SOUTHERN
WV COMMUNITY & TECHNICAL COLLEGE

Agenda Book
February 20, 2024

Bud Baldwin, Chair
Sydney Brown
David Gresham
George Nisbet, Jr.
Shawn Cline-Riggins
Alexis Parker
Sam Stewart
Josh Stowers
Jeremy Thompson
Virgil Underwood
Chris Gray
Chris Ward

Dr. Pamela L. Alderman,
President

Southern West Virginia Community and Technical College
Board of Governors
Meeting of February 20, 2024
6:00 p.m.
100 College Drive, Building C, Room 428
Logan, West Virginia, and Zoom

To Join Zoom Meeting:

https://zoom.us/j/96469673620?pwd=NHNSbWZwQVRzMEhDNi9RandwSGJVdz09

Meeting ID: 964 6967 3620
Passcode: 552270
Dial In: 1 646 876 9923

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

AGENDA

1. Roll Call, Verification of Quorum, and Call to Order ..... Robert Baldwin, Board Chair
2. Call for Public Comments to the Board of Governors ..... Chair Baldwin
3. Development Office Report 4
   Mr. Stacy Dingess, Chief External Affairs Officer
4. HLC Institutional Response Update 5
   Mr. Bill Alderman, Chief Academic Officer, Accreditation Liaison Officer
5. Annual Faculty Senate Report ..... Mr. Chris Ward, Chair, Faculty Senate
6. Classified Staff Report 69
   Ms. Kimberly Maynard, Chair, Classified Staff
7. Finance Report ..... 70.
   Ms. Velva Pennington, Chief Financial Officer
8. President's Report 72
   President Alderman

9. Discussion Items ..... Chair Baldwin

9.1 Wyoming Campus Update ..... President Alderman

10. Action Items..... Chair Baldwin

10.1 *Approval of December 12, 2023, Board Meeting Minutes 73

10.2 *Request for Final Approval Following 30 Day Comment Period ..... Ms. Debbie Dingess, Chief Human Resources Officer

10.2.1 SCP-4710, Academic Integrity 79

10.3 *Tuition and Fees Increase 2024-2025 85
Ms. Velva Pennington, Chief Finance Officer

10.4. Program Reviews ..... Mr. Bill Alderman, Chief Academic Office, Accreditation Liaison Officer

10.4.1 Board of Governors, A.A.S. 89
10.4.2 Occupational Development, A.A.S 98
10.4.3 Health Care Technology Certificate (Medical Lab Option) 107
10.4.4 Surgical Technology A.A.S 120

11. **Possible Executive Session under Authority of WV Code §6-9 Regarding Personnel**
11.1 Personnel Matters ..... Chair Baldwin

12. Informational Items..... Chair Baldwin

12.1 Organizational Chart and Vacancy Report 129
Ms. Debbie Dingess, Chief Human Resources Officer

12.2 The next regular Board of Governors meeting will be held April 17th – 19th at Pipestem State Park. (Lodging details and agendas will be forwarded prior to meeting)

13. Adjournment..... Chair Baldwin

*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 COLLEGE
FOUNDATION INC.

Southern Community College Foundation
Summary Report-Board of Governors
20-Feb-24

2023 was a year of rebuilding relationships and expanding horizons.
The efforts of the foundationhas secured new funding and contributed to the success of the colleges first Congressionally Directed Spending (Earmark) Awards.
A new relationship is developing between Southern and NASA that we hope will prove beneficial for the future.

	Last Quarter	YTD end 12/31/2023
New Donor Funding	$ 135,000.00	$ 196,494.00
Tuition and Fees Paid to College		
:Workforce Programs	$ 46,018.00	$ 108,284.00
:All Other Programs	$ 53,524.00	$ 114,859.00
Contribution to College for Theatre Upgrade	$ 35,500.00	$ 35,500.00
Program Assistance/Respiratory	$ 44,000.00	$ 44,000.00
Total Contributed Capital to College	**$ 179,042.00**	**$ 302,643.00**
2023 Project Receivables		
:Federal Earmarks Library Renovations	$ 1,200,000.00	
:ECA Program Advancement	$ 800,000.00	
	$ 2,000,000.00	
:Projected Proceeds to College		**$ 1,600,000.00**

2024 Projects and Goals
Cory Maynard Scholarship Match $25,000.00 that will endow the scholarship.
Secured another Three Million Dollars in Federal Earmarks for Lincoln and Williamson Projects
Secure New Donor Funding in excess of Three Hundred Thousand Dollars
Strengthen current donor relations/partnerships to secure stability for future growth and expansion.

Executive Board Members
Eddie Canterbury, President | **Dee Kapourales**, Vice President | **Josh Workman**, Secretary | **Mark Mareske**, Treasurer
Dr. Pamela Alderman, Member | **David Evans**, Member | **Drew Lewis**, Member
Wally Thornhill, Member | **Eddie Joe Canterbury**, Member

Southern West Virginia Community and Technical College

Focused Visit Report

Prepared for:

The Higher Learning Commission and Visiting Committee

for Visit:

March 11-12, 2024

Area of Focus:

Faculty Credentialing, Assessment of Student Learning: Process Developed

Table of Contents

Acknowledgement and Message from the President

History of Southern West Virginia Community and Technical College

Improvements from the 2022 Comprehensive Visit

Institutional Leadership Team

Assessment Academy Team

Criterion Responses

3.C.1-7. Summary. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1. Diversity, Equality, and Inclusion of Faculty: The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

3.C.2. Number of Faculty: The institution has sufficient numbers and continuity of faculty members to conduct both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

- Oversight of the Curriculum
- Expectations for Student Performance
- Assessment of Student Learning
- Establishment of Academic Credentials

3.C.3. Qualifications of All Faculty: All instructors are appropriately qualified, including those in dual credit, contractual, and consortium offerings.

3.C.4. Evaluation of Faculty: Instructors are evaluated regularly by established institutional policies and procedures.

- Adjunct and Dual Credit Evaluations

3.C.5. Faculty Professional Development: The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles: it supports their professional development.

3.C.6. Accessibility of Instructors: Instructors are accessible for student inquiry.

3.C.7. Student Services: Staff members providing student support services, such as tutoring, financial aid, advising, academic advising, and co-curricular activities are appropriately qualified, trained, and supported in their professional development.

- Overview
- Staffing of Student Services
- Tutoring
- Financial Aid
- Advising
- Co-Curricular Activities

4.B.1-3. Summary: The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

4.B.1. Process for Assessment of Student Learning and Goals: The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

- General Education Assessment
- Course-Level Assessment
- Program-Level Assessment
- Co-Curricular Assessment

4.B.2. Assessment Data to Improve Student Learning Summary: The institution uses the information gained from assessment to improve student learning.

- General Education Outcomes Assessment Data
- General Education Outcomes
- Completion Rates of General Education Courses
- Student Course Evaluations
- Brightspace Data
- Course Student Learning Outcomes Assessment Data
- Program-Level Assessment Data
- Co-Curricular Data

4.B.3. Process and Methodology: The institutions' processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional, and other relevant staff members.

Appendices

Acknowledgement and Message from the President

I am writing to provide an overview of the comprehensive assessment and faculty credentialing practices at Southern West Virginia Community and Technical College (Southern) in anticipation of the upcoming focus visit by the Higher Learning Commission. Our institution has thoroughly examined our assessment strategies and faculty credentialing processes as part of our commitment to continuous improvement and alignment with accreditation standards.

This report aims to present a clear and detailed account of the measures implemented by Southern to ensure the ongoing enhancement of educational quality, student learning outcomes, and the professional development of our faculty. We recognize the significance of these elements in maintaining the high standards set by the Higher Learning Commission and fostering an environment that promotes academic excellence.

The report addresses key aspects of our assessment practices, including the methodologies employed for programmatic and institutional assessment, the utilization of assessment data for decision-making, and the continuous improvement initiatives resulting from assessment findings. Additionally, the report will delve into the rigorous processes for faculty credentialing, highlighting our commitment to recruiting, retaining, and supporting a diverse and highly qualified faculty.

We welcome the opportunity to engage in a constructive dialogue with the Higher Learning Commission Site Visitors during the upcoming focus visit, providing further insights into our practices, sharing evidence of our achievements, and addressing any areas of improvement identified. Our institution remains dedicated to meeting and exceeding accreditation standards, and we look forward to demonstrating our commitment to excellence in assessment and faculty credentialing.

Thank you for your continued support and guidance as we work together to ensure the highest quality education for our students.

Sincerely,

Dr. Pamela L. Alderman

Pamela L. Alderman, EdD, MSN, RN

History of Southern West Virginia Community and Technical College

Southern West Virginia Community and Technical College (Southern) is a public community college with its main campus in Logan, West Virginia. The college is part of the West Virginia Community and Technical College System.

Southern was founded in 1960 as the Logan and Williamson branches of Marshall College and renamed as branches of Marshall University when Marshall achieved university status in 1961. Southern was granted community college jurisdiction over Logan and Mingo counties. Initially, campuses were housed in buildings vacant by the respective Boards of Education during the desegregation of public education. The two branches merged and became a stand-alone community college in 1970. With the reconceptualization of higher education in West Virginia, the Board of Regents was created in 1969 and voted to change the name of the College to Logan-Williamson Community College and then again in 1971 to Southern West Virginia Community College.

Since that time, the College has continued to expand its academic programs through workforce development and community service offerings. In 1976, the West Virginia Board of Regents established formal service areas for each of the state's public community colleges and universities. Southern served approximately 1,900 square miles, including the counties Boone, Logan, Mingo, and Wyoming. In 1981, the College's service area expanded through an interstate agreement with Kentucky, which allowed students from Martin and Pike counties to attend Southern at the in-state tuition rate.

In 1995, with a renewed emphasis on workforce development and technical training, the state legislature changed the names of all community colleges in the state to emphasize their technical components. Southern's name became Southern West Virginia Community and Technical College. In addition to the name change, Southern's service district expanded by 3: Lincoln, McDowell, and Raleigh. McDowell and Raleigh were identified as shared counties responsible for providing education opportunities with two other community colleges. Currently, the college serves its region throughout six counties Boone, Lincoln, Logan, McDowell, Mingo, and Wyoming and strives to fulfill its mission by providing education and leadership to its students and diverse community. Southern West Virginia Community and Technical College's mission statement is to provide accessible, affordable, quality education and training that promotes success for those we serve.

Southern has established educational agreements with various public and private colleges and universities, facilitating local access to baccalaureate and master's degree programs. These agreements establish local access and additional opportunities for those who pursue education with Southern. These agreements leverage multiple education modalities, including on-campus instruction, traditional education methods, hybrid, and online courses.

Improvements from the 2022 Comprehensive Visit

Since the 2022 visit, Southern has filled many critical administrative roles, which the Visiting Committee recommended. A Director of Accreditation and Assessment and a Dean of Allied Health and Nursing were hired in early 2023. Then, in February of the same year, Southern filled the position of Chief Academic Officer (CAO), after a national search. These individuals share over 62 years of experience in higher education. Filling these roles increased the President's ability to spend more time in her Presidential role, thereby increasing her efficacy. During the Fall semester of 2023, the Director of Institutional Research was hired by the West Virginia Higher Education Policy Commission (WVHEPC). After an external job posting, Southern found three qualified candidates for the position. Interviews were completed and a new person started on December 11, 2023. An updated Organizational Chart will be available during the March 2024 focus visit.

Institutional Leadership Team

Dr. Pamela L. Alderman serves as the President, a role she has performed since May 14, 2020. President Alderman is a 32-year employee of the College and a 37-year veteran of Higher Education. Other members of the President's Leadership Team are Mr. William H. Alderman, Chief Academic Officer/Accreditation Liaison Officer, Mr. Stacy Dingess, Chief External Affairs Officer, Mr. Joe Linville, Chief Facilities Management Officer, Ms. Velva Pennington, Chief Finance Officer, Ms. Debbie Dingess, Chief Human Resources Officer, Mr. Tom Cook, Chief Information Officer, and Mr. Darrell Taylor, Chief Student Services Officer. Under the direction of the Chief Academic Officer, Academic Leadership is provided by Dr. Lisa Haddox-Heston and Dr. Michael Jiles.

Assessment Academy Team (Assessment Academy Subcommittee)

In addition to the Leadership Team, a seasoned Assessment Academy Team leads the College in assessment models either streamlined, added, or significantly improved over the past year, up to and including, closing the loops. The College has been a member of the Higher Learning Commission's Assessment Academy since its approval in July 2020. Since then, substantial growth has occurred within the team and the College. The team meets monthly while also managing their Academy Projects which now consists of the following members:

Regina Bias, Chair of Assessment Academy and Director of Accreditation and Assessment, Larry D'Angelo, Co-Chair and Assistant Professor of English, Sheliah Elkins, Professor/Director of Nursing, Nathan Freeman, Assistant Professor of English, Hattie Newsome, Student Success Career Coordinator, Vincent George, Assistant Professor of Physical Science, Gordon Hensley II, Assistant Professor of Business, Meloney McRoberts, Associate Professor of Surgical Technology, Chris Ward, Associate Professor of Mathematics and Director of Math and Sciences for Professional and Transfer Programs, Pamela L. Alderman, Ex-Officio, President, William H. Alderman, Ex-Officio, Chief Academic Officer/Accreditation Liaison Officer, and Darrell Taylor, Ex-Officio, Chief Student Services Officer, and now Sarah Brown,

Director of Institutional Research, Ex-Officio.

Strategically rotating members to ensure a balanced representation across all discipline areas, the Team engages co-curricular expertise. Currently, the Team is making significant strides in achieving positive student learning outcomes and program objectives, with Project 7 slated for completion on February 24, 2024. The next phase involves advancing to curriculum mapping and conducting in-depth data analysis, marking the transition from the Mid-Point Roundtable held last October. Plans are in place to showcase the teams' comprehensive two-year progress at the Academy Graduation in the fall of 2024.

The Assessment Academy's Mentor and Scholar noted many accomplishments in SPARQ, the Higher Learning Commission's online platform for shared learning, report dated October 1, 2023, since the Mid-Point Roundtable. Faculty Convocation Week, this past fall, represented a significant investment in professional development with diverse topics, demonstrating expertise among faculty.

Southern was commended for their commitment to transparency through the development and implementation of the assessment website and dedicated resources on topics including the following: program and course level assessments, co-curricular assessment, faculty assessment, syllabi, advisory committee, as well as the General Education Outcomes and performance indicators (General Education Outcomes).

The 'Faculty Guide to Assessment' and the addition of the assessment expectations component of faculty contracts contribute to the narrative of promoting a robust culture of assessment. A glossary of terminology has also been developed and implemented for common terms, which proactively places assessment expectations and justifications in a clear context for all faculty stakeholders.

Syllabi format improvements and simplicity strengthen the narrative that learning outcomes are clearly and definitively communicated without the complexity that existed during the Comprehensive Visit. Learning outcomes are communicated to students early and often as the courses progress.

Criterion 3.C.1-7. Summary. The institution has the faculty and staff needed for effective, high-quality programs and student services.

Southern serves its students on an undergraduate level. To maintain enough full-time and adjunct faculty, the two divisions across the campuses seek qualified candidates for open faculty positions who are credentialed, reflect the beliefs of the College, and support the College's mission. The College's service area is not diverse, and this reflects the overall composition of the student population. The hiring process is based on Equal Employment Opportunity and is free of any biases. Full-time faculty serve on Governance Committees and work within various departments to assess student performance. The faculty's academic credentialing procedure (SIP-2171) has been updated to reflect equivalent experiences, such as work experience, teaching experience, speaking engagements, and certifications. Policy SCP-2171 Faculty Credentialing is

moving through the College's government process but will be available for review during the visit. Credentials are reviewed yearly when contracts are renewed. Also, a copy of the updated policy and the procedures will be available for review during the focus visit.

3.C.1. Diversity, Equality, and Inclusion of Faculty: The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

The overall make-up of faculty and staff reflects the human diversity of the student population. The state of West Virginia and the College's service area has a very homogenous population of race compared to the nation, and these numbers are consistent among the service area, the student population, and faculty and staff. To summarize, the makeup of the College's faculty and staff mirrors its service area; however, diversity is noted beyond race and can be reflected by persons with disabilities, different religious backgrounds, and various sexual orientations. Southern confirms that recruiting and hiring procedures are free from all biases. Through the Affirmative Action Plan, the College affirms its belief in Equal Employment Opportunity for all employees and applicants. Southern has established a hiring process aligned with Equal Employment Opportunity. Southern recruits, hires, trains, and promotes in all job titles and ensures that all personnel actions are administered without regard to veteran status, disability status, age, ethnicity, race, color, religion, sexual gender orientation, marital status, sex, or national origin. Southern West Virginia Community and Technical College took part in a Civil Rights monitoring event for the Higher Education Policy Commission. This audit began on September 25, 2023, and closed on October 25, 2023, with an extension to November 21st, 2023. Some of the items for review included hiring practices, ADA compliance, employment, counseling, recruitment, access, admission, financial aid, facilities, job placement, work studies, and accessibility to our facilities. On November 27, 2023, the monitor found Southern complied with minimal questions. A copy of the report will be available for the visitors.

Southern West Virginia Community and Technical College participates in the Modern Think's Great Colleges To Work For Survey and has done so since 2020, receiving accolades for positive survey feedback. Designed to assess college climates and recognize those with excellent workplace environments, Southern scored the highest on faculty and staff well-being (91%), diversity, inclusion, and belonging (91%), and mission and pride (94%).

3.C.2. Number of Faculty: The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

Southern has adequate full-time and adjunct faculty to conduct its General Education Outcomes, Program Outcomes, and Course Student Learning Outcomes. Two academic divisions were created during a reorganization: Professional and Transfer Programs and Allied Health and Nursing Programs. The College has a strong group of about 60 faculty members to

carry out classroom and non-classroom roles. For the academic year 2023, Southern's student-to-faculty ratio remained consistent at 17:1. Southern's faculty employee roster confirms that Southern has employed 40% of its full-time faculty for 10 years or more. The number can be found in Human Resources and on the West Virginia Higher Education Policy Commission (HEPC) Human Resources Data.

Besides fulfilling the classroom role, faculty also have non-classroom duties, such as college-wide Governance Committees, e.g., Curriculum and Instruction, Faculty Senate, Assessment, and Strategic Planning; furthermore, faculty are responsible for co-curricular activities, such as sponsoring organizations and clubs, attending commencement, reviewing in policy and procedure, and performing Assessment activities; governance committee participation is also part of the full-time faculty workload, as well as being on various ad-hoc and screening committees as needed. The wide variety of committees and subcommittees provides faculty opportunities for service to the College and a voice in the shared governance structure. As per SCP-2875, Workload Requirements for Full-time Faculty and Instructional Specialists, faculty engage in professional development while maintaining their 7.5 hours of office and 30 credit hours a year.

Oversight of the Curriculum

The faculty at Southern monitors the curriculum through a Governance Committee Curriculum Subcommittee, which meets regularly and as needed. This subcommittee focuses on curricular issues at Southern and is responsible for submitting recommendations to the Academic Student Affairs Committee (ASAC) regarding curriculum, instruction, and student learning. The faculty members of the Curriculum Subcommittee ensure that all new and existing academic programs and courses coherently provide quality learning experiences by utilizing the syllabi template and reviewing the proposed Bloom's Taxonomy Levels for accuracy.

The external stakeholders, the Program Advisory Committee, meets annually to review the curriculum. Program Outcomes, job placement, program completion, and certification passage rates are also discussed (Advisory Handbook). During the 2023 Advisory meetings of various programs, the programs and advisors created a Strength-Weakness-Opportunities-Threat Analysis which will be assessed every three years. Many program advisory members felt that the program's curriculum was one of its strengths. Ninety percent of the program advisory groups (N=15), as well as the faculty overseeing and implementing the curriculum, listed the components of the curriculum as one of its strengths.

Expectations for Student Performance

Faculty explain student performance expectations in the current, up-to-date course syllabi through the Course Student Learning Outcomes. The Syllabi identifies what the faculty member requires and expects from the student during the course and what the student should expect from the faculty member teaching the class. Faculty possess ownership of their systems and want students to succeed. Clearly defined outcomes are Southern's contract with all students and stakeholders and reflect those learning outcomes that students will have met with the course's completion. The Course Student Learning Outcomes are measurable, realistic, observable, and

reflective of the knowledge and skills valued by the faculty and the College. These outcomes drive the teaching-learning relationships inherent to success at Southern.

The 2022 HLC Visiting Committee indicated that the College's current three-part syllabus was confusing and may not be working. They suggested that Southern develop a different format/template as a college-wide system. The College updated SIP-3160, Course Syllabus, and SIP-3160.A, Course Syllabus Format, was sent out by the Faculty Senate Chair, who encouraged faculty to respond. Also, this syllabi procedure and format were created collaboratively by the Academic Assessment Subcommittee (AAS) ("Assessment Academy") and the Faculty Senate before its introduction to faculty-at-large.

As a pilot for the new syllabi format, the administration worked collaboratively with the senate chair, and faculty were provided with pre-filled syllabi in the Summer 2023 term. These syllabi were developed using information in Banner and merged into the new syllabi template. This helped ensure that course descriptions and syllabi format were congruent. Some problems encountered were spacing issues, courses added after the merger, and prerequisites. During Faculty Convocation 2023, all faculty received training on completing and submitting the new syllabi format. On August 14, 2023, the faculty approved the new syllabi format and its implementation for the Fall 2023 semester.

Another item the previous HLC Visiting Committee mentioned was that the Course Student Learning Outcomes were not measurable and would frustrate students and faculty trying to understand student performance. The faculty expressed confusion regarding the difference between Program and Course Outcomes. As part of the Assessment Academy's project, and through recommendations by the Academy's mentor and site visitors, faculty along with the Assessment Academy members are reviewing Course Student Learning Outcomes and Project Outcomes for all courses offered at Southern to ensure they are measurable, realistic, and observable; furthermore, the Academy has developed a Professional Development/Faculty Spring Convocation regarding writing Course Student Learning Outcomes and other assessment activities.

Assessment of Student Learning

Assessment is faculty-driven, as shown by the membership of the Academic Assessment Subcommittee (AAS) (Assessment Academy) and the processes introduced in the past year. When the Academy began, the membership included various people across the college. Southern faculty used to perceive that Assessment was just another report with no meaning or benefit. However, this atmosphere has changed because faculty have claimed responsibility, realizing that assessment can bring change and that the administration is working to make it easier. Faculty have realized that Assessment is now faculty-driven and that their input is not only necessary but needed to improve student learning. Furthermore, based on the mentor's recommendation in the third-year consultation, Southern restructured the committee to all faculty, except for one student services representative, with staff as ex-officio.

The Academic Assessment Subcommittee aims to review assessments regarding the assurance of quality and consistent teaching and learning through evaluation, and review of

programs, supply vigorous evaluations of individual courses and programs within the Academic Affairs division, and promote assessment by being "Assessment Academy Ambassadors." This faculty committee is responsible for developing, maintaining, and evaluating, through various methods, the three levels of assessment: program, course, and institution (General Education Outcomes). The Academy is also responsible for collaborating with the Academic Deans and Program Directors to ensure that state, federal, and college Assessment standards are reviewed, evaluated, and reported to all parties concerned and for updating accreditation and compliance regulations.

Southern has set up a process for assessing student learning through General Education, Program, and Course Student Learning Outcomes. These processes can be found in the Faculty Assessment Guide. General Education Assessment is the responsibility of the faculty, and the report outlines these results. Because the General Education Outcomes had to be rewritten before Southern could begin collecting data, the College began collecting data in the 2023 summer term instead of the 2023 spring term. Course-Level Assessment Reporting was continued, and Program-Level Assessment was started by updating Program Outcomes, curricula mapping, and completing an annual survey. The Five-Year Program Review schedule has been developed. Section 4. B details the Academic Assessment Subcommittee's work: Mapping General Education, Program, and Course Student Learning Outcomes.

Establishment of Academic Credentials

The Higher Learning Commission, on November 15, 2023, released a new policy regarding faculty qualifications and guidelines and were used as a basis for Southern's newly updated faculty qualification procedure, SIP-2171, Faculty Credentialing, which includes equivalent experience and progression. When faculty cannot be fully credentialed through academics or equivalent experience, a Professional Progression Plan is developed between the College and the applicant. This plan specifies current and needed qualifications, a completion plan and timeline, faculty member, and Southern's responsibilities in completing said qualifications. Southern follows the Higher Learning Commission's Guidelines outlined in Institutional Policies and Procedures for Determining Faculty Qualifications: HLC's Criteria for Accreditation and Assumed Practices to employ qualified faculty members.

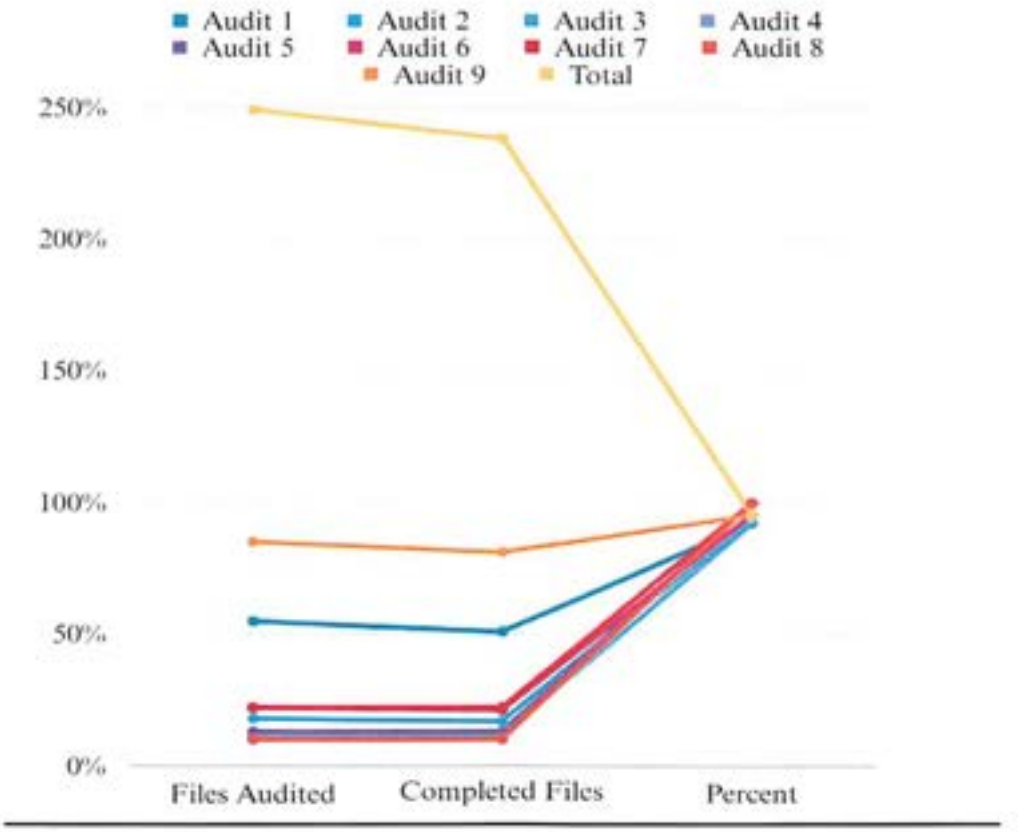
Southern's Accreditation Liaison Officer met via Zoom with the Staff Liaison to discuss developing a new procedure for credentialing. The difficulty in obtaining qualified faculty based solely on the highest degree earned was acknowledged, and the Staff Liaison Officer stated that one way to meet the criteria for credentialing was to combine years of experience, classes, work experience, and student success data to ensure that each faculty member is qualified to teach classes at Southern. Based on the policy changes and the Staff Liaison's recommendations, Southern updated the credentialing procedure to lower earlier requirements to hire at 12 graduate hours in the field to teach, to use progression to reach the 18 graduate hours, and to use equivalent experience. The proposed procedure and form were then sent for faculty review and approval by the President's Cabinet.

3.C.3. Qualifications of All Faculty: All instructors are appropriately qualified, including those in dual credit, contractual, and consortium offerings.

Every faculty member at Southern must possess the required academic qualifications and equivalent experience, as outlined in the College's policy. Academic Deans are responsible for submitting these credentials to the Office of Human Resources to validate faculty qualifications. The Deans compile a list of courses each faculty member is eligible to teach, along with the relevant degrees, certifications, and experiences that align with the guidelines set by the Higher Learning Commission. Faculty members are responsible for informing their Dean and Human Resources of new credentials, such as certifications, licensures, and coursework.

Southern is dedicated to Professional Development and obtaining academic credentials. The College has a procedure for effective tracking and continual monitoring of processes to ensure degree relevance aligns with courses taught and holds credentials one-degree level above that which they teach.

In the more recent 10-year comprehensive visit report, issues in faculty credentialing were noted. To rectify this situation, Southern developed a committee to support a collaborative approach and shared understanding regarding the responsibility in determining faculty credentials. The Chief Academic Officer and Chief of Human Resources Officer requested that all faculty review and update employee files with continued monitoring. The Chief Human Resources Officer and her employees ensure confidentiality in determining faculty credentials and file maintenance. During the 2023 summer term, the Chief Human Resources Officer and the Director of Accreditation and Assessment conducted audits to ensure file compliance including full-time, adjunct, and dual-credit faculty. Additionally, the Chief Information Officer developed a dashboard that lists courses faculty are approved to teach based on credentials. Error reports are generated daily to ensure compliance.



3.C.4. Evaluation of Faculty: Instructors are evaluated regularly in accordance with established institutional policies and procedures.

All full-time, adjunct, and dual-credit faculty are evaluated by SCP-2218, Evaluation of Full-time Faculty, which frames the guidelines for faculty evaluations. Full-time faculty are evaluated annually by their Academic Dean or Director based on their primary responsibilities in classroom including teaching performance, advising, and student relations. Southern is currently in the process of updating SCP-2218 to include adjuncts and dual-credit faculty in its verbiage.

Besides classroom teaching performance, advising, and student relations, Southern administration reviews faculty's scholarship and service. Faculty are encouraged to look for further educational opportunities and to display professionalism to the College, the profession, and the community. Faculty serve on various committees, help with college functions for the community, such as Trunk or Treat, Student Services' Events, Workforce Development Events, and take part in activities that are part of their profession, often cross-functioning with other programs in practical simulations and recruitment strategies. Southern stresses the importance of maintaining current expertise, skills, and knowledge based on the job because it improves teaching performance in the classroom.

Faculty evaluations are completed using the SCP-2218.A, Faculty Evaluation Forms. Faculty prepare an annual planning document using this form, indicating their professional development activities and supplying information concerning the available service areas for

consideration and inclusion in promotion packets. Faculty must also prepare a self-evaluation of their performance. This overview becomes a part of the overall end-of-year evaluation report. A comprehensive evaluation is then sent to the Office of Human Resources and is kept as part of the individual employment demographic file. The Faculty Senate at Southern West Virginia Community and Technical College reviews these forms to make positive changes and further streamline the process.

The Senate Chair and Senate faculty have recently been updating the *Faculty Handbook* to reflect the new policies on faculty evaluation and syllabi. Faculty now teaching at Southern have a resource for precise and consistent expectations and processes. This Handbook will contain various policies and procedures, including credentialing and assessment. This source will be available during the visit.

Besides being evaluated by the Academic Dean or Director, faculty are evaluated by students each semester. Following SIP-2220, Course Feedback, students can provide feedback to faculty using SIP-2220.A, Course Feedback Survey. This survey is sent out electronically via the Information Technology Department, which maintains the data and keeps the answers confidential; results are not released if the survey has five or fewer responses. This survey provides an Assessment tool that provides information regarding the effectiveness of the course. Southern realizes that surveys are considered "weak data", but the Assessment Academy members feel that students should also have a voice in evaluating their educational experience. These student evaluations are part of the faculty's promotion packet and can be used to guide faculty in updating their courses. During the 2023-2024 term, the Faculty Senate has been asked to update the Course Feedback form collaboratively with the Academic Assessment Subcommittee (Assessment Academy) to provide a form from which data can be collected for student success and a more in-depth analysis of courses.

Adjunct and Dual Credit Evaluations

Adjunct and dual-credit faculty are evaluated with other measures, such as course evaluations via SIP-2220.A, a course-level assessment. Dual-credit faculty are further assessed using the student performance section on the college-administered common final. Southern's Faculty Senate is currently revising its policy to evaluate all faculty, not just full-time. These forms will be slightly different to reflect the role of adjunct faculty. The college will follow the new Higher Learning Commission Guidelines on Dual Credit.

3.C.5. Faculty Professional Development: The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles: it supports their professional development.

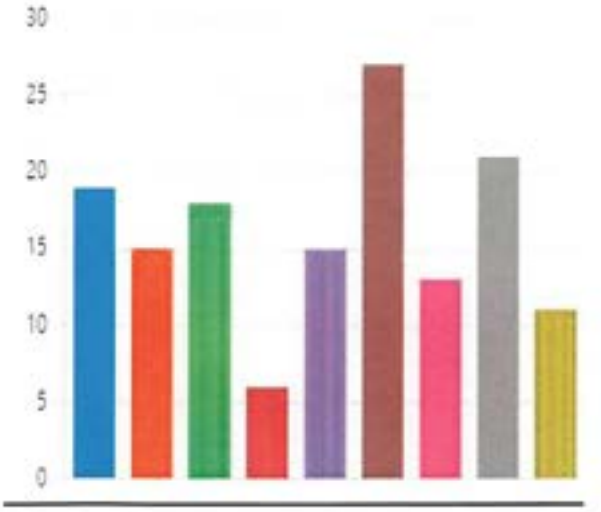
All faculty are encouraged to participate in scholarship and professional growth and in their discipline-related activities and organizations. Southern's purpose of employee professional development is to increase professionalism, productivity, and individual and organizational effectiveness; therefore, employees are encouraged to participate in professional development for their position or as requested/required by their supervisor or discipline-accrediting body. SCP-2624, Employee Development, outlines the requirements and steps for professional development

funding. Students rely on current, knowledgeable, and relevant instruction and benefit from an evidence-based practice that improves teaching skills and knowledge; furthermore, the College benefits from enhanced understanding of their faculty because students are more prepared to move from orientation to independence in their newly employed positions.

A survey (2023) was sent to faculty regarding professional development. A total of faculty (N=37) responded to the survey, with 95% stating they have had professional development to stay current in their respective fields. Southern spent $12,593.61 on professional development for faculty in 2023. Additionally, faculty identified updating and revising curriculum, networking, and attending webinars as the three most common activities to stay current in their respective field; furthermore, to stay current in their fields, faculty reported on a previous survey that they regularly read journal articles, attend conferences, and take additional courses. As of Fall 2023, the administration has requested that faculty send any certificates regarding professional development in their related field. Below is a bar graph representing what type of professional developments were completed by the faculty.

Which of the following activities did you use to stay current in your respective field?

Reading professional articles	19
Attending conferences	15
Attending webinars	18
Pursuing higher degrees	18
Taking additional courses	15
Updating curriculum	27
Reviewing desk copies	13
Networking	21
Member Professional Org.	11



3.C.6. Accessibility of Instructors: Instructors are accessible for student inquiry.

SCP-2875, Workload Requirements for Full-time Faculty and Instructional Specialists, and SIP-3600, Office and Class Schedule, state that faculty shall schedule at least 7.5 office hours per week. Faculty may utilize various options like SSConnect, Zoom, Microsoft Teams, and on campus hours to meet workload and schedule requirements. Office hours are noted on syllabi and Brightspace, Southern's Learning Management System. Faculty are required to post their office schedules and submit a copy of their office hours to their respective Deans.

In 2018, with the creation of SIP-7000.A, E-Mail Procedures and Guidelines Governing Distribution Lists, Southern e-mail became the primary method of communication between students and faculty. The College purchased Microsoft 365 Suite licensure to increase faculty, staff, and student communication and collaboration. The various methods of communication processes are discussed with students during New Student Orientation. Under SCP-2875, faculty must respond to emails within 48-hours.

3.C.7. Student Services: Staff members providing student support services, such as tutoring, financial aid, advising, academic advising, and cocurricular activities are appropriately qualified, trained, and supported in their professional development.

Overview

Southern is committed to providing high-quality student support services that meet the needs of the students. The College recognizes the critical role this department plays in student success. Student Services offers numerous ways to engage students and augment their learning at Southern through workshops, training, counseling, clubs, and other activities.

The College subscribes to the Council for the Advancement of Standards in Higher Education (CAS) for programmatic and co-curricular assessment purposes. In 2022-2023, Southern conducted its first self-assessment with various disciplines on the Academic Advising Criteria Committee. The Final Review Committee for Student Success was comprised of one faculty member, one staff member, and one academic advisor. Review of findings identified Good Practices, such as staff members who are highly qualified, effective, and provide professional leadership to accomplish student success; students can receive academic advising anywhere they can access the internet using their phone, computer, or other device. The Admission Committee found Good Practices also included a well-trained admission staff and the use of technology, such as SSConnect, which is a Zoom room designed to provide all students on-site or distant support services in financial aid, tutoring, advising, and information on co-curricular activities. Review of findings recognized some "Areas of Improvement," such as a need for a mission statement with goals and improved alignment with diversity, equity, and inclusion, as well as more co-curricular assessment. Since this meeting, Southern has developed a definition for co-curricular and an Assessment plan with co-curricular outcomes and program indicators. The "Areas of Improvement" are now corrected.

Staffing of Student Services

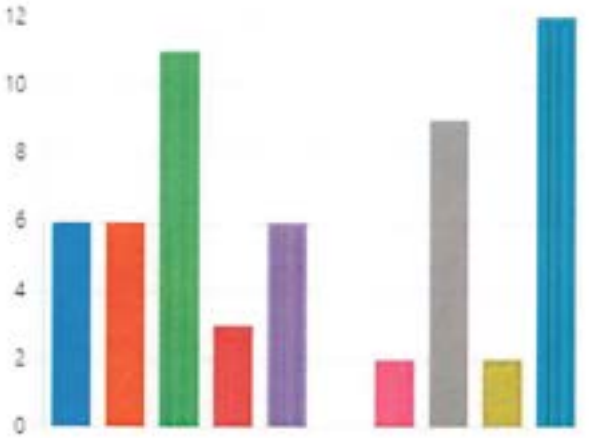
One of Southern's strong points is that Student Services staff members meet or exceed the qualifications of their job descriptions. Their supervisor evaluates them yearly using the proper Performance Appraisal Form, which assesses job knowledge, effective leadership, quality of work, interpersonal skills, customer service, collaborative effort, and punctuality. All Student Services staff serve at least state, regional, or national organizations.

Southern encourages all staff to seek out opportunities for self-improvement by seeking professional development opportunities, classes, webinars, and training that can improve their

knowledge and skills as part of SCP-2624. Many staff members apply for tuition waivers as part of SCP-5065, Awarding of Undergraduate Tuition and Fee Waivers, and SIP-2165, Educational Release Time for Classified Employees, which allows for educational release time for one class a semester during the year. Southern has always had an environment of encouraging staff to pursue professional development. Finance reports that many full-time staff received professional development funds. Southern spent $13,917.05 for student services professional development and allocated $48,280.55 for staff's continuing education. Grant funding, scholarships, and third-party employers paid for much of their professional development. Also, many of the mandatory state and federal professional development is paid for by the sponsor. Student services employees (N=17) were surveyed regarding professional development and 15/17 (88%) stated they had professional development and 13/17 (76.47%) stated that Southern had paid for professional development. Below is a bar graph representing what type of professional developments were completed by the student services employees.

Which of the following activities did you use to stay current in your respective field?

Reading professional articles	6
Attending conferences	6
Attending webinars	11
Pursuing higher degrees	3
Taking additional courses	6
Updating curriculum	0
Reviewing desk copies	2
Networking	9
Member Professional Org.	2
Attending inservices via Zoom	12



Tutoring

The staff of the Student Success programs, such as disabilities accommodations, advising, and tutoring, are qualified to provide appropriate service, as evidenced by the credentials outlined in their résumés. Southern utilizes a variety of approaches to tutoring; one such program is Brainfuse, which provides online access to professional tutors on most subjects 24 hours a day, seven days a week. Students can access this program through their online Brightspace D2L account. This free program offers a comprehensive online writing lab, assignment help and skills building, and an advanced online learning platform. Many faculty members include Brainfuse as part of an assignment to encourage students to use the service.

The Tutoring Program also includes access to Math and English faculty in a face-to-face format that may be in-person in the Learning Studio or online using Zoom or Microsoft Committees. Students log in to access tutoring services so Student Services personnel can follow up on early alert referrals. Tutors are currently full-time credentialed faculty working in one-on-one and small-group settings. Tutors communicate and explain topics effectively and have

knowledge of tutoring techniques, standards, and supplemental learning materials for individual and group tutoring. In the fall of 2022, 12 students received 28 tutoring sessions. Overall, for the Fall 2022-Spring 2023 terms, 17 students received tutoring with a total of 53 sessions; furthermore, 15/17 students (88.24%, N=24) had a passing rate and 2/17 (11.75%, N=17) had a failing rate for the academic year. In Fall 2023, students (N=10) received 25 tutoring sessions in the EN 101E course. One student withdrew. Seven students out of ten students (70%) received a passing grade, and 3/10 (30%) students received a failing grade for the semester.

Summary of Tutoring Services for English and Math

Semester	Tutored in English	Tutoring Sessions for English	Tutored in Math	Tutoring Sessions for Math
Fall 2022	12	28	25	162
Spring 2023	5	25	23	110
Fall 2023	10	25	11	82
Overall Totals	**27**	**78**	**59**	**354**

Financial Aid

Financial Aid, overseen by the Director of Student Financial Assistance, has ongoing professional development, which keeps them up to date on any updates regarding federal rules. The Committee "huddles" every Monday, receiving updates on new regulations. For the 2023 term, Southern's financial aid program awarded 3,680 students with federal, state, or institutional financial aid, with a total award of $6,628,097.08. The counselors make every attempt to help students succeed in their endeavors.

Advising

The Director of Student Success holds a Master of Arts degree in counseling and collaborates closely with her department. Playing a crucial role in informing students about their academic plans, progress, schedules, majors, and career goals, the Student Success Advisor aids students in determining their individual educational objectives. As an Academic Advisor, the role involves offering high-quality academic guidance to prospective students, current enrollees, and recent graduates. Additionally, the Academic Advisor conducts individual student interviews, group meetings, and workshops covering topics such as résumé writing, study skills, time management, business etiquette, and stress management. This position necessitates strong interpersonal communication skills and the ability to effectively engage with and provide information, assistance, and related services to students, faculty, and staff. The work is conducted with limited supervision, adhering to established guidelines and standards.

One of Southern's significant programs under advising is the Office of Disability Services. In the Fall 2022/Spring 2023 term, the Office of Disability Services saw 21 students with various disabilities and sometimes multiple diagnoses. Several accommodations were

developed to assist students with their succession plans. These accommodations included extended test time, note taking, photographed notes from the board, test readers, test writers, and using a calculator.

Disability and Accommodation Information

Disability Type	Fall 2021/Fall 2022 Number of Students
Chronic Medical Condition	5
Emotional/Psychological	12
Hearing	1
Learning Disability	3
Neurological, Orthopedic, Traumatic Brain Injury	23
Visual Impairments	1
Blindness	
Other	

Accommodations	2021-2022
Extended Test Time	31
FM Hearing System	
Isolated Testing/Reduced Distractions	31
Note Taking	26
Photograph Notes from Board	20
Print Enlargement/Screen Reader	
Preferential Seating	12
Record Lectures (voice recording)	28
Regular Private Feedback with Faculty on Performance	29
Professor Facing Class	
Test Reader	1
Test Writer (Scribe)	
Tutoring in Specific Courses	28
Use of Calculator	19
Use of Personal Laptop/Tablet/Word Processor	27
Books on Audio/Text to Speech Software	8
Oral Exams	

Co-Curricular Activities

Even though Southern is a small rural college, it has an excellent co-curricular program. With its clubs, organizations, leadership programs, and activities, each student's learning

experience is augmented by the various co-curricular happenings at the College. Students learn about current issues, community building, leadership issues, Robert's Rules of Order, and more. Students also learn about lifestyle happenings and ways to give back to the community. The College defines Co-curricular as learning activities, programs, and experiences that reinforce or complement the College's mission, values, and formal curriculum. This definition supports the college's mission, General Education Goals and CAS (Council for the Advancement of Standards in Higher Education) domains. Once the definition was written, the Committee began writing program, department, and unit goals for the curriculum plan. Each goal is related to the General Education Outcomes and the CAS domains. This resulted in Southern's Co-Curricular Mapping which guides Student Services in Assessment.

Criterion 4.B.1-3 Summary: The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

The college now has a robust institutional academic assessment and co-curricular environment. The Assessment Committee (Assessment Academy) is faculty-driven with representation from various campuses and divisions. The College has developed a comprehensive assessment, including co-curricular assessment, with data results. Southern now has a systematic process of assessment that possesses rubrics and timelines. With these tools, Southern has been able to collect data and analyze it to improve student learning. Faculty have been changes have been made in pedagogical approaches, equipment, and professional development.

4.B.1. Process for Assessment of Student Learning and Goals: The institution has effective processes for the assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

The fundamental element of Assessment was previously labeled as "Met with Concern" during prior visits. In the comprehensive visit of 2022, Southern continued to exhibit deficiencies in assessment processes, data collection, and the implementation of Best Practices in Assessment. In response to the recommendations from the Visiting Committee, Southern has implemented the following changes in the Assessment component:

1. Continued active participation in HLC's Assessment Academy and attending the Roundtable in October 2023.
2. Hired a new Director of Accreditation and Assessment.
3. Hired a new Chief Academic Officer, who is also the ALO and has extensive knowledge of Assessment, as well as being known locally for his dedication and perseverance to the institution.
4. Developed an Assessment Model and an Assessment Glossary to ensure consistency in terms.
5. Updated the Academic Assessment Subcommittee membership to all faculty, thereby ensuring Assessment will be faculty-driven.
6. Restructured the General Education Outcomes with faculty input to ensure they are measurable, realistic, and observable.
7. Revised the General Education Rubrics.

8. Obtained data by using the General Education Rubrics in Brightspace, Southern's Learning Management System, so data can be obtained regarding the General Education Outcome Assessment (see 4.B.2).
9. Refined Program Outcomes to make them useful when being measured.
10. Change Certificate Program Outcomes to make them more appropriate to that level and the certificate's curriculum.
11. Improved curriculum mapping of each program.
12. Developed an annual survey and gathered data from all programs for Program Assessment.
13. Constructed annual report on all three levels of Assessment and shared it on a website.
14. Continued Five-Year Program Reviews but updated the form to obtain more information for Assessment purposes.
15. Improved syllabus procedure and template, which now includes Course Student Learning Outcomes, required units to be taught, policies of the College, and delivery modes by individual faculty.
16. Conveyed syllabus procedure and template before its implementation.
17. Updated list of degrees on Southern's website to ensure commonality and consistency in information; each program has its Mission Statement, Program Outcomes, curriculum, achievement data listed, and handbook (if applicable).
18. Defined "Co-Curricular."
19. Developed Co-Curricular Plan.
20. Implemented Co-Curricular Plan.
21. Introduced faculty and staff to Curricular and Co-Curricular Plans.
22. Revision of the General Education Policy and the Syllabi Procedure.
23. Hired new Director of Institutional Research December 2023.

Southern's Assessment Model and Glossary are provided on Southern's website. On the Higher Learning Commission's SPARQ, Veronica McGowan, the Scholar, stated, "I'd like to commend Southern on their commitment to transparency and development of the Assessment website with dedicated information and resources on topics including program and course level assessment, co-curricular assessment, faculty assessment guide, syllabi (and assessment), advisory (and assessment) and the above-stated GEO work. Since I have mentored this project from the beginning, it is satisfying to see how the Academic Assessment Subcommittee has really taken charge of communicating their assessment culture. Yes, static assessment reports are there (these formed the bulk of the website from 3 years ago), but the AAS (Assessment Academy Subcommittee is really making the effort to engage with stakeholders with this website development that can now be viewed as a resource Asset.

SOUTHERN
WV COMMUNITY & TECHNICAL COLLEGE

Assessment Model

Level	Outcomes	Components	Methodology	Timeline
Course	Student Learning Outcomes	Course Report (1-page report, Closing the Loop)	"Closing the Loop" HIPS Student Course Evaluations	Each semester
General Education (Institution)	General Education Outcomes (6) • Verbal Communication • Written Communication • Technical communication • Cultural (DEI) • Critical Thinking • Quantitative Literal Fluency	General Education Reports	Rubric Co-curricular Possible Longitudinal Study	Each semester
Program (Degrees and Certificates)	Program Outcomes	Program Review - viability, adequacy, necessity, consistency with a mission (SCP 3620) Program Reports - improvement	Policy Regarding Policy Review (SCP 3620) Program Review Template Program Review Report Program Curriculum	Program Review (5 years) Annual Program Report (2 Program Outcomes a year)
Co-Curricular	Outcomes Comparison with General Education Outcomes and CAS Standards	Program Outcomes Various Co-curricular programs Rubrics Surveys Student Assignments	Rubric Observation CAS Standards	Yearly selected programs to assess using the outcomes.

Systematically assessing student learning is to improve student learning and success. Southern is committed to creating a culture of Assessment while establishing a sustainable Assessment process. Faculty and others are held accountable and understand the importance of Assessment. They share data with each other and with the College during various meetings. The information gained during these meetings is used to make improvements to better serve students in all areas: Academic Assessment and Co-Curricular Assessment.

General Education Assessment

The Academic Assessment Subcommittee (Assessment Academy) worked diligently, rewrote the General Education Outcomes, and developed rubrics to gather data. A copy of the General Education Outcomes and rubrics can be found on Southern's website for students and the public to view. The rubrics directly reflect the General Education Outcomes thus ensuring that the outcomes are quantifiable and measurable. Southern's mentor for the Assessment Academy Team identified in SPARQ, the community forum for the Assessment Academy of the Higher Learning Commission, that Southern had updated the General Education Outcomes making them measurable while simplifying and closing the loop. Also, the General Education Outcomes were adopted by the faculty, which reinforces that the assessment is faculty-led. General Education Outcome Policy, SCP-3637, General Education Philosophy and Goals was updated to reflect the new goals. These goals were approved by the faculty and administration. During the Fall 2023 Faculty Convocation, faculty received training on the process of assessing General Education Outcomes in Brightspace, Southern's Learning Management System (LMS), as well as the Faculty Assessment Guide, which contains timelines and various information. The General Education Rubrics are available on the website. Faculty members of the Academic Assessment Subcommittee (Assessment Academy) determined that the rubrics were ready to be piloted and a trial was completed in the summer term of 2023. Faculty hypothesized whether it would be advantageous to use our Learning Management System (LMS) and college data from the rubrics using programs within the system. After many collaborative meetings between Information Technology, the Academic Assessment Subcommittee, the Director of Distance Education, and West Virginia Network for Education Telecomputing (WVNET) employees, Southern developed a process to link the competencies and rubrics in Brightspace to individual course assignments. The Faculty on the Academic Assessment Subcommittee were eager to try this Assessment feature, and data was gathered at the end of the summer term.

With this information and success in progress, the faculty decided to move forward and establish a rigorous timeline providing the College with data to determine improvements to promote student success. After much discussion and rough drafts, the faculty agreed on the following procedure for gathering Assessment Data for General Education Outcomes:

1. During Faculty Convocation, the Director of Accreditation and Assessment trained faculty on which General Education Outcomes will be assessed.
2. Faculty have implemented the General Education Rubrics in Brightspace and Southern's website to assess the designated General Education Outcomes. These rubrics are designed to assist faculty in consistently evaluating General Education Outcomes. The faculty collaborated and agreed within each department on which assignment would be used for the General Education Assessment.

3. Faculty will assess two General Education Outcomes a semester using the designated General Education Rubric(s).
4. Data gathered using the rubric are being used to develop an action plan to improve student success and attain a given outcome.
5. The Director of Accreditation and Assessment gathers from the LMS and develops pivot tables to summarize the data.

HLC's Academy Scholar, McGowan, suggested that the College's Academic Assessment Subcommittee be divided into two subsections: General Education and Program/Course-Level Assessment. These committees were scheduled to convene bi-monthly, with Academy members gathering in the alternate months to engage in discussions regarding different matters and data. The Academy operates with remarkable efficiency as its members collaborate seamlessly and are reluctant to sever their connections. Recognizing that a significant amount of time is consumed by the General Education Assessment, the Academy experimented with this concept during the 2023-2024 academic term and concluded that it did not contribute positively to our Assessment program. Due to the adverse impact of separation on the Committee's robust collaboration and close bonds, the Chair opted to maintain the Committee as a unified entity starting in February 2024. The committee intends to reassess this idea in the Fall of 2024 by expanding the number of members in each subcommittee. Also, discussions within the Committee included rotating the Chair to a faculty member upon completing the academy.

Course-Level Assessment

During the 2022 Comprehensive Visit, the visitors discovered that Southern's Course Student Learning Outcome approach to Assessment was substantial; however, faculty expressed concern and frustration regarding the old form and requested that the form be changed. After much research and due diligence, the current Director of Accreditation and Assessment developed a document using Microsoft Forms in a survey format. This format still gathered the same information, but instead of writing a long narrative, faculty could click through the survey and offer a brief description at the end. The Course Student Learning Outcomes Assessment Reports are due at each semester's end. After listening to faculty, the Academic Assessment Subcommittee reduced course-level reporting to one report per faculty member; however, many faculty members voluntarily submit more than one report. Through these reports, Southern West Virginia Community and Technical College provided tools to help faculty and students. Some of these tools include Kahoot, Grammarly, and Go-Pro, providing a game format to learn. The nursing program has noted an increase in scores and has attributed it to the flipping of the classroom by using games and other High Impact Practices such as collaborative assignments, preceptorships, learning communities, and service learning. Lastly, these reports are shared with faculty via e-mail and are on the College website under "Assessment." The procedure for course-level Assessment is as follows:

1. The Director of Accreditation and Assessment implemented a schedule complete with a timeline for the due dates of Course-Level Assessments. Faculty are provided a link to the Course-Level Assessment Form via e-mail.
2. Faculty identified Student Learning Outcomes from one course to assess. Faculty are responsible for only one report.

3. Faculty complete and submit the Course-Level Assessment Form to the Director of Accreditation and Assessment by the end of each semester.
4. The Director of Accreditation and Assessment summarizes the Assessment Report bi-annually. The Director of Accreditation and Assessment notifies faculty when it is published on the College's website.

With faculty input and Faculty Senate approval, SIP-3160, Course Syllabus, and SIP-3160.A, Course Syllabus Format, were developed. The Chief Information Officer introduced the idea of merging Banner and the new syllabi format, creating a standard document that allowed faculty input. A pilot was done in the Summer 2023 term and showed a few glitches, which were easily fixed for Fall 2023. Faculty expressed satisfaction with the new syllabi, especially with the hyperlinks to school policies. If faculty do not want to use the links, a copy of the guidelines is on the college's website. Faculty received professional development regarding the new syllabi, the importance of keeping the same format, and how to add their individualized information during Faculty Convocation August 2023 prior to start of 2023-2024 academic year. A copy of the syllabi can be found under "Assessment" on the college's website.

Because of the success of utilizing Brightspace as a resource for General Education Outcome Assessment, Southern is currently evaluating whether we can use it for course and program evaluation. In Brightspace's Data Hub, there is an advanced data set called Program Learning Outcome Evaluation (PLOE). This data set returns competencies and learning objectives related to the organization unit selected, proving insight into outcome achievement across multiple courses within a program. For Course-level Evaluation, CLOE, an advanced data set returns the learner's outcomes for required competencies and shows them in a course.

Program-Level Assessment

Southern West Virginia Community and Technical College has a rich history of celebrating remarkable success with its programs which are renowned for producing professionals and achieving exceptional outcomes. Recognizing the need for a structured approach to collect and analyze data to signify student success, the Academic Assessment Subcommittee (Assessment Academy) at Southern, implemented the Assessment Plan in collaboration with the Chief Academic Officer, Deans, and Directors. The Assessment Academy Team implemented the Assessment Plan by updating the Program Outcomes, curriculum mapping, web pages, and achievement data. Interventions include improving program outcomes, curriculum mapping, the annual survey, and the Five-Year Program Review timeline for Program-Level Assessment, with modifications based on the results and recommendations of the Program Directors. A copy of the cumulative impacts from the Program's Annual Survey is available on the website.

Southern adheres to Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 10, Policy Regarding Program Review for the Five-Year Program Reviews. The College employs various methods for Program Assessment including program outcomes, curriculum mapping, the annual survey, and Five-Year Program

Review timeline for Program-Level Assessment which is detailed in the Faculty Assessment Guide.

Co-Curricular Assessment

Southern defines Co-Curricular as "Learning activities, programs, and experiences that reinforce or complement the College's mission, values, and formal curriculum." Through a collaborative effort involving administration, faculty, and student services. The CollegeUsing a collaborative approach between Student Services, faculty, and administration, Southern has incorporated part of the Higher Learning Commission's definition and mission in developing their personalized definition of Co-Curricular." Using a collaborative approach between administration, faculty, and student services, Southern has incorporated part of the Higher Learning Commission's definition and mission in developing their personalized definition of Co-Curricular. Southern believes that co-curricular activities are part of a student's academic journey and contribute to student success. Co-Curricular may include Southern's various clubs, organizations, workshops, and other services offered to help students achieve their goals. views co-curricular activities as integral to a student's academic journey, recognizing their significant contribution to student success. These activities encompass a range of offerings, including clubs, organizations, workshops, and services provided by Southern to assist students in achieving their goals.

In addition to formulating the definition, Southern has initiated the development of a Co-Curricular Assessment Plan, currently in its early stages. The Co-Curricular Committee made the decision to integrate General Education Outcomes and CAS standards while crafting the Co-Curricular Department Outcomes. Unlike having singular "Program Outcomes," Student Services has been segmented into departments and various programs. Once the Department Outcomes were established, the Director of Student Success, Director of Admissions, Director of Financial Assistance, and the Registrar collaboratively devised one Program Outcome for their respective departments to commence data collection. Additional Program Outcomes and corresponding timelines will be generated as the process undergoes refinement.

Southern West Virginia Community and Technical College
Co-Curricular Mapping

Program Goals	Department Goals	Unit Goals (Outcomes)	(Institutional) General Education Outcomes	CAS Standards
Students will score at least 10 out of 15 on the SMART submissions (Student Clubs and Organizations: NSLS).	Students will develop steps to reach a goal (Student Success).	Students will think critically to develop solutions.	-Critical Thinking -Written Communication	-Domain 2: Cognitive Complexity -Domain 6: Practical Competence
The student will score 3 or higher or the self-evaluation of their communication skills	Students will appraise their communication skills (Work Study).	Students will think critically to develop solutions.	-Critical Thinking -Verbal Communication	-Domain 2: Cognitive Complexity -Domain 6: Practical Competence
Students will think critically about their academic requirements.	Students will synthesize information when they review their Degree Works report and then Program of Study.	Students will think critically to develop solutions. Students will feel connected to the College community. Students will demonstrate communication habits that support academic success. Students will apply knowledge by asking questions or giving correct answers to questions, examples, or problems.	-Critical Thinking	-Domain 1: Knowledge Acquisition, Integration, Construction, and Application -Domain 2: Cognitive Complexity -Domain 4: Interpersonal Competence -Domain 6: Practical Competence
Students connect with resources that improve their odds of success.	At least two-thirds of students who complete the NSO evaluation will agree or strongly agree that NSO helped them feel more connected to the College community.	Students will feel connected to the College community. Students will apply knowledge by asking questions or giving correct answers to questions, examples, or problems.	-Intercultural Knowledge and Competence	-Domain 1: Knowledge Acquisition, Integration, Construction, and Application -Domain 2: Cognitive Complexity -Domain 3: Intrapersonal Development -Domain 4: Interpersonal Competence -Domain 5: Humanitarianism and Civic Engagement -Domain 6: Practical Competence

4.B.2. Assessment Data to Improve Student Learning Summary: The institution uses the information gained from assessment to improve student learning.

Southern has made significant progress in developing realistic and measurable outcomes through data collection and analysis at the General Education, Program, and Course Student Learning levels. The College has successfully executed the assessment plan. This accomplishment is attributed to a collaborative effort from all departments, enabling the collection, analysis, and discussion of changes geared toward enhancing student learning.

General Education Outcomes Assessment Data

Southern commenced data collection following the Assessment Academy Committee's refinement of outcomes and rubrics to ensure measurability, realism, and observability. The Assessment Academy launched a pilot program during the summer term of 2023, assessing the five rubrics and collecting data through the utilization of Brightspace and Argos.

General Education Outcomes

In January 2023, the Assessment Academy, the Director of Institutional Research, and the Technology Department at Southern West Virginia Community and Technical College helped the institution develop and implement a more comprehensive and systematic approach to assessing General Education Outcomes. Although the General Education Outcomes and Rubrics have been recently redefined, assessment has impacted student learning. Faculty are now reviewing various teaching and high-impact practices such as flipping the classroom, portfolios, methodologies, low-impact quizzes, curricula, outlines, and study notes. Because Southern is still in the beginning stages of gathering and analyzing data, the Committee scrutinized the General Education Assessment in three diverse ways: 1) Argos reports on who completed a course with a "C" or better, 2) Student Course Evaluations, and 3) Brightspace (D2L) data. The Academy, faculty, Program Directors, and Deans updated curriculum mapping to reflect the relevant infusion of General Education Outcomes into each area. As part of plans for the quality process, the Assessment Academy will ensure the alignment of Southern's General Education Outcomes with its curriculum mapping.

Southern now realizes that professional development is the key to enhancing assessment efforts and promoting a positive climate. With this understanding in mind, Southern decided to devote most of its Fall 2023 and Spring 2024 Faculty Convocations to professional development regarding assessment. Faculty have indicated verbally and through evaluations, that they are eager to learn how to redesign and redefine student learning outcomes to make them more measurable, realistic, and identifiable.

Completion Rates of General Education Courses

The Director of Institutional Research and Director of Accreditation and Assessment developed a report on how students performed in various General Education courses. Class schedules were reviewed to determine which courses would be reviewed. The table below

displays the completion rates, with Southern's targeted level of achievement being a minimum of 70% of students in the subject attaining a grade of "C" or higher.

Completion Rates of General Education Transfer Class (Students Who Received a Grade of "C" or better) Spring 2021-Spring 2023 Academic Years												
Year	Spring 2021		Fall 2021		Spring 2022		Fall 2022		Spring 2023		Fall 2023	
General Education Outcome: Written Communication												
Course	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better
EN 101	21	57.14%	73	90.41%	10	60.00%	51	81.31%	0	N/A	74	77.08%
EN 101E	88	76.14%	384	72.92%	101	57.43%	364	77.20%	101	62.38%	635	69.63%
EN 102	110	86.36%	38	78.95%	188	89.89%	42	83.33%	223	84.75%	269	78.89%
EN 201			11	100.0%			29	93.10%			99	93.40%
General Education Outcome: Verbal Communication												
Course	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better
SP 103	130	72.31%	136	65.44%	198	80.81%	227	84.14%	125	70.00%	200	76.69%
General Education Outcome: Quantitative Literacy												
Course	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better
AC 111			48	79.21%			46	84.78%			69	75.00%
EG 103			25	84.00%			15	80.00%			19	73.08%
EM 219			5	100.0%			4	75.00%			11	91.67%
Course	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better
MT 121	6	100.0%	24	91.67%	3	100.0%	20	70.00%	5	60.00%	28	71.79%
MT 121E	92	56.52%	321	70.40%	96	82.29%	336	73.81%	77	54.54%	570	65.44%
General Education Outcome: Critical Thinking												
Course	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better
AH 103	10	90.00%	9	88.89%	10	80.00%	7	42.86%	4	100.0%	13	68.42%
BS 101			38	63.16%			67	85.07%	60	85.00%	190	80.51%
BS 124	59	79.66%	263	84.41%	47	89.36%	333	87.09%	66	75.50%	569	78.70%
CH 213			3	66.67%			4	100.0%	10	100.0%	17	100.0%
ML 101			14	92.86%			13	92.31%			23	67.65%
NU 134			56	100.0%			57	100.0%	20	100.0%	136	80.95%
NU 234			41	100.0%			53	100.0%			120	99.17%

Completion Rates of General Education Transfer Class (Students Who Received a Grade of "C" or better) Spring 2021-Spring 2023 Academic Years												
Year	Spring 2021		Fall 2021		Spring 2022		Fall 2022		Spring 2023		Fall 2023	
RA 101			15	86.67%			19	89.47%			32	84.21%
RC 110			21	100.0%			19	100.0%			29	87.88%
SG 210			12	100.0%			13	100.0%			18	94.74%
General Education Outcome: Intercultural Knowledge and Competence												
Course	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better	N	% C or Better
AH 200	78	83.33%	36	86.11%	67	83.58%	28	78.57%			97	80.83%
AH 280	27	81.48%	17	82.35%	21	85.71%	11	81.82%			45	73.77%
AR 112	37	70.27%	43	76.74%	32	75.00%	48	68.75%			192	77.73%
CJ 223	7	100.0%	16	76.74%	N/A	N/A	12	83.33%			17	89.47%
EN 275	N/A	N/A	N/A	N/A	2	100.0%	2	100.0%			10	100.0%
HS 230	47	85.11%	76	82.89%	25	76.00%	50	84.00%			105	75.54%
MU 275	37	83.78%	44	79.55%	28	100.0%	24	91.67%				0.00%
PY 201	60	71.67%	88	73.86%	89	75.28%	144	80.56%			269	68.45%
SO 200	85	76.47%	79	81.01%	74	77.03%	72	69.44%				0.00%
SO 201	12	91.67%	19	84.21%	27	88.89%	22	72.73%				0.00%

Student Course Evaluations

To gain insights into students' perceptions of courses, Southern employs student evaluations to collect data for assessment purposes. Utilizing SIP-2220, Course Feedback, and SIP-2220.A, Course Feedback, students can anonymously submit electronic evaluations of the course. The Information Technology Unit compiles these evaluations, which are then distributed to faculty to identify areas that may require updates. While Southern has been collecting student evaluations for an extended period, the decision has been made to present data from the past two semesters for initial analysis. The following tables offer a concise summary of results related to Student Learning Outcomes, course assignments, course content, critical thinking, and feedback, all of which could impact student success. The Course Feedback Survey results for the Fall 2023 Term will be available in the Resource Room.

*Legend: **N**=number of students, **F22**=Fall 22 Term, 202301 Term, **S23**= Spring 23 Term, 202302, **SD**=Strongly agree, **D**=disagree, **N**=Neutral, **A**=Agree, **SA**=Strongly Agree. The questions are from SIP 220-A, A Course Feedback Survey.

Student Course Evaluations Feedback Fall 2022 and Spring 2023							
Course	N	Questions	SD	D	N	A	SA
General Education Outcomes: Written Communication							
AC	15 (F22)	Clearly Stated SLOs (1)	0	0	0	2	13
		Understanding course assignments.	0	0	0	2	13
		(8)	0	0	0	2	13
	11(S23)	Relevance of content. (9)	0	0	0	2	13
		Utilized critical thinking. (12)	0	0	0	1	14
		Feedback given promptly (17)					
			0	0	0	2	9
		Clearly Stated SLOs (1)	0	0	0	4	7
		Understanding course assignments.	0	0	0	5	6
		(8)	0	0	0	0	11
		Relevance of content. (9)	0	0	0	1	10
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
AH	63 (F22)	Clearly Stated SLOs (1)	2	0	5	24	32
		Understanding course assignments.	0	0	2	31	29
		(8)	0	1	1	32	28
	105(S23)	Relevance of content. (9)	0	1	1	0	28
		Utilized critical thinking. (12)	1	1	6	25	28
		Feedback given promptly (17)					
			0	0	4	23	78
		Clearly Stated SLOs (1)	1	1	4	14	81
		Understanding course assignments.	1	0	5	15	81
		(8)	0	0	3	18	81
		Relevance of content. (9)	0	2	6	18	78
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
AR	15 (F22)	Clearly Stated SLOs (1)	0	1	0	6	8
		Understanding course assignments.	0	1	0	8	6
	14(S23)	(8)	0	1	0	9	5
		Relevance of content. (9)	0	0	0	9	6
		Utilized critical thinking. (12)	0	0	0	0	6
		Feedback given promptly (17)					
			0	1	0	5	9
		Clearly Stated SLOs (1)	0	8	2	3	9
		Understanding course assignments.	0	9	0	5	8
		(8)	0	12	1	2	10
		Relevance of content. (9)	0	17	1	0	10

		Utilized critical thinking. (12) Feedback given promptly (17)					
BS	99 (F22) 126 (S23)	Clearly Stated SLOs (Student Learning Outcomes) (1) Understanding course assignments. (8) Relevance of content. (9) Utilized critical thinking. (12) Feedback given promptly (17) Clearly Stated SLOs (1) Understanding course assignments. (8) Relevance of content. (9) Utilized critical thinking. (12) Feedback given promptly (17)	4 3 0 0 4 1 2 1 1 2	1 4 3 1 2 2 1 1 1 2	3 1 3 4 5 3 10 7 6 7	20 21 17 22 16 22 24 25 22 20	71 68 75 68 70 98 85 89 93 91
CJ	33 (F22) 0(S23)	Clearly Stated SLOs (1) Understanding course assignments. (8) Relevance of content. (9) Utilized critical thinking. (12) Feedback given promptly (17) Clearly Stated SLOs (1) Understanding course assignments. (8) Relevance of content. (9) Utilized critical thinking. (12) Feedback given promptly (17)	0 0 0 0 0	0 0 0 0 0	0 1 0 1 0	2 1 2 7 1	9 9 9 9 10
EG	36 (F22) 22(S23)	Clearly Stated SLOs (1) Understanding course assignments. (8) Relevance of content. (9) Utilized critical thinking. (12) Feedback given promptly (17) Clearly Stated SLOs (1) Understanding course assignments. (8) Relevance of content. (9) Utilized critical thinking. (12) Feedback given promptly (17)	0 2 0 0 0 0 0 0 0 0	0 0 1 1 1 0 0 0 0 0	1 0 2 1 1 4 3 4 4 4	8 10 9 10 7 5 4 4 4 4	27 24 24 24 25 13 14 13 13 13
EM	35(F22) 25(S23)	Clearly Stated SLOs (1) Understanding course assignments. (8) Relevance of content. (9)	0 0 0 0	1 0 0 0	4 5 5 4	4 5 7 7	26 25 23 24

		Utilized critical thinking. (12)	0	0	2	9	24
		Feedback given promptly (17)	4	0	1	4	16
		Clearly Stated SLOs (1)	4	0	1	6	14
		Understanding course assignments.	4	0	1	4	16
		(8)	4	0	0	5	16
		Relevance of content. (9)	4	0	0	4	17
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
EN	109 (F22)	Clearly Stated SLOs (1)	7	4	5	23	70
		Understanding course assignments.	3	3	8	23	67
		(8)	2	1	7	23	73
	53(S23)	Relevance of content. (9)	3	1	4	23	74
		Utilized critical thinking. (12)	5	5	7	16	72
		Feedback given promptly (17)	0	0	0	11	42
		Clearly Stated SLOs (1)	0	1	2	8	40
		Understanding course assignments.	0	1	2	8	42
		(8)	0	0	1	9	38
		Relevance of content. (9)	0	1	1	5	45
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
HS	23 (F22)	Clearly Stated SLOs (1)	0	0	1	5	16
		Understanding course assignments.	0	1	2	3	17
		(8)	1	1	2	3	15
	22(S23)	Relevance of content. (9)	0	1	1	6	14
		Utilized critical thinking. (12)	1	1	1	4	15
		Feedback given promptly (17)	0	0	2	4	16
		Clearly Stated SLOs (1)	1	0	0	4	17
		Understanding course assignments.	1	1	2	2	15
		(8)	0	1	2	3	15
		Relevance of content. (9)	0	0	0	5	17
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
ML	72(F22)	Clearly Stated SLOs (1)	1	0	1	14	56
		Understanding course assignments.	0	0	2	14	55
		(8)	0	0	1	20	51
	5(S23)	Relevance of content. (9)	0	0	1	16	64
		Utilized critical thinking. (12)	0	0	3	11	58
		Feedback given promptly (17)	0	0	0	4	1
		Clearly Stated SLOs (1)	0	0	0	5	0
		Understanding course assignments.	0	0	1	4	0
		(8)	0	0	0	0	5
		Relevance of content. (9)	0	1	1	1	2

		Utilized critical thinking. (12) Feedback given promptly (17)					
MT	96 (F22)	Clearly Stated SLOs (1)	3	1	6	34	52
		Understanding course assignments.	3	6	9	25	50
		(8)	2	5	8	27	51
	30 (S23)	Relevance of content. (9)	2	2	4	27	56
		Utilized critical thinking. (12)	4	5	8	26	47
		Feedback given promptly (17)					
			1	2	3	8	16
		Clearly Stated SLOs (1)	3	1	5	6	13
		Understanding course assignments.	4	3	3	5	14
		(8)	3	2	2	6	14
		Relevance of content. (9)	2	0	2	9	15
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
MU	5 (F22)	Clearly Stated SLOs (1)	1	1	2	0	1
		Understanding course assignments.	1	0	1	2	1
		(8)	1	1	1	1	1
	3(S23)	Relevance of content. (9)	1	1	1	0	1
		Utilized critical thinking. (12)	2	1	1	0	1
		Feedback given promptly (17)	0	0	0	1	2
			0	0	0	0	3
		Clearly Stated SLOs (1)	0	0	0	1	2
		Understanding course assignments.	0	0	0	0	3
		(8)	1	0	0	0	3
		Relevance of content. (9)					
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
NU	294(F22)	Clearly Stated SLOs (1)	2	0	2	53	235
		Understanding course assignments.	3	0	1	57	224
		(8)	3	0	1	65	220
	142(S23)	Relevance of content. (9)	0	0	1	56	234
		Utilized critical thinking. (12)	1	0	1	56	226
		Feedback given promptly (17)	0	2	0	22	111
			0	3	0	19	111
			0	2	0	20	109
			0	2	0	21	107
		Clearly Stated SLOs (1)	0	3	0	15	114
		Understanding course assignments. (8)					
		Relevance of content. (9)					
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
PY	64 (F22)	Clearly Stated SLOs (1)	3	0	8	18	35
			2	2	4	23	32

	63(S23)	Understanding course assignments.	2	0	6	18	37
		(8)	2	2	3	21	34
		Relevance of content. (9)	4	2	7	15	34
		Utilized critical thinking. (12)	4	2	4	23	30
		Feedback given promptly (17)	1	3	7	18	32
			3	1	6	21	30
		Clearly Stated SLOs (1)	3	1	3	22	26
		Understanding course assignments.	2	2	7	21	30
		(8)					
		Relevance of content. (9)					
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
RA	18(F22)	Clearly Stated SLOs (1)	0	0	1	4	13
		Understanding course assignments.	0	0	0	7	10
		(8)	0	0	0	7	11
	8(S23)	Relevance of content. (9)	0	0	0	6	12
		Utilized critical thinking. (12)	0	0	1	4	12
		Feedback given promptly (17)	0	0	0	1	7
			0	0	0	1	6
		Clearly Stated SLOs (1)	0	1	1	1	6
		Understanding course assignments.	0	0	0	1	7
		(8)	0	0	1	1	8
		Relevance of content. (9)					
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
RC	160 (F22)	Clearly Stated SLOs (1)	1	0	1	33	122
		Understanding course assignments.	0	0	2	28	129
		(8)	0	0	3	30	128
	123(S23)	Relevance of content. (9)	0	0	1	23	135
		Utilized critical thinking. (12)	0	3	1	28	125
		Feedback given promptly (17)					
			1	0	0	25	97
		Clearly Stated SLOs (1)	0	0	1	26	95
		Understanding course assignments.	0	0	1	27	94
		(8)	0	0	1	26	93
		Relevance of content. (9)	0	0	1	24	97
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
SG	48(F22)	Clearly Stated SLOs (1)	1	0	0	12	35
		Understanding course assignments.	0	0	2	14	32
		(8)	0	0	1	15	32
	51(S23)	Relevance of content. (9)	0	0	2	12	34
		Utilized critical thinking. (12)	0	0	5	10	33
		Feedback given promptly (17)					
			0	0	1	18	32
		Clearly Stated SLOs (1)	0	0	4	17	30

		Understanding course assignments.	0	0	1	18	32
		(8)	0	0	1	18	32
		Relevance of content. (9)	0	0	1	19	31
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
SO	47 (F22)	Clearly Stated SLOs (1)	0	1	5	17	24
		Understanding course assignments.	0	2	3	19	23
		(8)	0	1	4	17	25
	117(S23)	Relevance of content. (9)	1	0	6	14	24
		Utilized critical thinking. (12)	0	2	6	13	25
		Feedback given promptly (17)					
			0	0	5	46	66
		Clearly Stated SLOs (1)	0	1	1	41	57
		Understanding course assignments.	2	3	10	49	57
		(8)	1	0	5	44	64
		Relevance of content. (9)	1	1	5	32	18
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					
SP	32(F22)	Clearly Stated SLOs (1)	0	0	0	11	21
		Understanding course assignments.	0	0	3	10	18
		(8)	0	0	4	11	17
	18(S23)	Relevance of content. (9)	0	1	4	8	19
		Utilized critical thinking. (12)	0	0	3	8	21
		Feedback given promptly (17)					
			0	0	1	5	12
		Clearly Stated SLOs (1)	0	0	1	5	12
		Understanding course assignments.	0	0	1	11	13
		(8)	0	0	1	8	12
		Relevance of content. (9)	0	0	1	8	12
		Utilized critical thinking. (12)					
		Feedback given promptly (17)					

Some of the issues using this assessment tool include not having enough students to respond, thus resulting in a poor sample size. To avoid this, if the number of students was five or less, the results were not used. Also, Southern had to be mindful of which courses were selected to represent General Education Outcomes because some methods are not taught every semester. After putting the numbers in a column side by side, many trends emerged. One of the most significant strategies that could improve student success is the revision of Student Learning Outcomes. Students surveyed expressed strong disagreements that the Student Learning Outcomes were not clearly written. The Assessment Academy Ad Hoc General Education Committee expressed concern and voted to review all course Student Learning Outcomes and work with faculty to update their course Student Learning Outcomes. Also, the Chief Academic Officer and the Assessment Academy are looking to schedule more professional development training on writing student learning outcomes, curriculum mapping, and course evaluations. After the training and review by the Ad Hoc Committee, the Assessment Academy will review data to determine if the scores on course Student Learning Outcomes improved.

Brightspace Data

After updating the General Education Outcomes and Rubrics during the Spring 2023 term, Southern analyzed two semesters of data using the General Education Rubrics. The following tables show data from various courses.

Critical Thinking Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Summer 2023 Term	CT1 Identifying Issue	15	1	0	15
	CT2 Gathering information	15		0	15
	CT3 Analyzing Information	15		0	15
	CT4 Formatting Conclusion	14		0	15
Grand Total		**59**	**1**		**60**

Critical Thinking Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Fall 2023 Term	CT1 Identifying Issue	121	7	2	126
	CT2 Gathering information	116	8	1	126
	CT3 Analyzing Information	117	9	1	126
	CT4 Formatting Conclusion	117	4	1	126
Grand Total		**471**	**28**	**5**	**504**

*With N=126 students and 504 responses, the results revealed 93.45% of responses met the rubric components, 5.6% partially met, and approximately 1.0% not met. Many classes strive to encourage students to utilize critical thinking skills, from orientation to capstones courses.

Written Communication Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Summer 2023 Term	W1 Purpose	15			15
	W2 Organization	15			15
	W3 Development	13	1	1	15
	W4 Clarity	15			15
	W5 Audience	14	1		15
Grand Total		**72**	**2**	**1**	**75**

Written Communication Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Fall 2023 Term	W1 Purpose	878	80	18	1030
	W2 Organization	874	127	29	1030
	W3 Development	731	238	61	1030
	W4 Clarity	795	191	44	1030
	W5 Audience	932	80	18	1030
Grand Total		**4210**	**751**	**189**	**5150**

After careful review of the Summer 2023 Term and Fall 2023 Term results, a trend was identified under W3, Development. Writing assignments requiring relevant information and evidence to support paper topic and research partially lacked evidentiary support and struggled with meeting W3, Development rubric requirements. Working to support students in this area, Faculty encourage students to begin assignments sooner, provide time in class to research utilizing Southern's library and access to databases, and provide examples on impactful data collection to support the development of their skills.

Quantitative Literacy Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Summer 2023 Term	Q1 Calculation	9			9

	Q2 Interpretation	9			9
	Q3 Calculation	9			9
Grand Total		**27**			**27**

When analyzing all the data from the trial on Quantitative Literacy, it was noted that the rubric results were expressed differently on the spreadsheet from the accounting instructor. When looking at the original Excel spreadsheet and returning to the original assignment in Brightspace, some faculty made an error and did not correctly assess an assignment using the General Education rubric. Even if this was an error, it was important to note that training was needed about attaching the Gen Ed rubrics to assignments in Brightspace; therefore, during the August Faculty Convocation, a professional development on attaching Gen Ed rubrics to assignments in Brightspace was presented by another faculty member who was proficient in Brightspace. Because the Assessment Academy decided to implement a pilot program utilizing the Gen Ed rubrics in Brightspace, and because of the small sample size, the error was easily noticed. Also, because the numbers in the Verbal Communication rubric were not in the "Met" column, the instructor changed his directions to be more specific, and the rubric was shared.

Quantitative Literacy Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Fall 2023 Term	Q1 Calculation	299	24	6	329
	Q2 Interpretation	287	32	10	329
	Q3 Calculation	288	30	11	329
Grand Total		**874**	**86**	**27**	**987**

Because of the user error from the summer term, we were unable to note any trends or make any comparisons. The team will continue to monitor the rubric results next semester. Written Communication and Quantitative Literacy are evaluated each semester.

Verbal Communication Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Summer 2023 Term	V1 Purpose	16	2		18
	V2 Organization	6	12		18
	V3 Development	11	7		18

	V4 Audience	1	12	5	18
	V5 Delivery	7	10	1	18
Grand Total		**874**	**86**	**27**	**90**

This rubric had many issues regarding student learning. Students had trouble addressing their audience (12 partially met, and 5 were unmet) and delivering the content (10 partially met and 1 unmet). Students (N=16) were able to state the purpose. The faculty realized teaching speech online was causing the students to have difficulty presenting to an audience and the instructor included how to address an online audience in his lectures.

Verbal Communication Rubric					
Term	Rubric Components	Number of students MET	Number of students Partially Met	Number of students Unmet	Grand Totals
Fall 2023 Term	V1 Purpose	192	7	2	201
	V2 Organization	163	37	1	201
	V3 Development	149	50	2	201
	V4 Audience	143	53	5	201
	V5 Delivery	158	36	7	201
Grand Total		**805**	**183**	**17**	**1005**

Course Student Learning Outcomes Assessment Data

Identified as one of the strengths of Southern's Assessment Plan, the Course Student Learning Outcomes Assessment has continued to grow. Faculty complete one assessment report per semester, sent to the Director of Accreditation and Assessment for review. Even though faculty's Course Student Learning Outcomes Form was changed, Southern still relies on the "Plan, Do, Study, Adjust" Cycle for classroom changes and budget allocations. These reports, the Academic Subcommittee Reports and the Post Assessment on HIPS (High Impact Practice), provide data on how Southern is continuing to make changes in its courses. Southern purchased software and equipment for faculty and students. Southern also purchased Kahoot, a game-based learning platform that engages students and creativity in the courses. Students enjoy the game and can make quizzes to help them learn the material for an exam. Also, Southern purchased Grammarly to help improve with writing styles and communication; furthermore, Southern invested in buying Go-Pro cameras for faculty to help in the classroom. Upon observing students' preference for online classes during and after COVID-19, Southern implemented a new classroom modality called Hyflex in the Fall 2023 term. Hyflex enables flexible participation for students, where they can choose to attend face-to-face, synchronous class sessions, in person (traditional), and recording on Zoom to access at the students' preference later each week. This provides the learner with a choice of accessibility to education. It requires the course and all

materials to be developed in Brightspace for classroom and online instruction. This modality requires the instructor's organization to complete all types of offerings associated with Hyflex through technology in the Learning Management System.

The course-level assessment for the Fall 2023 term was submitted in December 2023, and the results have been compiled. Notably, in Spring 2022, some faculty (N=39) were unfamiliar with student learning outcomes and their location. However, by Fall 2023, more faculty members (N=82) could confidently identify that student learning outcomes were incorporated into their syllabi.

In Spring 2022, faculty expressed concerns about the need for improvement in instructor delivery, resources, and evaluation methods. Comparatively, in the Fall 2023 term, faculty (N=82) primarily emphasized the need to improve instructor delivery and course content. Issues related to resources, curriculum, classroom environment, policies, and practices were reported at lower levels.

The Paramedic Science Director highlighted the necessity for enhanced visual technology in the classroom, specifically for EKG interpretation. A new Anatomage table for Allied Health and Nursing programs has been purchased and will be used to illustrate the cardiac system's conduction system for various dysrhythmias, as well as other high-tech resources for all programs. Efforts are underway to secure funding for additional Virtual Reality learning experiences and high-fidelity training mannequins. This program aims to project holograms of various patients with emergency issues, aligning with the standards for high allegiance to the program and the profession.

The table below presents a comparative analysis of the past two semesters.

Comparative Analysis of Spring 2022 and Fall 2023 Term Course Reports		
Term	Spring 2022	Fall 2023
Number of Faculty Respondents	39	82
Does the Faculty know the location of SLOs?	No- did not read answer correctly.	Yes- 90% were able to select the correct multiple-choice answer.
Assessment Tool	Exam 14 Quiz 9 Homework 9 Presentation 5 Essay 15 Other 15	Exam 33 Quiz 10 Homework 12 Presentation 7 Essay 22 Other 18

Did Students meet the goal?	Yes 23 No 1 Partially 14	Yes 51 No 5 Partially 15
What could be changed? (3 highest)	Instructor delivery, Evaluation method Resources	Instructor delivery, Course content Resources, Evaluation Methods, Other
What changes?	Grading, change in schedule	PowerPoint, use audio lectures, visualization, increase coverage.
Financial Resources?	Yes- 1 No- 38	Yes 2 No 80

Program-Level Assessment Data

Program-level assessment was identified as an area of weakness because of the lack of measurable Program Outcomes, lack of actions for improvement of teaching and learning, lack of common and consistent content on the website regarding program listings, and lack of implementation of the Assessment Plan at the program level. Southern used each visitor's findings to begin making changes. A modified plan was already in place, and the Academic Assessment Subcommittee (Assessment Academy) agreed it was time for implementation. The process of assessing Program Outcomes is documented in the Faculty Assessment Guide.

One of the first things completed was to revisit the Program Outcomes and adjust some wording. With the help of the Director of Accreditation and Assessment, the Chief Academic Officer, Academic Deans, and the Directors, the Program Outcomes were updated and placed on the website. The previous visitors noted that the certificate programs and degree programs had the same outcomes and were modified.

After completing the rewriting of Program Outcomes, the Program Directors reviewed their program curriculum mapping. This mapping shows how the General Education Outcomes are integrated into each program and how their Program Outcomes are met in each course. Curriculum mapping helped the Directors note any gaps or overlaps in their curriculum so changes could be made to improve student learning. Because of this mapping, two programs, Paramedic Science and Criminal Justice, requested curriculum changes through the Curriculum and Instruction Committee. For example, Criminal Justice requested the following changes:

1. Remove CS 102 Computer Literacy
2. Remove AH 122 First Aid and AH 124 CPR
3. Remove CJ 216 Corrections Management
4. Remove SO 200 Sociology as a pre-requisite
5. Add EN 102 as an alternative course
6. Add CJ to PY 226 in the catalog.
7. Re-Sequence PS 202, EN 115, and BU 205

The Criminal Justice program was streamlined, and a specific pathway was developed. Students will achieve one baseline Criminal Justice degree that will allow students to matriculate to a four-year degree program.

Southern's Information Technology Department has strived to make the website's content consistent and transparent regarding the programs, certificates, and skill sets. All programs have at least one mission, goal, program outcomes, and curriculum and achievement data. Programs with a handbook are posted for student access and public view. In the narrative of the programs that prepare students to take a certification or licensure exam, the Program Directors have disclosed information regarding the U.S. Department of Education implemented regulations (Regulation 34 CFR 668which requires Southern's Associate in Applied Science Degree Nursing Program to provide a list of all states/jurisdictions where the institution's curriculum meets state educational requirements for professional licensure or certification.

Another vital part of Program Assessment is the annual survey developed in Microsoft Forms. This survey report was sent to various Program Directors and addressed the findings of the first annual program survey. Currently, Southern has 16 programs resulting in a degree; six are nationally accredited, and one is seeking national accreditation. The areas included the mission statement, congruency of the mission statement to the College, advisory board, faculty support, Student Services, resources, program outcomes, and benchmarks. A copy of the survey with the results is available for review. The response rate for the survey was 88% (N=16). The areas of mission statement, attendance at the advisory meeting, faculty, and usage of Student Services were evaluated as satisfactory. Retention rates varied from 50-78%, and completion rates range from 48-100%. The areas needing improvement were related to the Program Outcomes being discussed in advisory meetings (77%) and adequacy of resources (86%. N=15/16). These numbers may be slightly decreased due to the new focus on Program Outcomes' measurement and data and the realization that these outcomes lead the program to success. Once a need is identified by a program, Southern's Administration has always been willing to invest in these various programs, which has led to the updating of labs and classrooms. Through various expansion funds, Southern has been able to maintain state-of-the-art Allied Health and Nursing Skill Labs and simulation centers.

Southern has continued to do Five-Year Program Reviews as required in Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 10, Policy Regarding Program Review. Southern has a rotating Program Review schedule that is updated annually to reflect which program reviews are to be done in the following years. For example, when Paramedic Science was due for review in the 2022-2023 academic year, the Program Director found that the graduation rate had decreased significantly for the Paramedic Science degree but not for the Emergency Medical Technician (EMT) degree. Because of the severe shortage of First Responders in West Virginia, students who obtained their EMT degrees were quickly hired and began working and supporting their families. Southern realized that the EMT program was needed, but so was the Paramedic Science program; therefore, a change in the program occurred. Classes were realigned in the Emergency Management Services/Paramedic Science by allowing students to test for their National Registry Advance Emergency Technician (AEMT) after the program's first semester. This allowed certified AEMTs (Advanced Emergency Medical Technicians) to bridge to Paramedic Science starting in the second semester.

This change resulted from data analysis and recognizing the community's needs (see article). For the Fall 2023 term, The Paramedic Science program had 23 students enter the program due to curriculum changes and rigorous marketing by the Program Director.

In the 2023-2024 academic year, four (N=4) programs were tasked to send a program review using the new template. Deans and Program Directors were asked to include adequacy, necessity, viability, and consistency in the executive summary. Assessment data, program outcomes, and curriculum mapping were reflected in the reports. The Directors discussed how data was collected, the reason for the curriculum changes, correlations of modifications in the program related to the strategic plan, college mission, achievements, and progress.

Program Completion Rates from 2023-2024 Program Reviews

Program	Definition	Rate
Board of Governors (Degree)	Defined as per Argos/Banner. First class to graduation.	No completion rates were available. Graduates (N=95) for 2018-2023. Headcount (N=51) for 2018 to Fall 2023.
Medical Lab Assisting (MLA) (Certificate)	MLA is a certificate program so the Program Director uses the Medical Laboratory Technology definition, which is the number of students who complete the first semester to confer a degree.	Year / Head Count / Completion Rate 2019 / 21 / 32% 2020 / 15 / 57.9% 2021 / 17 / 15.8% 2022 / 13 / 5.9%
Occupation Development (Degree)-does not have students at this time.	Defined as per Argos/Banner. First class to graduation.	Year / Head Count / Completion Rate 2019 / 2 / 0 2020 / 0 / 0 2021 / 1 / 0 2022 / 0 / 0
Surgical Technology (Degree)	Defined as the number of students enrolled after withdrawal date to confer a degree.	Year / Head Count / Completion Rate 2019 / 9 / 67.0% 2020 / 13 / 76.9% 2021 / 14 / 71.0% 2022 / 15 / 73.0%

Co-Curricular Data

Following establishing a definition and an Assessment Plan for Co-Curricular activities, Southern has analyzed data. While the college had been collecting basic descriptive statistics on attendance at different program admission levels and the utilization of available resources by students, there was a lack of a program outcome for multiple programs. Each department has formulated one program outcome for a specific program within their domain and commenced data collection.

The Department of Admissions established its overarching goal for the Assessment project, aiming for students to engage with resources that enhance their chances of success. Specifically, their target was to have at least two-thirds of students who completed the New Student Orientation agree or strongly agree that it aided in developing a sense of connection to the College community. Aligned with Unit Goals focusing on students' connection to the community, Institutional General Education Outcomes of Intercultural Knowledge and Competence, and CAS Standards spanning Domain 1) Knowledge Acquisition through Domain 6) Practical Competence, this goal was set.

The New Student Orientation program, executed on August 17, 2023, drew the participation of over 200 students. From the New Student Orientation Evaluation Form, students (N=74) scored 1.49 for organization and 1.46 for connection to the college. The instrument aimed for scores between a positive one (+1) and a positive two (+2), falling within the acceptable range. Consequently, students reported feeling connected to the college by the end of the day.

Graphs illustrating the collected data can be accessed on the College's website under the Co-Curricular handbook. Implemented interventions involved "branding" the term "connect" and encouraging employees to share this concept with students throughout the day.

The Financial Aid department opted to focus on enhancing communication with students and assessed their perception of this aspect. Some students raised concerns about communication, prompting the department to act. 13 students were asked to complete the "Student Self-Evaluation" at the semester's end, where they rated their communication skills on a scale of 1 to 5. The goal was for students to rate their communication skills at a minimum of 3 out of 5, using the Federal Work Study Student Employee Evaluation Rubric to explain the Likert scale. The average communication score with work-study students was determined to be 4.38 out of 5.

Based on these positive results, the Co-curricular team decided on a series of interventions. These include having students complete a pre-self-evaluation during orientation to work-study, engaging in vector solutions related to communication, conducting workshops, mock interviews, and resume writing sessions. Additionally, written communication will be incorporated into general education goals on the Co-curricular mapping. These interventions are scheduled for implementation in the upcoming year, with a plan to reassess the communication goals based on their effectiveness.

Student Services assessed the National Society of Leadership and Success (NSLS) club and identified student goal-setting challenges. In response, the sponsors have planned initiatives to assist students in developing professional goals. To gauge progress, the sponsors set a goal for students to achieve a minimum score of 10 out of 15 on their SMART goals submissions. This assessment question aligns with the critical thinking rubric for the General Education Outcomes.

The NSLS advisor systematically evaluated each student's SMART goals submission using the rubric, creating a dashboard. The outcomes revealed that 85.3% of the submissions

were completed by the 34 students assessed. Considering these findings, the sponsors advocate for in-person orientation and leadership training to better support the students.

The Registrar aims for students to integrate their understanding of interpreting Degree Works reports and their Program of Study during the Graduation Checkout process. Following this process, both the advisor and the student completed a digital survey. This survey included two Likert-type questions, with scores ranging from +2 to –2. The goal was to achieve an average score of 2.0 on both surveys.

The initial survey results revealed that among 11 students, the synthesis score on their evaluation was 1.7. In the subsequent survey involving 10 students, the average synthesis score was reported as 1.6. To enhance and maintain these scores, the Registrar plans to create a concise video tutorial demonstrating how to access the program and interpret the necessary information for graduation. A copy of the curriculum handbook is accessible on the website under Assessment, Co-curricular. Additionally, a new handbook for the academic year 2024-2025 will be initiated on July 1st, incorporating new plans from the Directors.

4.B.3. Process and Methodology: The institutions' processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional, and other relevant staff members.

Commitment to effective assessment practices and active participation is not merely a matter of compliance at Southern; it is a dedicated ethos. Southern is committed to cultivating a culture of assessment deeply integrated into all facets of the educational process, from student services and academia to co-curricular activities and administration. This commitment is evident in the Assessment Model, the extensive professional development opportunities provided, and a college-wide attitude that recognizes the significance and value of assessment in enhancing student learning.

Southern is actively fostering a culture of assessment and best practices by establishing procedures and expectations that engage faculty in every aspect of the assessment process. Clear timelines are developed and communicated through monthly town hall meetings, ensuring faculty are well-informed about when various assessment tasks are required and the associated deadlines. Reporting responsibilities encompass Course Student Learning Outcome Reports, program-level annual surveys, the attachment of General Education Rubrics to assignments and quizzes, program reviews, and the review of syllabi.

The institution offers training and ongoing opportunities for professional development in accreditation and assessment. Assessment is an integral part of the

faculty's contract, and it may contribute to faculty evaluations and career advancement. Faculty members are encouraged to engage in assessment activities during meetings, governance days, town hall meetings, and within the classroom setting.

The Assessment processes at Southern, outlined in 4.B.1, introduce newly formulated, measurable, realistic, and observable outcomes, along with methods to assess at three levels: General Education Outcomes, Program Outcomes, and Course Student Learning Outcomes. The college has established and adhered to a timeline that provides clear guidance on the deadlines for various assignments.

Summary Timeline for Assessment

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
school					Collect General Education data. Develop strategies.				Assessment Report	

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
The Director of Accreditation and Assessment requests data from the Director of Institutional Research	The Director of Accreditation and Assessment meets with Deans and Program Directors	Deans, Program Directors, and faculty work on Reviews	Completed Reviews sent to the Director of Accreditation and Assessment				Revised Reviews sent to the Academic Student Affairs Committee	Revised Reviews sent to President's Cabinet		Revised Reviews sent to the Board of Governors and Community and Technical College System by May 31

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
	Program Directors and Deans submit Part I of Annual College Survey to Director of Accreditation and Assessment and select 20% of Program Outcomes to assess	Collect Data		Collect Data		Collect Data	Program Directors and Deans submit Part II of Annual College Survey to Director of Accreditation and Assessment	Program Directors and Deans submit Annual Surveys to Accreditation Offices, as well as the Director of Accreditation and Assessment	

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Faculty collect data for Course-Level Assessment.				Faculty submit Course-Level Assessment Form to Director of Accreditation and Assessment.	Faculty collect data for Course-Level Assessment.				Faculty submit Course-Level Assessment Form to Director of Accreditation and Assessment.
Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data.									Director of Accreditation and Assessment provides summary of Assessment Report from spring semester's data.

Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June/July
Chief Student Services Officer collects data.								Chief Student Services Officer submits report to Director of Accreditation and Assessment Chief Student Services Officer and Co-Curricular Committee plan co-curricular assessment for next academic year		

Timeline Key:

Blue – Institution Learning Assessment- General Education Outcomes
Yellow- Program-Level Review: Five-Year
Orange- Program-Level Review: One-Year
Pink- Course-Level Assessment
Red-Co-Curricular Assessment

The Academic Assessment Subcommittee (AAS) (Assessment Academy) provides assessments regarding the assurance of quality and consistent teaching and learning through the student's education journey. The Academic Assessment Subcommittee has made great strides in quantifying the General Education Outcomes; this was noted by the Mentor, Shari Jorissen, from the Higher Learning Commission's Assessment Academy when she wrote:

"I know I was only supposed to address changes in the last six months, but I'd like to commend Southern on their commitment to transparency and development of the Assessment website with dedicated information and resources on topics including program and course level assessment, co-curricular assessment, faculty assessment guide, syllabi (and assessment), advisory (and assessment) as well as the above stated GEO work. Since I have mentored this project from the beginning, it is satisfying to see how the Academic Assessment Subcommittee has taken charge of communicating its assessment culture. Yes, static assessment reports are there (these formed the bulk of the website from 3 years ago), but the AAS is making the effort to engage with stakeholders with this website development that can now be viewed as a resource asset."

The Academic Assessment Subcommittee is currently in the second phase of its Academy Project, focusing on gathering and analyzing data to identify trends and implement improvements. Southern has shown significant progress in adopting data-driven decision-making processes, spurred by requests from the Academic Assessment Subcommittee, informed by Course-Level Assessments, Argos reports on General Education Outcomes, and Program-Level Assessments. This committee, composed entirely of faculty members, convenes monthly, maintaining openness to the wider college community. Adhering to Robert's Rules of Order, the committee diligently records minutes of its proceedings. In response to a mentor's suggestion, the committee plans to split into two groups while continuing monthly meetings. Additionally, the committee has collaboratively crafted the Faculty Assessment Guide, offering insights into

assessment techniques, Bloom's Taxonomy, and guidance on crafting Student Learning Outcomes versus Program Outcomes and General Education Outcomes.

Another pivotal collaborative initiative at Southern involved the development of a new syllabi format. The Faculty Senate and the Academic Assessment Subcommittee collaborated to design the format, identifying the essential elements for inclusion in a syllabus. Following approval from the Academic Student Affairs Committee, President's Cabinet, and a 30-day public comment period, the format was forwarded to the Information Technology department. They proposed a Banner merge into the syllabi to maintain consistent and constant information. Faculty members retained the ability to add their components, thereby upholding academic freedom.

Demonstrating commitment to accreditation, the Board of Governors at Southern ensures the presence of the Accreditation Liaison Officer (ALO), an ex-officio member of the Academic Assessment Subcommittee, on the agenda for every meeting. These informative presentations serve as a key channel for keeping the Board of Governors informed about ongoing developments in Assessment and Accreditation.

Southern is advancing its utilization of Assessment tools, including Brightspace, rubrics, surveys in Microsoft Forms, and Argos, to gather data for the three levels of academic Assessment. Additionally, the institution acknowledges the significance of collecting co-curricular data and leveraging it to make informed changes to their programs.

When tasked with conducting a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis, the Academic Assessment Subcommittee promptly offered insights. Among the initial strengths identified was the assessment committee's strong work ethic and composition. Without this group, the assessment process would still be in its early stages, limited to data collection and implementation. The committee has diligently and collaboratively worked to reshape the perception of assessment at Southern, shifting it from being likened to "doing taxes" to a focus on "student learning." The provided SWOT Analysis reflects diverse opinions within the committee and serves as a tool to guide the Academy in advancing the development of Assessment at Southern, ultimately enhancing student learning and success.

Conclusion

On February 3, 2024, the Higher Learning Commission issued notification of the upcoming update cycle for the Academy. The Team Lead was tasked with drafting the remaining tasks and identifying opportunities to leverage Assessment projects as a catalyst for cultivating a culture of student learning and enhancing student learning outcomes at Southern West Virginia Community and Technical College. Following input from team members on different aspects, the report was submitted through SPARQ, a tool facilitating project management, collaborative learning, resource sharing, and submission of project components.

In addressing the questions posed, topics such as identifying achieved goals, incorporating feedback from consultations, setting goals for the last six months, and ensuring the sustainability of assessment without the Academy's structure were discussed by the Assessment

Academy Team during their February meeting. The team concluded that the most crucial step is to empower faculty by transferring the responsibility of assessment to them, prompting the initiation of report submissions in a designated Microsoft Teams folder. The Director of Accreditation and Assessment will oversee the completion of reports and the collection of final data numbers.

Additionally, the team deliberated on the concept of "Closing the Loop" for General Education Outcomes Assessment and Course-Level Assessment. A form developed by one of the team members will be implemented in the Spring 2024 and Fall 2024 terms. Recognizing the significance of professional development in transforming the culture of assessment, Southern Administration is actively supporting the team's request for a Faculty Resource Folder in Microsoft Teams, where videos and presentations can be shared. The forward momentum in fostering a culture of student learning with innovative ideas from faculty is evident, and with continued efforts, the atmosphere is poised to remain positive and contribute to a wonderful learning environment.

Appendix

Institutional Governance Handbook
SIP-2171, Minimal Qualifications of Faculty (available at visit and is in report)
West Virginia Higher Education Policy Commission (HEPC) Resources Data
SCP-2875, Workload Requirements for Full-time Faculty and Instructional Specialists
SIP-3160, Course Syllabus
SIP-3160.A, Course Syllabus Format
General Education Rubrics
General Education Outcomes
SCP-3637, General Education Philosophy and Goals
Faculty Assessment Guide
Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices
SCP-2218, Evaluation of Full-time Faculty
SCP-2218.A, Faculty Evaluation Forms
SCP 3620 Policy Regarding Program Review
SAA Equal Opportunity, Harassment, and nondiscrimination Policy
Faculty Handbook (Available at visit)
SIP-2220, Course Feedback
SIP-2220.A, Course Feedback Survey
SIP-7000.A, E-mail Procedures and Guidelines Governing Distribution Lists
Co-Curriculum CAS Standards Reports
Performance Appraisal Forms
SCP-2624, Employee Development
SCP-5065, Awarding of Undergraduate Tuition and Fee Waivers
SIP-2165, Educational Release for Classified Employees
Current College Catalog (2023-2024)
College Catalog 2022-2023
College Catalog 2021-2022
Co-Curricular Handbook
2020-2021 College Catalog
Academic Program Review Schedule Matrix 2023-2028
Board of Governor's Meeting Minutes
Board of Governor's Meeting Schedule and Agenda
Employee Directory
Organizational Chart
Employee Handbook, SAM 2000.1
Faculty Credentials Report (report)
Faculty Credential Review Examples (onsite)
https://www.southernwv.edu/administration/board-of-governors/ Institutional Governance Homepage
Great Colleges to Work Survey Reports 2019 (onsite)
Admissions CAS Final Summary Report
Academic Advising CAS Final Summary Report 20222

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE ACADEMIC AFFAIRS PROCEDURE 2171

SUBJECT: Faculty Credentialing

REFERENCE: SCP-2171, *Professional and Educational Requirements for Faculty*; SCP-2171.A, *Faculty Credentials Certification Form*; The Higher Learning Commission (HLC) publication *"Instructional Policies and Procedures for Determining Faculty Qualifications: HLC's Criteria for Accreditation and Assumed Practices,"* November 2023; The Higher Learning Commission Guidelines *"Dual Credit,"* November 2023; The Higher Learning Commission Policy *"Faculty Qualifications Adopted on Second Reading,"* November 2023.

ORIGINATION: August 6, 2018

EFFECTIVE: September 10, 2019

REVIEWED: December 4, 2023

SECTION 1. PURPOSE

1.1 This guidance sets forth the procedure used by the Chief Academic Officer to ensure that each faculty member employed with Southern West Virginia Community and Technical College possesses the academic preparation, training, and equivalent experience or has a Professional Progression Plan to meet the minimum requirements of accrediting bodies and the Council for Community and Technical College Education.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This procedure applies to all faculty at Southern West Virginia Community and Technical College and to other individuals assigned to perform faculty work. Faculty who teach courses shall have appropriate discipline-specific credentials, equivalent experience, or progression to qualify as experts in course subjects. Faculty will communicate knowledge and skills in those subjects to their students in a manner that will promote student success. Each faculty member shall provide appropriate documentation such as vitae, official degree transcripts, certifications, professional licenses, and professional development certificates to document their qualifications as content experts in all course sections taught.

SECTION 3. DEFINITIONS

1. Equivalent experience – Equivalent experience includes a breadth and depth of experience outside the classroom in real-world situations relevant to the discipline and course content the faculty member is teaching. This can include research, professional development, recognized achievement, previous work experience in the field, state/national speaking engagements, and data showing student success. Previous years of classroom instruction do not alone constitute equivalent experience.

2. Credentials – An earned academic degree, certifications, and professional licenses that establish the faculty member's credibility as a content expert. Achievement of academic

credentials means that the faculty possesses an academic degree relevant to what they are teaching and at least one level above the level at which they teach.

1. Faculty teaching in general education courses and other non-occupational courses shall hold a master's degree or higher. If the faculty holds a degree in a discipline or subfield other than the one they are teaching, the individual should hold a minimum of 12 graduate credit hours toward that discipline or subfield. The faculty shall reach 18 hours of graduate credit prior to the first promotion-in-rank.

2. Faculty teaching in technical college-level certificate and degree programs shall hold a bachelor's degree in the field or a combination of education, training, and equivalent experience similar to a bachelor's degree. In these cases, appropriate qualifications such as professional certificates, licenses, and recognition will be identified as suitable.

3. Faculty teaching in disciplines that require licensures and/or certifications are responsible for providing documentation of the licensures and/or certifications to Human Resources immediately upon receipt or renewal.

3. Progress toward academic credentials – Demonstrable, current, and consistent progress toward the academic credentials deemed relevant by Southern for the faculty to be qualified. If the faculty is qualified on this basis the faculty shall have a maximum of four years to move from progression to fully credentialed.

4. Other Entities – Entities other than Southern West Virginia Community and Technical College to which the College assigns the responsibility of instruction. This could include, for example, contractual partners, dual enrollment partners, institutional subsidiaries, and other related entities.

5. -Professional Progression Plan – A plan developed by the Program Directors, Deans, Human Resources, and faculty members working collaboratively that documents how the faculty member will become fully credentialed based on academic credentialing or equivalent experience.

SECTION 4. PROCEDURE

4.1 The Academic Dean may submit guidelines for determining faculty qualifications, including equivalent experience, as deemed appropriate. If the faculty is not fully credentialed based solely on academic credentialing, then the Dean and Human Resources will initiate a Professional Progression Plan collaboratively with the faculty.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 The Higher Learning Commission requires institutions to justify and document the qualifications of faculty as part of its accreditation process. When the College utilizes equivalent experience as a basis for hiring faculty, it will review the resume and curriculum vitae, transcripts, work history, professional development, licenses, certifications, and speaking engagements. When the faculty member is credentialed with a Professional Progression Plan, the faculty member will be informed that they will be qualified for four years only and must finish the plan by that time. If the faculty member does not complete the plan within the allotted time frame, he or she may be terminated.

SECTION 6. GENERAL PROVISIONS

6.1 The general information related to the faculty credentialing procedure for implementation will include equivalent experience with the possibility of a Professional Progression Plan for faculty qualifications.

SECTION 7. RESPONSIBILITIES

7.1 Academic Deans – The Academic Dean reviews the proposed faculty's credentials and equivalent experience. Any suggested Professional Progression Plan is then forwarded to Human Resources for approval. The Academic Dean is responsible for ensuring these guidelines are reviewed annually.

7.2 Human Resources Department – The Human Resources department will maintain an electronic database of faculty credentials that contains the same information as in the Faculty Credentials folders. The Human Resources department will use this database to provide accurate, timely information to various accrediting agencies, federal/state agencies, and College departments. Human Resources is responsible for ensuring these guidelines are followed and reviewed.

SECTION 8. CANCELLATION

8.1 None

SECTION 9. REVIEW STATEMENT

9.1 This procedure shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President's designee. Upon such review, the Cabinet-level Administrator may recommend to the President's Cabinet that the procedure be amended or repealed.

SECTION 10. SIGNATURES

President Date

Cabinet-level Administrator Date

Attachments: None.

Distribution: All Southern Employees
Intranet

Revision Notes: Originated August 6, 2018

December 4, 2023 – Updated to reflect new terminology and guidelines from the Higher Learning Commission (HLC), effective November 2023.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE BOARD OF GOVERNORS
SCP-2171

SUBJECT: Establishing Minimum Standards and Qualifications for Faculty and Instructional Specialists

REFERENCE: The Higher Learning Commission (HLC) publication "*Institutional Policies and Procedures for Determining Faculty Qualifications: HLC's Criteria for Accreditation and Assumed Practices*," November 2023; The Higher Learning Commission Guidelines, "*Dual Credit*," November 2023; The Higher Learning Commission Policy, "*Faculty Qualifications Adopted on Second Reading*," November 2023; SCP-2250, *Hiring Adjunct Faculty*; Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 45, *Community and Technical College Faculty Instructional Load*; SIP-2171, *Professional and Education Requirements for Faculty*; SCP-2171.A, *Faculty Credentials Certification Form.*

ORIGINATION: September 1, 2000

EFFECTIVE: January 17, 2020

REVIEWED: January 8, 2024

SECTION 1. PURPOSE

1. The purpose of this policy is to establish minimum standards and qualifications for instructional faculty and staff. Southern West Virginia Community and Technical College is committed to the highest standards of instructional delivery and committed to ensuring that faculty meet minimum qualifications in each discipline. To ensure student success, the College is committed to ensuring that every student will have faculty members who have the academic preparation and experience to be effective in each course they teach. Extensive efforts will be made to hire fully qualified candidates meeting the minimum education standards and experience required of each position, that this policy establishes as the mandatory minimum standards and qualifications needed for faculty members.

2. To establish a system for documenting the minimum professional and educational requirements for faculty members of Southern West Virginia Community and Technical College and a system for documenting faculty and instructional staff credentials.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy applies to all full and part-time faculty, instructional staff, and dual-credit instructors teaching courses for Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

1. Faculty – For the purpose of this policy and procedure, faculty are those individuals employed with faculty rank whose major responsibility is the delivery of courses of instruction including full–time, adjunct, dual credit, and instructional specialists.
2. Full-time Faculty – An individual employed on a full-time year to year basis designated as faculty who holds rank and is assigned a full-time workload per institutional guidelines.

3. Adjunct Faculty – Those individuals employed by the College on a part-time basis for the delivery of courses of instruction. An adjunct faculty teaching load will be limited to nine (9) credit hours per semester.

4. Dual-Credit Instructors – Those individuals that teach courses when the students receive high school credit and college credit for a course.

5. Instructional Specialist – A type of term appointment defined as those faculty members who have been appointed minimally on a nine-month basis and an hourly workload. The appointment is for a specified term not to exceed three years. The instructional specialist is eligible to receive reappointment to additional terms. No number of term appointments shall create any presumption of a right to reappointment or to appointment as a tenure-track (probationary) or a tenured faculty. In addition to teaching, instructional specialists will have responsibilities for various academic support activities.

SECTION 4. POLICY

4.1 All full and part-time teaching faculty, instructional specialists, and dual-credit instructors of Southern West Virginia Community and Technical College will meet the professional and educational requirements of the Higher Learning Commission (HLC) as outlined in this policy statement and will provide the College all required employment and educational/professional credentials to verify and document their qualifications and experience.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

1. Professional and Educational Qualifications
   1. Minimum Qualifications: The following Southern West Virginia Community and Technical College professional and educational minimum qualifications for full and part-time teaching faculty are consistent with the guidance of the Higher Learning Commission (HLC).

      1. Faculty who teach courses at the associate degree level in the general education transfer area will have a minimum of a master's degree in the discipline or sub-field of study in which they teach OR a master's degree in a cognate field with a minimum of ~~18~~12 graduate level hours in a discipline consistent with the teaching assignment OR a Master of Education degree with specific focus of coursework related to the discipline and a specified number of

graduate units in the specific discipline. Faculty with a minimum of 12 graduate-level hours in a discipline consistent with the teaching assessment will be on a Professional Progression Plan. The issuance of an honorary degree is not an equivalent for an earned academic degree, but the justification for issuance may be considered as part of a portfolio based on the applicant's contributions to industry, society, or the discipline under section 6.2 below.

2. Faculty who teach courses in the career/technical associate degree and certificate program areas will have a minimum of a bachelor's degree in the field and a combination of education, training and tested experience, that documents technical competence in the field and/or program area in which they teach.

Academic Lab Managers who provide instructional support for programs/courses will possess a bachelor's degree or higher in a laboratory related discipline, or have an equivalent combination of education and experience/training, or hold the appropriate credentials and experience as determined by the program's national accrediting agency.

4. Faculty who teach courses as part of an academic program that maintains national accreditation or state licensure will have the minimum credentials required by the accrediting/licensing body.

2. Exceptions to Minimum Requirements

1. Equivalent experience should be based on qualifications of such depth and breadth that it provides an equivalent to the academic degree or graduate coursework required for the position. The use of tested experience should not be based on teaching experience in the discipline, but rather focused on the applicant's current academic achievement as it relates to the specific discipline and course content, and documentation of a level of experience, skill sets, research, professional development, recognized achievement, previous work experience in the field, state/national speaking engagements, data showing student success, certifications, and other credentials or qualifications that would meet or exceed the education requirement.

2. Sources of experience should focus on the necessary content knowledge required in the discipline. These sources may include specialized professional development courses, employment related training, or employment related experience. A documented history of activity in academic societies, professional organizations, or in research roles related to the discipline with demonstrated activity through peer-reviewed, consistent publication and presentations on matters of discipline content. This source of experience is most generally applicable to career-technical type courses or situations where a terminal degree does not fully align with the research or experiential history of an applicant.

3. In addition to the experience listed above, dual-credit instructors may present evidence of student achievement on college-level examinations that demonstrate successful teaching and learning on a college level. The successful completion of advanced placement tests for the majority of students in a course, over a three-year

period may be submitted for consideration for a portion of the tested experience portfolio.

4. In cases where a faculty member's experience does not match specific courses in a discipline's coursework, an instructor may be allowed to teach only those courses they are deemed qualified and the Faculty Credentials Certification Form (SCP-2171.A) will be noted accordingly.

5. In certain exceptional cases, and after exhausting other avenues to obtain a credentialed candidate meeting the specific requirements of 6.1.1 and the position being advertised for a minimum of two
(2) advertisements unsuccessfully, unique experience and demonstrated competency may be substituted for academic preparation. A portfolio demonstrating the depth and breadth of the experience should be submitted and an exception must be justified on an individual basis. An assessment of the portfolio must be approved by a committee of the Deans and the Chief Academic Officer or President. The portfolio of detailed documentation of work experience, certifications and other qualifications used as a substitute or supplement to formal academic preparation or required degrees must be maintained in the individual's personnel file.

6. If required, the faculty working on an exception should immediately begin taking the necessary courses to meet the educational or certification requirement and must complete the requirement of the Professional Progression Plan within the specified timeframe to remain eligible for employment.

1. Documenting Faculty Credentials Certification

1. Each applicant will furnish the following credentials at time of the application: application with resume/vita and un-official transcripts. After receiving an offer of employment, official transcripts must be kept on file in the Human Resources Office by the first day of employment by the College. Any exceptions must have the documented approval of the Chief Human Resources Officer and the Dean should be notified of the delay.

2. The Faculty Credentials Certification Form (SCP-2171.A) has been designed to ensure all required credentials are part of an employee's official personnel file. The Dean will provide a list of all courses the employee is qualified to teach and the degrees, special certifications, and/or experiences which meet HLC credentialing requirements for teaching the listed courses. The Dean will furnish the completed form with all documentation to the Human Resources Office for the employee's official personnel file.

3. The faculty member is responsible for notifying the Dean and Human Resources when there is a change to the faculty member's credentials. Updated copies of official transcripts will be provided to Human Resources at that time. If necessary, the Faculty Credentials Certification Form (SCP- 2171.A) will be reviewed and updated every semester and when changes are required due to changes in accreditation, state, or federal law.

SECTION 7. RESPONSIBILITIES

1. Full-time and part-time faculty members, instructional specialists, and dual-credit instructors will:

    1. Furnish all employment and teaching credentials for their official personnel file.
    2. Make continuous progress in their professional growth.

    3. If, by approved exception, minimum educational requirements are not met, they must enroll immediately in a program designed to achieve the required degree or educational levels and consistently continue the program to completion to maintain eligibility.

2. Dean will:

    1. Complete and sign a Faculty Credentials Certification Form (SCP-2171.A) for each faculty member within their school and/or program area and send the Faculty Credentials Certification Form (SCP- 2171.A) to Human Resources to include in the personnel/transcript files.

    2. If additional credentials are gained, an updated Faculty Credentials Certification Form (SCP-2171.A) must be completed and sent to the Human Resources Office.

    3. Ensure educational and professional background of all faculty members in their department, school, and/or program area meet the standards established by HLC and this institution. Full-time faculty employed prior to the effective date of this policy and not meeting the minimum educational requirements as stated will be provided institutional assistance through professional development funds and/or tuition waivers to meet minimum requirements within a reasonable period of time.

    4. Develop, in consultation with the affected faculty member, a Professional Development Plan designed to achieve required degree or educational levels for teaching in discipline.

    5. Review annually, as part of the performance evaluation, progress made by each faculty member on their professional development plan, particularly those teaching under an approved exception.

1. Chief Human Resources Officer will:

    1. Add faculty credentials to the Faculty Credentialing database once the Faculty Credentials Certification Form (SCP-2171.A) is shared with the Office of Human Resources.

    2. File the official transcripts and Faculty Credentials Certification Form (SCP-2171.A) in the personnel/transcript file.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

President Date

Attachments: SCP-2171.A, Faculty Credentials Certification Form

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: September 29, 2007 – Revised to exclude references to instructional staff, to update titles, and to add references.

December 11, 2012 – Revisions reflect a reduction in the minimum requirement for faculty teaching transitional studies courses. Definition of a full-time faculty modified to match that found in other institutional policies. Expanded requirements for vocational/occupational program faculty to include equivalent credentials, such as licenses and certifications. Included the requirement to review Faculty Credentials Certification Form annually with faculty evaluation.

March 2, 2016 – Revised to reflect changes in guidelines in determining qualified faculty through the HLC's criteria for accreditation and to reflect any title and name changes for the College and the HLC.

August 29, 2019 – Revisions include added references: inserted the definition for an instructional specialist to match that found in other institutional policies; clarification of the minimum number of advertisements required in 6.2.1; included process for updating the Faculty Credentials Certification Form (SCP-2171.A); included responsibilities for the Human Resource Director; and title changes.

November 30, 2021 – Revised policy to match HLC approved guidelines from other similar institutions. Clarified applicant, faculty, and administration roles and responsibilities for applying, hiring, and reporting of qualifications. Revised and limited use of tested exceptions, strengthened required minimum qualifications for all teaching faculty, and limited the use of experience rather than academic credentials as the primary source of qualification.

January 8, 2024 – Revised policy to match HLC's approved policy and to match SIP-2171 on faculty credentialing.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2171.A

Faculty Credentials Certification Form

Name: Southern ID Number:

School/Program: _____ Update Req'd: Yes ☐ / No ☐

Education and Certifications

Name/type degree, certification, or additional coursework	Granting Institution	Major/Minor or Course/Units	Additional Information

Portfolio Assessment Completed: Yes ☐ / No ☐ / N/A ☐ (If yes, attach committee notes if applicable)

Meets Minimum Qualifications: Yes ☐ /No ☐ (If no, list the professional development plan below):

Professional Development Courses/Plan:	Est. Completion Date:

Authorized Courses per SIP/SCP-2171

Discipline	List specific course numbers or ALL for all courses in a discipline

I have verified the above information to the best of my ability. The information has been explained to the employee and all required and official documents, transcripts, certifications, and/or portfolios are attached or otherwise received and filed by Human Resources.

Faculty Member Name Signature Date

Dean Name Signature Date

Human Resource Officer Rec'd Signature Date

SCP-2171.A, *Faculty Credentials Certification Form (Revised 11/2023)*

	Fall 2022		Spring 2023		
	Students Awarded	Award Amount	Students Awarded	Award Amount	Yearly Award Amount
Federal					
Pell Grant	714	$ 1,901,776.35	638	$ 1,745,495.31	$ 3,647,271.66
Direct Subsidized Loans	218	$ 401,354.00	191	$ 377,718.00	$ 779,072.00
Direct Unsubsidized Loans	200	$ 446,167.00	177	$ 413,560.00	$ 859,727.00
SEOG	53	$ 21,200.00	151	$ 60,000.00	$ 81,200.00
Emergency SEOG	0	$ -	0	$ -	$ -
Work-study	16	$ 23,418.79	16	$ 21,689.96	$ 45,108.75
Total		**$ 2,793,916.14**		**$ 2,618,463.27**	**$ 5,412,379.41**
State					
WV Higher Education Grant	444	$ 678,128.00	373	$ 578,683.00	$ 1,256,811.00
WV Invest	122	$ 207,639.00	96	$ 181,402.00	$ 389,041.00
Promise	44	$ 85,007.00	44	$ 81,458.00	$ 166,465.00
HEAPS	46	$ 62,469.00	37	$ 52,208.00	$ 114,677.00
WV Nursing	7	$ 17,500.00	7	$ 17,500.00	$ 35,000.00
Total		**$ 1,050,743.00**		**$ 911,251.00**	**$ 1,961,994.00**
Institutional					
Southern Scholarship	59	$ 97,401.00	55	$ 91,827.00	$ 189,228.00
Foster Care Waiver	4	$ 7,943.00	4	$ 7,267.00	$ 15,210.00
HSTA	7	$ 12,883.00	6	$ 10,721.00	$ 23,604.00
Employee Waiver	8	$ 9,295.00	6	$ 7,267.00	$ 16,562.00
Employee Dependent/ Spouse Waiver	18	$ 28,223.00	19	$ 30,589.00	$ 58,812.00
Total		**$ 155,745.00**		**$ 147,671.00**	**$ 303,416.00**

Classified Staff Council Report to the Board of Governors

February 20, 2024

The Classified Staff worked hard to get the Classified Staff Constitution passed, and we sent it to the Policy and Procedure Committee on February 1, 2024.

Our staff participated in Governance Day this past week and we were informed about Goodwill Industries and how it works, providing for the community. The staff attends committee meetings to help further the college's mission and is participating in adding to the Strategic Plan this semester. We helped a classified staff member with a financial need in January. We have also started inviting administrative leaders from Southern to speak to the Classified Staff so the staff may ask them questions about their issues or concerns.

Respectfully Submitted by

Kim Maynard, Vice Chair

Classified Staff Council

SOUTHERN
WV COMMUNITY & TECHNICAL COLLEGE

Memo

To: Southern West Virginia Community and Technical College Board of Governors

From: Velva Pennington, Chief Finance Officer

CC: Dr. Pamela Alderman, President

RE: Finance Update

As we are in the middle of the second month of the third quarter we have spent on average 60% of our budget in all areas. It currently costs the college $57,183.18 a day to operate. We have 182 days of operational cash on hand. This number does show a decrease from the December report due to several factors. One is the tuition revenue for the spring semester hasn't been collected and the increased utility cost for the winter months.

We have collected $2,293,003.00 in tuition and fees revenue this year, which is 46% of our 2024 tuition and fees budget. Our interest income is at 134% of the budget due to interest rates remaining high.

Our first refund to students was scheduled to be disbursed around February 15, 2024, and was estimated to be $1,038,517.93. These refunds included financial aid, cash, and scholarship refunds. Student loan disbursements will be distributed around February 29, 2024.

Southern WV Community & Technical College
Operating Budget Cash Analysis
Third Quarter 2024

	FY 2024 BUDGET	FY 2024 ACTUAL YTD	Comparison %	FY 2023 BUDGET	FY 2023 ACTUAL YTD	Comparison %
TOTAL REVENUES:						
Tuition and Fees	$4,981,610	$2,293,003	46%	$5,324,000	$2,235,553	42%
Capital Fees	308,082	124,647	40%	425,000	230,388	54%
Workforce Revenue	400,000	136,571	34%	-	-	0%
Auxiliary Enterprises	35,000	14,156	40%	40,000	12,765	32%
Other Operating Revenue	50,000	108,780	218%	350,000	185,887	53%
State Appropriations	8,849,656	4,723,537	53%	8,557,086	4,775,806	56%
Investment Income	245,000	328,856	134%	15,000	169,683	1131%
Other Nonoperating revenues	-	-	0%	-	-	0%
TOTAL REVENUES	**$14,869,349**	**$7,729,550**	**52%**	**$14,711,086**	**$7,610,080**	**52%**
TOTAL EXPENSES:						
Salaries and Wages	$9,826,117	$5,312,100	54%	$9,162,908	$5,594,895	61%
Benefits	2,634,027	1,546,905	59%	2,658,874	1,516,994	57%
Utilities	862,100	475,925	55%	810,000	462,324	57%
Supplies and Other Services	2,298,400	1,414,096	62%	2,079,304	1,372,512	66%
TOTAL OPERATING EXPENSES	**$15,620,644**	**$8,749,026**	**56%**	**$14,711,086**	**$8,946,724**	**61%**
Net Change in Cash	($751,295)	($1,019,476)		$0	($1,336,644)	
Cash Beginning Balance	11,403,636	11,403,636		12,757,927	12,757,927	
Ending Cash Balance	11,403,636	10,384,160		12,757,927	11,421,283	

Summary	
Beginning Cash Balance	$11,403,636
Revenues	$7,729,550
Expenses	($8,749,026)
Ending Cash Balance	$10,384,160

Operational Cash on Hand Days	
2024 Operational Expenses	$8,749,026
Days/yr	153
Operational expenses per day	$57,183.18
2024 1st qtr Cash on Deposit	$10,384,160
Total Operational Cash sustainability	182

SOUTHERN
WV COMMUNITY & TECHNICAL COLLEGE

President's Report
February 20, 2024

- Registration, beginning of semester, enrollment (technical issues)
- Upcoming HLC visit March 11th and 12th -Met with team member Brad Piazza Jan 25th. Report submitted February 12th.
- Budget Process weekly meetings
- Viewpoint, PBS documentary close to completion.
- Attended Chief Logan Recreational Center Board monthly meeting.
- Clay Center brought its Clay2go Discovery Museum to the Williamson Campus December 13th
- Attended Rodghiero Health and Wellness Center Ribbon cutting event December 13th.
- Attended WVRHA Board of Directors meeting December 19th.
- Promoted upcoming events on WSAZ First at 4 December 20th.
- Christmas in the Park December 23rd. Helped take up donations
- Attended monthly Chamber meeting.
- Attended Advisory Council for CTC meeting.
- Attended follow up meeting with Vertz, and Mingo County Redevelopment Authority regarding Air Mobility Initiatives (Drone Entrepreneurial) on January 2nd.
- Participated in WVOW Radio remote promoting registration. January 8th.
- Faculty Convocation held on January 10th
- Met with Mr. Rich Donovan, Senior Director of Facilities HEPC concerning deferred maintenance.
- Met with Classified Staff January 17th.
- AAUW Event Williamson Campus – Human Trafficking. Guest Speakers US Attorney, William Thompson for Southern District of WV and Corporal Seth Browning, WV State Police on January 29th.
- Met with Legislators and Staff January 30th.
- Met with Lincoln County Superintendent, Frank Barnett regarding lease and new programs.
- Met with representatives from Marshall University regarding new programs and partnerships.
- Presented two scholarships at the Hatfield McCoy Shootout February 3rd
- Sale of Real Property – Wyoming Campus – public meeting February 5th.
- Attended Boone County Board of Education meeting to discuss ECA
- Governance Day held February 9th.
- Wyoming Property bid opening February 20th.

Southern West Virginia Community and Technical College
Board of Governors
Meeting of December 12, 2023
100 College Drive, Logan, WV
Logan Campus, Building C, Room 428
Via Zoom Meeting ID: 912 2251 3783

Dial-in Only: 1-646-876-9923
6:00 p.m.
https://zoom.us/j/91222513783?pwd=MEcxM2FjaDR0SHZVMWpWWExxeXhqZz09

MINUTES

Board Members Present: Bud Baldwin, Chair; David Gresham, George Nisbet, Shawn Cline-Riggins, Sam Stewart, Josh Stowers, Jeremy Thompson, Virgil Underwood, Chris Gray, Chris Ward, and Alexis Parker

Board Members Absent: None

Also Attending: President, Dr. Pamela Alderman, Jennifer Dove, Recorder, Velva Pennington, Interim Chief Finance Officer, Kimberly Maynard, Classified Staff Vice Chair, Joe Linville, Chief Facilities Management Officer, Debbie Dingess, Chief Human Resources Officer, Mr. Bill Alderman, Chief Academic Officer/ Accreditation Liaison Officer, and Darrell Taylor, Chief Student Services Officer.

Guests: Kelly Shaffer, Suttle & Stalnaker

1. **Call to Order**

Board of Governors Chair, Mr. Robert Baldwin, declared a quorum present and convened the meeting at 6:00 p.m.

2. **Call for Public Comments**

Chair Baldwin asked for public comments to the Board. No requests for public comment were received.

3. **Oath of Office**

Mr. Joe Linville, Chief Facilities Management Officer, and Public Notary administered the *Oath of Office* to Alexis Parker, Student Representative.

4. **Presentation and Acceptance of FY 2023 Financial Audit Presentation**

Ms. Kelly Shaffer presented the Financial Audit to the Board. Ms. Shaffer briefly went over the statements included in the document. The Condensed Schedule of Net Position was presented, as well as the Condensed Schedule of Revenues, Expenses and Changes in Net Position. Ms. Shaffer covered the required communication to the Board. Southern

received an Unmodified Opinion, or a clean audit opinion, which is the best you can receive. Within the Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Governing and Audit Standards no Compliance issued was noted. However, one internal control finding was noted over financial reporting. This stemmed from the number of audit adjustments that were required to the financial statements during the audit process. It was noted that there was some turnover during audit preparation that contributed to this. The finance staff are currently in the process of reviewing policies and procedures and implementing some additional training to resolve that issue. Ms. Shaffer expects that this will be the only time to see this type of finding and is confident that this issue will be resolved.

5. HLC Institutional Response Update

Bill Alderman provided the following HLC update:

- A copy of the 84-page draft was attached to the agenda packet for review. Report is coming along well. Happy to report that we are ahead of schedule. Will be adding some more data from the end of the semester to report.
- Mr. Alderman thanked Reginia Bias, Director of Assessment and Accreditation for her input as well as input from Tom Cook, Chief Information Officer, and his staff as well as Debbie Dingess, Chief Human Resources Officer, and her staff.
- The report is due February 5th which is 5 weeks out from the March 11th and 12th visit date.
- Mr. Alderman plans to submit document by January 31st. This will allow the two-member team time to review and request documents if necessary.
- Added an opening section to the report that gives history and changes made in administration to roles over the last year as suggested by the HLC staff liaison. Dr. Karen Solomon. It was suggested that we accentuate our leadership team and what we have done with placement of those individuals.
- President will add her message to report as well.
- Leadership team from President's Cabinet, Deans, and Directors. The Assessment Academy is highlighted as well.
- Mr. Alderman gave a summary of report to the Board. Updating SIP 2171 and SCP 2171. A Credential Process.
- Currently have three faculty on a progression plan.
- Debbie Dingess and Regia Bias perform weekly file audits in Human Resources.
- Gathering data from Brightspace.
- Program reviews, outcomes, and annual surveys are completed as well as annual surveys and curriculum mapping.
- Course level outcomes are completed. We have a 79% response rate from full-time faculty and 61% from adjuncts. This is a good number but pushing for 100%.
- Will have President and others to review document.

6. Faculty Senate Report

Chris Ward Provided the following Faculty Senate report:

- The Senate is currently working on three policies to get to the Policies and Procedures committee. Two of the policies are regarding promotion and one deals with evaluations.

- In conjunction with Professional Development scheduled for January, Senate will hold a faculty assembly meeting to vote on assembly makeup.
- Will present two options to fix the evaluation process that faculty will vote on.
- Working hard to help our promotion and evaluation systems.

7. Classified Staff Report

Kimberly Maynard provided the following report from Classified Staff:

- Held elections on November 7th and elected a new Vice Chair, Angela Dotson, and Recorder Shelly Stewart.
- Meetings are recorded and placed online.
- Currently reviewing the Classified Staff Constitution.
- Held Apple Butter fundraiser.
- Staff participate in all Governance Day activities.
- Have several staff members working on degrees.
- Staff helped with Commencement, Christmas decorations, food give away, and trunk or treat events.

8. Finance Report

Velva Pennington, Chief Financial Officer gave the following update on the College's Finances:

- Close to ending the second quarter with below average spending. Spending on average is at 41% in all areas.
- Currently costs the college $39,129.87 a day to operate.
- We have approximately 292 days of operational cash on hand.
- We have collected $1,936,482.00 in tuition and fees this year which is 39% of the 2024 tuition and fees budget.
- Interest income is at 94% of the budget due to interest rates remaining high.
- Ms. Pennington provided a timeline for the sale of the Wyoming property.

9. President's Report

Dr. Pamela Alderman provided the following institutional update:

- Community colleges across the state are up in enrollment. We are at a 10.44% increase. This is the largest increase since 1978.
- We began with 10 students in ECA. We now have 300 enrolled in ECA classes. We continue to work with Boone and McDowell counties for participation in the program.
- Graduation was held on December 9th. 104 students applied for graduation, and we had 44 in attendance. Everything went well.
- We have received. 32 million dollars in grant money from the Governor's office for upgrades. We received the most money of any community college. HEPC will take the lead on the bids. We will be working on HVAC on Logan and labs in Williamson and roof in Williamson.
- Paramedic Science received a $220,000.00 grant for simulators and holographic equipment.
- Received the last part of the Nursing grant.
- Several events since the last meeting, Trunk or Treat, Logan saw approximately 2,500 people and Williamson saw approximately 500. Community members participate in this event as well. Happy to have their support.
- Held our second Governance Day in November.

- Mortuary Science is ongoing, and Mine Management will begin in the Fall. Spoke at Kanawha Valley Mine Institute last week and they are very interested in the program. We have applied and received confirmation that we can admit international students. We have not had international students for about 25 years.
- Strategic Planning is underway.
- Our Foundation is making new partnerships and donors. They assisted with the Apple Butter fundraiser and food pantries. We were able to partner with Sysco for food donations.
- Was honored as one of West Virginia's Wonder Women. Attended luncheon in November and spoke.
- Held third Lineman graduation November 4th, which was our largest class of 18 students. We are currently taking applications for the upcoming class.
- Attended Air Mobility Initiatives Strategic Planning meeting in Mingo County.
- Partnered with Logan Regional Medical Center for the Reindeer Dash 5k at Chief Logan State Park. Entry fee was can food that was donated to our food pantries.
- Southern Coalition of the Arts presented Rudolph the Red Nose Reindeer in the Savas Kostas Performing Arts Theater.
- Was on WOWK with Dr. Charles Keeney talking about the upcoming study abroad trip to Scotland and Ireland.
- Allied Health and Nursing held an Open House on the Logan Campus November 28th.
- Held Purse Bingo on November 30 on the Williamson Campus. Was an amazing event. Raised approximately $10,000.00 that will go towards Workforce programs.
- Residential Wiring Students received a storage building for wiring training.
- Hosted Southern's Foundation Board Meeting and Annual meeting on December 6th.
- Hosted the Logan County Chamber of Commerce Brunch earlier today.

10. Mine Management, AAS Program

Mr. Bill Alderman presented the Mine Management, AAS Program to the Board. Provided a history of the program. Was previously a five-year grant running 2009 to 2014. At one point the program had over 300 students enrolled. Recently, interest has emerged, and we formed a Mine Management Advisory Committee. Presented the curriculum as developed with input from the Advisory Committee. This will help our oil and gas industry as well. This program has been accepted by the HEPC and is going into the degree inventory.

11. Action Items

11.1 Approval of October 17, 2023, Board Minutes

MOTION: Josh Stowers moved to approve the October 17, 2023, meeting minutes.

ACTION: Virgil Underwood seconded the motion. The motion was carried unanimously, and Chair Baldwin declared the motion adopted.

11.2 Request for Approval to Release Institutional Policies For 30-Day Comment

11.2.1 SCP-4710, *Academic Integrity*

MOTION: Chris Gray moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for distribution of SCP-4710, *Academic Integrity,* to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

ACTION: Shawn Cline Riggins seconded the motion. The motion carried unanimously, and Chair Baldwin declared the motion adopted.

11.3 Request for Final Approval following Additional 30-day Comment Period

11.3.1 SCP-2825, *Salary Administration*

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2825, *Salary Administration.*

ACTION: Chris Ward seconded the motion. The motion was carried unanimously, and Chair Baldwin declared the motion adopted.

11.4 New Mission Statement

MOTION: Virgil Underwood moved to table the new Mission statement.

ACTION: Josh Stowers seconded the motion. The motion was carried unanimously, and Chair Baldwin declared the motion adopted.

12. Informational Items

12.1 Organizational Chart and Vacancy Report

Ms. Debbie Dingess presented the following Organizational Chart updates to the Board.

- Vacant, Financial Aid Counselor (Logan Campus) Student Services
- Hired Roberta Carter, Financial Aid Assistant, Part-time (Logan Campus) Student Services
- Vacant, Part Time Library Clerk (Logan Campus) Chief Academic Officer/Accreditation Liaison Officer
- Vacant, English Faculty (Williamson Campus)
- Vacant, Nursing Faculty (Logan Campus)

Debbie Dingess reviewed the vacancy report with the Board at this time. She reviewed and discussed current vacant positions, job offers made and/or declined, and filling or not filling positions.

12.2 The Next Regular Board of Governors Meeting is Scheduled for 6 p.m. on Tuesday, February 20, 2023.

13. Adjournment

There being no further business, Chair Baldwin declared the meeting adjourned.

_____
Robert Baldwin, Chair

_____
Jennifer Dove
Executive Assistant to the President
and Board of Governors

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF FEBRUARY 20, 2024

ITEM:	SCP-4710, *Academic Integrity*
RECOMMENDED RESOLUTION:	*RESOLVED,* That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-4710, *Academic Integrity*.
STAFF MEMBER:	Debbie C. Dingess

BACKGROUND:

SCP-4710, *Academic Integrity*, was reviewed by the Chief Human Resources Officer and the Policy and Procedures Committee at their meeting on September 8, 2023, and then by the President's Cabinet on November 7, 2023.

At its December 12, 2023, meeting the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period. This comment period ended February 7, 2024. Comments were received from Kristin Boggs, General Counsel, West Virginia Council for Community and Technical College Education. Revisions by Ms. Boggs were to definitions and grammatical in nature, and are represented in the policy presented.

Therefore, the staff recommends that the Board of Governors of Southern West Virginia Community and Technical College grant final approval of SCP-4710, *Academic Integrity*, following the required 30-day public comment period.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE BOARD OF GOVERNORS
SCP-4710

SUBJECT: Academic Integrity

REFERENCE: None

ORIGINATION: July 1, 1984

EFFECTIVE: May 18, 2017

REVIEWED: September 8, 2023

SECTION 1. PURPOSE

1.1 To establish a policy that outlines Southern's responsibilities for academic integrity and procedures for handling academic dishonesty.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy applies to all students at Southern.

SECTION 3. DEFINITIONS

3.1 Academic Integrity – The expectation that faculty, students, and all members of Southern's campus community act with honesty, trust, fairness, respect, and responsibility in their studies and academic work.

3.2 Academic Dishonesty – Committing or contributing to deceitful acts by those engaged in teaching, learning, research, and related academic activities. It includes but is not limited to plagiarism, cheating, fraud, information technology misuse, or any misconduct with regard to academic integrity as defined.

3.3 Plagiarism – The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e., music, media, or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished or the work of a fellow student.

3.4 Cheating – The improper taking or tendering of any information or material that is used to determine academic credit. Examples include but are not limited to the following:

3.4.1 Copying from another student's test or homework paper;

3.4.2 Allowing another student to copy from a test or homework assignment;

3.4.3 Using unauthorized materials during a test, such as the course textbook, notebook, formula lists, notes, or crib sheets, including those stored in a calculator or other electronic device;

3.4.4 Collaborating during an in-class or take-home test with any other person by giving or

receiving information without authority;

3.4.5 Having another individual write or plan a paper, including those bought from research paper services;

3.4.6 Submitting the same paper or project in more than one class;

3.4.7 Obtaining any part of an examination or assignment before it has been given to the class; and

3.4.8 Use of any electronic device in class without the express permission of the instructor.

3.5 Fraud, Fabrication, Forgery, and Obstruction

3.5.1 Fabrication – the use of invented, counterfeited, altered, or forged information in assignments of any type, including those activities done in conjunction with academic courses that require students to be involved in out-of-classroom experiences.

3.5.2 Forgery – false making or material altering of documents, signatures, or art with the intent to defraud.

3.5.3 Obstruction – any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to education resources.

3.5.4 Fraud – intentional misrepresentation of the truth for the purpose of inducing another, in reliance on such misrepresentation, to part with something of value or surrender a legal right. Fraud includes, but is not limited to, the following:

3.5.4.1 Providing any signature other than one's own on any College document;

3.5.4.2 Forging or altering the record of any grade in an educational record;

3.5.4.3 Knowingly presenting false information or intentionally misrepresenting one's record; or

3.5.4.4 Knowingly providing false statements in any College proceedings.

3.6 Misconduct – the intentional violation of college policies related to academic integrity, including but not limited to:

3.6.1 Stealing, buying, downloading, or otherwise obtaining all or part of a test, quiz, graded assignment, and/or answers to the same;

3.6.2 Selling or giving away all or part of a test, quiz, graded assignment, and/or answers to the same;

3.6.3 Asking or bribing any other person to obtain a test, quiz, graded assignment, or any information about a test, quiz or graded assignment;

3.6.4 Misrepresenting the truth, including handing in computer programs or using computer programs generated by another as one's own work; lying to an instructor to increase a

grade; and lying or misrepresenting facts when confronted with an allegation of academic dishonesty;

3.6.5 Changing, altering, or being an accessory to changing or altering a grade in a grade book, on a computer, on a test, on a "change of grade" form, or on any other official academic records of the College that relate to grades;

3.6.6 Continuing to work on an examination or project after the specified time has elapsed; and

3.6.7 Information Technology Misuse – disruptive, unethical, or illegal use of the college's computer resources. Misuse of computers also includes disruptive, unethical, or illegal use of the computers of another institution or agency in which students are performing part of their academic program.

SECTION 4. POLICY

4.1 Because academic integrity is a cornerstone of the college's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community, the high value placed on truth implies a corresponding intolerance of academic dishonesty. Written or other work that students submit must be the product of their own efforts and must be consistent with appropriate standards of academic ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.

4.2 Upon discovering an act of academic dishonesty, the instructor shall determine the nature of the penalty. Such penalties may include but are not limited to a lower grade on the assignment, no credit for the assignment, or exclusion from further participation and a grade of "F" in the course.

4.3 The Chief Academic Officer shall handle repeated acts of academic dishonesty which the institution will not tolerate.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 Within 14 days after discovering an act of academic dishonesty ~~is discovered~~, the instructor shall notify the student in writing and include a statement of the penalty imposed.

7.2 Within 14 days after discovering an act of academic dishonesty, the instructor shall notify the appropriate dean in writing. The instructor shall include copies of any physical evidence and a written report stating the facts of the case and the action taken.

7.3 Any student aggrieved by the instructor's decision may initiate an appeal within 14 calendar days of the date of the instructor's written notification of such action, in accordance with the grievance procedure as stated in the Student Handbook.

7.4 For subsequent or multiple offenses by the student, in addition to being given a grade of "F" in the course in which the academic dishonesty occurred, the President, upon recommendation by the Chief Academic Officer, may expel the student from the College following a judicial hearing. The subsequent or multiple offense(s) is not limited to the course in which the initial offense was reported.

7.5 The Office of the Chief Academic Officer shall maintain a permanent record of academic dishonesty offenses, which shall be available in the student database for evidence in any future judicial hearings regarding academic dishonesty. A hearing board will only receive evidence of current student misconduct unless prior evidence of misconduct is pertinent to the hearing.

7.6 A student who has been given a grade of "F" by an instructor under this policy is not permitted to withdraw from the course with a grade of "W" after the instructor has initiated academic dishonesty procedures.

7.7 The deadlines for grade appeals set out in the student grievance procedure do not apply to grievances of action taken regarding academic dishonesty. The grievance, therefore, may not be filed in the subsequent term unless that term falls within 14 calendar days of the instructor's notification to the student that the instructor has initiated academic dishonesty procedures.

7.8 Penalties assigned for academic dishonesty may not be used as the basis for a subsequent grade appeal.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed.

SECTION 10. SIGNATURES

Board of Governors Chair	**Date**
President	**Date**

Attachments: None.

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: May 2006 – Revisions provide clarity and reflect changes in current practice. Definitions, responsibilities, and procedures were added to this policy.

November 2011 – Significant revisions to include aspect of integrity and technology advancements. Information referenced in policy from St. Petersburg College (www.spcollege.edu) and Central Michigan University (www.cmich.edu).

October 2016 – Revisions reflect changes to position titles and provide clarity.

September 8, 2023 – Revisions reflect clarity in definitions, grammar, and title changes.

SOUTHERN
WV COMMUNITY & TECHNICAL COLLEGE

Fiscal Year 2025

Tuition and Fees Request

Title 135, Series 32 of the West Virginia Legislative Rules governs the approval of tuition and fees. Local governing boards must approve the tuition and fee schedule. Local governing boards may approve a 10% increase in tuition and fees without CTCS approval. Any fee increases with a three-year rolling average over 7% must be approved by the CTCS.

Local governing boards must also approve special fees. The CTCS reviews the special fees, but their approval is not required.

Plan for FY2025

For fiscal year 2025, we are asking the Board of Governors to approve a 5% increase in tuition. This will bring our per credit hour rate to $184 per credit hour for a tuition rate of $2,208.00 per semester. This increase will allow us to increase our unrestricted operational revenue while keeping our capital fee low. We believe this increase will keep us in line with inflationary increases and provide us with adequate operating revenue while maintaining a low-cost college option in our service area. This increase will keep us below the 7% three-year rolling average and bring our 3-year rolling average increase to 4.55%.

Special Fees

In FY 2024 the Board approved instituting a $50 late fee. Starting in FY 2024, the college no longer dropped students for nonpayment. However, if a student had not completed their financial obligations by the end of the first week of class, they were to be assessed a $50 late fee. This fee was to be applied each week the student did not meet their financial obligation, with a cap of $250.00. If the student had not made payment arrangements with the Bursar after reaching the $250 late fee cap, the account was to be referred to collections.

As we moved to a new registration process shortly after this fee was approved, known as register now pay later we feel this late fee no longer applies and we would like to have the Board's approval to dissolve this fee.

Southern WV Community & Technical College Tuition Increase 7 year Average

FY19 - FY25

WV RESIDENT		FY19	FY20	FY21	FY22	FY23	FY24	FY25
Educational & General/Resident	ITUI	148.83	156.83	156.83	156.83	160.00	164.00	172.00
Capital Fees/Resident	ICAP	4.17	4.17	4.17	4.17	9.00	12.00	12.00
Resident Total per Credit Hour		**153.00**	**161.00**	**161.00**	**161.00**	**169.00**	**176.00**	**184.00**
Yearly Average Increase		**4.79%**	**5.23%**	**0.00%**	**0.00%**	**4.97%**	**4.14%**	**4.55%**
Rolling 7 Year Average								3.38%

Southern WV Community & Technical College Fee Schedule 2024 - 25

** Program fees are not capped at the 12 credit hour mark*

*** Book fee is for students who do not opt out of the Barnes & Noble Program*

Nursing Program 2024 - 2025 Tuition and Fees

WV RESIDENT		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Educational & General/Resident	ITUI	172.00	344.00	516.00	688.00	860.00	1,032.00	1,204.00	1,376.00	1,548.00	1,720.00	1,892.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00
Capital Fees/Resident	ICAP	12.00	24.00	36.00	48.00	60.00	72.00	84.00	96.00	108.00	120.00	132.00	144.00	144.00	144.00	144.00	144.00	144.00	144.00
Program Fee *		65.00	130.00	195.00	260.00	325.00	390.00	455.00	520.00	585.00	650.00	715.00	780.00	845.00	908.00	975.00	1,040.00	1,105.00	1,170.00
Book Rental Fee **		24.00	48.00	72.00	96.00	120.00	144.00	168.00	192.00	216.00	240.00	264.00	288.00	312.00	336.00	360.00	384.00	408.00	432.00
Resident Total		**274.00**	**548.00**	**822.00**	**1,096.00**	**1,370.00**	**1,644.00**	**1,918.00**	**2,192.00**	**2,466.00**	**2,740.00**	**3,014.00**	**3,288.00**	**3,378.00**	**3,468.00**	**3,558.00**	**3,648.00**	**3,738.00**	**3,828.00**

Allied Health Programs 2024 - 2025 Tuition and Fees

WV RESIDENT		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Educational & General/Resident	ITUI	172.00	344.00	516.00	688.00	860.00	1,032.00	1,204.00	1,376.00	1,548.00	1,720.00	1,892.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00
Capital Fees/Resident	ICAP	12.00	24.00	36.00	48.00	60.00	72.00	84.00	96.00	108.00	120.00	132.00	144.00	144.00	144.00	144.00	144.00	144.00	144.00
Program Fee *		50.00	100.00	150.00	200.00	250.00	300.00	350.00	400.00	450.00	500.00	550.00	600.00	650.00	700.00	750.00	800.00	850.00	900.00
Book Rental Fee **		24.00	48.00	72.00	96.00	120.00	144.00	168.00	192.00	216.00	240.00	264.00	288.00	312.00	336.00	360.00	384.00	408.00	432.00
Resident Total		**259.00**	**518.00**	**777.00**	**1,036.00**	**1,295.00**	**1,554.00**	**1,813.00**	**2,072.00**	**2,331.00**	**2,590.00**	**2,849.00**	**3,108.00**	**3,183.00**	**3,258.00**	**3,333.00**	**3,408.00**	**3,483.00**	**3,558.00**

Career and Technical Programs 2024 - 2025 Tuition and Fees

WV RESIDENT		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Educational & General/Resident	ITUI	172.00	344.00	516.00	688.00	860.00	1,032.00	1,204.00	1,376.00	1,548.00	1,720.00	1,892.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00
Capital Fees/Resident	ICAP	12.00	24.00	36.00	48.00	60.00	72.00	84.00	96.00	108.00	120.00	132.00	144.00	144.00	144.00	144.00	144.00	144.00	144.00
Program Fee *		25.00	50.00	75.00	100.00	125.00	150.00	175.00	200.00	225.00	250.00	275.00	300.00	325.00	350.00	375.00	400.00	425.00	450.00
Book Rental Fee **		24.00	48.00	72.00	96.00	120.00	144.00	168.00	192.00	216.00	240.00	264.00	288.00	312.00	336.00	360.00	384.00	408.00	432.00
Resident Total		**234.00**	**468.00**	**702.00**	**936.00**	**1,170.00**	**1,404.00**	**1,638.00**	**1,872.00**	**2,106.00**	**2,340.00**	**2,574.00**	**2,808.00**	**2,858.00**	**2,908.00**	**2,958.00**	**3,008.00**	**3,058.00**	**3,108.00**

Transfer/Undeclared 2024 - 2025 Tuition and Fees

WV RESIDENT		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Educational & General/Resident	ITUI	172.00	344.00	516.00	688.00	860.00	1,032.00	1,204.00	1,376.00	1,548.00	1,720.00	1,892.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00
Capital Fees/Resident	ICAP	12.00	24.00	36.00	48.00	60.00	72.00	84.00	96.00	108.00	120.00	132.00	144.00	144.00	144.00	144.00	144.00	144.00	144.00
Program Fee *		10.00	20.00	30.00	40.00	50.00	60.00	70.00	80.00	90.00	100.00	110.00	120.00	130.00	140.00	150.00	160.00	170.00	180.00
Book Rental Fee **		24.00	48.00	72.00	96.00	120.00	144.00	168.00	192.00	216.00	240.00	264.00	288.00	312.00	336.00	360.00	384.00	408.00	432.00
Resident Total		**219.00**	**438.00**	**657.00**	**876.00**	**1,095.00**	**1,314.00**	**1,533.00**	**1,752.00**	**1,971.00**	**2,190.00**	**2,409.00**	**2,628.00**	**2,663.00**	**2,698.00**	**2,733.00**	**2,768.00**	**2,803.00**	**2,838.00**

Welding Program 2024 -2025 Tuition and Fees

WV RESIDENT		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Educational & General/Resident	ITUI	172.00	344.00	516.00	688.00	860.00	1,032.00	1,204.00	1,376.00	1,548.00	1,720.00	1,892.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00	2,064.00
Capital Fees/Resident	ICAP	12.00	24.00	36.00	48.00	60.00	72.00	84.00	96.00	108.00	120.00	132.00	144.00	144.00	144.00	144.00	144.00	144.00	144.00
Program Fee *		75.00	150.00	225.00	300.00	375.00	450.00	525.00	600.00	675.00	750.00	825.00	900.00	975.00	1,050.00	1,125.00	1,200.00	1,275.00	1,350.00
Book Rental Fee **		24.00	48.00	72.00	96.00	120.00	144.00	168.00	192.00	216.00	240.00	264.00	288.00	312.00	336.00	360.00	384.00	408.00	432.00
Resident Total		**284.00**	**568.00**	**852.00**	**1,136.00**	**1,420.00**	**1,704.00**	**1,988.00**	**2,272.00**	**2,556.00**	**2,840.00**	**3,124.00**	**3,408.00**	**3,508.00**	**3,608.00**	**3,708.00**	**3,808.00**	**3,908.00**	**4,008.00**

INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Dr. Michael Jiles

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

1. BACKGROUND:

The Board of Governors, A.A.S. Program Review- this program is designed as a non-traditional degree completion opportunity specifically devised for adult learners to meet occupational goals, and employment requirements, establish professional credentials, or achieve personal goals, using prior learning experiences via licenses,certificates, military credit, and other collegiate sources.

2. STATEMENT OF RECOMMENDATION:

It is recommended that the program continue at the current level of activity.

3. RATIONALE:

The Board of Governors (BOG) Associate in Applied Science program is a unique and mature program designed to articulate with the West Virginia Board of Regents Bachelor of Arts degree. The program helps students improve skills necessary to be competitive in the workplace.

4. SUPPORTING DATA AND DOCUMENTS:

See program review report.

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

Equipment	None
Financial	None
Personnel	None
Space	None
Technology	None
Other	None

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

7. Dr. Michael Jiles 11/16/2023

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/Individual for Revision

Explanation for Denial or Return: _____

✓ For BOG

Teri M. Wells 11/28/2023
Chair's Signature Date

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

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

Explanation for Denial or Return: _____

Chair's Signature Date

11. PRESIDENT'S CABINET RECOMMENDATION: (if applicable)

☑ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

Dr. Pamela L Alderman
Chair's Signature Date

12. BOARD OF GOVERNORS RECOMMENDATION: (if applicable)

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

Explanation for Denial or Return: _____

Chair's Signature Date

Final Decision Copied to:
Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

Revised 09/08/21

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Prepared for the Community and Technical College System

Board of Governors, Associate in Applied Science
60 Credit Hours
Summary of Findings
2023 - 2024

Date: **October 1, 2023**
Program Contact: **Joshua May, Director of Educational Outreach**
Division: **Professional and Transfer Programs**
Division Dean: **Dr. Michael Jiles**
Accrediting Body: **None**
Accreditation Status: **N/A**
Number of Years Approved for Accreditation: **N/A**
Last date of program advisory board activity: Occurs Monthly on a state level - 10/09/2023

Final Recommendation Approved by Southern's Board of Governors:

☒ 1. Continuation of the program at the current level of activity without corrective action;

☐ 2. Continuation of the program with corrective action (specify required action);

☐ 3. Identification of the program for further development;

☐ 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;

☐ 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

Justification

The Board of Governors (BOG) Associate in Applied Science program should be continued because it is a unique and mature program designed to articulate with the West Virginia Board of Regents Bachelor of Arts degree. As such, these courses are included in articulation agreements with the State of West Virginia, four-year institutions, and core transfer agreements. The program provides an educational pathway for non-traditional students to complete their first associate degree and transfer to four-year institutions by allowing the completion of their basic education requirements and improving their academic ability. Additionally, the program helps students improve skills necessary to be competitive in the workplace by building on communication, critical thinking, math and science skills, and basic technology knowledge.

Program Background

The BOG program is designed as a non-traditional degree completion opportunity specifically devised for adult learners to meet occupational goals, and employment requirements, establish professional credentials, or achieve personal goals. This degree program provides the opportunity for adult learners to utilize credit for prior learning experiences via licenses, certificates, military credit, and other non-collegiate sources while assuring maximum credit transferability.

The BOG program is an alternative, non-traditional degree program designed for adult students seeking a degree completion opportunity. The degree is flexible in design and responsive to adult students' diverse needs and interests. Adult students with a broad range of life and educational experiences may combine a core of academic courses with credits earned through prior learning experiences to structure a unique associate degree program.

The BOG program requires 60 credit hours, which include a general education core of 21 hours and 39 hours of general electives encompassing a broad range of content areas while providing optimum flexibility. The required general education courses assure the development of essential skills and competencies necessary for an associate degree level graduate. Students are encouraged to explore various options for obtaining college credit including from prior learning experiences, course articulation, standardized exams, challenging college exams, credential validation, and the submission of a portfolio for credit.

Students who choose to earn credit for college-level learning acquired through professional work experience or other life experiences must complete the portfolio development course and submit a portfolio. The portfolio provides the opportunity for equating documented, college-level, experiential learning to college credit. College courses successfully completed at regionally accredited institutions may be transferred into the program and applied toward the credit hour requirements. Students are eligible for admission to the program two years after graduation from high school. In cases of those passing a high school equivalency examination, admission must be two years after their high school class graduated.

In addition to taking courses and challenging course exams, a student may complete the degree requirements through the following avenues:

1. Previously earned college transferable credits.
2. Credit earned for work and life experiences, including credit for military training, special assessment, licensure/certification, or other training or education.
3. Credits awarded through standardized testing (institutional challenge examinations, CLEP, DANTES, etc.)
4. Traditional or distance courses are offered through West Virginia's WVROCKS program, the West Virginia Online Collaborative Knowledge System, which provides access to online courses at community colleges and universities throughout the state.
5. Additionally, students complete the EL 201: Portfolio Development course. This course is offered online with direct instruction and assistance by the program coordinator or faculty assigned by the Dean. After the portfolio is submitted, it is evaluated by a faculty member or content expert with expertise in the field.

Executive Summary

The Board of Governors (BOG) Associate in Applied Science provides an opportunity for students to utilize prior learning experience to achieve maximum credit transferability. Adult students with a broad base of life experiences may combine a core of academic courses and prior learning and obtain a college degree. It is designed to graduate students who are prepared to become active, socially responsible members of their communities and places of employment.

Viability

This program remains a viable program for non-traditional students to achieve a degree and continues to be supported and authorized by the State to offer students an effective path to degree completion who may not be able to do so in a traditional way. The typical student is added to this program by referral from an advisor or the Registrar's office when the student undergoes a graduation audit, typically in their last semester. The potential student pool is limited to students who fall into certain eligibility requirements that limit the number of students.

Prior to the 2013/2014 academic year, getting a degree at Southern required most students to take specific courses in sequence to graduate. If the student was unable to take a course or experimented with too many non-program electives, the student may not have enough courses to graduate with a degree, even if they had more than 50 or 60 credit hours completed. To alleviate this issue, curriculum changes were made to the Associate in Arts and the Associate in Science programs. The major changes to these two degrees opened the available qualifying electives, allowing more students to complete a traditional degree and limiting the need for the BOG degree.

However, the BOG degree was also changed during the 2012/2013 academic year to be more specific in the accepted courses and the number of qualified general education courses. This change restricted some of the courses to maintain the rigor of the program. After the program change between 2013 to 2018 the coordinator and advisors went through prior students who had a specific number of completed credits and were eligible for the degree but had not graduated, and this push led to a total of 79 graduates in that time. Since the 2018/2019 academic year, this program has led another 95 graduates.

Necessity

As a statewide program, this degree helps to meet the need for a well-educated adult population in West Virginia. A variation of the degree is offered at every West Virginia community college. The degree was developed to work with working adults or individuals with family commitments or other obligations that restrict or prevent them from attending a traditional academic program. The flexibility of the program allows students to create an individualized degree plan by combining credits earned for work and prior learning experience, standardized testing, and additional traditional or distance-learning courses offered at the college. Since the majority of students in this program are already employed, the completion of a degree allows for upward mobility in their workplaces. Many times, current students once they complete a BOG degree further their education by completing another associate degree or transfer to pursue a bachelor's degree. Regardless of the future path students take, many times, the BOG program is the only way a non-traditional student can achieve an associate degree.

Adequacy

The courses required by the program and the experiential learning process are adequate to meet the required rigor, depth, and breadth of a community college program. Students are eligible for admission to the program two years after their high school graduation date. Students must not hold an associate's degree from an accredited institution nor be near completion in another degree program. Southern offers a combination of course options to provide the necessary curriculum to the program's students.

The courses in the program are generally offered each semester, and there is no major cost associated with this program for coursework. The coordinator of this position facilitates the entry of students into the program, completes the paperwork for challenging exams and experiential learning, and works with the deans and faculty directors to complete the evaluation processes. The program coordinator also works closely with the Registrar, student services, and others at the college to recruit and help students, participates in training, and the program is actively promoted to current and eligible students. Current resources are adequate to sustain the program, although more funding would enable market this degree to the community.

Consistency

Support for Southern's institutional mission is embedded in the BOG program by helping to provide accessible, affordable, and quality education. The students add to and increase college enrollment and success rates. Many BOG graduates enroll in other Southern programs upon completion of the BOG degree. The BOG program partners with other programs to increase college enrollment. Faculty contribute to the program by teaching BOG students, and they provide their expertise if students seek to replace traditional courses with challenging exams. Discontinuance of the program would have a negative impact on the institution's ability to accomplish its mission because the BOG degree provides a flexible option for completion to students who would not ordinarily graduate.

Strengths/Weaknesses

The program has had several coordinators since the last program review. Two of the coordinators were full-time faculty members with other programs or duties that limited the ability of the coordinators. The current coordinator is a full-time employee who is new to the role and has attended training sessions and meetings frequently. Rather than conduct a local advisory committee the coordinator attends a statewide committee of program directors and others that meets monthly to discuss issues related to the degree.

The BOG program is strengthened by its overall flexibility and minimal fees. There is no program entry fee for students and students who wish to replace a course with a challenge exam only pay $10 per credit hour. The low cost and flexibility used to determine progress make this degree highly accessible and affordable. The BOG combines high-quality traditional coursework with practical, real-life experience to ensure student success. BOG graduates typically continue their education at four-year institutions or seek advancement within their careers.

The primary weakness of the program is not having a program coordinator solely focused on BOG because they have additional programs to oversee. A secondary weakness is the limited funding available to

advertise to the wider community or directly with employers. Increasing marketing to the broader community could bring in more students who have not attended Southern.

Annual Review

Curriculum Modification/Reason for Modification/Rationale on how it relates to the College's Strategic Plan and Mission

There have not been any significant curriculum changes in this cycle.

Assessment Modifications/Reason for Modification/Rationale on how it relates to the College's Strategic Plan and Mission

There have not been any significant assessment changes in this cycle that apply to this program.

Achievements/Rationale on how it relates to the College's Strategic Plan and Mission

The most significant achievement is the graduation of 95 students during this assessment cycle.

Progress on Meeting prior goals/Rationale on how it relates to the College's Strategic Plan and Mission

The majority of the goals from the previous program review were met, and the remaining were not sufficiently detailed enough to define completion.

Program Data for the Past 5 Years

Academic Year	Headcount/FTE	#Graduates if applicable	Job Placement Rate	Passage Rate if applicable
2018-2019	6 / 2.30	25	N/A	N/A
2019-2020	9 / 4.13	22	N/A	N/A
2020-2021	13 / 4.4	24	N/A	N/A
2021-2022	11 / 3.93	13	N/A	N/A
2022-2023	12 / 4.2	11	N/A	N/A
Totals:	**51 / 18.96**	**95**		

Program Outcomes

Program Outcomes	Parts of the Mission Statement
1. Demonstrate the ability to think critically and creatively.	Southern (...) provide(s) accessible, affordable, quality education (...) that promotes professional and personal success...
2. Identify and apply analytical reasoning across academic disciplines.	Southern (...) provide(s) accessible, affordable, quality education (...) that promotes professional and personal success...
3. Demonstrate the specialized training and experience derived from the student's portfolio.	Southern (...) provide(s) accessible, affordable, quality education (...) that promotes professional and personal success...
4. Recognize and relate to literature and the arts, diversity, historical viewpoints, and global perspectives.	Southern (...) provide(s) accessible, affordable, quality education (...) that promotes professional and personal success...

Curriculum Map

The BOG program is a highly personalized degree pathway and does not have a typical curriculum pathway. Instead, the courses are generalized so the student can apply prior experience, experiential learning, academic work, or other acceptable experience to meet the needs of the degree. Additionally, the degree may be notated by the type of experiential learning the student provides so for example, in 2022 a student graduated with a BOG degree in mining. The program's curriculum is open to achieve this goal:

General Education Core
Communication - (any Speech or English course)
Credit Hours: 6
Computer Literacy - (any Computer Science course)
Credit Hours: 3
Science/Math - (any Biological Science, Chemistry, Geology, Integrated Science, Physical Science, Physics, Mathematics, Mathematics Education, or BU 115)
Credit Hours: 6
Social Science - (any History, Psychology, or Sociology)
Credit Hours: 6
Total General Education Core Hours: 21

General Electives
(any course not already used above to fulfill program requirements)
Credit Hours: 39
Total Credit Hours: 60

Assessment

During the last program review cycle, Southern used the Plan/Do/Act method of assessment. This was changed to a new assessment model in the 2023/2024 academic year. The new model will better facilitate the assessment of programs using student and program learning outcomes. Currently, Southern is in the first semester of data collection for this new assessment model, and complete data is not available at this time.

Upcoming 5-year Goals

1. Collect student, program, and general education learning outcome data.
2. In progress: Develop a Banner/Argos report that consistently identifies eligible students who can graduate with a BOG degree.
3. In progress: Provide training for all student advisors (faculty and student services) to be able to identify BOG-eligible students and to run a DegreeWorks audit frequently for assigned students.

Operating Expenses/Revenue

Operating Costs	Academic Year				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1. Personnel					
A. Faculty	$4,417.00	$6,663.00	$7,614.00	$7,664.00	$7,727.00
B. Support Staff					
2. Current Expenses					
A. Office Expense		$95.74	$489.96		$119.00
B. Travel	$115.24	$511.30	$461.58		
C. Memberships					
D. Professional Development		$134.95			
E. Equational Supplies					
F. Software					
G. Advertising		$314.82			
3. Equipment					
A. Educational Equipment					
B. Office Equipment					
C. Other					
	$4,532.48	**$7,719.81**	**$8,565.64**	**$7,664.00**	**$7,846.00**

INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Dr. Michael Jiles

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

1. BACKGROUND:

The Associate in Applied Science Occupational Development Degree is a statewide program involving various colleges within the Community and Technical College System, The United States Department of Labor, and the Bureau of Apprenticeship Training. This program has been listed on Southern's official degree inventory since June 1987.

2. STATEMENT OF RECOMMENDATION:

It is recommended that the program continue with corrective actions as listed in the program review. Use programs such as WVRocks, micro-credentialing, working with Board of Governors, restarting childhood specialists program with skill sets in Occupation Development, and collaborating with West Virginia Joint Apprenticeship Programs to implement a program with on-the-job training.

3. RATIONALE:

The college may need to offer apprenticeships in the future. Since the program does not have any expenditures, the College will retain it as an option. It is a program required by the Community and Technical College System of West Virginia.

4. SUPPORTING DATA AND DOCUMENTS:

See program review report.

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

Equipment	None
Financial	None
Personnel	None
Space	None
Technology	None
Other	None

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

7. Dr. Michael Jiles — 11/16/2023

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/Individual for Revision

Explanation for Denial or Return: _____

✓ BOG

Teri M. Wells 11/28/2023
Chair's Signature Date

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

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

Explanation for Denial or Return: _____

Chair's Signature Date

11. PRESIDENT'S CABINET RECOMMENDATION: (if applicable)

☑ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/Individual for Revision

Explanation for Denial or Return: _____

Dr. Pamela L Alderman
Chair's Signature Date

12. BOARD OF GOVERNORS RECOMMENDATION: (if applicable)

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

Explanation for Denial or Return: _____

Chair's Signature Date

Final Decision Copied to:
Submitting Individual, Committee Chairperson, or Council/Senate Chairperson

Revised 09/08/21

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs without Specialized Accreditation
Prepared for the Community and Technical College System

Occupation Development Associate in Applied Science
60 Credit Hours
Summary of Findings
2023-2024

Date: 10/1/2023
Program Contact: Dr. Michael Jiles
Division: Professional and Transfer Programs
Division Dean: Dr. Michael Jiles
Accrediting Body: Not applicable
Accreditation Status: Not applicable
Number of Years Approved for Accreditation: Not applicable.
Last date of program advisory board activity: There is not a local advisory for this program.

Final Recommendation Approved by Southern's Board of Governors:

☐ 1. Continuation of the program at the current level of activity without corrective action;

☒ 2. Continuation of the program with corrective action (specify required action): Reviewing the possibility of various avenues to incorporate various programs such as **WVRocks** (West Virginia Remote Online Collaborative Knowledge System Which allows students to work on 8-week courses at the home institution, which helps to improve completion rates for college, **micro-credentialing**, a way of teaching to lead to do cost-efficient course in skills and certifications in a few weeks, utilizing **workforce development**, working with Board of Governors degree representative to see if any students meet qualifications, researching **childhood specialists** program with skill sets in Occupation Development, and collaborating with the **Werst Virginia Joint Apprenticeship Programs** to implement a program with on-the-job-training, and updating the college catalog to include the Occupation Development Associate in Applied Science. Southern may also meet with the representatives of **the United States Department of Labor Bureau of Apprenticeships and Trainings program** to explore opportunities and assess for programs in the area. Southern may also meet with the United States Department of Labor Bureau of Apprenticeships and Trainings program representatives to explore opportunities and assess for programs in the area.

☐ 3. Identification of the program for further development;

☐ 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;

☐ 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree*

Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.

Justification

This program needs to remain listed in the degree inventory because other community colleges have kept it listed in their catalog. Southern West Virginia Community and Technical College (Southern) may need to offer apprenticeships in the future. Since the program does not have any expenditures, the College will retain it as an option. The Associate in Applied Science Occupational Development Degree is a program required by the Community and Technical College System of West Virginia. This program has been listed on Southern's official degree inventory since June 1987. This program is designed to provide cooperatively sponsored education opportunities, leading to associate degrees, for students in approved apprenticeship training programs. Collaborative agreements are already in place with the United States Department of Labor Bureau and Southern. The Associate in Applied Science Occupational Development is a program required by the State of West Virginia to meet the education needs of future apprentices.

Program Background

The Associate in Applied Science Occupational Development Degree is a statewide program involving various colleges within the Community and Technical College System, The United States Department of Labor, and the Bureau of Apprenticeship Training. This program has been listed on Southern's official degree inventory since June 1987. The program is designed to provide cooperatively sponsored educational opportunities, leading to associate degrees, for students in approved apprenticeship training programs. Specific courses of study are determined by the agreements between Southern and the training sponsor. Mandatory components of the programs include general education courses, classroom/laboratory training, and on-the-job experiences. Collaborative agreements are in place with the United States Department of Labor Bureau and Southern. The Associate in Applied Science Occupational Development Degree is a program required by the State of West Virginia to meet the educational needs of apprentices. It is recommended that the Occupational Development Associate in Applied Science program at Southern continue at the current level of activity with corrective action. If the program was discontinued, the College would not be able to provide students an opportunity to receive an education with an apprenticeship component when necessary. It provides a path for those who choose skilled labor as a career. Program discontinuation would create a vacuum in our region for apprenticeship and college education. Southern has Occupational Development with an emphasis on the following: According to the Registrar, Child Development Specialist, Firefighter, Mechatronics, and Registered Apprenticeship Program (RAP).

Executive Summary

The Associate in Applied Science Occupational Development Degree is a program required by the Community and Technical College System of West Virginia. This program has been listed on Southern's official degree inventory since June 1987. This program is designed to provide cooperatively sponsored education opportunities, leading to associate degrees, for students in approved apprenticeship training programs.

Strengths

- The program is flexible and geared toward adults.
- Focus is to increase the employability of individuals by providing them credentials.
- Assist working adults in meeting their individual educational goals.
- No cost associated with this program.
- Alternative avenues allow students to earn college credit through experiential and nontraditional means.
- Possible feeder for university transfer and other programs.

  Conclusion: The program has the potential to provide students with an avenue for training and education.

Weaknesses

- No students or graduates over the past 5 years.
- Minimal assessment data.
- No faculty. The current responsibility for this program lies with the Dean and Student Services.
- These programs are not active on the Admission Application or in Banner.
- No advisory committee.

  Conclusion: This program needs to have marketing, placed in the catalog, and be placed as a possible application in Banner.

Viability

- Ten students have enrolled in this program over the last ten years. No students have enrolled in this program over the last five years.
- There have been no graduates from this program in the last five years.
- There are not any validated articulation agreements in place for this program.
- This program is designed to provide cooperatively sponsored opportunities, leading to an associate degree, for students in approved apprenticeship training programs.
- There are no full-time faculty assigned to this program.

  Conclusion: Although there have been no graduates, this program is needed to meet future industry demands of apprenticeship training.

Necessity

- There is no other program within the immediate area.
- The program provides a degree completion for registered apprentices.

  Conclusion: The program meets the minimum necessary requirements.

Adequacy

- The curriculum meets the needs of the adult population it was designed to serve.

- Entrance abilities for the students are within community college standards.
- Current resources are sufficient to sustain the program.
- The curriculum is made up of three components-general education, support course, and on-the-job training. Specific courses of study are determined by the agreements between Southern and the training sponsor.
- There are no full-time faculty assigned to this program. Instruction is provided through general education, support courses, and the supervisor at the job site.
- In addition to the institution's admission standards, students must be enrolled in a registered apprentice program (RAP).
  Conclusion: The program meets the minimum adequacy requirements.

Consistency

- The program contributes to the fulfillment of the institutional mission.
  Conclusion: The program is consistent with the mission of the college.

Annual Review

Curriculum Modification/Reason for Modification/Rationale on how relates to the College's Strategic Plan and Mission

N/A

Assessment Modifications/Reason for Modification/Rationale on how it relates to the College's Strategic Plan and Mission

N/A

Achievements/Rationale on how it relates to the College's Strategic Plan and Mission

N/A

Progress on Meeting prior goals/Rationale on how it relates to the College's Strategic Plan and Mission

N/A

Program Data for the Past 5 Years

	Headcount/FTE	#Graduates	Completion Rate	Job Placement Rate	Passage Rate if applicable
2018-2019	2/1.47	0	0	0	0

2019-2020	0	0	0	0	0
2020-2021	1/0.27	0	0	0	0
2021-2022	0	0	0	0	0
2022-2023	0	0	0	0	0

Program Outcomes (Provide program outcomes and explain the connection to the college's mission.)

N/A since there are not any programs active at this time.

Program Outcomes	Parts of the Mission Statement
Effectively use both written and verbal communication in the workplace.	Southern provides accessible, affordable, quality education and training that promote success for those we serve.
Demonstrate an understanding of technical skills required in the specific occupational area through the successful completion of an approved apprenticeship or training program.	Southern provides accessible, affordable, quality education and training that promote success for those we serve.
Demonstrate knowledge of interpersonal skills and their application in the workplace.	Southern provides accessible, affordable, quality education and training that promote success for those we serve.
Apply principles of mathematics and science to contemporary issues in society and in the workplace.	Southern provides accessible, affordable, quality education and training that promote success for those we serve.

Curriculum Map (Provide a curriculum map that demonstrates where each program outcome meets your program's core courses in the first table and in the second table, showing the connection with the general education outcomes. Place an "X" in the row where they correlate. May add rows or columns as necessary).

A standard curriculum does not exist until the College is asked to establish a program that would consist of general education courses, support courses, and on-the-site training.

Table 1 Program Courses: N/A

Program Outcomes	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7
No Programs at this time.	None	None	None	None	None	None	None
	None	None	None	None	None	None	None
	None	None	None	None	None	None	None
	None	None	None	None	None	None	None

Table 2 Support Courses N/A

Program Outcomes	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7
No Programs at this time.	None	None	None	None	None	None	None
	None	None	None	None	None	None	None

	None	None	None	None	None	None	None
	None	None	None	None	None	None	None

Assessment

- Graduation Rates
- Student Evaluation
- FTE

Minimal assessment data exists due to a lack of graduates. The minimal participation of students is due to the transient nature of the population and of the program itself. Students interested in the program must be enrolled in the field and actively participating in an apprenticeship program. No graduate or employer satisfaction surveys are available.

Student Learning Assessment Results

N/A

General Education (Institutional) Outcomes

N/A. Would be included when a need was noted for a program in Occupational Development Associate in Applied Science.

General Education (Institutional) Outcomes	List all program courses that engage with the general education outcomes.	What artifacts (assessment measures) could be used to assess these outcomes in your program courses?
Written Communication	None	None
Verbal Communication	None	None
Quantitative Literacy	None	None
Critical Thinking	None	None
Intercultural Knowledge and Competence	None	None

Upcoming 5-year Goals

1. The College will provide services to the students under this program when needed.
2. The College will do a needs assessment of its service area to determine if any apprenticeship programs are needed in our service areas. One group has expressed an interest in the Child Developmental Specialist program.
3. The College may place a page in the catalog for Occupational Development.
4. The College may develop a set of skill sets applicable to this program.
5. The College may evaluate the possibility of Workforce utilizing this program.

Operating Expenses/Revenue (Finance and Information Technology)

No institutional funds are specifically allocated for this program and no specialized facilities are required for this program.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs without Specialized Accreditation
Prepared for the Community and Technical College System

Health Care Technology Certificate – Medical Lab Assistant Option
30 Credit hours
Summary of Findings
2023-2024

Date: 10/16/2023
Program Contact: Christy Spry, Director of Medical Laboratory Technology
Division: Allied Health and Nursing
Division Dean: Dr. Lisa Haddox-Heston
Accrediting Body: Not applicable
Accreditation Status: Not applicable
Number of Years Approved for Accreditation: Not applicable
Last date of program advisory board activity: 4/21/2023 (Joint advisory with MLT)

Final Recommendation Approved by Southern's Board of Governors:

☒ 1. Continuation of the program at the current level of activity without corrective action;

☐ 2. Continuation of the program with corrective action (specify required action);

☐ 3. Identification of the program for further development;

☐ 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;

☐ 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

Justification

This program should continue due to its consistent enrollment, low operation cost, and continued success of students on national certification exams. Many students choose this program to join the workforce quickly or gain skills while deciding on their long-term allied health goals, such as nursing or MLT.

Program Background

The Health Care Technology Certificate - Medical Lab Assistant (MLA) Option began on Southern's Logan campus in the fall of 1997. Students receive training in phlebotomy and basic laboratory testing as well as general education classes such as human anatomy and physiology, English, and math. This training prepares them for entry-level positions as phlebotomists or medical lab assistants in a variety of settings. They practice under the supervision of medical laboratory technicians, registered nurses, and physicians, depending on the job setting. These positions allow graduates to work in and around clinical professionals and often inspire them to further their training in allied health fields. Many former students return to Southern's medical laboratory technology, nursing, radiologic technology, and surgical technology programs. Students often join the program as part of their pursuit of a Health Care Professional A.A.S., while seeking acceptance to another allied health program, or as useful training to enhance their clinical skills when sitting out a semester from an allied health program.

Executive Summary

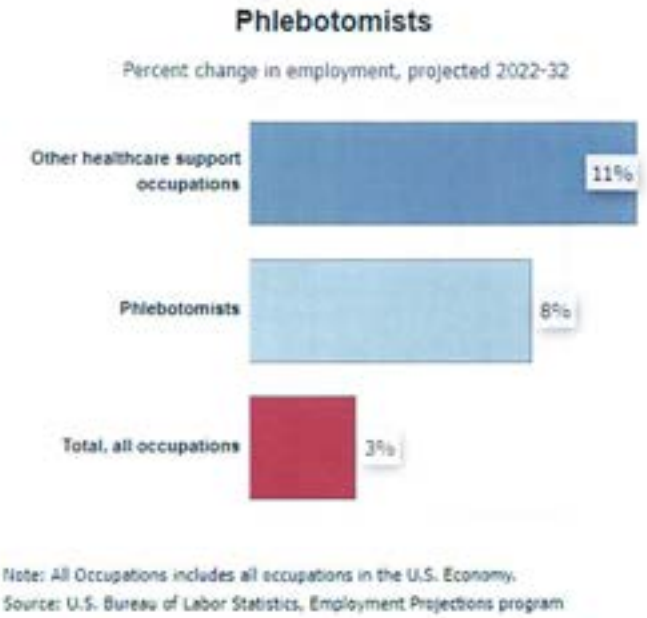
The Health Care Technology Certificate - Medical Lab Assistant (MLA) Option began on Southern's Logan campus in the fall of 1997. This training prepares them for entry-level positions as phlebotomists or medical lab assistants in a variety of settings. Students are allowed to work while they seek a degree in their desired field. It is considered a "gateway" into the health care field.

Viability

The Health Care Technology – Medical Lab Assistant Option certificate is a viable program because of its enrollment. Due to high demand, the course sequence is offered every semester and is almost always full at the class cap of 10. This cap was instituted in the 2018-2019 school year to provide more one-on-one time for students with the instructor. Since the class cap for the year-long program was 20, the class cap of 10 per semester results in the same number of possible graduates each year. There was a slight dip in enrollment during the COVID pandemic and shortly thereafter, but enrollment seems to be slowly increasing toward the previous numbers.

Necessity

The Health Care Technology – Medical Lab Assistant Option certificate is a necessary program to meet the ongoing shortage of laboratory professionals. Nationally, there is an expected 8% increase in phlebotomy jobs from 2022-2032, based on U.S. Bureau of Labor Statistics data. Data from Workforce West Virginia predicts that there will be nearly 200 phlebotomy job openings per year in the projections from 2020-2030 for a state growth rate of 2.27%. Considering the needs of the current economy, this program will be beneficial to the overall workforce.



Adequacy

This program has several factors contributing to the quality of education earned by those completing the courses.
Students completing the curriculum for this program receive the training to be ready for the workforce in a short period of time. In the 2018-19 academic year, the phlebotomy-specific courses (AH 103, 112, and 113) were offered every semester. This change allowed for more individualized training for the students but also a quicker entry to the workforce as students were able to sit for a national certification exam after a semester of courses. Many students were able to acquire jobs immediately after completing the course sequence, while others furthered their education by applying to another allied health program. In short, students seem to be enrolling in this program due to the variety of opportunities available after their training.

This program is also taught by an instructor with more than adequate credentials to fill this position. According to Southern's Faculty Qualifications policy (SIP-2171.E), allied health instructors are required to hold a "BS or BA with national/state certification in a professional healthcare profession, or AA, AS, or AAS with national/state certification in a professional healthcare profession with a minimum of 5 years' experience." During the period of the program review, Christy Spry was the instructor, and her credentials are as follows:

- A.A.S. in Medical Laboratory Technology
- Bachelor of Science in Medical Technology
- Master of Arts in Teaching
- American Society of Clinical Pathology certified Medical Laboratory Scientist
- Teaching experience in the medical laboratory technology field
- Five years of clinical experience
- Four years of teaching experience in K-12 schools

- Consistently participates in professional development for the medical laboratory field as well as in education.
- Achieved rank of Assistant Professor

At the present time, Ms. Spry has been hired as the Director of Medical Laboratory Technology, and the newly hired instructor, Jadriana Chaney, exceeds the qualifications for an allied health instructor as well.

The instructor for this program devotes at least 5 hours per week toward this program as a part of a full-time faculty position. The program courses constitute 33% of the teaching workload for this position.

Consistency

This program directly aligns with the college's mission statement. We provide accessible education to all students since this program has open enrollment. We do not have any required prerequisites. We provide affordable education since our program is eligible for federal aid grants, loans, and scholarships. The quality education and training received in this program continue to produce graduates who are prepared for the workforce and who also go on to further their education and, in most cases, they return to Southern. Students also perform well on national phlebotomy certification exams and become valued employees at local hospitals.

Strengths

- Dedicated program director
- Highly qualified instructor
- Sufficient classroom and laboratory space
- Low cost of operation
- Cooperation with local clinical facilities
- Students may go to work with a valuable skill after one semester
- Students can complete the certificate within a year
- Classes are also included in the Health Care Professional A.A.S.
- Students often return to allied health programs at Southern
- High rate of passage on national certification exams

Weaknesses

- Low response to graduate and employer surveys to obtain data

Annual Review

Curriculum Modification/Reason for Modification/Rationale on how relates to the College's Strategic Plan and Mission

To maximize one-on-one time with students in the student lab setting, we changed the curriculum to offer all three courses in the skill set (AH 103, 112, and 113) each semester instead of once per year. In the previous curriculum, each class had a cap of 20 students, which often led to students waiting long periods

to have the instructor's full attention when the class was full. We decided to lower the class cap to 10 students each semester. This allowed the instructor to devote more time to each student with direct instruction on phlebotomy techniques and feedback for improvement. This also helped students have clinicals closer to home since there were not as many students seeking positions at a time. The clinical sites were able to offer the same number of positions, so students had choices closer to home. Having students do clinicals closer to home reduces drive times and costs, which is helpful for students with families and jobs.

Assessment Modifications/Reason for Modification/Rationale on how relates to the College's Strategic Plan and Mission

Our classroom assessments changed to online assessments during the COVID-19 pandemic, so students had access to their feedback online. Students seemed to transition to this method of assessment well. We also incorporated online submission of student daily log sheets from the phlebotomy practicum. This protocol reinforced the accountability for recording accurate data and having that data verified by the clinical instructor on a daily basis. We also required students to submit documentation online for the days that they missed to ensure they were using the proper protocol for notifying the clinical site and the instructor of the time missed in the clinical practicum.

Another assessment modification we implemented in 2022 was the use of Trajecsys for collecting student information and clinical evaluations. Students were required to clock in and out at the clinical site so their location could be verified by GPS. This reduced the likelihood of falsified data and also gave instructors information that could prove or disprove student claims when there was a suspicion of falsified data. Trajecsys was also capable of collecting evaluations from clinical instructors. The evaluators had their own accounts, and student evaluations were assigned to the appropriate evaluators. These evaluations took less time to complete electronically and left little room to doubt that the data collected was not tampered with.

Achievements/Rationale on how it relates to the College's Strategic Plan and Mission

This program has a long history of excellent certification exam pass rates and job placements despite low numbers of completed surveys from graduates and skill set completers. I believe that one of the program's main achievements is to provide opportunities for a wide range of students. Many students join this program to get into the workforce quickly, while others join this program to obtain useful skills as they pursue their desired careers in nursing, medical laboratory technology, or any other allied health career.

Another achievement of this program was to continue to deliver quality education remotely during the COVID-19 pandemic. Lecture courses were held via Zoom or Microsoft Teams, and students met for lab on campus with exposure control measures in place to keep students safe. Our students were taken out of the clinical setting at the onset of the pandemic, but there are at least two of those students from Spring 2020 who have had successful careers in phlebotomy and continue through the writing of this document in October 2023. I believe their success can be attributed to their own character, motivation, and grit, but also to a quality education program that has navigated recent unexpected events and maintained its integrity.

Progress on Meeting prior goals/Rationale on how it relates to the College's Strategic Plan and Mission

Some of the goals from the previous years included changing the program name since the Health Care Technology certificate began with two options, Medical Laboratory Assistant and EKG. The EKG program was discontinued, but the name remains as the process proved to have more hurdles than anticipated. It is still a viable goal to continue to reach in upcoming years. Changes to the Health Care Professional A.A.S. include a phlebotomy option, so that may be an avenue to update the program name.

Program Data for the Past 5 Years

Years	Headcount
2022-2023	13
2021-2022	20
2020-2021	3
2019-2020	2
2018-2019	1

AH 113 students are enrolled in the final course for the phlebotomy skill sequence. Their major at that time was Heath Care Technology – Medical Lab Assistant Option. Their majors change frequently depending on their career path. Students that enroll in this program often go on to other allied health programs.
This certificate program serves the college because students that complete the skill set (AH 103, AH 112, and AH 113) can sit for a certification exam and enter the workforce in one semester.

Years	Skill Set Completion Rate
2022-2023	64%
2021-2022	53%
2020-2021	84%
2019-2020	100%
2018-2019	71%

This certificate program serves the college because these students complete certificate programs in addition to the Health Care Technology – Medical Lab Assistant Option. Students from more recent years will continue to complete certificates as they continue on with their career plans.

Years	HCT Certificate Completion Rate	Any Certificate Completion Rate
2022-2023	9%	0
2021-2022	11%	16%
2020-2021	37%	42%
2019-2020	33%	33%
2018-2019	36%	57%

This certificate program also supports the Health Care Professional degree program as well as many other programs. Students from recent classes will become degree completers as they continue their education, so these numbers will continue to increase over the year.

Years	Health Care Professional Degree Completers	Any Other Degree Completers
2022-2023	9%	0%
2021-2022	0	5%
2020-2021	5%	32%
2019-2020	24%	62%
2018-2019	14%	50%

Program Outcomes

Program Outcomes	Parts of the Mission Statement
Attain basic phlebotomy skills in collecting, processing, and transporting patient specimens.	Basic phlebotomy skills are training that leads to student success in the workforce.
Attain basic skills and knowledge in performing waived laboratory procedures following quality control restrictions and reporting patient results.	Having a functional knowledge of waived laboratory procedures, quality control and responsible reporting are training components that make students more marketable as workers.
Achieve knowledge and skills to successfully pass a phlebotomy certification exam.	Passing the national certification exam is evidence of quality education from this program.
Communicates verbally and non-verbally with patients, health care professionals, and others in an effective, appropriate, and capable manner, while respecting the confidentiality of patient results.	This program places students in clinical settings where communication is a key to adequate performance. They are trained in the classroom as well as alongside other health care workers to communicate effectively and to protect patient confidentiality.
Demonstrate professionalism and conduct that reflects safe, legal, and ethical behavior.	Students are trained in the specifics of professionalism for a phlebotomist such as dress code, body language, and respect for authority.
Demonstrate the importance of attendance, punctuality, and proper notification protocol.	Students are trained and graded on their attendance in the classroom and in the clinical setting. They must also perform proper notification and time documentation protocols.

Curriculum Map

Table 1 Program Courses

Program Outcomes	AH 100	AH 103	AH 108	AH 112	AH 113
Attain basic phlebotomy skills in collecting, processing, and transporting patient specimens.		X		X	X
Attain basic skills and knowledge in performing waived laboratory procedures following quality control restrictions and reporting patient results.		X		X	X
Achieve knowledge and skills to successfully pass a phlebotomy certification exam.		X		X	X
Communicates verbally and non-verbally with patients, health care professionals, and others in an effective, appropriate, and capable manner, while respecting the confidentiality of patient results.	X	X	X	X	X
Demonstrate professionalism and conduct that reflects safe, legal, and ethical behavior.	X	X	X	X	X
Demonstrate the importance of attendance, punctuality, and proper notification protocol.	X	X	X	X	X

Table 2 Support Courses

General Education Outcomes	EN 101	BS 124	BS 125	MT 121	PY 218
Written Communication	X				
Verbal Communication	X				X
Critical Thinking		X	X	X	X
Quantitative Literacy				X	
Intercultural Knowledge		X	X		X

Assessment:

Program Outcomes

1. Attain basic phlebotomy skills in collecting, processing, and transporting patient specimens.
2. Attain basic skills and knowledge in performing waived laboratory procedures, following quality control restrictions, and reporting patient results.
3. Achieve knowledge and skills to successfully pass a phlebotomy certification exam.
4. Communicates verbally and non-verbally with patients, healthcare professionals, and others in an effective, appropriate, and capable manner, while respecting the confidentiality of patient results.
5. Demonstrate professionalism and conduct that reflects safe, legal, and ethical behavior.
6. Demonstrate the importance of attendance, punctuality, and proper notification protocol.

Assessment Matrix
2019-2023

Outcome	Measurement Tools	When Performed	Satisfactory Performance	Person Conducting Evaluation	2019	2020	2021	2022	2023
					RESULTS				
1	Classroom Evaluation	Periodically	76% or higher	Laboratory Instructor	S	S	U	U	U
	*Clinical Evaluations	End of rotation	76% or higher or 982 total	Clinical Evaluator	S	S	S	U	U
2	Written exams Classroom Evaluations Practical Exams	Conducted periodically throughout course	76% or higher	Laboratory Instructor	U	U	S	U	S

3	Written certification exam	Program completion	A score of 400 or better	Exam proctor	S	U	U	S	U
4	Affective evaluation	Periodically	26 or more points	Laboratory Instructor	S	S	S	S	S
	*Clinical Evaluations	End of rotation	76% or higher or 982 total	Clinical Evaluator	S	S	S	U	U
5	Affective evaluation	Periodically	26 or more points	Laboratory Instructor	U	S	S	S	S
	*Clinical Evaluations	End of rotation	76% or higher or 982 total	Clinical Evaluator	S	S	S	U	U
6	Affective evaluation	Periodically	26 or more points	Lecture/Lab Instructor	U	S	U	U	U
	*Clinical Evaluations	End of rotation	76% or higher or 982 total	Clinical Evaluator	S	S	S	U	U

S – All students met or exceeded the required threshold.
U – One or more students failed to meet the required threshold.
Explanation and action will be given.
O – Ongoing assessment/Results to follow.

*This evaluation is for those students who progressed on to the clinical rotation, AH 113.

Explanation of Findings

2019

- One student failed to meet the required threshold due to lack of attendance to class or clinicals (Outcomes 5 and 6). One student failed to meet the required threshold due to not achieving the minimum passing score in AH 112 (Outcome 2).

  Due to the personal nature of these findings, no action is needed.

2020

- Two students did not achieve the minimum passing score in AH 112 (Outcome 2).

  Due to the personal nature of these findings, no action is needed.

- Four students did not pass the national certification exam (Outcome 3).

  Since the program specific courses were changed to half term courses and the majority of the information for the certification exam came from the first half term, we began to include weekly review exams for the material on the certification exam after seeing these

results. It was suspected that students were not accessing that information often enough through the second half term to maintain their level of knowledge.

2021

- One student stopped attending class and did not meet the threshold of achieving the minimum passing score in AH 103 (Outcomes 1 and 6).

  Due to the personal nature of these findings, no action is needed.

- Three students did not pass the national certification exam, and seven students did not take the certification exam (Outcome 3).

  These students did not take the exam despite being instructed and encouraged to do so. I believe many of them planned to pursue other careers and felt that this credential would not provide job opportunities that they were interested in.

2022

- Two students did not meet the requirements to pass the first course of the sequence, where phlebotomy skills are taught (Outcome 1).

  Both students expressed situations outside of the classroom that prevented them from being successful in the classroom. Due to the personal nature of these findings, no action is needed.

- Five students did not continue to attend classes but failed to withdraw from AH 113, so those students did not achieve successful evaluations (Outcomes 1, 4-6).
  - Faculty attempted to contact these students multiple times but received no response. Due to the personal nature of these findings, no action is needed.

2023

- Three students did not withdraw from their courses, so did not achieve successful evaluations (Outcome 1, 4-6).
  - Faculty attempted to contact these students multiple times but received no response. Due to the personal nature of these findings, no action is needed.
- One student did not achieve the passing score on the national certification exam.
  - Due to the personal nature of these findings, no action is needed.

Student Learning Assessment Results

Students completing the phlebotomy course sequence are eligible to take the National Health Career Association's Certified Phlebotomist Exam. Our program typically has very high pass rates that exceed the national average, but we saw some decreases during the COVID-19 pandemic and seem to have rebounded in recent years.

NHA CPT Certification Results (2019-2023)				
Year	Students Taking Exam	Students Passing Exam	Pass Rate	National Average
2019*	22 (20)	20 (18)	91% (90%)	80%
2020	12	8	67%	81%
2021	11	8	73%	79%
2022	14	14	100%	78%
2023	7	6	86%	76%

*Two test takers were not Southern students, so I removed their data from this table.

NHA CPT Certification Results by Class (2019-2023)					
Year	AH 113 Students	Students Taking Exam	Students Passing Exam	Pass Rate	National Average
2019	14	10	9	90%	80%
2020	21	21	16	76%	81%
2021	19	11	7	64%	79%
2022	19	6	6	100%	78%
2023	11	7	6	86%	76%

General Education (Institutional) Outcomes

General Education (Institutional) Outcomes	List all program courses that engage with the general education outcomes.	What artifacts (assessment measures) could be used to assess these outcomes in your program courses?
Written Communication	AH 103, AH 112, AH 113	Labeling Exercises (AH 103)
Verbal Communication	AH 103, AH 112, AH 113	Venipuncture Evaluation (AH 103)
Quantitative Literacy	AH 103	Basic Lab Math (AH 103)
Critical Thinking	AH 103, AH 112, AH 113	Clinical Evaluation (AH 113)
Intercultural Knowledge and Competence	AH 103, AH 112, AH 113	Discussions about respect of differing cultures and beliefs (AH 103)

Upcoming 5-year Goals

In the next 5 years, some goals include:

- changing the name of the certificate program to a more recognizable title to reduce the level of confusion when applying for graduation
- encouraging more participation in survey data collection from students and employers by using an electronic format for delivery

- finding methods of identifying students who have completed all the courses for the certificate program after completing the skill set to encourage them to apply for graduation since this seems to be one of the reasons for the low number of graduates

Operating Expenses/Revenue (Finance and Information Technology): From Finance

Operating Costs	Academic Year				
	2018-19	2019-20	2020-21	2021-22	2022-2023
1. Personnel					
A. Faculty	$53,705.00	$56,565.00	$56,713.00	$58,278.00	$66,984.93
B. Support Staff					
2. Current Expenses					
A. Office Expense					
B. Travel					
C. Memberships					
D. Professional Development					
E. Equational Supplies					
F. Software					
3. Equipment					
A. Educational Equipment					
B. Office Equipment					
Student Act					
C. Other					
Subtotal A	*$ 53,705.00*	$ 56,565.00	*$ 56,713.00*	*$ 58,278.00*	*$ 66,984.93*

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Programs with Specialized Accreditation

Prepared for the Community and Technical College System

Surgical Technology, Associate in Applied Science
60 Credit Hours
Summary of Findings
2023 - 2024

Date:	**October 15, 2023**
Program Contact:	**Misha Herndon, Program Director**
Division:	**Allied Health and Nursing**
Division Dean:	**Dr. Lisa Haddox-Heston**
Accrediting Body:	**Commission on Accreditation of Allied Health Education Programs (CAAHEP) with ARC/STSA (Accreditation Review Council on Education/Surgical Technology and Surgical Assisting is umbrellaed under it.**
Accreditation Status:	**Site Visit in 2024**

Number of Years Approved for Accreditation: 10
Last date of program advisory board activity: April 21, 2023

Final Recommendation Approved by Southern's Board of Governors

☒ 1. Continuation of the program at the current level of activity without corrective action;

☐ 2. Continuation of the program with corrective action (specify required action);

☐ 3. Identification of the program for further development;

☐ 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;

☐ 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

Justification

This program should continue due to the continued success of the students on the certification exam, the shortage of the Surgical Technology program, and the shortage in the healthcare profession of certified surgical technologists. This program provides students with a pathway into the surgical field and an alternative to nursing.

Program Background

The Associate in Applied Science Surgical Technology Degree is a program that is Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited. This program has been established and ongoing since 1997. The program is designed to meet the needs of the hospitals in our service area. The surgical technologist functions as an integral part of the surgical team under the direct supervision of a licensed Registered Professional Nurse and in cooperation with the surgeon, anesthesiologist, or anesthetist. Duties and responsibilities include preparing the sterile field, equipment, supplies, and instrumentation during surgical procedures, as well as being able to operate complex machinery such as sterilizers, electrosurgical units, and diagnostic equipment used in surgery. The surgical technologist assists medical and nursing personnel in operating rooms, emergency rooms, obstetrical units, and outpatient facilities.

The program continues to limit enrollment to 20 students per year due to the availability of clinical space for hands-on practice at the clinical facilities. Since COVID-19, enrollment in the healthcare professions has decreased, including surgical technology. This has created a national shortage in the profession.

Mandatory components of the program include general education courses, didactic/laboratory training, and clinical experiences. Collaborative agreements are in place with the clinical affiliated and Southern. Overall, in the country, the Associate in Applied Science Surgical Technology Degree is a program that is currently experiencing a national shortage and it is literally affecting all healthcare professionals. It is recommended that the Surgical Technology program continue at the current level of activity without corrective action. If the program was discontinued, the college would not be able to provide students with the opportunity to become Certified Surgical Technologists (CST) and widen the national shortage creating a decrease in accredited programs in the State of West Virginia. This would lead to an increase in non-accredited programs, apprenticeships, and on-the-job training.

Graduates of the program are eligible to take the Surgical Technologist National Certifying Examination. The certification exam is not required to practice as a surgical technologist. However, some healthcare facilities increase the pay for a CST.

The Program Director and Faculty possess pride in the program on its reputation. During our clinical visits in 2023, various operating room directors and clinical preceptors stated: "Great students, have several jobs available"; "Great students, never have a problem with Southern's students"; "Would hire a Southern graduate over any other school"; "Great students and would love to hire a student extern".

Executive Summary

The Accreditation Review Committee on Education in Surgical Technology and Surgical Assisting (ARC/STSA) requires graduate and employer surveys to be completed within one year after graduation. The survey assesses the graduate skills and the program's strengths and weaknesses. The accreditation standards require that 50% of graduate and employers' surveys are returned and 70% are satisfied. Southern has a 100% return rate and 100% satisfaction rate.

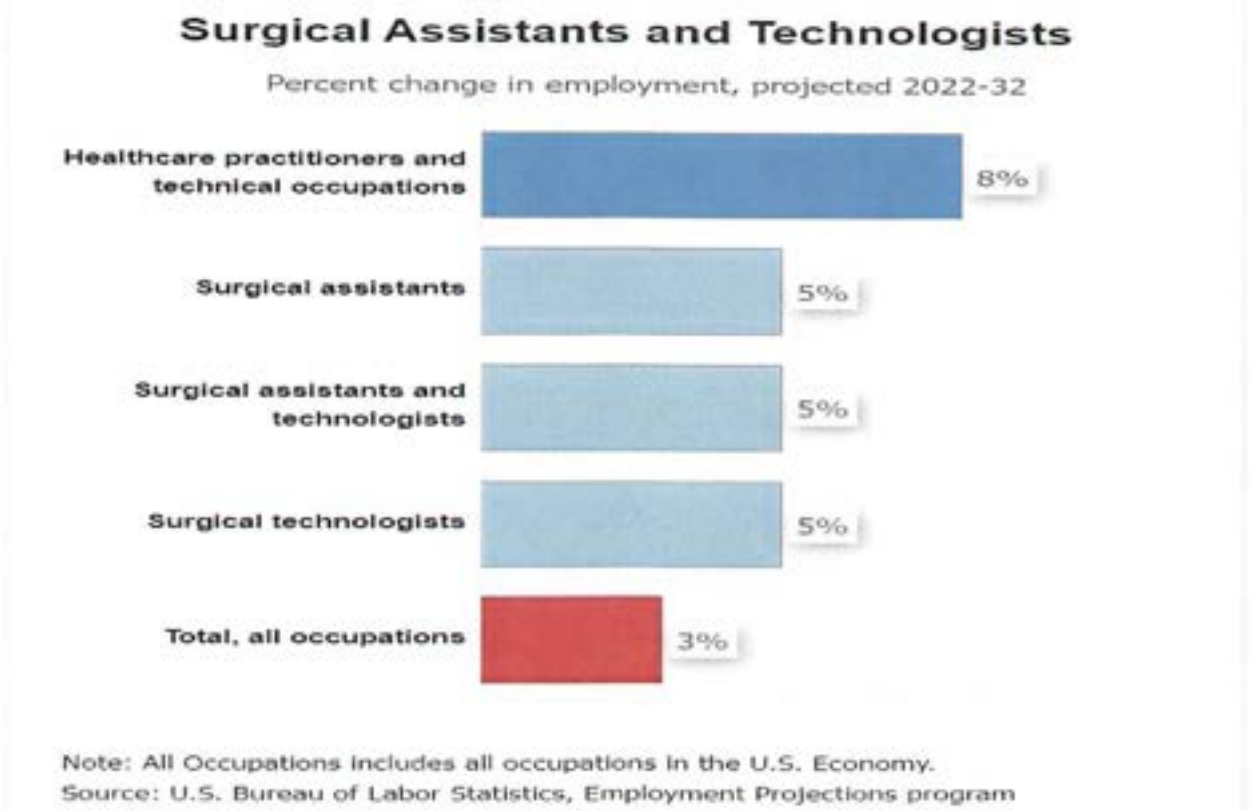
Viability

- The Surgical Technology program is a cost-effective program that attracts students.
- The program meets validated industry demands as indicated by current employment opportunities. Many hospitals across the nation are grappling with a critical shortage and are forced to hire traveling surgical technologists to fill the national shortage.
- Many graduates further their careers as Certified Surgical Technologist First Assistants. This certification enables graduates to take on leadership roles and is the next level up in skills and leadership in the operating room.
- The program maintains clinical contacts with facilities in Logan, West Virginia, Charleston, West Virginia, Williamson, Kentucky, and Pikeville, Kentucky, with
- excellent feedback on the student's instrumentation and clinical readiness
- A mock operating room was created to allow students to experience real operating room simulation before entering a clinical site.

Necessity

- There are no other accredited programs within our immediate area and currently only six accredited programs in the State of West Virginia.
- The program provides a degree completion and the opportunity to sit for the National Certification Exam.
- The program meets both educational and employment needs.
- As the Legislation trend in requiring certification grows across the Nation so does the necessity to promote qualified individuals in the field. There is an anticipation that in the near future, WV will require National Certification as do the bordering states of Virginia and Pennsylvania. Surgical Technicians are in the middle of a national shortage. This is driving facilities to offer "on-the-job training". The Program Director and Faculty feel as though this is a huge liability to the hospitals as they are not hiring qualified or certificated personnel.
- Thomas Health has offered two full scholarships to each of Southern's Allied Health programs. This will allow students to graduate with an associate degree debt-free.
- Hospitals are offering students the opportunity to extern while in the program due to the national shortage.

Nationally, there is an expected 5% increase in surgical technology jobs from 2022-2032, based on U.S. Bureau of Labor Statistics data. Data from Workforce West Virginia predicts that there will be nearly 860 surgical technologists' job openings per year in the projections from 2022-2032.
Considering the needs of the current economy, this program will be beneficial to the overall workforce.



Adequacy

- The curriculum meets the requirements required by the Association of Surgical Technologists core curriculum.
- Entrance abilities for the students are within community college standards.
- Current resources are sufficient to sustain the program.
- Placement of graduates has been exceptional.
- The curriculum is made up of four components: core curriculum, general education, support courses, and clinical practicum.
- The program is adequately staffed with two full-time qualified faculty. Instruction is provided through a core curriculum, general education, support courses, and clinical practicum.
- In addition to the institution's admission standards, students must be eligible to enter college-level Math and English. Must have a cumulative GPA of 2.0 in all previous college-level courses. If no college course is available, a high school GPA will be considered.
- Employment is available to any graduate who wants employment in the field. The job placement rate ranges from 90%-100%.
- The pass rate for certifications has been 100% for the past 4 years.

Consistency

- The program contributes to the fulfillment of the institutional mission and vision.
- The program is accredited, which proves that we meet the program-specific standards of quality.

Annual Review

- In May 2023, students attended the National Conference in Chicago to compete in the Scrub Bowl. Our students tied for first place but ended up taking home second.
- Southern West Virginia Community and Technical College hosted the West Virginia Association of Surgical Technologists Fall workshop and its annual business meeting.
- Participated in College activities such as Trunk-or-Treat, toy drive, and recruitment tours.
- Distributed 200 gift bags to CST preceptors for National Surgical Technology Week at all of our clinical facilities.
- Misha Herndon was elected vice president of the West Virginia AST Board of Directors.
- Meloney McRoberts was elected president of the West Virginia AST Board of Directors and serves on a National Education Policy Standards Committee.
- Meloney McRoberts attended training in November 2023 to become a site visitor for the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

Curriculum Modification/Reason for Modification/Rationale on it How Relates to college's Strategic Plan and Mission

In 2018-2019 SG 235 Skill Seminar Review Course was developed and implemented to prepare the students to take the National Certification Exam. This relates to the College's Strategic Plan and mission by providing education and training that promotes the student's success initiatives. The Skills Seminar Review Course offers a learning environment that is dedicated to guiding students to improve their passage rates on the National Exam. This contributed to the 100% passage rates since 2020.

Assessment Modifications/Reason for Modifications/Rationale on How they Relate to the College's Strategic Plan and Mission

N/A

Achievements/Rationale on how it relates to the College's Strategic Plan and Mission

The table below provides a visual overview of the Surgical Technology program passage rates for the last five graduating cohorts. The accreditation agency standards are set at 70% passage rates in each cohort. Since implementing the Skill Seminar Review course our program has had greater than 80% passage on the National Exam. This relates to the Strategic Plan and mission by providing students with success with completion of the program.

Progress on Meeting prior goals/Rationale on how it relates to the College's Strategic Plan and Mission:
N/A

Program Data for the Past 5 Years

Aggregated Data

Academic Years	Headcount* 1st and 2nd year
2022-2023	29
2021-2022	27
2020-2021	33
2019-2020	28
2018-2019	21

*This headcount reflects how many students have selected this as their program of study.

Cohort Program Data for the Past 5 Years

	Cohort Enrollment	Graduates	Completion Rate	Job Placement Rate	Passage Rate if applicable
2017-2019	9	6	67.0%	100.0%	83.0%
2018-2020	13	10	76.9%	100.0%	100.0%
2019-2021	14	10	71.0%	90.0%	100.0%
2020-2022	15	11	73.0%	91.0%	100.0%
2021-2023	15	13	86.6%	91.0%	100.0%

*Job placement rate is based on the students who graduated from the program.

Program Outcomes

Program Outcomes	Parts of the Mission Statement
1. Students will communicate effectively and demonstrate behavior that corresponds to the ethical and legal standards of the profession, uphold patient care standards, and adhere to the moral and honest integrity of the scope of practice.	Southern provides accessible, affordable, quality education and training that promote success for those we serve. Communication is part of the General Education Outcomes (Institutional Outcomes) and being able to uphold the standards of the professional will promote success.
2. Students will demonstrate the principles of aseptic technique at all times and maintain a surgical conscience in a	Southern provides accessible, affordable, quality education and training that promote success for those we serve. In order to promote success for

Program Outcomes	Parts of the Mission Statement
knowledgeable manner that provides optimal patient care.	their patients, the student must protect their patient by being aseptic as possible.
3. Students will identify the use and actions of medications and label all medications used in the sterile field.	Southern provides accessible, affordable, quality education and training that promote success for those we serve. Student will be able to recognize the actions of medications and be safe in labeling them.
4. Students will identify and label surgical instruments, supplies, and equipment used during a specific surgical procedure.	Southern provides accessible, affordable, quality education and training that promote success for those we serve. Student will be able to be part of the surgical team and encourage safe and success for their patient.
5. Students will implement the knowledge of medical terminology, anatomy and physiology, and surgical procedural steps to anticipate the needs of the surgical team.	Southern provides accessible, affordable, quality education and training that promote success for those we serve. Students will have the most up-to-date knowledge on standards of practice, evidence-based practice, and basic knowledge of anatomy and physiology so they can successfully care for the patient.

Curriculum Map

Table 1 Program Courses

Program Outcomes	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7
	SG 100	SG 101	SG 120	SG 210	SG 220	SG 230	SG 235
1	X	X	X		X	X	X
2	X	X	X		X	X	
3			X	X			
4			X	X	X	X	
5	X	X	X		X	X	X

Table 2 Support Courses

Program Outcomes	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7
	AH 108	BS 124 & BS 125	MT 121	EN 101	AH 200	PY 218	BS 127
1				X	X		
2		X					X
3							
4							
5	X	X				X	

Assessment

Assessment methods used to assess the student's progress are weekly exams, quizzes, clinical evaluations, and certification results.

Student Learning Assessment Results

- National Certification Exam is a program assessment method that measures the student's mastery of the program outcomes
- Meeting standards on the annual reports
- National Board Surgical Technologist and Surgical Assisting (NBSTSA) School Performance Report

General Education (Institutional) Outcomes

General Education (Institutional) Outcomes	List all program courses that engage with the general education outcomes.	What artifacts (assessment measures) could be used to assess these outcomes in your program courses?
Written Communication	SG 120, SG 235	Clinical Case Study Report
Verbal Communication	SG 100, SG 101, SG 120, SG 220, SG 235	PowerPoint Presentations
Quantitative Literacy	SG 100, SG 101, SG 120, SG 210, SG 220, SG 230, SG 235	Didactic Exams
Critical Thinking	SG 100, SG 101, SG 120, SG 210, SG 220, SG 230, SG 235	Didactic and Laboratory
Intercultural Knowledge and Competence	SG 100, SG 101, SG 120, SG 220, SG 230, SG 235	

Upcoming 5-year Goals

To prepare competent entry-level Surgical Technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Operating Expenses/Revenue

The Surgical Technology program is a cost-effective program that attracts students. The number of students graduating is expected to increase with the national shortage in the field.

The program receives a budget from the College. It is sufficient to purchase supplies and learning tools and to cover the cost of faculty travel. The program receives donations from clinical facilities. These donations include antiquated supplies and equipment as a donating entity replaces and updates its equipment. These types of donations also help with the program budget.

Operating Costs	Academic Year				
	2018-2019	2019-2000	2020-2021	2021-2022	2022-2023
1. Personnel					
A. Faculty	$123,483.00	$131,187.00	$158,557.00	$161,173.00	$183,162.66
B. Support Staff					
2. Current Expenses					
A. Office Expense	$830.07	$388.42	$1821.51	$125.50	$545.14
B. Travel	$520.28	$208.20	$140.00		$163.76
C. Memberships					$80.00
D. Professional Development			$300.00		$153.30
E. Equational Supplies	$1,172.95	$2,739.19	$2,439.50	$3,512.63	$5,574.53
F. Computer Sup	$362.89				
G. Hospitality	$139.47				
H. Student Act	$88.50	$85.25	$79.50	$98.45	$370.35
I.Misc				$9,199.00	
3. Equipment Purchased with Perkins Funding					
A. Educational Equipment			$3,316.86	$47,176.06	$4,561.68
B. Office Equipment					
C. Other					
Subtotal A	*$126,597.16*	*$134,808.06*	*$166,654.37*	*$221,284.64*	*$194,611.42*

EFFECTIVE

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

Organizational Chart

UPDATED
2/06/24

SOUTHERN
WV COMMUNITY & TECHNICAL COLLEGE

OFFICE OF HUMAN RESOURCES

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
ORGANIZATIONAL CHART
INDEX

President..... Page 1
- President's Cabinet

External Affairs..... Page 2
- Communications
- Community Relations
- Development

Facilities..... Page 3

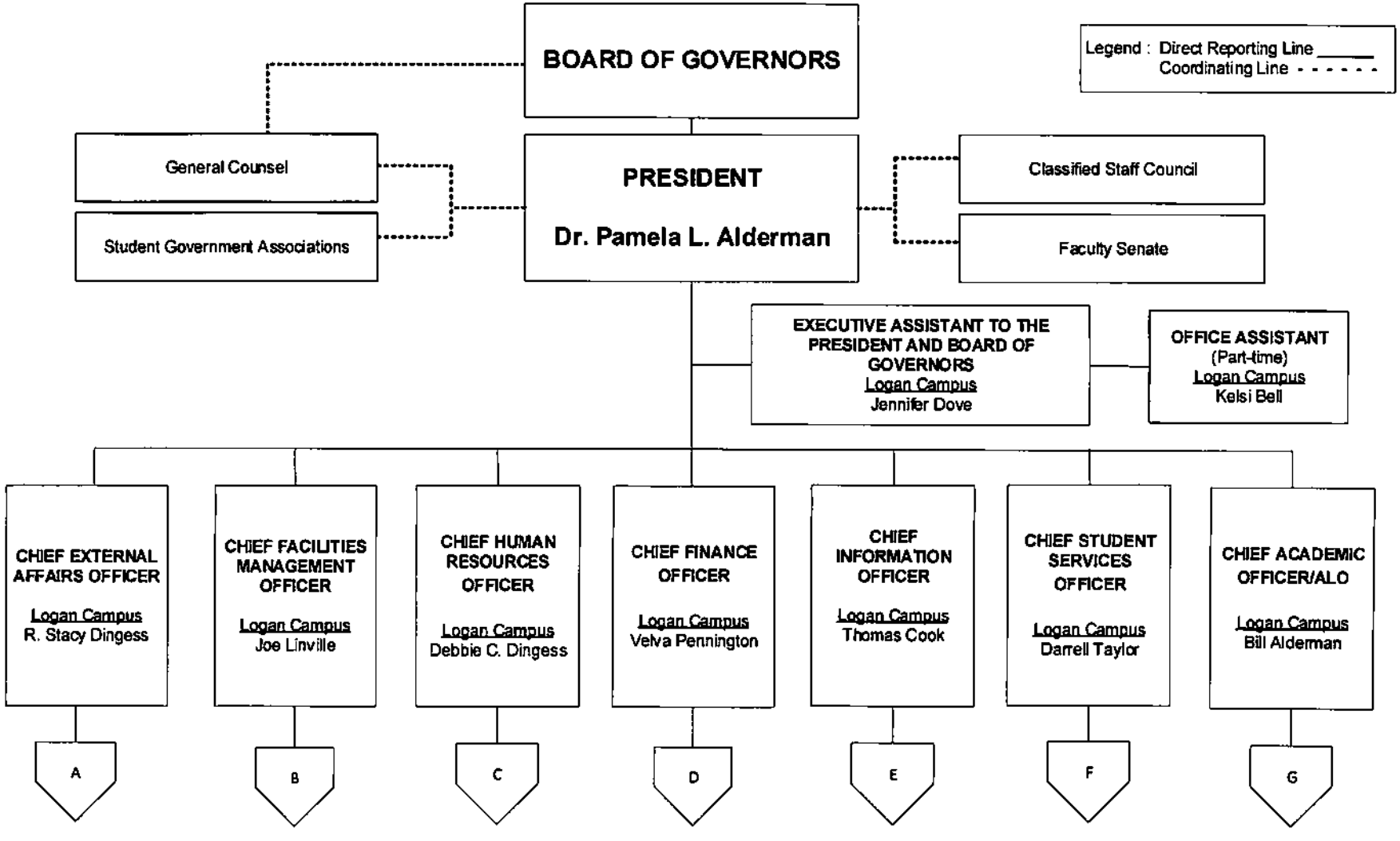
Human Resources..... Page 4

Business Services..... Page 5
- Controller
- Budgets and Purchasing

Office of Information Technology..... Page 6
- Applications Programming/Development
- Distance Education
- Web Development
- Institutional Research
- Network Services
- User Services

Student Services..... Page 7-8
- Admissions..... Page 7
- Financial Assistance..... Page 7
- Registrar..... Page 7
- Student Success..... Page 7
- Workforce Development..... Page 8

Academic Affairs/ALO..... Page 9-11
- Accreditation and Assessment..... Page 9
- Library Services..... Page 9
- Professional and Transfer Programs..... Page 10
- Allied Health and Nursing..... Page 11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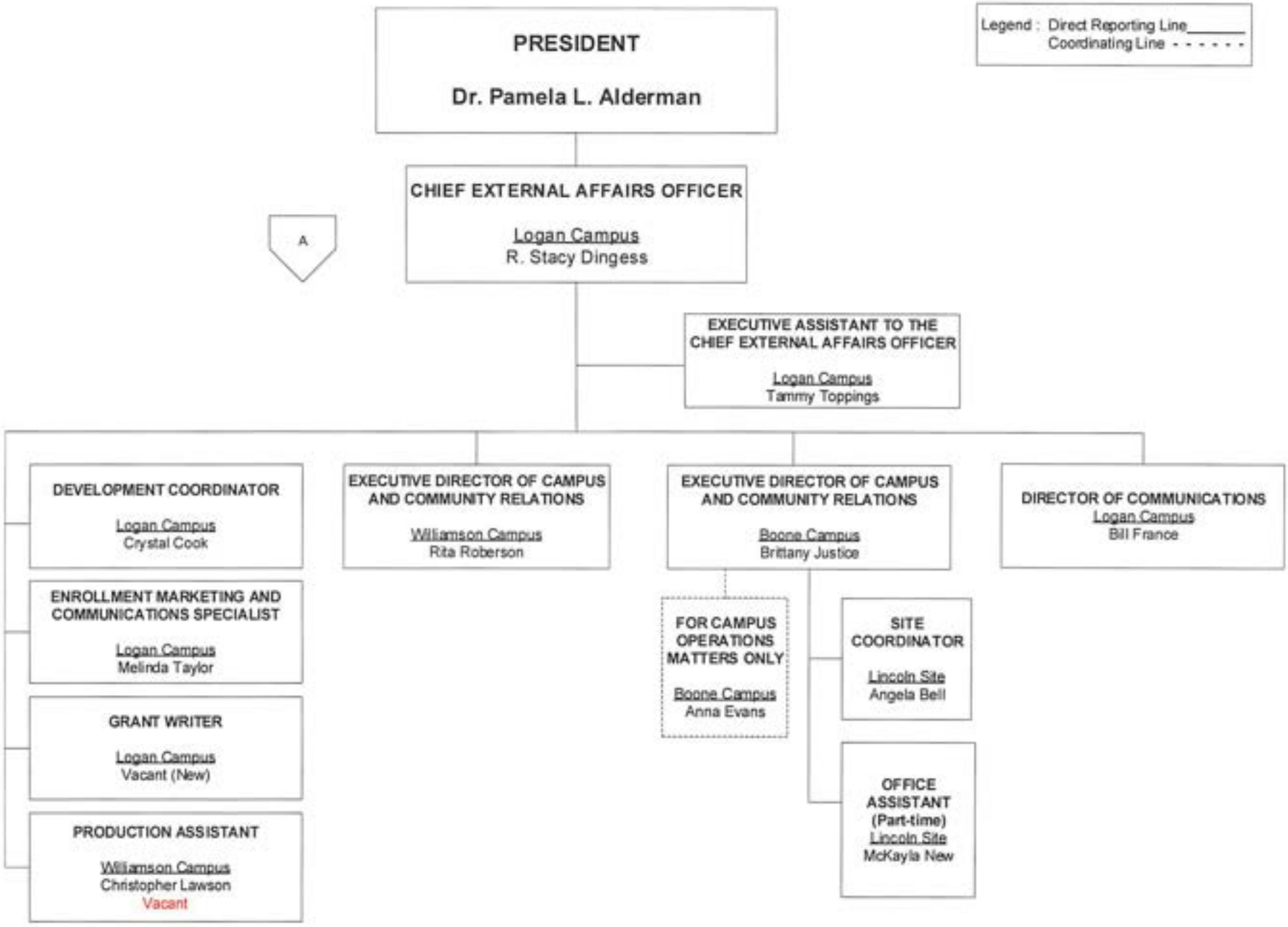
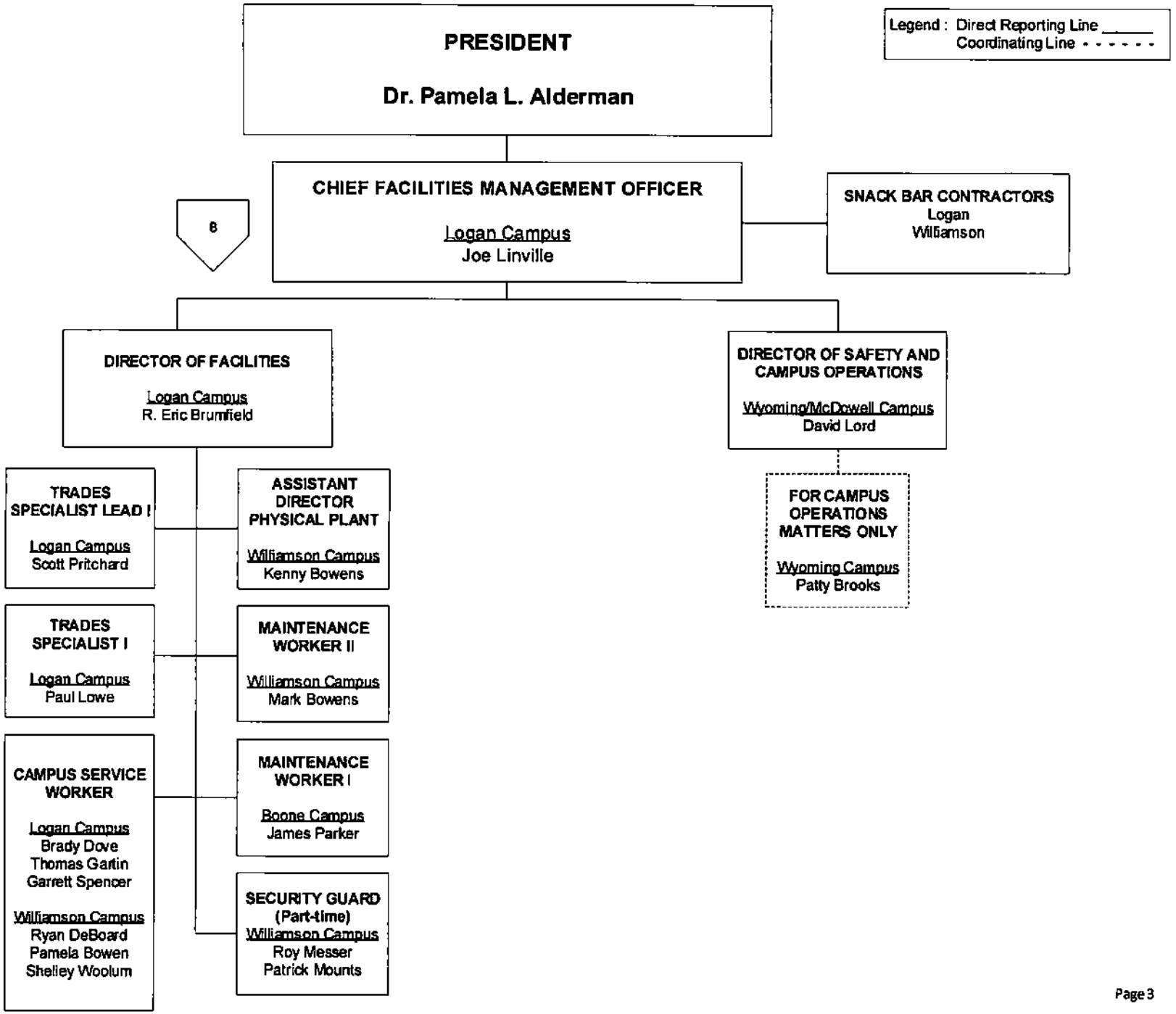
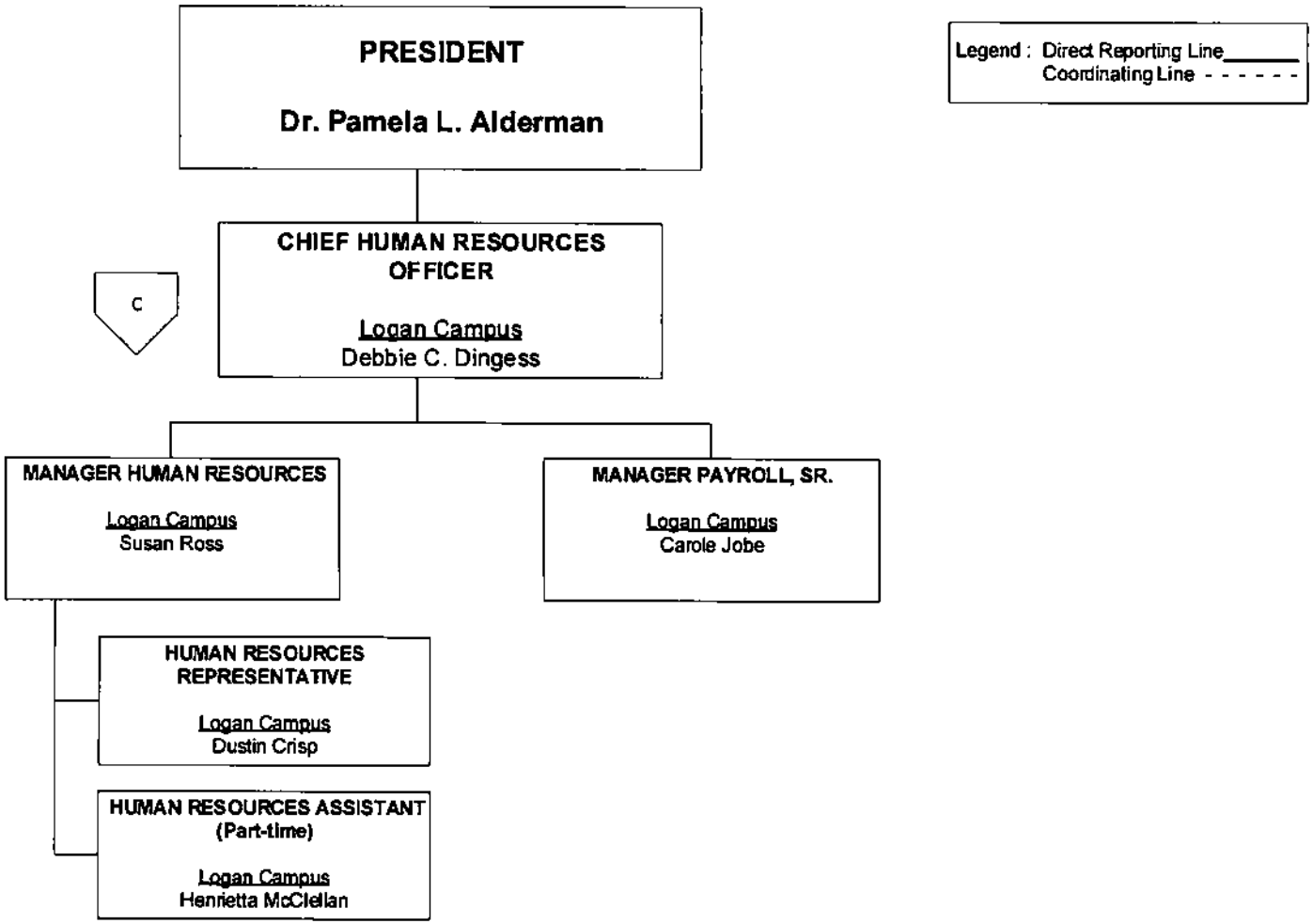
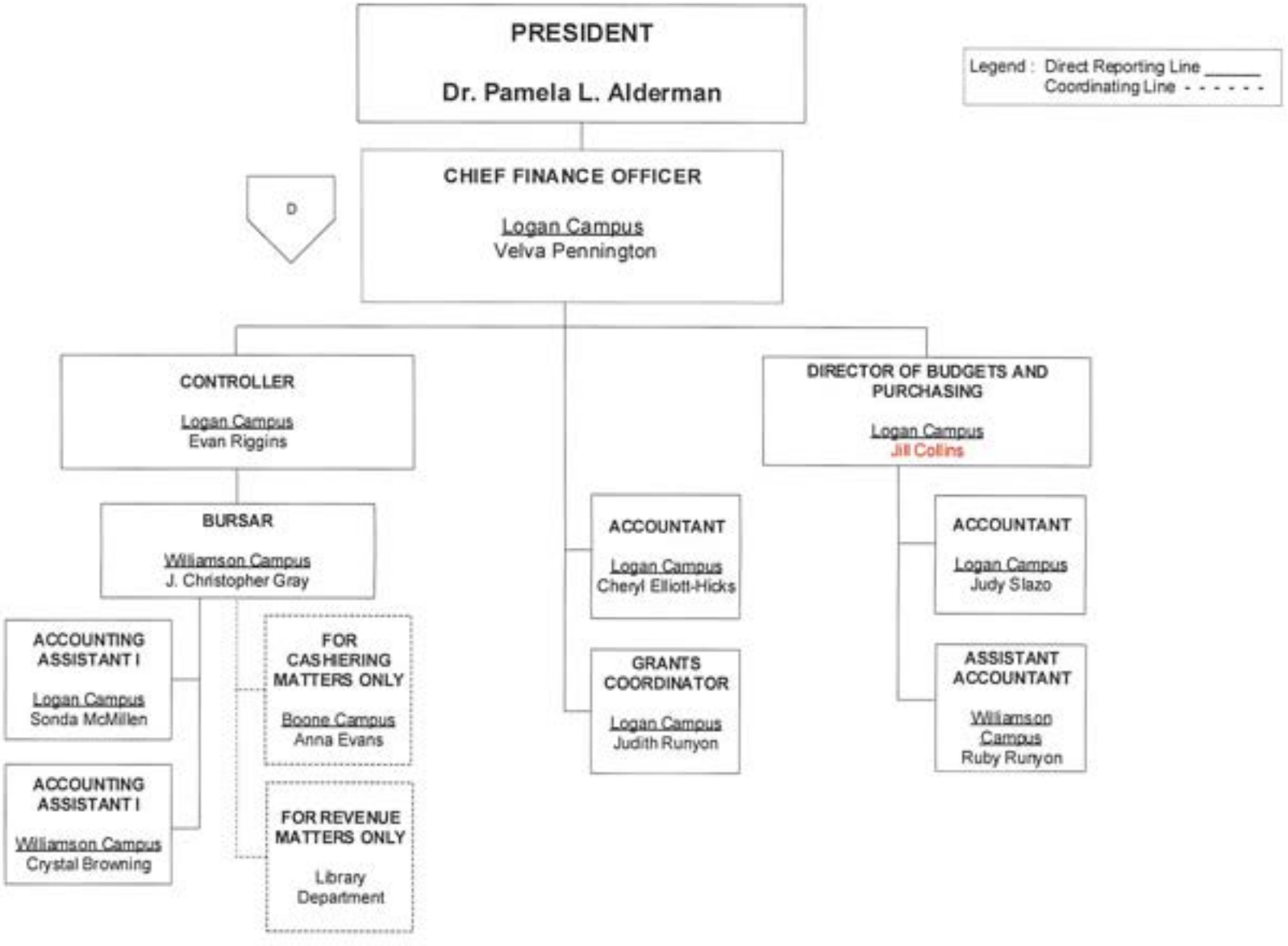
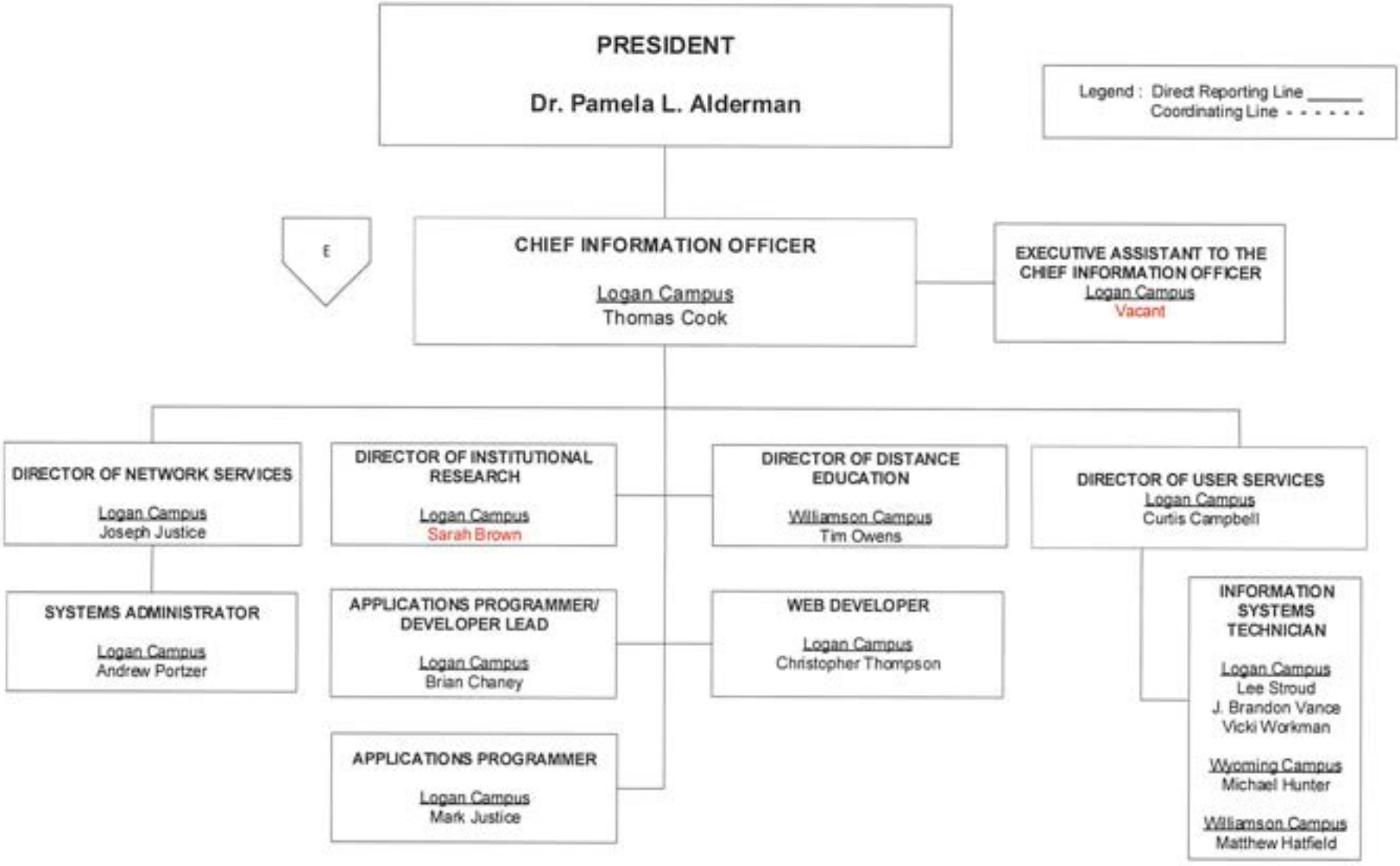
Jennifer Dove
OFFICE ASSISTANT
(Part-time)
Logan Campus
Kelsi Bell
CHIEF EXTERNAL AFFAIRS OFFICER
Logan Campus
R. Stacy Dingess
CHIEF FACILITIES MANAGEMENT OFFICER
Logan Campus
Joe Linville
CHIEF HUMAN RESOURCES OFFICER
Logan Campus
Debbie C. Dingess
CHIEF FINANCE OFFICER
Logan Campus
Velva Pennington
CHIEF INFORMATION OFFICER
Logan Campus
Thomas Cook
CHIEF STUDENT SERVICES OFFICER
Logan Campus
Darrell Taylor
CHIEF ACADEMIC OFFICER/ALO
Logan Campus
Bill Alderman
A
B
C
D
E
F
G

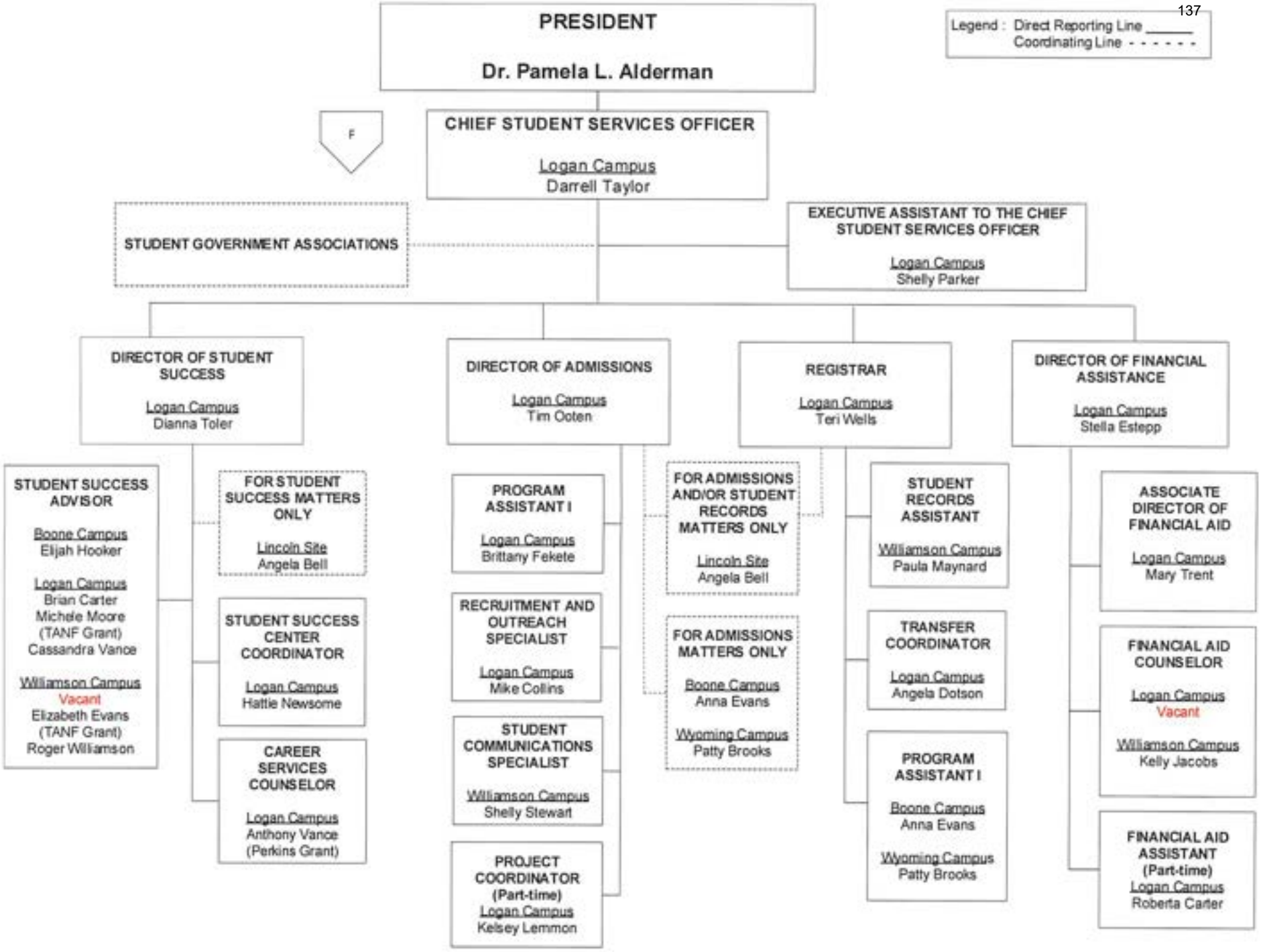

Legend : Direct Reporting Line
Coordinating Line
PRESIDENT
Dr. Pamela L. Alderman
CHIEF EXTERNAL AFFAIRS OFFICER
Logan Campus
R. Stacy Dingess
A
EXECUTIVE ASSISTANT TO THE CHIEF EXTERNAL AFFAIRS OFFICER
Logan Campus
Tammy Toppings
DEVELOPMENT COORDINATOR
Logan Campus
Crystal Cook
ENROLLMENT MARKETING AND COMMUNICATIONS SPECIALIST
Logan Campus
Melinda Taylor
GRANT WRITER
Logan Campus
Vacant (New)
PRODUCTION ASSISTANT
Williamson Campus
Christopher Lawson
Vacant
EXECUTIVE DIRECTOR OF CAMPUS AND COMMUNITY RELATIONS
Williamson Campus
Rita Roberson
EXECUTIVE DIRECTOR OF CAMPUS AND COMMUNITY RELATIONS
Boone Campus
Brittany Justice
FOR CAMPUS OPERATIONS MATTERS ONLY
Boone Campus
Anna Evans
SITE COORDINATOR
Lincoln Site
Angela Bell
OFFICE ASSISTANT (Part-time)
Lincoln Site
McKayla New
DIRECTOR OF COMMUNICATIONS
Logan Campus
Bill France


PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line
Coordinating Line
CHIEF FACILITIES MANAGEMENT OFFICER
Logan Campus
Joe Linville
8
SNACK BAR CONTRACTORS
Logan
Williamson
DIRECTOR OF FACILITIES
Logan Campus
R. Eric Brumfield
DIRECTOR OF SAFETY AND CAMPUS OPERATIONS
Wyoming/McDowell Campus
David Lord
TRADES SPECIALIST LEAD I
Logan Campus
Scott Pritchard
ASSISTANT DIRECTOR PHYSICAL PLANT
Williamson Campus
Kenny Bowens
FOR CAMPUS OPERATIONS MATTERS ONLY
Wyoming Campus
Patty Brooks
TRADES SPECIALIST I
Logan Campus
Paul Lowe
MAINTENANCE WORKER II
Williamson Campus
Mark Bowens
CAMPUS SERVICE WORKER
Logan Campus
Brady Dove
Thomas Gartin
Garrett Spencer
Williamson Campus
Ryan DeBoard
Pamela Bowen
Shelley Woolum
MAINTENANCE WORKER I
Boone Campus
James Parker
SECURITY GUARD (Part-time)
Williamson Campus
Roy Messer
Patrick Mounts

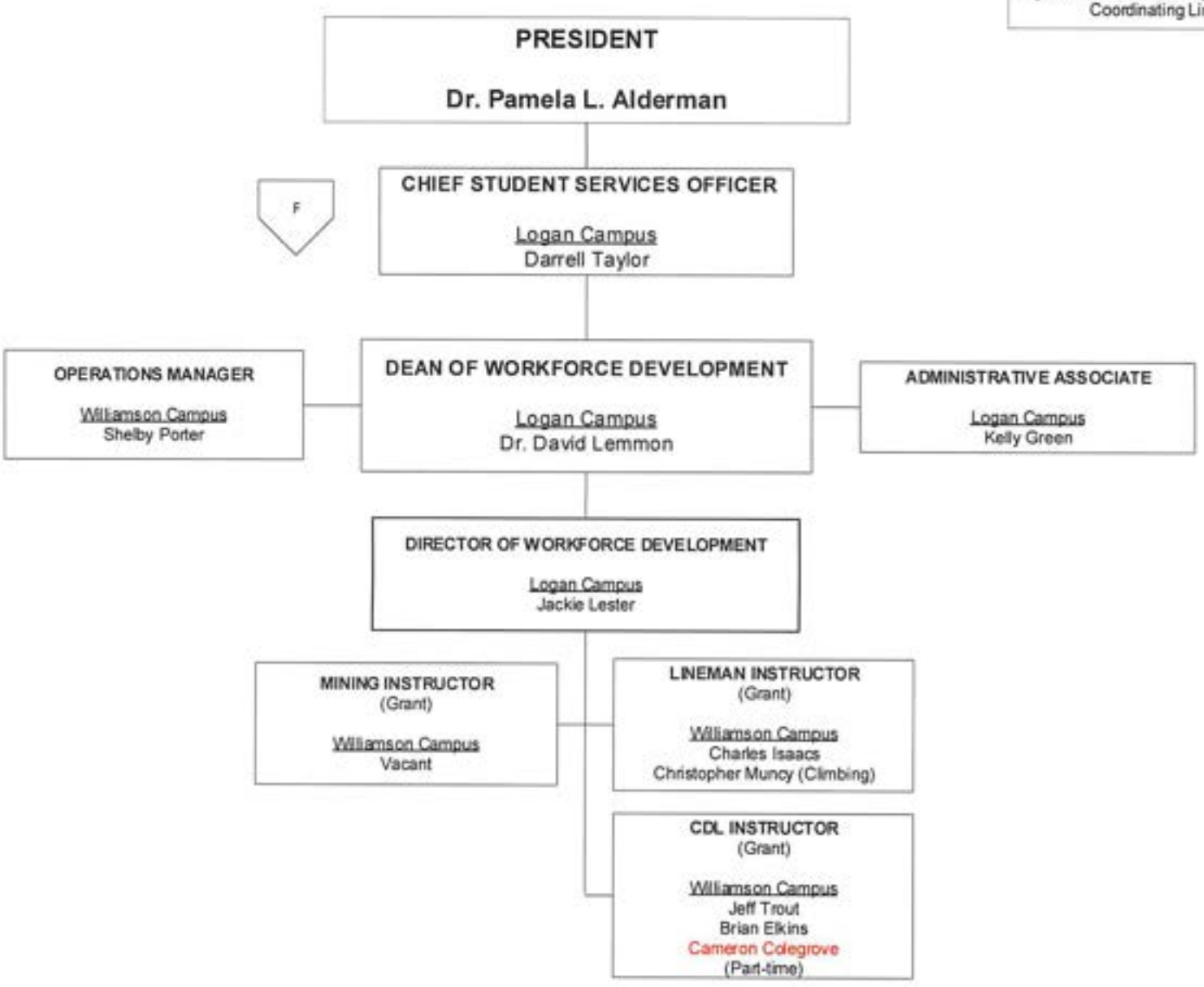

PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line
Coordinating Line
C
CHIEF HUMAN RESOURCES OFFICER
Logan Campus
Debbie C. Dingess
MANAGER HUMAN RESOURCES
Logan Campus
Susan Ross
MANAGER PAYROLL, SR.
Logan Campus
Carole Jobe
HUMAN RESOURCES REPRESENTATIVE
Logan Campus
Dustin Crisp
HUMAN RESOURCES ASSISTANT (Part-time)
Logan Campus
Henrietta McClellan

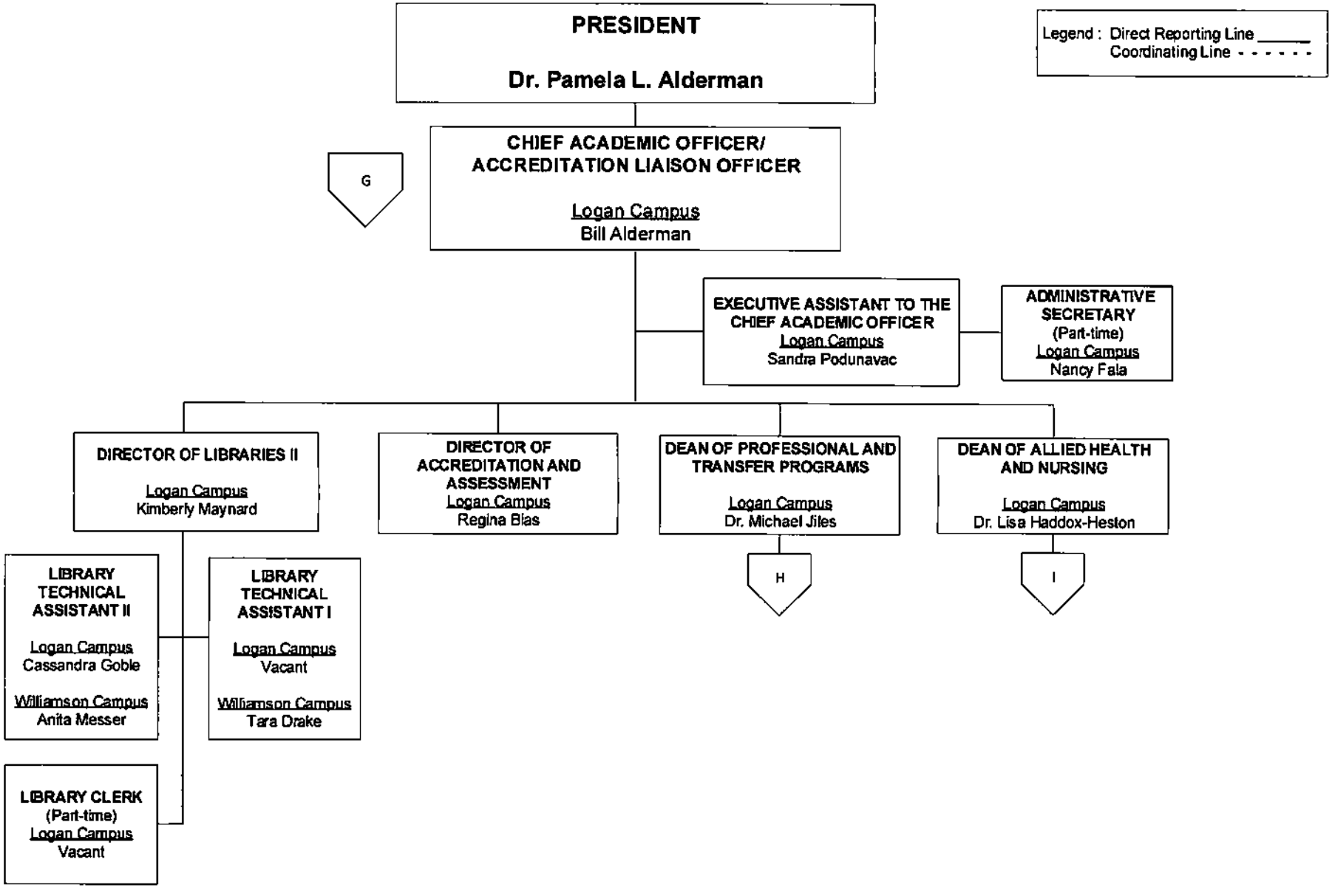

PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line
Coordinating Line
CHIEF FINANCE OFFICER
Logan Campus
Velva Pennington
CONTROLLER
Logan Campus
Evan Riggins
BURSAR
Williamson Campus
J. Christopher Gray
ACCOUNTING ASSISTANT I
Logan Campus
Sonda McMillen
ACCOUNTING ASSISTANT I
Williamson Campus
Crystal Browning
FOR CASHIERING MATTERS ONLY
Boone Campus
Anna Evans
FOR REVENUE MATTERS ONLY
Library Department
ACCOUNTANT
Logan Campus
Cheryl Elliott-Hicks
GRANTS COORDINATOR
Logan Campus
Judith Runyon
DIRECTOR OF BUDGETS AND PURCHASING
Logan Campus
Jill Collins
ACCOUNTANT
Logan Campus
Judy Slazo
ASSISTANT ACCOUNTANT
Williamson Campus
Ruby Runyon

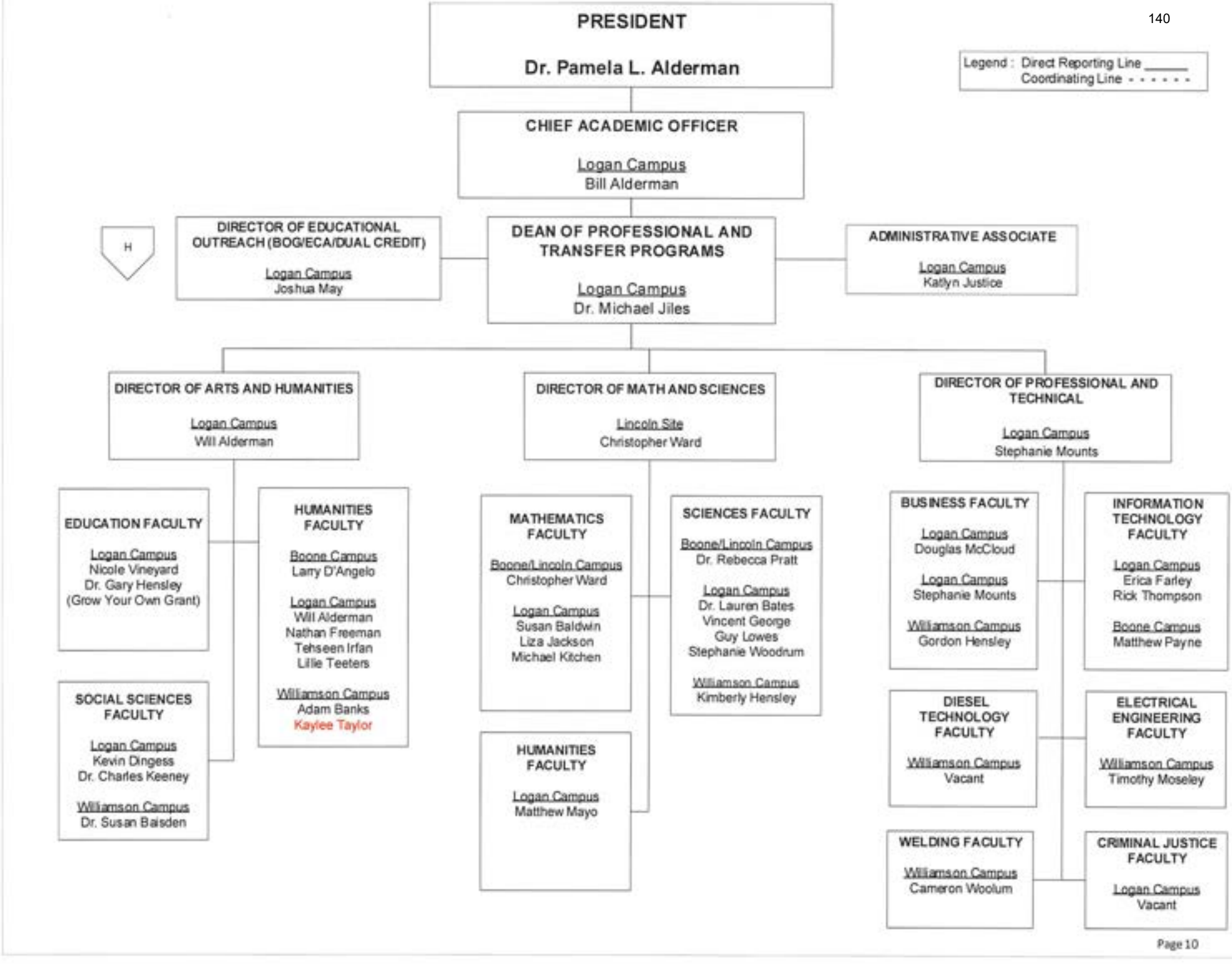

PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line _____
Coordinating Line - - - - - -
E
CHIEF INFORMATION OFFICER
Logan Campus
Thomas Cook
EXECUTIVE ASSISTANT TO THE CHIEF INFORMATION OFFICER
Logan Campus
Vacant
DIRECTOR OF NETWORK SERVICES
Logan Campus
Joseph Justice
SYSTEMS ADMINISTRATOR
Logan Campus
Andrew Portzer
DIRECTOR OF INSTITUTIONAL RESEARCH
Logan Campus
Sarah Brown
APPLICATIONS PROGRAMMER/ DEVELOPER LEAD
Logan Campus
Brian Chaney
APPLICATIONS PROGRAMMER
Logan Campus
Mark Justice
DIRECTOR OF DISTANCE EDUCATION
Williamson Campus
Tim Owens
WEB DEVELOPER
Logan Campus
Christopher Thompson
DIRECTOR OF USER SERVICES
Logan Campus
Curtis Campbell
INFORMATION SYSTEMS TECHNICIAN
Logan Campus
Lee Stroud
J. Brandon Vance
Vicki Workman
Wyoming Campus
Michael Hunter
Williamson Campus
Matthew Hatfield

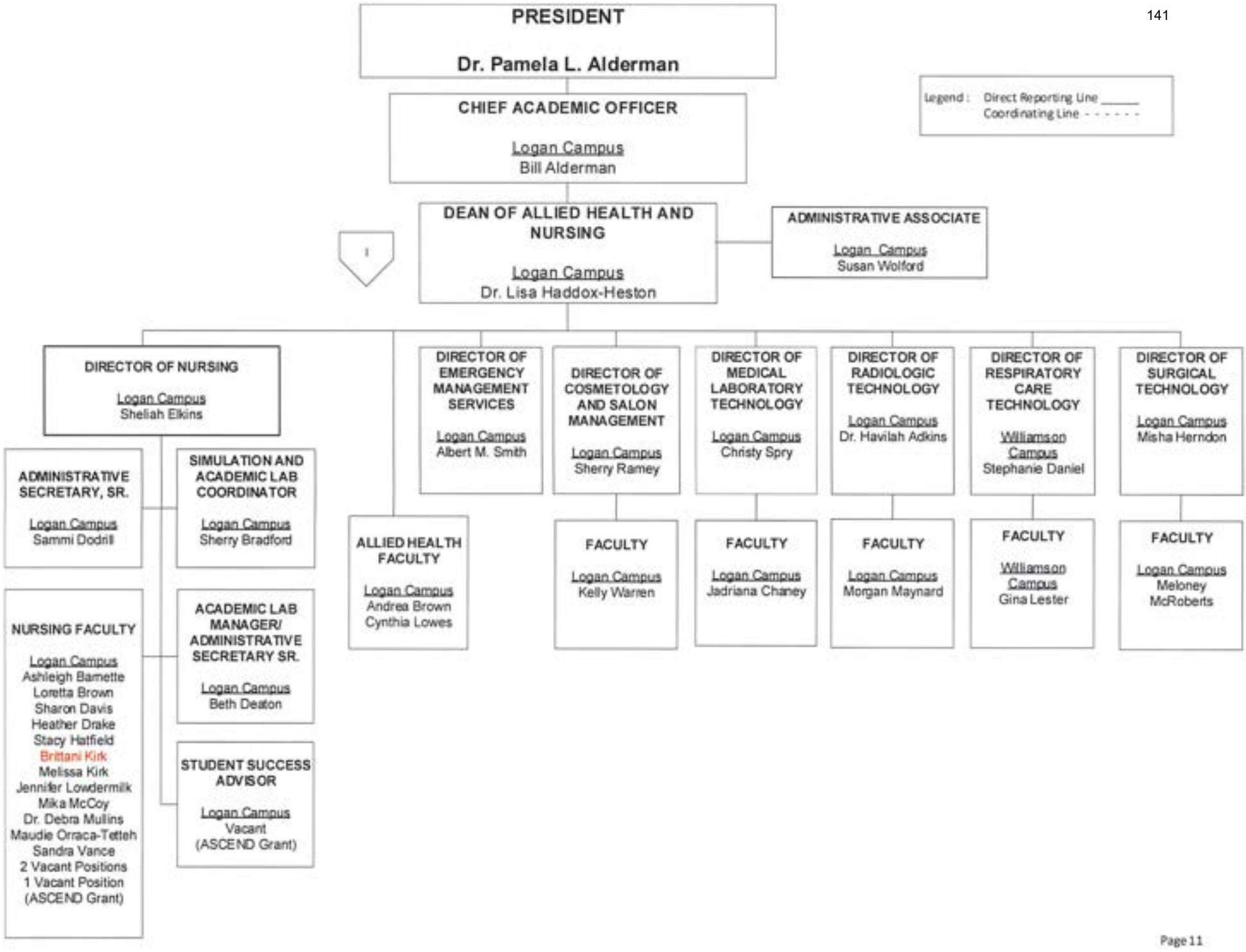

PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line
Coordinating Line
F
CHIEF STUDENT SERVICES OFFICER
Logan Campus
Darrell Taylor
STUDENT GOVERNMENT ASSOCIATIONS
EXECUTIVE ASSISTANT TO THE CHIEF STUDENT SERVICES OFFICER
Logan Campus
Shelly Parker
DIRECTOR OF STUDENT SUCCESS
Logan Campus
Dianna Toler
DIRECTOR OF ADMISSIONS
Logan Campus
Tim Ooten
REGISTRAR
Logan Campus
Teri Wells
DIRECTOR OF FINANCIAL ASSISTANCE
Logan Campus
Stella Estepp
STUDENT SUCCESS ADVISOR
Boone Campus
Elijah Hooker
Logan Campus
Brian Carter
Michele Moore
(TANF Grant)
Cassandra Vance
Williamson Campus
Vacant
Elizabeth Evans
(TANF Grant)
Roger Williamson
FOR STUDENT SUCCESS MATTERS ONLY
Lincoln Site
Angela Bell
STUDENT SUCCESS CENTER COORDINATOR
Logan Campus
Hattie Newsome
CAREER SERVICES COUNSELOR
Logan Campus
Anthony Vance
(Perkins Grant)
PROGRAM ASSISTANT I
Logan Campus
Brittany Fekete
RECRUITMENT AND OUTREACH SPECIALIST
Logan Campus
Mike Collins
STUDENT COMMUNICATIONS SPECIALIST
Williamson Campus
Shelly Stewart
PROJECT COORDINATOR (Part-time)
Logan Campus
Kelsey Lemmon
FOR ADMISSIONS AND/OR STUDENT RECORDS MATTERS ONLY
Lincoln Site
Angela Bell
FOR ADMISSIONS MATTERS ONLY
Boone Campus
Anna Evans
Wyoming Campus
Patty Brooks
STUDENT RECORDS ASSISTANT
Williamson Campus
Paula Maynard
TRANSFER COORDINATOR
Logan Campus
Angela Dotson
PROGRAM ASSISTANT I
Boone Campus
Anna Evans
Wyoming Campus
Patty Brooks
ASSOCIATE DIRECTOR OF FINANCIAL AID
Logan Campus
Mary Trent
FINANCIAL AID COUNSELOR
Logan Campus
Vacant
Williamson Campus
Kelly Jacobs
FINANCIAL AID ASSISTANT (Part-time)
Logan Campus
Roberta Carter

Legend : Direct Reporting Line _____
Coordinating Line - - - - - -




PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line _____
Coordinating Line - - - - - -
G
CHIEF ACADEMIC OFFICER/
ACCREDITATION LIAISON OFFICER
Logan Campus
Bill Alderman
EXECUTIVE ASSISTANT TO THE CHIEF ACADEMIC OFFICER
Logan Campus
Sandra Podunavac
ADMINISTRATIVE SECRETARY
(Part-time)
Logan Campus
Nancy Fala
DIRECTOR OF LIBRARIES II
Logan Campus
Kimberly Maynard
DIRECTOR OF ACCREDITATION AND ASSESSMENT
Logan Campus
Regina Bias
DEAN OF PROFESSIONAL AND TRANSFER PROGRAMS
Logan Campus
Dr. Michael Jiles
DEAN OF ALLIED HEALTH AND NURSING
Logan Campus
Dr. Lisa Haddox-Heston
H
I
LIBRARY TECHNICAL ASSISTANT II
Logan Campus
Cassandra Goble
Williamson Campus
Anita Messer
LIBRARY TECHNICAL ASSISTANT I
Logan Campus
Vacant
Williamson Campus
Tara Drake
LIBRARY CLERK
(Part-time)
Logan Campus
Vacant


PRESIDENT
Dr. Pamela L. Alderman
Legend : Direct Reporting Line _____
Coordinating Line - - - - - -
CHIEF ACADEMIC OFFICER
Logan Campus
Bill Alderman
H
DIRECTOR OF EDUCATIONAL OUTREACH (BOG/ECA/DUAL CREDIT)
Logan Campus
Joshua May
DEAN OF PROFESSIONAL AND TRANSFER PROGRAMS
Logan Campus
Dr. Michael Jiles
ADMINISTRATIVE ASSOCIATE
Logan Campus
Katlyn Justice
DIRECTOR OF ARTS AND HUMANITIES
Logan Campus
Will Alderman
DIRECTOR OF MATH AND SCIENCES
Lincoln Site
Christopher Ward
DIRECTOR OF PROFESSIONAL AND TECHNICAL
Logan Campus
Stephanie Mounts
EDUCATION FACULTY
Logan Campus
Nicole Vineyard
Dr. Gary Hensley
(Grow Your Own Grant)
HUMANITIES FACULTY
Boone Campus
Larry D'Angelo
Logan Campus
Will Alderman
Nathan Freeman
Tehseen Irfan
Lillie Teeters
Williamson Campus
Adam Banks
Kaylee Taylor
SOCIAL SCIENCES FACULTY
Logan Campus
Kevin Dingess
Dr. Charles Keeney
Williamson Campus
Dr. Susan Baisden
MATHEMATICS FACULTY
Boone/Lincoln Campus
Christopher Ward
Logan Campus
Susan Baldwin
Liza Jackson
Michael Kitchen
SCIENCES FACULTY
Boone/Lincoln Campus
Dr. Rebecca Pratt
Logan Campus
Dr. Lauren Bates
Vincent George
Guy Lowes
Stephanie Woodrum
Williamson Campus
Kimberly Hensley
HUMANITIES FACULTY
Logan Campus
Matthew Mayo
BUSINESS FACULTY
Logan Campus
Douglas McCloud
Logan Campus
Stephanie Mounts
Williamson Campus
Gordon Hensley
INFORMATION TECHNOLOGY FACULTY
Logan Campus
Erica Farley
Rick Thompson
Boone Campus
Matthew Payne
DIESEL TECHNOLOGY FACULTY
Williamson Campus
Vacant
ELECTRICAL ENGINEERING FACULTY
Williamson Campus
Timothy Moseley
WELDING FACULTY
Williamson Campus
Cameron Woolum
CRIMINAL JUSTICE FACULTY
Logan Campus
Vacant


PRESIDENT
Dr. Pamela L. Alderman
Legend: Direct Reporting Line _____
Coordinating Line - - - - - -
CHIEF ACADEMIC OFFICER
Logan Campus
Bill Alderman
DEAN OF ALLIED HEALTH AND NURSING
Logan Campus
Dr. Lisa Haddox-Heston
ADMINISTRATIVE ASSOCIATE
Logan Campus
Susan Wolford
DIRECTOR OF NURSING
Logan Campus
Sheliah Elkins
ADMINISTRATIVE SECRETARY, SR.
Logan Campus
Sammi Dodrill
SIMULATION AND ACADEMIC LAB COORDINATOR
Logan Campus
Sherry Bradford
NURSING FACULTY
Logan Campus
Ashleigh Barnette
Loretta Brown
Sharon Davis
Heather Drake
Stacy Hatfield
Brittani Kirk
Melissa Kirk
Jennifer Lowdermilk
Mika McCoy
Dr. Debra Mullins
Maudie Orraca-Tetteh
Sandra Vance
2 Vacant Positions
1 Vacant Position
(ASCEND Grant)
ACADEMIC LAB MANAGER/ ADMINISTRATIVE SECRETARY SR.
Logan Campus
Beth Deaton
STUDENT SUCCESS ADVISOR
Logan Campus
Vacant
(ASCEND Grant)
ALLIED HEALTH FACULTY
Logan Campus
Andrea Brown
Cynthia Lowes
DIRECTOR OF EMERGENCY MANAGEMENT SERVICES
Logan Campus
Albert M. Smith
DIRECTOR OF COSMETOLOGY AND SALON MANAGEMENT
Logan Campus
Sherry Ramey
FACULTY
Logan Campus
Kelly Warren
DIRECTOR OF MEDICAL LABORATORY TECHNOLOGY
Logan Campus
Christy Spry
FACULTY
Logan Campus
Jadriana Chaney
DIRECTOR OF RADIOLOGIC TECHNOLOGY
Logan Campus
Dr. Havilah Adkins
FACULTY
Logan Campus
Morgan Maynard
DIRECTOR OF RESPIRATORY CARE TECHNOLOGY
Williamson Campus
Stephanie Daniel
FACULTY
Williamson Campus
Gina Lester
DIRECTOR OF SURGICAL TECHNOLOGY
Logan Campus
Misha Herndon
FACULTY
Logan Campus
Meloney McRoberts

Southern West Virginia Community and Technical College

Job Vacancy Status as of

Tuesday, February 6, 2024

Vacant Position	Campus	Supervisor	Status	Vacant Date	Position Number	Vacant Base Salary	Fund	Unit	Hire/Fill Date	Former Employee/Position	Incumbent(s)	Filled Salary
Instructor of Criminal Justice	Logan	Mike Jiles	Not Fill		0487P00230	$42,000.00	0380	3205		Leslie Goldie	Not Fill	
Instructor of Diesel Technology	Williamson	Mike Jiles	Posted	4/22/2022	0487P00075	$ 42,000.00	4683	8025		New		
Mining Instructor	Williamson	Jay Lester	Not Fill	12/2/2022	0487P00246	$ 75,470.00	4683	8025		Thomas Dotson	Not Fill	
Instructor of Nursing ASCEND Grant	Logan	Sheliah Elkins	Posted	New	0487P00260	$ 42,000.00	8772	8108		New		
Director of Institutional Research	Logan	Tom Cook	Filled	8/10/2023	0487P00269	$ 83,400.00	0380	7001	12/11/2023	Chad Scott	Sarah Brown	$ 77,000.00
Student Success Advisor - ASCEND	Logan	Sheliah Elkins	Posted	3/31/2023	0487P00152	$ 40,968.00	4683	8108		Elijah Hooker		
Instructor of Nursing - 12-month Weekend	Logan	Sheliah Elkins	Filled	7/31/2023	0487P00091	$ 59,050.00	4680	3105	1/8/2024	Tamara Browning	Brittani Kirk	$ 60,000.00
Financial Aid Counselor	Logan	Stella Estepp	Interviews	12/5/2023	0487P00084	$ 35,568.00	4680	4005		Rachel Lester		
Grant Writer	Logan	Stacy Dingess	Pending		New					New		
Director of Budgets and Purchasing	Logan	Velva Pennington	Filled	10/23/2023	0487P00003	$ 75,400.00	380	5001	1/2/2024	Velva Pennington	Jill Collins	$ 70,000.00
Library Clerk (Part-time)	Logan	Kimberly Maynard	Posted	11/9/2023	0487T66726	$ 9,800.75	4680	3209		Dreena Frye		
CDL Instructor (Part-time)	Williamson	Jackie Lester	Filled	8/17/2023	0487T66725	$ 19,900.00	4683	8103	1/2/2024	Eric Stanley	Cameron Colegrove	$28/hour
Instructor of English	Williamson	Mike Jiles	Filled	1/8/2024	0487P00219	$ 49,506.00	0380	3204	1/8/2024	Vicky Evans	Kaylee Taylor	$45,000
Instructor of Nursing - 12-month Weekend	Logan	Sheliah Elkins	Posted	1/2/2024	0487P00281	$ 63,067.00	4683	8112		Cori Pettry		
Student Success Advisor	Williamson	Dianna Toler	Interviews	1/2/2024	0487P00254	$ 52,747.00	0380	4003		Rhonda Collins		
Executive Assistant to the Chief Information Officer	Logan	Tom Cook	Not Fill	1/12/2024	0487P00060	$ 40,968.00	4680	7001		Angela McDonald		
Instructor of Nursing - 9-month	Logan	Sheliah Elkins	Pending	1/5/2024	0487P00180	$ 45,000.00	4680	3105		Jennifer Varnatter		
Production Assistant	Williamson	Stacy Dingess	Not Fill	1/25/2024	0487P00156	$ 36,443.00	4680	1303		Darrell Mitchem		