program?

See Appendix I.

IV. Student Data**A. Discuss Student Placement Data**

No data available.

B. Discuss Student Employment

No data available.

C. Discuss Students Seeking Higher Degree

No data available.

Appendix I

Enrollment Data

Mechatronics Graduates

Term	Graduates
201602 - Spring 2016	2
201701 - Fall 2016	2
201702 - Spring 2017	3
201801 - Fall 2017	1
201802 - Spring 2018	6
201901 - Fall 2018	0
201902 - Spring 2019	0

Appendix II
Program Termination Approval

Spring 2020 – Program Termination approved by Board of Governors (BOG)

The AAS degree in Mechatronics has struggled to recruit students since the beginning of the program. While we have improved over the past year, degree completion is very low.

Additionally, automation, mechanical technology, and programmable logic controllers are crucial for future/emerging industries in robotics and manufacturing, mechatronics courses have been embedded within the AAS Electrical Engineering Degree as requirements/restricted electives. Furthermore, the mechatronics lab is now located on the Logan Campus in Building C adjacent to the engineering lab to assist students in obtaining more extensive/broader skills and credentials in electrical engineering. Most recent, our mechatronics lab has obtained Siemens certification over the past year.

Program teach out plan: We currently have one (1) student enrolled for the fall 2020 semester that will be afforded the opportunity to finish their Mechatronics degree or change their major to Electrical Engineering with Mechatronics emphasis with their restricted electives. The one (1) student will complete his degree in December 2021.

The AAS degree in Mechatronics has struggled to recruit students since the beginning of the program.

On June 9, 2020, the President's Cabinet approved termination of the Mechatronics AAS degree program effective Spring 2022. See below.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Central Sterile Supply Technician Certificate Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Central Sterile Supply Technician Certificate 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: Russell Saunders

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Allied Health and Nursing conducted a program review of the Central Sterile Supply Technician Certificate program during the 2021 / 2022 academic year.

Based upon the program reviews, it is recommended that the Central Sterile Supply Technician Certificate Program continue at the current level of activity without corrective action.

The program reviews were presented to the Academic and Student Affairs Council (ASAC) 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 Central Sterile Supply Technician Certificate 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

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Central Sterile Supply Technician (CSST); Certificate

B. Final Recommendation Approved by Southern's Board of Governors:

- ☒ Continuation of the program at the current level of activity, with or without specific action.
- ☐ Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action.
- ☐ Discontinuance of the program.

C. Summarize the Development and Continuation of the Program:

The Central Sterile Supply Technician (CSST) Certificate program began in 2009 and achieved full accreditation for a period of ten (10) years from the International Association of Healthcare Central Service Material Management (IAHCSCMM) on November 21, 2014. The open enrollment program was designed to meet the growing needs of the healthcare industry, while focusing on the essential skills needed to enter the job market in entry-level positions within one semester or year. Further, the skill set has been utilized by employers to upgrade current employee skills to successfully pass their national certification examination.

D. Synopses of significant findings, including findings of external reviewer(s). Please indicate if the program is accredited. If yes, please include the name of the accreditation body, the date the program received initial accreditation status, and the number of years approved for accreditation by accreditor:

Synopsis of findings: The program is an optional pathway obtainable within the AAS Health Care Professional degree and allows students to enter the health care job market within one semester or year. Enrollment is low, varies annually; but has experienced an increase in the number of graduates in 2020. Additionally, many students completing the skill set and/or certificate continue their education by entering Southern's AAS Degree in Surgical Technology as a next step in their educational journey.

In 2014, the program was awarded maximum accreditation for a period of ten (10) years from the International Association of Healthcare Central Service Material Management (IAHCSCMM).

E. Plans for program improvement, including timeline:

Upon review of graduate surveys, a suggestion was presented in the delivery, organization, and identification of surgical instruments in the program. In response, the college has recently ordered a Rhapsody work table and chairs with 2021-2022 Perkins grant funding. The additional equipment will allow students to practice in a work area that is very similar to clinical education facilities in preparing surgical instruments. Perkins funding will also provide the program faculty the professional development needed to stay well-informed on the most advanced techniques.

F. Last date of program advisory board activity:

April 8, 2022.

G. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished:

The previous program review was conducted in 2017 and concluded that enrollment consistency was the main concern. In response, the program courses were added as an optional pathway within the AAS Health Care Professional Degree and produced five (5) graduates in 2020.

H. Summary of assessment model and how results are used for program improvement:

All Southern programs are required to assess student learning of the program-specific objectives as well as the course-level and general education objectives associated with the program in question.

Program-Level Assessment: The purpose of program-level assessment is to document how well students are accomplishing the program specific outcomes. Lead Program faculty are required to develop and implement an Action Plan to improve upon those outcomes not being met. The following describes the process the College uses to assess student learning at the program-level.

1. Program faculty is required to assess at least 20% of the program outcomes per academic year. This ensures that all programs outcomes will be assessed a minimum of at least one time during the five-year program review process.
2. Lead Program faculty and program faculty meet at the beginning of the following fall semester to review the assessment data as it relates to students' success in the program. A data-driven action plan is created based on this review with the goal of implementing changes during the next academic year to improve attainment of the program outcome(s).

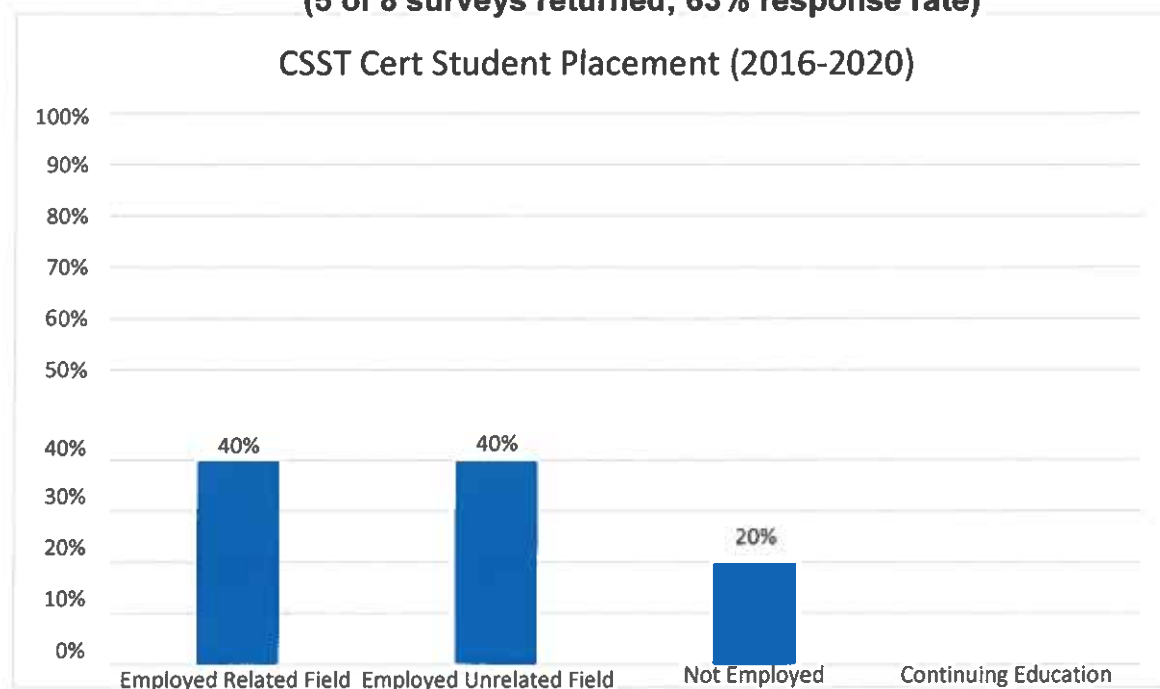
Course-Level Assessment: The goal of faculty assessment of student learning at the course level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning. The following describes the process the College uses to assess student learning at the course-level.

- 1) Program faculty is required to assess all course outcomes identified in the course syllabus for every course taught during a given semester.
- 2) Completed forms are submitted to the Director of Accreditation and Assessment at the completion of the fall and spring semesters.

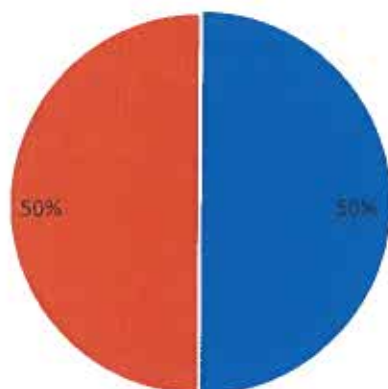
General Education Assessment: Southern has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of general education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific (capstone) courses that identify a general education competency as “Included and Measurable” are required to use the appropriate College rubrics. These rubrics are designed to assist faculty in consistently evaluating the general education outcomes and criteria. Lead Program faculty and clustered faculty decide what specific evaluation activity is used to assess the general education outcome. Data gathered using the rubric and the associated action plan developed to improve attainment of the general education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

- I. **Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees):**

CSST Cert Student Placement Data (2016-2020)
(5 of 8 surveys returned; 63% response rate)

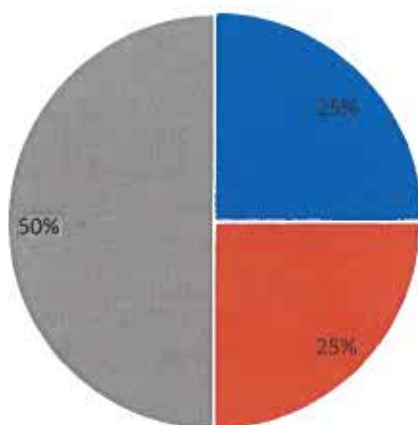


Employment Status (2016-2020)



■ Full-Time ■ Part-Time

Annual Salary (2016-2020)



■ <\$20,000/year ■ \$20,000 to \$29,000/year ■ \$30,000 to \$40,000/year ■ >\$40,000/year

J. Five-year trend data on graduates and majors enrolled: (Chart)

Central Sterile Supply Technician - Certificate

Graduate Data

Graduate Year	Number of Graduates
2016	1
2017	1
2018	1
2019	0
2020	5

Headcount and FTE

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-2017	4	2.23	67
2017-2018	4	1.53	46
2018-2019	0	0.00	0
2019-2020	2	1.40	42
2020-2021	4	2.70	81

*Sum of all credit hours attempted in every class by each student who declared the major.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Associate in Applied Science Early Childhood Development, academic program review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Associate in Applied Science Early Childhood Development 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: Dr. Michael Jiles, Dean Arts and Science

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Arts and Science conducted a program review of the Associate in Applied Science Early Childhood Development program during the 2021 / 2022 academic year for the 2015-2020 academic years.

Based upon the program review, it is recommended that the Associate in Applied Science Early Childhood Development program continue at the current level of activity without corrective action.

The program review was completed by program faculty and presented to the Academic Student Affairs 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 Associate in Applied Science Early Childhood Development 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

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Early Childhood Development (ECD); Associate in Applied Science

B. Final Recommendation Approved by Southern's Board of Governors:

- ☒ Continuation of the program at the current level of activity, with or without specific action.
- ☐ Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action.
- ☐ Discontinuance of the program.

C. Summarize the Development and Continuation of the Program:

The faculty for the Early Childhood Education program is constantly updating the program to make sure it aligns with other colleges and universities in our area. The program also keeps a close eye on any licensing issues that arise in early childhood education centers to make sure we are meeting the needs of our students and the business that employ them. The program strives to produce knowledgeable and employable graduates who can pursue their dream of continuing their education at one of the state universities or four-year institutions or starting their career in an early childhood education classroom or center. The ECE program always has strong numbers and has been a great program for the college.

D. Synopses of significant findings, including findings of external reviewer(s). Please indicate if the program is accredited. If yes, please include the name of the accreditation body, the date the program received initial accreditation status, and the number of years approved for accreditation by accreditor:

No significant issues have been identified by the assessment instruments administered to program participants. Of the thirteen standards assessed by the NOCTI exam, one standard yielded an average compliance score less than 70%. Questions related to the inclusion of children with special needs resulted in an overall score of 69.8% for those assessed. Faculty members has identified that their activities and objectives in ED 224, The Exceptional Child, address this standard. As a result, faculty plans to focus on

review and revision of course content, goals, objectives, and assessments of this course in an effort to achieve improved scoring on this standard.

The Early Childhood Education program is not currently accredited. This has not had any effect on job placement or graduation rates to date. Attempting to obtain accreditation has been talked about in the past, but barriers, such as turn-over in administration and availability of funds have always been an issue.

E. Plans for program improvement, including timeline:

Monies invested in professional development for the staff of this program are needed. For the past 2 years, the students have not been allowed to participate in in-person observations due to COVID. If this trend keeps up, the college will need to invest in some type of simulation software for the observations component of the program.

F. Last date of program advisory board activity:

The advisory committee operates on a continuous informal basis. The membership includes internal constituents, local industry professionals and potential employers, and K-12 partnering school personnel. The committee's membership roster includes twelve representatives from these varying constituent groups. A formal advisory meeting is held once a year. The last formal meeting of the advisory committee was held on April 8, 2022.

Additional meetings will be scheduled as necessary.

G. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished:

No significant issues have been identified by the assessment instruments administered to program participants.

The results for the April 2017 NOCTI test date showed Southern's ECE students scored a combined average of 84.1 which was higher than the state average of 82.0 and the national average of 83.6.

The results for the April 2018 test date showed that Southern's ECE students scored a combined average of 85.7 which was higher than the state average of 81.1 and the national average of 84.2.

The results for the April 2019 test date showed that Southern's ECE students scored a combined average of 81.1 which was the same as the state average and lower than the national average of 84.2.

Course assessment data is reviewed on a regular basis for the program. Weak areas are identified from test data and observations from field experiences. Improvements are

made within each course immediately. Additional changes are also made to subsequent courses to assist in quality instruction of students.

H. Summary of assessment model and how results are used for program improvement:

All Southern programs are required to assess student learning of the program-specific objectives as well as the course-level and general education objectives associated with the program in question.

Program-Level Assessment: The purpose of program-level assessment is to document how well students are accomplishing the program specific outcomes. Lead Program faculty are required to develop and implement an Action Plan to improve upon those outcomes not being met. The following describes the process the College uses to assess student learning at the program-level.

1. Program faculty is required to assess at least 20% of the program outcomes per academic year. This ensures that all programs outcomes will be assessed a minimum of at least one time during the five-year program review process.
2. That outcome is assessed using the plan-do-study-adjust cycle of assessment and reported using the *Student Learning Assessment Program-Level Report*.
3. Lead Program faculty and program faculty meet at the beginning of the following fall semester to review the assessment data as it relates to students' success in the program. A data-driven action plan is created based on this review with the goal of implementing changes during the next academic year to improve attainment of the program outcome(s).

Course-Level Assessment: The goal of faculty assessment of student learning at the course level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning. The following describes the process the College uses to assess student learning at the course-level.

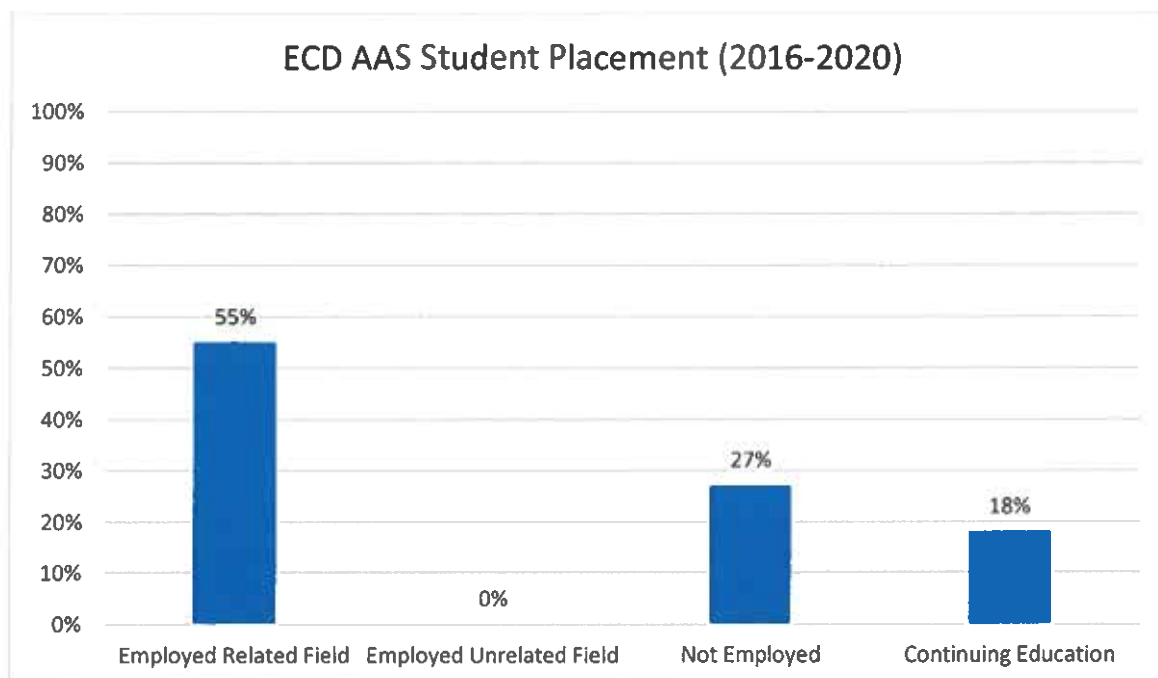
- 1) Faculty is required to assess all course outcomes identified in the course syllabus for every course taught during a given semester.
- 2) Only those outcomes that need improvement are reported on using the above-mentioned *Student Learning Assessment Course-Level Report*.
- 3) Completed forms are submitted to the Director of Accreditation and Assessment at the completion of the fall and spring semesters.

General Education Assessment: Southern has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of general education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific (capstone) courses that identify a general education competency as "Included and Measurable" are required to use the appropriate College rubrics. These rubrics are designed to assist faculty in consistently evaluating the general education outcomes and criteria. Lead Program faculty and clustered faculty decide what specific evaluation activity is used to

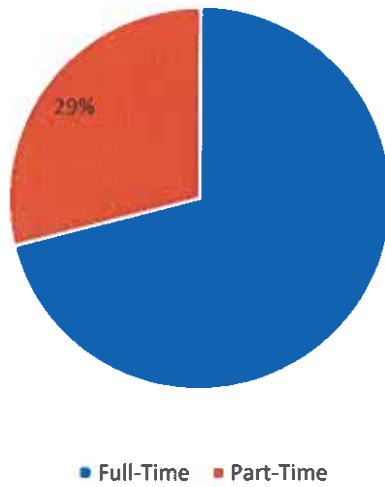
assess the general education outcome. Data gathered using the rubric and the associated action plan developed to improve attainment of the general education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

I. Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees):

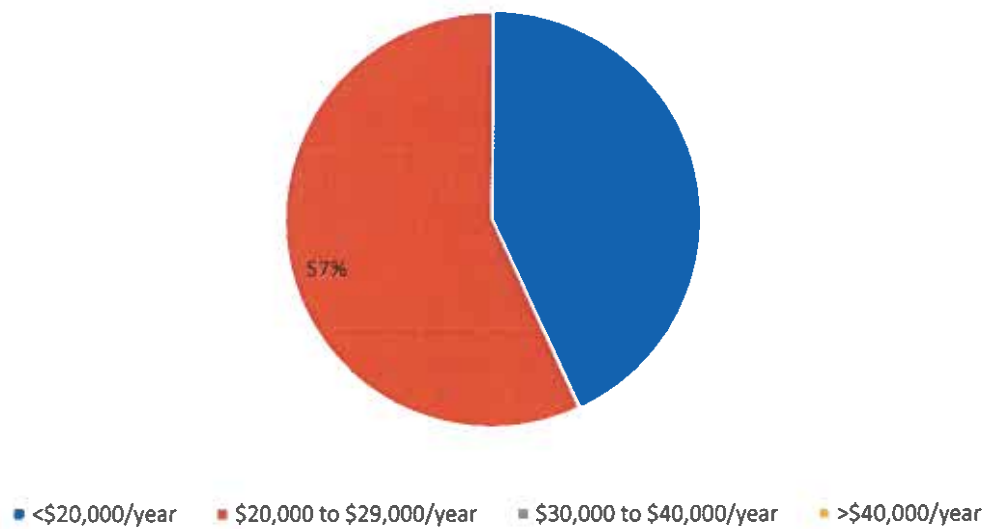
**ECD AAS Student Placement Data (2016-2020)
(11 of 61 surveys returned/18% response rate)**



Employment Status (2016-2020)



Annual Salary (2016-2020)



J. Five-year trend data on graduates and majors enrolled: (Chart)**Early Childhood Development - AAS****Graduate Data**

Graduate Year	Number of Graduates
2016	10
2017	12
2018	15
2019	11
2020	13

Headcount and FTE

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-2017	71	39	1170
2017-2018	67	42.7	1281
2018-2019	65	42.03	1261
2019-2020	60	32.1	963
2020-2021	85	52.93	1588

*Sum of all credit hours attempted in every class by each student who declared the major.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Electrical Engineering Technology (EET), Certificate, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Electrical Engineering Technology, Certificate 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: Dr. David L. Lemmon

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 Electrical Engineering Technology, Certificate Program during the 2021 / 2022 academic year.

Based upon the program review, it is recommended that the Electrical Engineering Technology, Certificate Program continue at the current level of activity without corrective action.

The program review was prepared by faculty and presented to the Academic and Student Affairs 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 Electrical Engineering Technology, Certificate 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

Summary of Findings
2021 - 2022

Program Name: Electrical Engineering Technology (EET); Certificate

Hours Required for Graduation: 30

I. Overview of Findings

A. Adequacy

1. *Discuss accreditation or past approval.* Southern's Board of Governor's approved to continue the program at the current level of activity, no program accreditation.
2. *How are faculty prepared to offer the program?* There are two full-time faculty members. Faculty is planning to replace laptops for students, buy components beneficial to teaching classes, and has an advisory committee in place to learn more about industries outside of Southern. Students are being taught face-to-face.
3. *How is the program supported by the facilities?* Classrooms and labs are provided to the program, tutoring is available, and program equipment is provided to obtain a hands-on experience for students. The College schedules Governance Days to provide Professional Development for faculty. Courses are provided to faculty. New faculty members are provided with introductions to the program and the College.

B. Viability

1. *What are the trends in enrollment?* The program is growing. The number of graduates almost doubled from 2019-2020.

Graduate Data

Graduate Year	Number of Graduates
2016	9
2017	7
2018	5
2019	8
2020	17

Headcount and FTE

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-2017	4	2.87	86
2017-2018	1	0.87	26
2018-2019	2	0.37	11
2019-2020	1	0.4	12
2020-2021	2	1.4	42

2. *How are students recruited into the program?* Students from area high schools are invited to view equipment and labs for a hands-on learning experience. They are given information about the program and learn about potential job opportunities after graduation.

C. Necessity

1. *Discuss how the program services the needs of society and/or the region.* To discontinue the program would result in a loss of meeting the community's needs in technical fields. The region needs technicians in the electrical and mechatronics industries.

D. Consistency with Mission

1. *Discuss the importance of the program to the institution.* The development of this program is to provide the needs in the technical fields associated with maintenance of electrical equipment in the coal, automotive, and various other industries requiring maintenance and installation of electrical equipment.
2. *What would happen if the program were discontinued?* To discontinue the program would result in a loss of meeting the community's needs in technical fields. The region needs technicians in the electrical and mechatronics industries.

II. Program Improvement

A. Action Plan

1. *List actions to improve the program.* The program will replace existing laptops and computers, and buy a lab panel and associated material to teach Residential Wiring. The program will continue to meet annually with its Advisory Board.
2. *Provide a timeline for implementation.* The program will use grant and budget money as approved when necessary. The Advisory board meets on the second Friday every April.

- B. Weaknesses Addressed by Action Plan (if any).** Curriculum is being updated with regards to best practices and to better serve both students and industry. be requirements. Several Mechatronics courses require EG.

III. Assessment

A. Assessment Plan

1. *How is the program assessed?* Program faculty are required to assess at least 20% of the program outcomes per academic year, and Lead Program Faculty and Program Faculty meet at the beginning of the following Fall semester to review the assessment data.
2. *How is Assessment used to improve the program?* A data-driven action plan is created based on the review with the goal of implementing changes during the next academic year to improve attainment of the program outcomes. This ensures all program outcomes will be assessed a minimum of at least one time during the five-year program review process.

IV. Student Data

- A. Discuss Student Placement Data** Entrance requirements meet the College standards. Students must maintain a 2.0 GPA.
- B. Discuss Student Employment**
Insufficient Graduate Survey returns for meaningful data on student placement.
- C. Discuss Students Seeking Higher Degrees** Not Available

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Electrical Engineering Technology (EET), Associate in Science, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Electrical Engineering Technology Associate in Science 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: Dr. David L. Lemmon

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 Electrical Engineering Technology Associate in Science Program during the 2021 / 2022 academic year.

Based upon the program review, it is recommended that the Electrical Engineering Technology Associate in Science Program continue at the current level of activity without corrective action.

The program review was prepared by faculty and presented to the Academic and Student Affairs 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 Electrical Engineering Associate in Science 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

Summary of Findings
2021 - 2022

Program Name: Electrical Engineering Technology (EET), Associate in Applied Science

Hours Required for Graduation: 60

I. Overview of Findings

A. Adequacy

1. *Discuss accreditation or past approval.* Southern's Board of Governors approved the continuation of the program, no program accreditation.
2. *How are faculty prepared to offer the program?* There are two full-time faculty members. Faculty is planning to replace laptops for students, buy components beneficial to teaching classes, and has an advisory committee in place to learn more about industries outside of Southern. Students are being taught face-to-face.
3. *How is the program supported by the facilities?* Classrooms and labs are provided to the program, tutoring is available, and program equipment is provided to obtain a hands-on experience for students. The College schedules Governance Days to provide Professional Development for faculty. Courses are provided to faculty. New faculty members are provided with introductions to the program and the College.

B. Viability

1. *What are the trends in enrollment?* The program is growing. The number of graduates almost doubled from 2019-2020.

Graduate Data

Graduate Year	Number of Graduates
2016	7
2017	9
2018	5
2019	6
2020	16

Headcount and FTE

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-2017	54	34.53	1036
2017-2018	40	26.83	805
2018-2019	40	23.13	694
2019-2020	43	27.57	827
2020-2021	44	30.17	905

2. *How is students recruited into the program?* Students from area high schools are invited to view equipment and labs for a hands-on learning experience. They are given information about the program and learn about potential job opportunities after graduation.

C. Necessity

1. *Discuss how the program services the needs of society and/or the region.* To discontinue the program would result in a loss of meeting the community's needs in technical fields. The region needs technicians in the electrical and mechatronics industries.

D. Consistency with Mission

1. *Discuss the importance of the program to the institution.* The development of this program is to provide the needs in the technical fields associated with maintenance of electrical equipment in the coal, automotive, and various other industries requiring maintenance and installation of electrical equipment.
2. *What would happen if the program were discontinued?* To discontinue the program would result in a loss of meeting the community's needs in technical fields. The region needs technicians in the electrical and mechatronics industries.

II. Program Improvement

A. Action Plan

1. *List actions to improve the program.* The program will replace existing laptops and computers, and buy a lab panel and associated material to teach Residential Wiring. The program will continue to meet annually with its Advisory Board.
2. *Provide a timeline for implementation.* The program will use grant and budget money as approved when necessary. The Advisory board meets on the second Friday every April.

B. Weaknesses Addressed by Action Plan (if any) Curriculum is being updated with regards to best practices and to better serve both students and industry. be requirements. Several Mechatronics courses require EG.

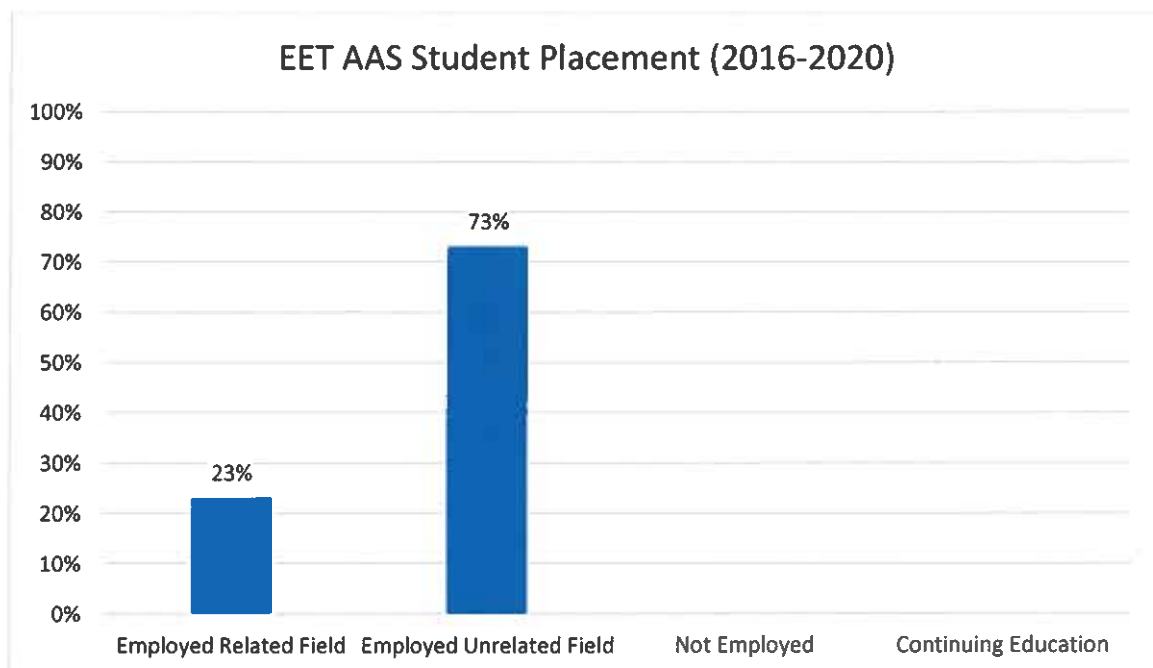
III. Assessment

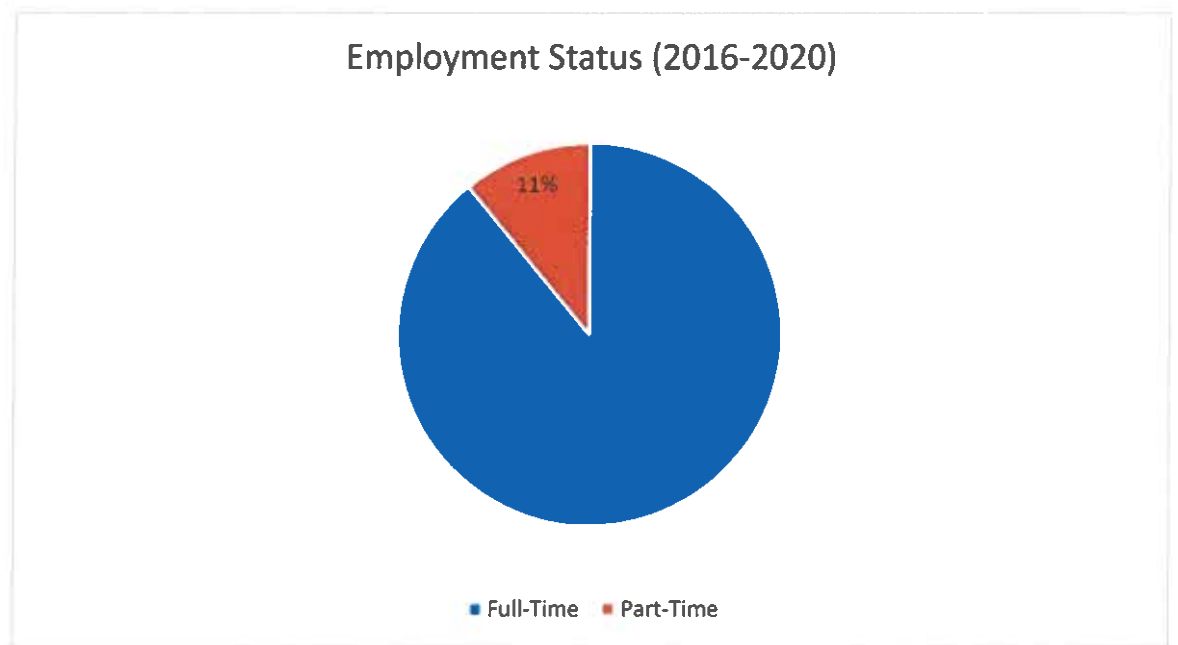
A. Assessment Plan

1. *How is the program assessed?* Program faculty are required to assess at least 20% of the program outcomes per academic year, and Lead Program Faculty and Program Faculty meet at the beginning of the following Fall semester to review the assessment data.
2. *How is Assessment used to improve the program?* A data-driven action plan is created based on the review with the goal of implementing changes during the next academic year to improve attainment of the program outcomes. This ensures all program outcomes will be assessed a minimum of at least one time during the five-year program review process.

IV. Student Data

- A. **Discuss Student Placement Data** Entrance requirements meet the College standards. Students must maintain a 2.0 GPA.
- B. **Discuss Student Employment** During 2016 through 2020, 96% of EET graduates were employed after graduation. 23% were employed in a related field. 73% were employed in an unrelated field. 89% were employed with a full-time position. 11% were employed in a part-time position.





C. Discuss Students Seeking Higher Degrees Zero

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Information Technology (IT),
Certificate, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Information Technology, Certificate 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: Dr. David L. Lemmon

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 Information Technology, Certificate Program during the 2021 / 2022 academic year.

Based upon the program review, it is recommended that the Information Technology, Certificate Program continue at the current level of activity without corrective action.

The program review was prepared by faculty and presented to the Academic and Student Affairs 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 Information Technology, Certificate 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

Summary of Findings
2021 - 2022

Program Name: Information Technology, Certificate

Hours Required for Graduation: 30

I. Overview of Findings

A. Adequacy

1. *Discuss accreditation or past approval.* Southern's Board of Governors approved the continuation of the program at the current level of activity, not accredited.
2. *How are faculty prepared to offer the program?* The IT faculty continue to add new material to each course as technology is always evolving. They have moved the majority of their class material to an online format due to COVID-19. Five new sUAS courses have been added to the catalog. They have twenty 3D printers, a water-jet cutter and a Raspberry Pi to remotely monitor printing progress. Two faculty members have created a video studio and set it up for the college to be able to utilize. Another faculty member offered an advanced Excel spreadsheet class to faculty and staff. The IT faculty put together a hacking lab to attract students to the program. Demonstrations such as lock picking, wireless network blocking, and other activities.
3. *How is the program supported by the facilities?* The college provides labs, equipment, and computers for the program,

B. Viability

1. *Discuss cost factors and future growth potential.* The program will use grant and budget money as approved when necessary. The IT industry and need for education within the profession has dramatically increased since the COVID -19 pandemic.
2. *What are the trends in enrollment?*

Academic Year	Unduplicated (Annualized) Headcount	Annualized FTE	Credit Hours Generated*
2016-17	Not Available		
2017-18	Not Available		
2018-19	1	0.27	8
2019-20	2	0.77	23
2020-21	Not Available		

3. *How are students recruited into the program?* The IT department is responsible for S-Con. S-Con is an annual recruiting and community event. IT participates in campus tours as well as school visits and demonstrates technology. Additionally, the program offered free IT classes to secondary students within the last 6 months.

C. Necessity

1. *Discuss how the program services the needs of society and/or the region.* The IT program of study is necessary for both industry and student development in a global market.

D. Consistency with Mission

1. *Discuss the importance of the program to the institution.* Southern's mission is to provide accessible, affordable, quality education and training that promote success for those we serve. Southern's open door admission policy and low tuition help make education and training, affordable and accessible for people in the region. Southern employs full-time and part-time faculty that are highly qualified and highly motivated to help people learn. The Information Technology program continues to evolve to remain current, in meeting students needs.
2. *What would happen if the program were discontinued?* The College would greatly diminish its value of offering relevant courses of study. Several of the other programs such as the Associate in Science, Technical Studies, Criminal Justice, Electrical Engineering, Industrial Technology, Welding Technology, and Allied Health programs utilize the CS and IT courses offered as electives.

II. Program Improvement

A. Action Plan

1. *List actions to improve the program.* Continually update curriculum in order to meet industry and technological demands.
2. *Provide a timeline for implementation.* The process of implementation is on-going.

Weaknesses Addressed by Action Plan (if any) The IT Program needs to build certification exams into the curriculum, and students completing same before finishing programs. This will increase the marketability of the program and student.

III. Assessment

A. Assessment Plan

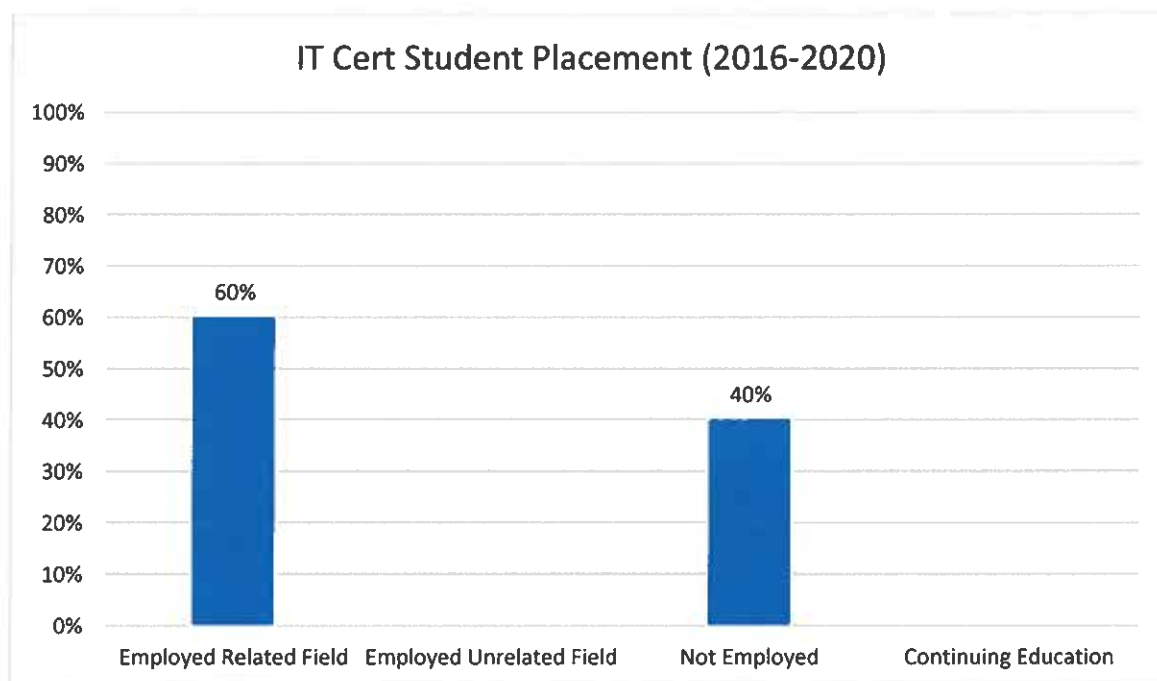
1. *How is the program assessed?* Program faculty are required to assess at least 20% of the program outcomes per academic year. This ensures that all programs

outcomes will be assessed a minimum of at least one time during the five-year program review process. Lead Program faculty and program faculty meet at the beginning of the following Fall semester to review the assessment data as it relates to students' success in the program. A data-driven action plan is created based on this review with the goal of implementing changes during the next academic year to improve attainment of the program outcome(s).

2. *How is Assessment used to improve the program?* The goal of faculty assessment of student learning at the course level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning.

IV. Student Data

- A. **Discuss Student Placement Data** The data is based upon the year 2016 through 2020.



- B. **Discuss Student Employment** 40% of graduates are not employed. 60% are employed in a related field. 100% of the students who are employed are full-time.
- C. **Discuss Students Seeking Higher Degrees** No data available.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Information Technology (IT), 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 Information Technology, Associate in Applied Science 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: Dr. David L. Lemmon

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 Information Technology, Associate in Applied Science Program during the 2021 / 2022 academic year.

Based upon the program review, it is recommended that the Information Technology, Associate in Applied Science Program continue at the current level of activity without corrective action.

The program review was prepared by faculty and presented to the Academic and Student Affairs 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 Information Technology, Associate in Applied Science 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

Summary of Findings
2021 - 2022

Program Name: Information Technology, Associate in Applied Science

Hours Required for Graduation: 60

I. Overview of Findings

A. Adequacy

1. *Discuss accreditation or past approval.* Southern's Board of Governors approved the continuation of the program at the current level of activity, not accredited.
2. *How are faculty prepared to offer the program?* The IT faculty continue to add new material to each course as technology is always evolving. They have moved the majority of their class material to an online format due to COVID-19. Five new sUAS courses have been added to the catalog. They have twenty 3D printers, a water-jet cutter and a Raspberry Pi to remotely monitor printing progress. Two faculty members have created a video studio and set it up for the college to be able to utilize. Another faculty member offered an advanced Excel spreadsheet class to faculty and staff. The IT faculty put together a hacking lab to attract students to the program. Demonstrations such as lock picking, wireless network blocking, and other activities.
3. *How is the program supported by the facilities?* The college provides labs, equipment, and computers for the program.

B. Viability

1. *Discuss cost factors and future growth potential.* The program will use grant and budget money as approved when necessary. The IT industry and need for education within the profession has dramatically increased since the COVID -19 pandemic.
2. *What are the trends in enrollment?* Enrollment in IT fluctuates. There were 8 graduates in 2016, 20 in 2017, 12 in 2018, 11 in 2019, and 18 in 2020.

Graduate Data

Graduate Year	Number of Graduates
2016	8
2017	20
2018	12
2019	11
2020	18

Headcount and FTE

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-2017	58	44.3	1329
2017-2018	62	43.43	1303
2018-2019	49	36.47	1094
2019-2020	60	38.53	1156
2020-2021	55	35.8	1074

3. *How are students recruited into the program?* The IT department is responsible for S-Con. S-Con is an annual recruiting and community event. IT participates in campus tours as well as school visits and demonstrates technology. Additionally, the program offered free IT classes to secondary students within the last 6 months.

1.

C. Necessity

1. *Discuss how the program services the needs of society and/or the region.* The IT department is responsible for S-Con. S-Con is an annual recruiting and community event. The IT program of study is necessary for both industry and student development in a global market.

D. Consistency with Mission

1. *Discuss the importance of the program to the institution.* Southern's mission is to provide accessible, affordable, quality education and training that promote success for those we serve. Southern's open door admission policy and low tuition help make education and training, affordable and accessible for people in the region. Southern employs full-time and part-time faculty that are highly qualified and highly motivated to help people learn. The Information Technology program continues to evolve to remain current, to meet students where they are, and train them for future jobs.
2. *What would happen if the program were discontinued?* The College would greatly diminish its value of offering relevant courses of study. Several of the other programs such as the Associate in Science, Technical Studies, Criminal Justice, Electrical Engineering, Industrial Technology, Welding Technology, and Allied Health programs utilize the CS and IT courses offered as electives.

II. Program Improvement

A. Action Plan

1. *List actions to improve the program.* Continually update curriculum

in order to meet industry and technological demands.

2. *Provide a timeline for implementation.* The program will use grant and budget money as approved when necessary. The Advisory board meets on the second Friday every April.

Weaknesses Addressed by Action Plan (if any). The IT Program needs to build certification exams into the curriculum, and students completing same before finishing programs. This will increase the marketability of the program and student.

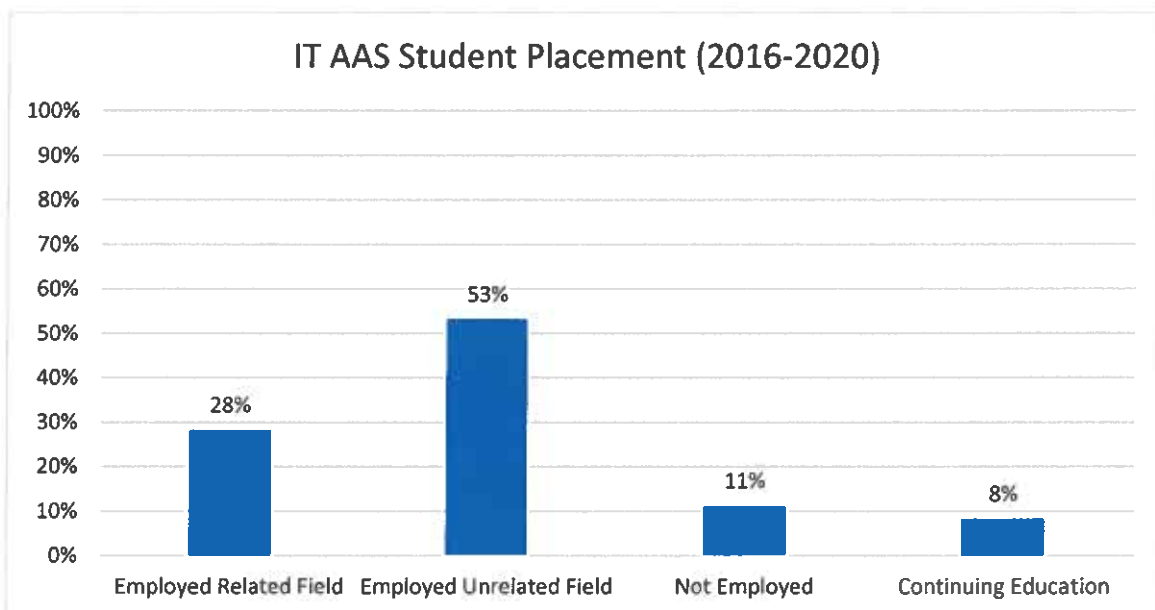
III. Assessment

A. Assessment Plan

1. *How is the program assessed?* Program faculty are required to assess at least 20% of the program outcomes per academic year. This ensures that all programs outcomes will be assessed a minimum of at least one time during the five-year program review process. That outcome is assessed using the plan-do-study-adjust cycle of assessment and reported using the **Student Learning Assessment Program-Level Report**. Lead Program faculty and program faculty meet at the beginning of the following Fall semester to review the assessment data as it relates to students' success in the program. A data-driven action plan is created based on this review with the goal of implementing changes during the next academic year to improve attainment of the program outcome(s).
2. *How is Assessment used to improve the program?* The goal of faculty assessment of student learning at the course level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning.

IV. Student Data

- A. **Discuss Student Placement Data** The data was collected from 2016 – 2020 IT graduates



- B. Discuss Student Employment** 28% are employed in a related field, 53% are employed in an unrelated field, 11% are not employed, and 8 % are continuing their education. 79% of students that are employed are full-time while 21% are part-time.
- C. Discuss Students Seeking Higher Degrees** 8%

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Associate in Paraprofessional Education Certificate, academic program review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Associate in Paraprofessional Education Certificate 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: Dr. Michael Jiles, Dean Arts and Science

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Arts and Science conducted a program review of the Paraprofessional Education Certificate program during the 2021 / 2022 academic year for the 2015-2020 academic years.

Based upon the program review, it is recommended that the Paraprofessional Education Certificate program continue at the current level of activity without corrective action.

The program review was completed by program faculty and presented to the Academic Student Affairs 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 Paraprofessional Education Certificate 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

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Paraprofessional Education (PE); Certificate

B. Final Recommendation Approved by Southern's Board of Governors:

- ☒ Continuation of the program at the current level of activity, with or without specific action.
- ☐ Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action.
- ☐ Discontinuance of the program.

C. Summarize the Development and Continuation of the Program:

The Paraprofessional Education Certificate Program was developed to address WV Senate Bill 359 which was passed in March 2013. That law requires kindergarten aids to possess those educational credentials offered in the Southern program. The faculty for the Paraprofessional Education Certificate program is constantly updating the program to make sure it aligns with other colleges and universities in our area. The program also keeps a close eye on any licensing issues that arise in early childhood education centers to make sure we are meeting the needs of our students and the business that employ them. The program strives to produce knowledgeable and employable graduates who can pursue their dream of continuing their education at one of the state universities or four-year institutions or starting their career in an early childhood education classroom or center. The ECE program always has strong numbers and has been a great program for the college.

D. Synopses of significant findings, including findings of external reviewer(s). Please indicate if the program is accredited. If yes, please include the name of the accreditation body, the date the program received initial accreditation status, and the number of years approved for accreditation by accreditor:

Synopsis of findings: The most recent numbers for 2020-2021 show the program as having 10 students graduated. The 2019 Cohort had 9 students graduated. In the 2018 cohort, 16 students graduated, the 2017 cohort had 11 students graduated, and in 2016 9 students graduated.

Paraprofessional students are often non-traditional students who are currently working in the field of Early Childhood. Many take classes as their workplaces pay for them. This results in less full-time students graduating on time, but finishing within a three to four-year time period.

E. Plans for program improvement, including timeline:

Monies invested in professional development for the staff of this program are needed. For the past 2 years, the students have not been allowed to participate in in-person observations due to COVID. If this trend keeps up, the college will need to invest in some type of simulation software for the observations component of the program.

F. Last date of program advisory board activity:

The advisory committee operates on a continuous informal basis. The membership includes internal constituents, local industry professionals and potential employers, and K-12 partnering school personnel. The committee's membership roster includes twelve representatives from these varying constituent groups. A formal advisory meeting is held once a year. The last formal meeting of the advisory committee was held on April 8, 2022.

Beginning in spring 2022, community advisory committees meeting on behalf of the College will be held the second Tuesday during the month of April. Additional meetings will be called when necessary.

G. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished:

No significant issues have been identified by the assessment instruments administered to program participants. Of the thirteen standards assessed by the NOCTI exam, one standard yielded an average compliance score less than 70%. Questions related to the inclusion of children with special needs resulted in an overall score of 69.8% for those assessed. Faculty have identified that the activities and objectives in ED 224, The Exceptional Child, address this standard. As a result, faculty plan to focus on review and revision of course content, goals, objectives, and assessments of this course in an effort to achieve improved scoring on this standard.

H. Summary of assessment model and how results are used for program improvement:

All Southern programs are required to assess student learning of the program-specific objectives as well as the course-level and general education objectives associated with the program in question.

Program-Level Assessment: The purpose of program-level assessment is to document how well students are accomplishing the program specific outcomes. Lead Program faculty are required to develop and implement an Action Plan to improve upon those outcomes not being met. The following describes the process the College uses to assess student learning at the program-level.

1. Program faculty are required to assess at least 20% of the program outcomes per academic year. This ensures that all programs outcomes will be assessed a minimum of at least one time during the five-year program review process.
2. That outcome is assessed using the plan-do-study-adjust cycle of assessment and reported using the *Student Learning Assessment Program-Level Report*.
3. Lead Program faculty and program faculty meet at the beginning of the following fall semester to review the assessment data as it relates to students' success in the program. A data-driven action plan is created based on this review with the goal of implementing changes during the next academic year to improve attainment of the program outcome(s).

Course-Level Assessment: The goal of faculty assessment of student learning at the course level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning. The following describes the process the College uses to assess student learning at the course-level.

- 1) Faculty are required to assess all course outcomes identified in the course syllabus for every course taught during a given semester.
- 2) Only those outcomes that need improvement are reported on using the above-mentioned *Student Learning Assessment Course-Level Report*.
- 3) Completed forms are submitted to the Director of Accreditation and Assessment at the completion of the fall and spring semesters.

General Education Assessment: Southern has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of general education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific (capstone) courses that identify a general education competency as "Included and Measurable" are required to use the appropriate College rubrics. These rubrics are designed to assist faculty in consistently evaluating the general education outcomes and criteria. Lead Program faculty and clustered faculty decide what specific evaluation activity is used to assess the general education outcome. Data gathered using the rubric and the associated action plan developed to improve attainment of the general education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

I. Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees):

Insufficient Graduate Survey returns for meaningful data on student placement.

J. Five-year trend data on graduates and majors enrolled: (Chart)**Paraprofessional Education – Certificate****Graduate Data**

Graduate Year	Number of Graduates
2016	9
2017	11
2018	16
2019	9
2020	10

Headcount and FTE

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-2017	2	1.27	38
2017-2018	1	0.4	12
2018-2019	2	0.5	15
2019-2020	0	0	0
2020-2021	0	0	0

*Sum of all credit hours attempted in every class by each student who declared the major.

*Students were not able to complete observation hours due to COVID-19 restrictions. Observation hours resumed in the Fall 2021 semester.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Respiratory Care Technology Associate in Applied Science Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Respiratory Care Technology Associate in Applied Science degree 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: Russell Saunders

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Allied Health and Nursing conducted a program review of the Associate in Applied Science Respiratory Care Technology program during the 2021 / 2022 academic year.

Based upon the program reviews, it is recommended that the Respiratory Care Technology Associate in Applied Science Program continue at the current level of activity without corrective action.

The program reviews were presented to the Academic and Student Affairs Council (ASAC) 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 Respiratory Care Technology Associate in Applied Science 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

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Respiratory Care (RC); Associate in Applied Science

B. Final Recommendation Approved by Southern's Board of Governors:

- ☒ Continuation of the program at the current level of activity, with or without specific action.
- ☐ Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action.
- ☐ Discontinuance of the program.

C. Summarize the Development and Continuation of the Program:

The Respiratory Care program originated on the Williamson Campus in 2007 and gained full accreditation from the Commission on Accreditation for Respiratory Care (CoARC) in January 2015. In 2017, the program was awarded an additional grant to permit expansion to Southern's Wyoming Campus. In March 2019, after a site visit from the accrediting body CoARC, the satellite Respiratory Care program was also awarded full accreditation on Southern's Wyoming Campus. The additional campus growth allowed the program to accept thirty (30) students per year between the Williamson and Wyoming campuses.

Further since 2007, the program has produced approximately one hundred forty (140) graduates that have been able to find gainful employment if they chose to do so. Additionally, the program has continued to expand both laboratories using Perkins grant funding. Moreover, the college employs three (3) experienced full-time faculty in the program serving both campuses.

D. Synopses of significant findings, including findings of external reviewer(s). Please indicate if the program is accredited. If yes, please include the name of the accreditation body, the date the program received initial accreditation status, and the number of years approved for accreditation by accreditor:

Synopsis of findings: The program is well recognized throughout the Southern service district, enrollment is consistent, and public interest is strong. Additional grant funding will continue to be pursued to provide learning experiences utilizing the latest technologies available in Respiratory Care Technology.

National accreditation is required by CoARC and initial program accreditation was attained in 2015. The program was awarded maximum accreditation for a period of ten (10) years in July 2021 revealing no deficiencies in the program.

Further, the credentials earned upon completion of the program and successful passage of the National Board for Respiratory Care exam include Certified Respiratory Therapist (CRT) and Registered Respiratory Therapist (RRT).

E. Plans for program improvement, including timeline:

As noted above, respiratory care technology is continuously evolving and new advancements are in the program's future. Additional Perkins grant funding will be utilized during the 2022-2023 fiscal year to stay up-to-date with the latest technologies available. Perkins funding will also provide the program faculty the professional development needed to stay well-informed on the most advanced treatments and techniques in Respiratory Care Technology.

F. Last date of program advisory board activity:

April 8, 2022

G. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished:

The previous program review was conducted in 2017 and concluded that the program contained numerous strengths. One strength identified that graduates performed consistently above the national CoARC threshold score standard. (See table below) Further, one weakness identified included insufficient laboratory space. In response, the college expanded the program to the Wyoming Campus, added an additional laboratory, and updated to the latest technologies available on the Williamson Campus to mirror the clinical facilities utilized within the program.

National Licensure Examination (NBRC) Passage Rates

Graduating Class	Southern TMC Low Cut Passage Rate %	Southern TMC High Cut Passage Rate %
2014	85%	Not req by CoARC
2016	92%	Not req by CoARC
2018	71%	Not req by CoARC
2019	62%	Not req by CoARC
2020	87.5% - 16/14	Not req by CoARC
2021	Wyoming 100% 4/4 Williamson 100% 4/4 Total Passage rate of programs combined 100%	Wyoming 50% 2/4 Williamson 80% 4/5 Total Passage rate of programs combined 67%

H. Summary of assessment model and how results are used for program improvement:

All Southern programs are required to assess student learning of the program-specific outcomes as well as the course-level and general education objectives associated with the program in question.

Program-Level Assessment: The purpose of program-level assessment is to monitor the progression of students in accomplishing the program specific outcomes. Lead program faculty are required to develop and implement an action plan to improve upon those outcomes not being met. The following describes the process the College uses to assess student learning at the program-level.

1. Program faculty is required to assess at least 20% of the program outcomes per academic year. This ensures that all program outcomes will be assessed a minimum of at least one time during the five-year program review process.
2. Lead Program faculty and program faculty meet at the beginning of the following fall semester to review the assessment data as it relates to students' success in the program. A data-driven action plan is created based on this review with the goal of implementing changes during the next academic year to improve attainment of the program outcome(s).

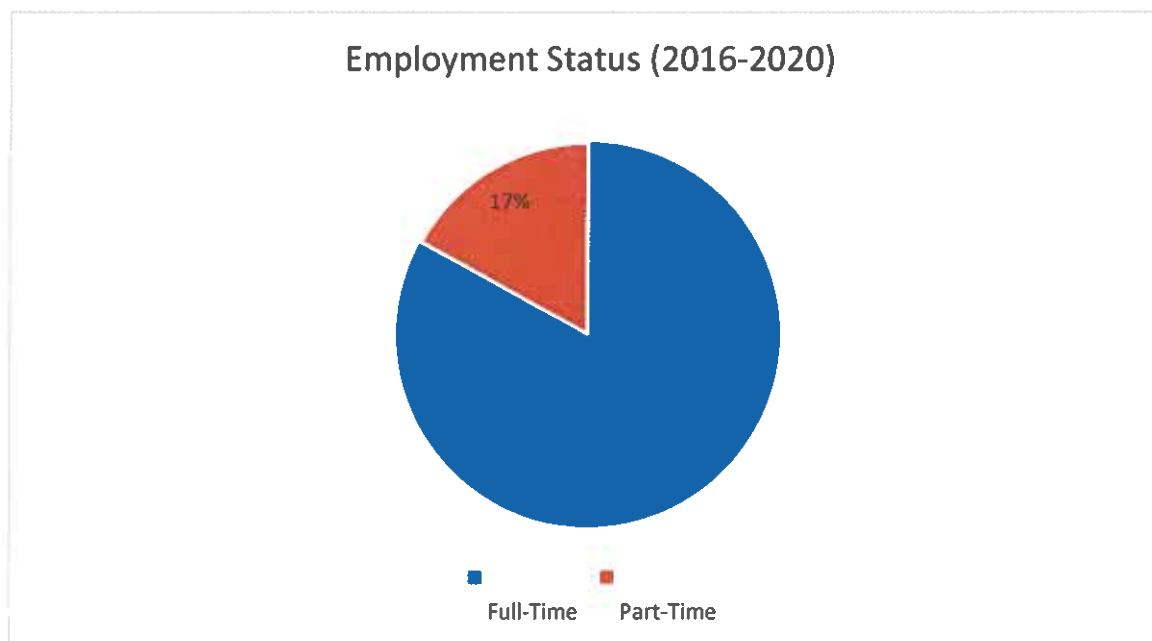
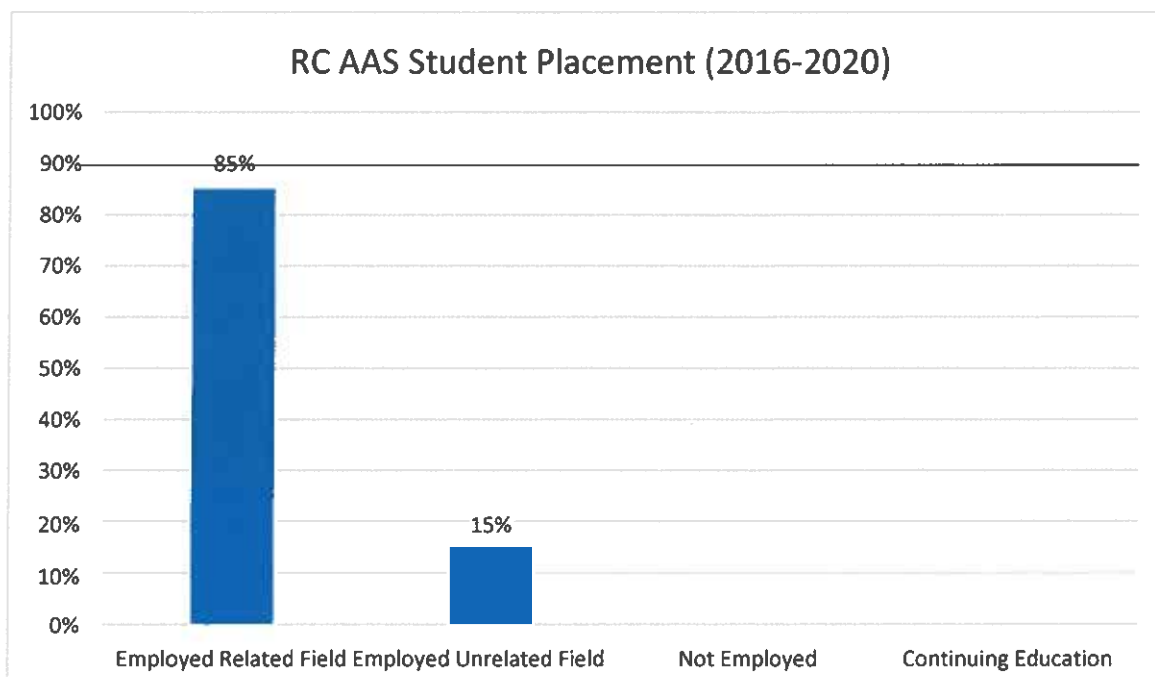
Course-Level Assessment: The goal of faculty assessment of student learning at the course level is to identify what has and has not worked to improve learning in the classroom and how this information will be used in the present and future courses to further improve learning. The following describes the process the College uses to assess student learning at the course-level.

- 1) Faculty is required to assess all course outcomes identified in the course syllabus for every course taught during a given semester.
- 2) Completed forms are submitted to the Director of Accreditation and Assessment at the completion of the fall and spring semesters.

General Education Assessment: Southern has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of general education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific (capstone) courses that identify a general education competency as "Included and Measurable" are required to use the appropriate College rubrics. These rubrics are designed to assist faculty in consistently evaluating the general education outcomes and criteria. Lead program faculty and clustered faculty decide what specific evaluation activity is used to assess the general education outcome. Data gathered using the rubric and the associated action plan developed to improve attainment of the general education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

- I. Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees):

RC AAS Student Placement Data (2016-2020)
(13 of 49 surveys returned; 27% response rate)



Annual Salary (2016-2020)



J. Five-year trend data on graduates and majors enrolled: (Chart)

Respiratory Care - AAS

Graduate Data

Graduate Year	Number of Graduates
2016	0
2017	13
2018	8
2019	16
2020	12

Headcount and FTE

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-2017	19	17.43	523
2017-2018	17	13.77	413
2018-2019	28	19.07	572
2019-2020	33	26.70	801
2020-2021	25	18.67	560

*Sum of all credit hours attempted in every class by each student who declared the major.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Technical Studies (TS), Certificate, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Technical Studies, Certificate 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: Dr. David L. Lemmon

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 Technical Studies, Certificate Program during the 2021 / 2022 academic year.

Based upon the program review, it is recommended that the Technical Studies, Certificate Program continue at the current level of activity without corrective action.

The program review was prepared by faculty and presented to the Academic and Student Affairs 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 Technical Studies, Certificate 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

Summary of Findings
2021 - 2022

Program Name: Technical Studies, Certificate

Hours Required for Graduation: 30

I. Overview of Findings

A. Adequacy

1. *Discuss accreditation or past approval.* This program does not have any specialized accreditation.
2. *How are faculty prepared to offer the program?* The Technical Studies (TS) program is designed as a non-transfer program for students completing an occupational specialization at the career/vocational centers. It is designed to provide students with the general education knowledge and technical competencies necessary for employment in a variety of trade skills occupations.
3. *How is the program supported by the facilities?* This program requires no special facilities for program delivery. Most general education courses have tutoring available through the college. Most of the specialization courses rely on the faculty who are instructing the course to provide student support and tutoring.

B. Viability

1. *Discuss cost factors and future growth potential.* There is no cost to the institution in offering this program. Enrollment has remained relatively constant over the past five years with the exceptions being 2020-2021.

Academic Year	Unduplicated (Annualized) Headcount	Annualized FTE	Credit Hours Generated*
2016-17	No Data Available		
2017-18	No Data Available		
2018-19	1	0.27	8
2019-20	2	0.77	23
2020-21	No Data Available		

2. *What are the trends in enrollment?* There were two graduates in 2018 and one in 2020. There were four graduates from the Technical Studies AAS Program during the review period. Most students starting in the TS program changed majors. A good methodology used to verify students changing majors who were originally TS majors did not exist during the review period.

3. *How are students recruited into the program?* Ongoing outreach efforts are made to ensure high school students are aware of the program and the opportunity to continue their education at Southern. Visits are made to each vocational center to discuss the program and advantages of completing a college level certificate and/or associate degree.

C. Necessity

1. *Discuss how the program services the needs of society and/or the region.* The program permits the College to offer training and educational opportunities to growing industries within its service area.

D. Consistency with Mission

1. *Discuss the importance of the program to the institution.* The Technical Studies Program was designed as a non-transfer program for students completing an occupational specialization at the career/vocational centers. It was designed to provide students with an opportunity to transfer a variety of experiences and vocational credits toward a degree and compliment them with the general education knowledge and business skills necessary for employment in a variety of occupations and allow advancement of careers into a management position. It utilizes partnerships with career/vocational schools and other providers for the delivery of the occupational specialization core.
2. *What would happen if the program were discontinued?* There are no graduate follow-up data or employer satisfaction data available for the program. The College would be unable to efficiently meet industries ever changing demands.

II. Program Improvement

A. Action Plan

1. *List actions to improve the program.* The college administration has since reviewed current upward employments trends within the service area and implemented a needs based programs of study within the last 6 months.
2. *Provide a timeline for implementation.* As dictated by societal needs.

B. Weaknesses Addressed by Action Plan (if any)

The previous two reviews noted problems with control of curriculum and management of the program. Management of the program has passed through a number of hands in the past. At the time of this summary the program is currently under the per view of the Division of Professional and Technical Studies.

III. Assessment

A. **Assessment Plan**

1. *How is the program assessed?* The purpose of program-level assessment is to document how well students are accomplishing the program specific outcomes. Lead Program faculty are required to develop and implement an Action Plan to improve upon those outcomes not being met. The following describes the process the College uses to assess student learning at the program-level.
 - Program faculty are required to assess at least 20% of the program outcomes per academic year. This ensures that all programs outcomes will be assessed a minimum of at least one time during the five-year program review process.
 - Lead Program faculty and program faculty meet at the beginning of the following fall semester to review the assessment data as it relates to students' success in the program. A data-driven action plan is created based on this review with the goal of implementing changes during the next academic year to improve attainment of the program outcome(s).
2. *How is Assessment used to improve the program?* Southern has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of general education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific (capstone) courses that identify a general education competency as "Included and Measurable" are required to use the appropriate College rubrics. These rubrics are designed to assist faculty in consistently evaluating the general education outcomes and criteria. Lead Program faculty and clustered faculty decide what specific evaluation activity is used to assess the general education outcome. Data gathered using the rubric and the associated action plan developed to improve attainment of the general education outcome will be reported using the appropriate General Education Outcome Assessment Report form.

IV. **Student Data**

- A. **Discuss Student Placement Data** There is no graduate follow-up data or employer satisfaction data available for the program. Deleted last two sentence
- B. **Discuss Student Employment** There is no graduate follow-up data or employer satisfaction data available for the program. Deleted last two sentence
- C. **Discuss Students Seeking Higher Degrees** There is no graduate follow-

up data or employer satisfaction data available for the program. Deleted last two sentence

Pending table or Data from Tom Cook

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval of the Technical Studies (TS), 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 Technical Studies, Associate in Applied Science 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: Dr. David L. Lemmon

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 Technical Studies, Associate in Applied Science Program during the 2021 / 2022 academic year.

Based upon the program review, it is recommended that the Technical Studies, Associate in Applied Science Program continue at the current level of activity without corrective action.

The program review was prepared by faculty and presented to the Academic and Student Affairs 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 Technical Studies, Associate in Applied Science 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

Summary of Findings
2021 - 2022

Program Name: Technical Studies, Associate in Applied Science

Hours Required for Graduation: 60

I. Overview of Findings

A. Adequacy

1. *Discuss accreditation or past approval.* This program does not have any specialized accreditation.
2. *How are faculty prepared to offer the program?* The Technical Studies (TS) program is designed as a non-transfer program for students completing an occupational specialization at the career/vocational centers. It is designed to provide students with the general education knowledge and technical competencies necessary for employment in a variety of trade skills occupations
3. *How is the program supported by the facilities?* This program requires no special facilities for program delivery. Most general education courses have tutoring available through the college. Most of the specialization courses rely on the faculty who are instructing the course to provide student support and tutoring.

B. Viability

1. *Discuss cost factors and future growth potential.* There is no cost to the institution in offering this program. The creation and recent implementation of the Lineman Construction Program has illustrated future growth in the program.
2. *What are the trends in enrollment?* There were two graduates in 2018, one in 2019 and one in 2020. There were four graduates from the Technical Studies AAS Program during the review period. Most students starting in the TS program changed majors. A good methodology used to verify students changing majors who were originally TS majors did not exist during the review period.
3. *How are students recruited into the program?* Ongoing outreach efforts are made to ensure high school students are aware of the program and the opportunity to continue their education at Southern. Visits are made to each vocational center to discuss the program and advantages of completing a college level certificate and/or associate degree.

C. Necessity

1. *Discuss how the program services the needs of society and/or the region.* The program permits the College to offer training and

educational opportunities to growing industries within its service area.

D. Consistency with Mission

1. *Discuss the importance of the program to the institution.* The Technical Studies Program was designed as a non-transfer program for students completing an occupational specialization at the career/vocational centers. It was designed to provide students with an opportunity to transfer a variety of experiences and vocational credits toward a degree and compliment them with the general education knowledge and business skills necessary for employment in a variety of occupations and allow advancement of careers into a management position. It utilizes partnerships with career/vocational schools and other providers for the delivery of the occupational specialization core.
2. *What would happen if the program were discontinued?* There is no graduate follow-up data or employer satisfaction data available for the program. The individuals directly responsible for data have since left the institution. The data could not be located in existing files. The College would be unable to efficiently meet industries ever changing demands.

II. Program Improvement

A. Action Plan

1. *List actions to improve the program.* The college administration has since reviewed current upward employments trends within the service area and implemented a needs based programs of study within the last 6 months.
2. *Provide a timeline for implementation.* As dictated by societal needs.

B. Weaknesses Addressed by Action Plan (if any)

The previous two reviews noted problems with control of curriculum and management of the program. Management of the program has passed through a number of hands in the past. At the time of this summary the program is currently under the per view of the Division of Professional and Technical Studies.

III. Assessment

A. Assessment Plan

1. *How is the program assessed?* The purpose of program-level assessment is to document how well students are accomplishing the program specific outcomes. Lead Program faculty are required to develop and implement an Action Plan to improve upon those outcomes not being met. The following describes the process the

College uses to assess student learning at the program-level.

- Program faculty are required to assess at least 20% of the program outcomes per academic year. This ensures that all programs outcomes will be assessed a minimum of at least one time during the five-year program review process.
 - Lead Program faculty and program faculty meet at the beginning of the following fall semester to review the assessment data as it relates to students' success in the program. A data-driven action plan is created based on this review with the goal of implementing changes during the next academic year to improve attainment of the program outcome(s).
2. *How is Assessment used to improve the program?* Southern has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of general education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific (capstone) courses that identify a general education competency as "Included and Measurable" are required to use the appropriate College rubrics. These rubrics are designed to assist faculty in consistently evaluating the general education outcomes and criteria. Lead Program faculty and clustered faculty decide what specific evaluation activity is used to assess the general education outcome. Data gathered using the rubric and the associated action plan developed to improve attainment of the general education outcome will be reported using the appropriate General Education Outcome Assessment Report form.

IV. Student Data

- A. **Discuss Student Placement Data** There is no graduate follow-up data or employer satisfaction data available for the program. Deleted last two sentence
- B. **Discuss Student Employment** There is no graduate follow-up data or employer satisfaction data available for the program. Deleted last two sentence
- C. **Discuss Students Seeking Higher Degrees** There is no graduate follow-up data or employer satisfaction data available for the program. Deleted last two sentence

Pending table or Data from Tom Cook

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval to Discontinue the Agriculture AAS and Certificate Program.

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the discontinuation of the Agriculture AAS and 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: Dr. David Lemmon

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Professional and Technical Studies conducted a program review of the Agriculture AAS and Certificate Program during the 2020 / 2021 academic year.

Based upon the program review, it is recommended that the Agriculture AAS and Certificate Program be discontinued. The appropriate steps through institutional governance were taken in 2021 to formally recommend the termination of the program.

The Agriculture AAS and Certificate Program has low enrollment and educational objectives.

The program review and recommendation to discontinue the program was presented to the Curriculum and Instruction Committee, Academic and Student Affairs 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 discontinuation of the Agriculture AAS and 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*.

INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Dr. D. L. Lemmon

CHECK ONE: ☒ Individual ☐ Committee ☐ Council/Senate
CHECK ONE: ☐ Policy Recommendation ☒ Non-Policy Recommendation

1. BACKGROUND:

The Agriculture program has not met enrollment and educational objectives. The grant is ending August of 2022, thereby being cost prohibited.

2. STATEMENT OF RECOMMENDATION:

Discontinuation of the program due to lack of enrollment.

3. RATIONALE:

Please see attached program termination form, and supporting data. Currently the remaining two students will be taught out in May 2022, utilizing an adjunct instructor.

4. SUPPORTING DATA AND DOCUMENTS:

See attached

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

Equipment	N/A
Financial	N/A
Personnel	Adjunct
Space	N/A
Technology	N/A
Other	N/A

6. DESCRIBE IMPACT ON OTHER COLLEGE ENTITIES: (Identify 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.)

None noted.

7.  9-23-21
 Signature of Governance Committee Chair or Individual Submitting the Recommendation Date

8. ACADEMIC AND STUDENT AFFAIRS COUNCIL (ASAC) RECOMMENDATION: (If applicable)

- ☐ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Submitted for Revision

Explanation for Denial or Return: _____

D. David Legumy, III

01/05/2022

Chair's Signature

Date

9. POLICIES AND PROCEDURES COMMITTEE RECOMMENDATION: (If applicable)

- ☐ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Submitted for Revision

Explanation for Denial or Return: _____

Chair's Signature

Date

10. STRATEGIC PLANNING RECOMMENDATION: (If applicable)

- ☐ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Submitted for Revision

Explanation for Denial or Return: _____

Chair's Signature

Date

11. PRESIDENT'S COUNCIL RECOMMENDATION: (If applicable)

- ☐ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Submitted for Revision

Explanation for Denial or Return: _____

Dr. Pamela L. Altermeyer

02/21/2022

Chair's Signature

Date

12. BOARD OF GOVERNORS RECOMMENDATION: (If applicable)

- ☐ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Submitted for Revision

Explanation for Denial or Return: _____

Chair's Signature

Date

Final Decision Given to:

Scheduling Institution, Committee Chairperson, or Grand Senate Chairperson

Date: 02/21/2022

Copy of the Packet

and all associated communication from

Office of the President

**Curriculum and Instruction Request Form
NEW PROGRAM / EXISTING PROGRAM TERMINATION**

Program Name: Agriculture AAS/Certificate

CIP Code for new program: _____

Division: Division of Professional and Technical Studies

Program Description (required for new programs only)

N/A

Justification for Request:

Low enrollment, and educational opportunities.

Enrollment

Major	Academic Year	Unduplicated (Annualized) Headcount	Annualized FTE
Agriculture-AAS - 659	2020	3	1.87

Please provide a complete list of program course requirements as they should appear in the catalog.

Recommended by / Date:

[Signature] 9-28-21

Dean of Division / Date:

[Signature] 9-28-21

Approve

Disapprove

Curriculum and Instruction / Date:

[Signature] 10/22/21

Approve

Disapprove

ASAC / Date:

[Signature] 01/05/2022

Approve

Disapprove

President's Cabinet / Date:

[Signature] 02/02/2022

Approve

Disapprove

Revised September 27, 2021

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College

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

I. Introduction

The Associate in Applied Science (AAS) Agriculture Program at Southern West Virginia Community and Technical College is designed to provide basic skills in a number of agriculture career pathways. These include agribusiness, horticulture, crop production, aquaponics, precision agriculture, and agriculture education. Students are introduced to the basic concepts of agriculture with a choice of specialized electives to customize their specific skills sets into career goals. The AAS program's flexible curriculum can adapt quickly to community needs that lead to entry-level positions.

A WV Advance Grant currently provides funding for the program. Additionally, with the program located on the Lincoln County site, labs and equipment may be shared with Lincoln County High School and their agriculture program of almost 200 students.

It is not novel information that southern West Virginia is struggling economically but there's hope in the future. Many Appalachian Mountains have been blasted, stripped, and hollowed for their valuable riches. But, financial challenges present new opportunities and agriculture initiatives are now leading the charge. According to biologists, our mountains are rich with some of the most ecologically diverse forests in the country, therefore, home can be the place to harvest medicinal herbs such as ginseng and goldenseal. Furthermore, hemp farmers have already begun harvesting their first crops in Monroe County. As farmers prepare for the future, they do with uncertainty. Yet, when regulation finally settles in new opportunities will emerge. Southern is positioned to play a vital role in this transition.

II. Goals and Objectives

The Agriculture AAS program serves a definite void in southern West Virginia and allows Southern to be positioned to train the future individuals that will drive economic diversity in the region. Furthermore, the program's goals were established to meet the goals of the college as well as specific program requirements. The ability of the college to quickly adapt, reset, and retrain displaced workers is of great significance. The program provides opportunity to build a solid foundation in many areas of agriculture innovations.

III. Assessment

- A. Assessment of agriculture skills occurs at the course level. Additionally, agriculture is incorporated into the college's assessment program. Regular assessment of program goals is made and curricular flexibility is incorporated to accommodate industry needs**
- B. The primary goal of the agriculture program is to prepare students to enter the field of agriculture. The graduate will be able to develop proper protocols for growing. The graduate will also be able to analyze the environment and perfect techniques. Student performance is measured by didactic testing, lab experiments, and visual inspection.**
- C. Recent assessment of student performance in the natural resources course has led to course level changes to improve outcomes. Re-evaluation occurs annually.**

IV. Curriculum

- A. The Agriculture AAS Program consists of 60 credit hours. The first semester includes eight hours of general education classes with the remaining eight hours being specialization courses in agriculture. The second semester includes nine hours of specialized electives in agriculture with five hours in general education. Furthermore, the third semester contains a practical experience during the summer months. The fourth and fifth semesters contain courses in agriculture technology, innovation, agronomy, entrepreneurship, with a capstone project during the last semester. Additionally, students acquire knowledge in business math, management, biology, and spreadsheet concepts in the AAS program. Lastly, nine (9) elective credits are reserved for local agriculture needs.**

Southern has an open-door admission policy. Any individual with a high school diploma or GED may take classes at Southern. All entering students will use ACT scores or take a placement test to be placed in the proper math and English courses. Southern utilizes a co-curricular model for delivery of remedial math and English. Southern has had good success in helping students elevate their abilities in college-level math and English. Use of the co-curricular model assists students in completing the certificate program on time (two semesters).

Upon completion of the AAS requirements, students will have the necessary knowledge and skills to be successful in multiple entry-level positions in the agriculture that require education and training beyond high school. Students will also understand the importance of life-long learning and the need to continually upgrade their skills.

- B. The list of courses that make-up the AAS program can be found in Appendix I.
- C. While certain general education courses have the option to be taken online, all general education classes can be taken face-to-face. All specialization courses are taken face-to-face or virtually with a Blackboard supplement.

V. Faculty

All agriculture courses are taught by one (1) non-tenure track full-time faculty member. Additionally, the agriculture faculty member instructs the Orientation to Technical Programs course and the Introduction to College course for the Early College Academy (ECA) program in Logan County.

VI. Enrollment and Graduates

- A. Appendix III shows the program headcount (enrolled in Agriculture courses) and the number of graduates.

Enrollment

Major AAS in Agriculture	Program Enrollment*
Fall 2020	3
Spring 2021	2

* Based on enrollment in Agriculture (AG) courses 101, 103, 203, and 275.

** No program graduates due to program faculty not being hired until Fall 2020.

Due to the delay in hiring a qualified faculty member the AAS program does not have any graduates at this time.

VII. Financial

- A. Currently, the Agriculture AAS Program is fully funded by the West Advance Grant through the WVCTC system. This grant is scheduled to expire June 30, 2021.
- B. No equipment has been purchased at this time due to the pandemic and the recent hiring of the agriculture instructor in late July 2020. The largest program expense is faculty salary and benefits.

VIII. Advisory Committee

The following people have participated in advisory committee meetings during the past two years:

Matthew Miller – Principal and CTE Director Lincoln County High School
Thomas Hoffman – Mingo County Schools CTE Administrator
Amy Dearfield Hannah – Community Resource Network Director Williamson Health and Wellness Center
Rebecca Casey – Williamson Health and Wellness Center
Seth Neal – Lincoln County High School Agriculture Education Department
Kathryn Moore – District Administrative Assistant, Director of Career and Technical Education, Director of Counseling Services Logan County Schools
Michelle Akers – Logan County Fresh Start
Autumn Starcher, PhD – Marshall University Instructor Department of Natural Resources and the Environment
Adam Hudson – Director Refresh Appalachia – Coalfield Development
Dane Gaiser – West Department of Agriculture Representative for Veterans
Tyler Brewster – Southwestern Regional Day Report Center
Angela Bell – Southern West Virginia Community and Technical College Lincoln Site Coordinator

During high school, business, community, and semester district consortium meetings over the past two years, members reviewed the curricula for the program and developed plans of action. Conversations have focused on the location of the program and the positive impact it will have by moving the program to the Lincoln County High School site. Additionally, partnerships are in development with Refresh Appalachia for apprenticeships, as well as Williamson Health and Wellness, and with Marshall University to develop a 2+2 agreement.

IX. Accreditation

There is no special accreditation information for the Agriculture AAS Program.

Appendix I Curriculum

Agriculture Associate in Applied Science

First Semester	Title	Credit Hours
AG 101 (E)	Introduction to Agriculture	4
AG 103 (E)	Natural Resources	4
BU 115 or MT 121 or MT 130	Business Calculations or ~College Mathematics for General Education or ~College Algebra	3
CS 103	Introduction to Applications	1
EN 101	~English Composition I	3
OR 105	Orientation to Technical Programs	1
		16
Second Semester	Title	Credit Hours
	1 AG Elective	3
CS 118	Spreadsheet Concepts	2
MG 262	Small Business Management	3
	2 Restricted Electives	6
		14
Summer Semester	Title	Credit Hours
AG 110	Agriculture Practical Experience	3
		3
Fourth Semester	Title	Credit Hours
AG 201	Agriculture Technology and Innovations	4
BS 102	~General Biology II	4
	2 Restricted Electives	4
SP 103	Speech Fundamentals	3
		15
Fifth Semester	Title	Credit Hours
AG 205	Agronomy	4
AG 206	Agriculture Entrepreneurship	3
AG 210	Agriculture Capstone	1
	2 Restricted Electives	4
		12

~ Designates courses on the statewide Core Coursework Transfer Agreement.

1 Any Agriculture (AG) course not already specified in the program, BS 199, BU 207, ~EC 241, ~EC 242, EP 101, EP 105, FN 210, IT 134, IT 135, IT 136, MG 266, MK 267, MK 270, SU 105, WL 102, or WL 162.

2 Students must complete a series of restricted electives. Courses offered to fulfill the electives will be structured around current agriculture initiatives and focus areas.

Appendix II Faculty Data Sheets

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

Name Clarence Chad Elkins Rank Instructor

Check one:

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

Highest Degree Earned: Bachelor of Science

Date Degree Received: 05/1998

Conferred by: West Virginia University

Area of Specialization: Landscape Architecture, Agriculture, Horticulture

Professional registration/licensure: ASLA

Yrs of employment at present institution: <1

Yrs of employment in higher education: <1

Yrs of related experience outside higher education: 22

Non-teaching experience: 22

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
2020 Fall	AG 101 Introduction to Agriculture	3
2020 Fall	AG 103 Natural Resources	3
2020 Fall	AG 275 Special Topics in Agriculture	3
2020 Fall	OR 105 Orientation to Tech. Programs	8
2020 Fall	OR 105 Orientation to Tech. Programs	13
2021 Spring	AG 203 Horticulture	2
2021 Spring	AG 275 Introduction to Landscape Architecture	2
2021 Spring	OR 105 Orientation to Tech. Programs	7
2021 Spring	OR 110 Introduction to College	2
2021 Spring	OR 110 Introduction to College	7
2021 Spring	OR 110 Introduction to College	20/50%

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

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2022**

ITEM: Approval to Discontinue the Industrial Technology:
Machinist CNC Program

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the discontinuation of the Industrial Technology, Machinist CNC 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: Dr. David Lemmon

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Professional and Technical Studies conducted a program review of the Machinist CNC Program during the 2020 / 2021 academic year.

Based upon the program review, it is recommended that the Machinist CNC Program be discontinued. The appropriate steps through institutional governance were taken in 2021 to formally recommend the termination of the program.

The Machinist CNC Program has not met enrollment and educational objectives.

The program review and recommendation to discontinue the program was presented to the Curriculum and Instruction Committee, Academic and Student Affairs 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 discontinuation of the Machinist CNC 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*.

INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Dr. D. L. Lemmon

CHECK ONE: ☒ Initial ☐ Continue ☐ Cover/Update
 CHECK ONE: ☒ Policy Recommendation ☐ Non-Policy Recommendation

1. BACKGROUND:

The Macintosh Tech/CNO program has met past curriculum and educational objectives. RCIM owned the equipment and instructor was employed by RCIM as well.

2. STATEMENT OF RECOMMENDATION: Discontinuation of the program due to lack of enrollment.

3. RATIONALE:

Please use attached program termination form, and supporting data. No students are currently enrolled. The previous instructor was employed by RCIM and all equipment has been removed by RCIM the owner of said equipment.

4. SUPPORTING DATA AND DOCUMENTS: See attached

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

Equipment	NA
Funds	NA
Personnel	NA
Space	NA
Technology	NA
Other	NA

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.)

None noted.

7. [Signature]
 Signature of Department Committee Chair or
 Institutional Submitter for Recommendation

9-87-21

000

11/24/01

Office of the President
 1000 - 1000 Institutional Recommendation Form

Effective April 1, 2000

8. ACADEMIC AND STUDENT AFFAIRS COUNCIL (ASAC) RECOMMENDATION: (if applicable)

☐ Approved as Recommended
☐ Denied Recommendation

☐ Approved as Modified
☐ Returned to Committee/Institution for Revision

Explanation for Denial or Return: _____

Dr. David Legum, IV

01/08/2022

Chair's Signature

Date

9. POLICIES AND PROCEDURES COMMITTEE RECOMMENDATION: (if applicable)

☐ Approved as Recommended
☐ Denied Recommendation

☐ Approved as Modified
☐ Returned to Committee/Institution for Revision

Explanation for Denial or Return: _____

Chair's Signature

Date

10. STRATEGIC PLANNING RECOMMENDATION: (if applicable)

☐ Approved as Recommended
☐ Denied Recommendation

☐ Approved as Modified
☐ Returned to Committee/Institution for Revision

Explanation for Denial or Return: _____

Chair's Signature

Date

11. PRESIDENT'S CABINET RECOMMENDATION: (if applicable)

☐ Approved as Recommended
☐ Denied Recommendation

☐ Approved as Modified
☐ Returned to Committee/Institution for Revision

Explanation for Denial or Return: _____

Dr. David C. Alperin

02/21/2022

Chair's Signature

Date

12. BOARD OF GOVERNORS RECOMMENDATION: (if applicable)

☐ Approved as Recommended
☐ Denied Recommendation

☐ Approved as Modified
☐ Returned to Committee/Institution for Revision

Explanation for Denial or Return: _____

Chair's Signature

Date

Final Decision Given by:

Submitting Institution, Committee Chairperson, or Council/Board Chairperson

Revised: 10/20/20

Office of the President

2020-2021 Annual Recommendation Form

March 14, 2021

Curriculum and Instruction Request Form
NEW PROGRAM / EXISTING PROGRAM TERMINATION

Program Name: Machinist Tech/CNC CIP Code for new program: _____

Division: Division of Professional and Technical Studies

Program Description (required for new programs only)

N/A

Justification for Request:

Recommend to discontinuation of the program due to lack of enrollment.

Machinist Tech/CNC program has not met enrollment and educational objectives. The previous instructor was employed by RCB and all equipment has been removed by RCB the owner of said equipment. No Students are currently enrolled.

Enrollment

Major	Academic Year	Unduplicated (Annualized) Headcount	Annualized FTE
Indust Tech:Machinist Tech/CNC - 679	2019	3	2.03
Indust Tech:Machinist Tech/CNC - 679	2020	2	1.2

Grads

Major	Academic Year	Grad Count
Indust Tech:Machinist Tech/CNC - 679	2019	3
Indust Tech:Machinist Tech/CNC - 679	2020	1

Please provide a complete list of program course requirements as they should appear in the catalog.

Recommended by / Date: [Signature] 9/23/21

Dean of Division / Date: [Signature] 9/23/21

Curriculum and Instruction / Date: [Signature] 11/12/21

ASAC / Date: [Signature] 01/05/2022

President's Cabinet / Date: [Signature] 02/21/2022

Approve

Disapprove

Approve

Disapprove

Approve

Disapprove

Approve

Disapprove

42

Larson, David

From: Scott, Chad
 Sent: Tuesday, September 21, 2021 9:00 AM
 To: Larson, David
 Subject: Ag - IT CNC Machinet Numbers

Here is what I have. Machinet Tech/CNC has only been in our inventory since 4/2019 and agriculture since 8/2019.

Inventory

Major	Academic Year	Unduplicated (Annualized) Enrollment	Annualized FTE
Industrial Technology/CNC - 679	2019	3	2.03
Industrial Technology/CNC - 679	2020	3	2.2

Inventory

Major	Academic Year	Unduplicated (Annualized) Enrollment	Annualized FTE
Agriculture - 444 - 450	2020	2	1.67

Grad

Major	Academic Year	Grad Count
Industrial Technology/CNC - 679	2019	3
Industrial Technology/CNC - 679	2020	1

Chad Scott**Director of Institutional Research**

Southern West Virginia Community and Technical College
 P.O. Box 2000
 Dampney Branch Road
 Mount Gay, WV 26047
 Office 204-694-7400
 Email chad.scott@swvcc.edu

Mission Statement

Southern West Virginia Community and Technical College provides accessible, affordable, quality education and training that promotes success for those we serve.

Name Southern WVCTC Board of Governors Retreat

address

address

Attention: Jen Dove

Date:

4/19/2022

Terms: 25% deposit

DATE	DESCRIPTION OF CHARGES			AMOUNT
	Lodging Fees			
06/02/22	European Plan Rooms	20	\$176.00	\$3,520.00
	Resort Fee	20	\$17.00	\$340.00
06/03/22	European Plan Rooms	20	\$259.00	\$5,180.00
	Resort Fee	20	\$17.00	\$340.00
	European Plan Rooms			\$0.00
	Resort Fee		\$17.00	\$0.00
			Lodging Subtotal	\$9,380.00
	Exempt		Occupancy Tax (6%)	
			Sales Tax (6%)	
			Lodging Total	\$9,380.00
	Conference Charges			
06/03/22	Room Rental:	1	\$600.00	\$600.00
	Room Rental:			\$0.00
	Room Rental:			\$0.00
	A V estimate only	1	\$900.00	\$900.00
	Proj/screen/mic/sound			
			Conference Subtotal	\$1,500.00
			Service Charge (21%)	\$315.00
	Exempt		Sales Tax (6%)	
			Conference Total	\$1,815.00
	Food & Beverage Charges			
06/02/22	Dinner: Stillwaters	20	\$34.00	\$680.00
06/03/22	Breakfast: Stillwaters	20	\$18.00	\$360.00
06/03/22	Lunch: Stillwaters	20	\$19.00	\$380.00
06/03/22	Snacks & beverages	20	\$12.50	\$250.00
			F&B Subtotal	\$1,670.00
			Service Charge (21%)	\$350.70
	Exempt		Sales Tax (6%)	
			F&B Total	\$2,020.70
Estimate Only, Subject to Change				

GRAND TOTAL \$13,215.70

Please call your sales manager at (304) 269-8822 if you have any questions about your estimate.

STONEWALL RESORT

940 Resort Drive
Roanoke, WV 26447
55-077-4437