



Agenda Book
May 23, 2022

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President

**Southern West Virginia Community and
Technical College Board of Governors
Special Meeting of May 23rd, 2021 at 6:00 p.m.
Via Zoom**

Zoom Meeting:

<https://zoom.us/j/94942252877?pwd=WXp4Z0VJNINyV0lUQXNOVis2R29WZz09>

Meeting ID: 949 4225 2877

Passcode: Dial In 1 646 876 9923

Join by Skype for Business

<https://zoom.us/skype/94942252877>

AGENDA

1. Roll Call, Verification of Quorum, and Call to Order.....Dr. Lisa Haddox-Heston
Board Chair
2. Action Items.....Dr. Lisa Haddox Heston
Board Chair
 - 2.1 Program Reviews*
 - 2.1.1 Associate in Arts and General Studies (Certificate)*3
Dr. Michael Jiles
Dean, Arts and Sciences
 - 2.1.2 Associate in Science*16
Dr. Michael Jiles
Dean, Arts and Sciences
 - 2.1.3 Electromechanical Instrumentation Technology (Certificate)*27
Dr. David Lemmon
Dean, Professional and Technical Studies
 - 2.1.4 Industrial Technology (Certificate)*34
Dr. David Lemmon
Dean, Professional and Technical Studies
 - 2.1.5 Central Sterile Supply (Certificate)*41
Russell Saunders
Dean. Allied Health and Nursing
 - 2.1.6 Early Childhood Development AAS*49
Dr. Michael Jiles
Dean, Arts and Sciences
 - 2.1.7 Electrical Engineering Tech (Certificate)*55
Dr. David Lemmon
Dean, Professional and Technical Studies

2.1.8	Electrical Engineering Tech AAS*	59	Dr. David Lemmon Dean, Professional and Technical Studies
2.1.9	Information Technology (Certificate)*	65	Dr. David Lemmon Dean, Professional and Technical Studies
2.1.10	Information Technology AAS*	72	Dr. David Lemmon, Dean, Professional and Technical Studies
2.1.11	Paraprofessional Education (Certificate) *	79	Dr. Michael Jiles Dean, Arts and Sciences
2.1.12	Respiratory Care Technology AAS*	84	Russell Saunders Dean, Allied Health and Nursing
2.1.13	Technical Studies (Certificate)*	91	Dr. David Lemmon Dean, Professional and Technical Studies
2.1.14	Technical Studies AAS*	96	Dr. David Lemmon Dean, Professional and Technical Studies
2.2	Post Audit Review*		
2.2.1	Agriculture Certificate and AAS*	101	Dr. David Lemmon Dean, Professional and Technical Studies
2.3	Program Termination*		
2.3.1	Industrial Technology Machinist*	112	Dr. David Lemmon Dean. Professional and Technical Studies
3.	Adjournment.....		Dr. Lisa Haddox-Heston Board Chair

*Denotes an item requiring action/approval.

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

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23, 2022**

ITEM: Request for Approval of the Associate in Arts and General Studies Certificate Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Associate in Arts Program and General Studies Certificate at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Dr. Michael Jiles
Dean of Arts and Sciences

BACKGROUND:

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

Based on the program review, it is recommended that the Associate in Arts Program and General Studies Certificate continue at the current level of activity without corrective action.

The program review was completed by the program faculty and presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based on the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Associate in Arts Program and General Studies Certificate at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Summary of Findings
2015-2020

A. Name and Degree Level of Program:

Associate in Arts and General Studies Certificate

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

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

C. Summarize the Development and Continuation of the Program:

The Associate in Arts (AA) is one of the founding degrees at Southern and a core Institutional Commitment of the college. This program is designed for a student to transfer to a four-year institution by completing the first two-years or 60-units of their undergraduate education. The General Studies Certificate (GSC) is aligned with the Associate in Arts program and is automatically awarded to any Southern student who completes the required courses.

These programs focus on four primary domains that increase the student's academic skills and are beneficial for the student's future academic pursuits or employment. The traditional liberal arts domains are:

1. **Arts and literature** - English, speech, art, theater, and music courses.
2. **Scientific reasoning** – math, science, statistics, and research courses.
3. **Philosophical inquiry** – psychology, sociology, philosophy, or religion.
4. **Social, historical, and cultural exploration** – typically includes history, government, economics, and similar courses.

Students are typically placed into the Associate in Arts degree when they meet with an advisor and begin coursework. Students with the General Studies Certificate as their major have self-selected when they register for classes. However, many students move on to another institution, change majors, or obtain a different degree as they progress in their studies at Southern.

This movement by students is appropriate for an Associate in Arts program because it offers a foundational general education in the social sciences or liberal arts. This is the intention of the degree as the West Virginia Code of State Rules, Title 135

Series 11, section 3 states in part, “The purpose and intent of this degree are to prepare the student to transfer to an upper division baccalaureate degree program...”. **In consideration of that intent and goal, 70% of the declared majors in the Associate of Arts program showed success through graduation or continuation of their studies at Southern or at a four-year institution.**

The Associate in Arts degree program should be continued because it is a mature program and the courses are included in articulation agreements with four-year institutions and the core transfer agreements. The program provides an educational pathway for transfer to four-year institutions by allowing completion of their basic education requirements and improves their academic ability. Additionally, the program helps students to improve skills necessary to be competitive in the workplace by building on communication, critical thinking, math and English skills, and a knowledge of basic technology.

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

The School of Arts and Science faced problems offering courses during the 2015 – 2020 academic years, primarily because of loss of faculty and the inability to recruit faculty to teach specialized courses. In response to this, the core classes of the Associate in Arts degree were changed each year until the 2019/20 academic year. During the 2017/18 and 2018/2019 years, well intentioned but unnecessarily complex “pathways” were created that confused students and advisors, possibly contributing to a progressive decline in student retention numbers.

In a previous draft report, the chart below was presented that compared Unduplicated Headcount to Graduates. This information concerned administration and the board. Obviously, this data does not accurately reflect the success of the program’s participants.

Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated	Graduates
2015/16	466	275.43	8263	53
2016/17	471	255.70	7671	53
2017/18	409	232.30	6969	32
2018/19	325	176.63	5299	34
2019/20	326	176.03	5281	44

Understanding the five-year trends and the potential success or weaknesses of the program using data in the chart above did not provide an accurate picture of the Associate in Arts degree. It should be noted that the first goal of the Associate in Arts program is skill development for transfer to a four-year institution and not necessarily the production of graduates in the degree.

Data Collection and Analysis

The data presented below was compiled by Southern's Director of Institutional Research through a six-step process that tracked declared majors for each year and where they "went" after that year. For each step, those students were removed from the overall cohort and the succeeding dataset. This prevented duplication and misinterpretation of the data by incorrectly comparing the various datapoints.

The first step was to identify all the graduates of the program (column one) and those who graduated with a different degree (column two). Of the students left, the next step identified who transferred to another institution (column three) and those who stayed at Southern but changed majors and continued their studies (column four). Out of those remaining students, the dataset identified how many students were enrolled and continued at Southern the next year but did not change their major (column five). Column six identified those who stopped attending Southern and did not transfer to another institution or were otherwise unable to be tracked further.

Five Year Trend Data by Declared Majors

	1	2	3	4	5	6
	Graduated w/ AA	Graduated w/ Other	Transferred	Changed Major	Continued next year	Not Retained
2015/16	19.3%	10.5%	23.2%	5.8%	12.0%	29.2%
2016/17	17.6%	9.3%	27.6%	5.1%	13.2%	27.2%
2017/18	15.4%	11.2%	25.9%	5.9%	10.5%	29.2%
2018/19	20.9%	9.2%	23.1%	8.0%	9.5%	36.2%
2019/20	18.4%	7.4%	15.6%	9.8%	12.6%	35.9%

* Accumulated data from Institutional Research through HEPC and other sources.

It should be noted, that many students who identify in the Associate in Arts major and take the required courses may come and leave the program over several years, including students who take classes for various reasons for over a decade. These students may get a degree in business, and come back and take an Allied Health class or obtain a CTE certificate. They may return years later and complete another associate degree, or a BOG degree, or may not return at all.

Additionally, some students in the “not retained” column may not be accurately reflected because of missing data from other institutions, or they went to an institution that does not report data to the Clearinghouse. Additionally, the student may not be tracked yet because of the variance of the data and some data is not yet available for subsequent years.

This analysis is more complex than typically performed for an academic program, but appears to be the best way to accurately reflect the five-year trend data in a non-career technical program. Developing this cohort-based analysis of the data rather than a simple comparison of raw data from year to year shows a drastically better picture of the program than would be gained by viewing graduates versus declared majors.

Based on the information above, the Associate in Arts had an average 18% graduation rate in the major over the five-year period. However, 23% of the students transferred to a four-year or other institution before completing their degree at Southern. An additional 10% graduated from Southern with a different degree or certificate. During the 2015-2020 cycle, there was an average of 7% of the students who changed majors and an additional 12% who continued their coursework at Southern. Of the remaining students, an average of 30% stopped attending Southern. Taken together the data shows that **70% of the declared majors in the Associate in Arts program showed success through graduation or continuation of their studies here or at a four-year institution.**

Reduction of Declared Students

One further note is the reduction in students who declared an Associate in Arts major dropped considerably during the 2015-2020 cycle but this reduction was in line with overall reduced enrollments at Southern. This trend was recognized in the 2010 – 2015 program review and seems to be related to the reduction of population for our area.

	Unduplicated Annualized Headcount - AA	Unduplicated Annualized Headcount - GSC	Southern Total FTE (IPEDS)
2015/16	466	11	1323
2016/17	471	2	1259
2017/18	409	6	1264
2018/19	325	10	1218
2019/20	326	10	1084

According to the West Virginia Center on Budget and Policy the counties with the largest loss of population from 2010-2018 are the major counties in Southern’s service area:

- McDowell (-17.6%)
- Wyoming (-12.6%)

- Mingo (-11.4%)
- Logan (-11.3%)
- Boone (-10.9%)

Additional Findings

The biggest challenge faced by program faculty is students completing developmental coursework to be able to enter the college-level English courses necessary to allow them to advance to more complex coursework. Supplemental instruction and tutoring have increased student success, leading to improvements in various generalized assessments in other college programs. However, not all students attend these sessions or seek out Southern's tutoring services.

The major growth of this program is the Early College Academy that is placing high school students into the Associate in Arts and Associate in Science programs with the intention of having them graduate with a high school diploma and an associate degree.

E. Plans for program improvement, including timeline:

Starting in August 2021, program faculty has been tasked with several program improvements including:

1. Create two-year program and course plans to facilitate scheduling and pathway creation.
2. Pursue, develop, and update articulation agreements with four-year institutions.
3. Complete the process for eligible courses to be listed on the Core Coursework Transfer Agreement and the General Studies and Course Equivalency Transfer Agreements.
4. Comprehensive curriculum work that will include program and course level updates on course matrixes and syllabus objectives to ensure 70% match to four-year institution's courses. Faculty will investigate adding and removing courses to match four-year institutions and develop simple-to-progress discipline concentrations that align with university pathways.

Item one was completed in January 2022, and allowed for proper course scheduling from fall to spring to aid in progressive skill development (i.e. 101 courses in fall, 102 courses in spring). The complete two-year plans essentially form the basis for the development of pathways allowing students to specialize in a discipline and expediently transfer the correct sequence and type of courses to a four-year institution.

Work on item two is continuous and ongoing as new opportunities and issues are discovered. The timeline to complete item three begins when the state allows new submissions, which typically begins in May. Item four began in February 2022, and will continue through the 22/23 academic year.

Since August 2021, the Early College Academy is now the primary driver of new students into the AA and AS programs. **ECA started with 11 students, and is now**

set to exceed 230 students in August 2022. Along with faculty recruitment efforts, the ECA program should provide more than enough students to meet the faculty and other college expenditures for this program.

F. Last date of program advisory board activity:

These programs are not a career technical or allied health program and does not have an advisory board.

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

The 2010 – 2015 program review stated several weaknesses including:

1. The program lacks an advisory committee.
2. The laboratory facility at Williamson is limited and currently inadequate.
3. The program lacks a systematic and automated plan for the collection of graduate follow-up data.
4. The program lacks a comprehensive programmatic assessment plan.
5. The number of graduates in the University Transfer Program Associate in Science is low.
6. The ratio of graduates to identified majors is low.

Completing the objectives listed below was hampered by numerous retirements and other changes in administration since 2015. Some of the suggestions do not have much validity for this program, are still in progress, or were completed.

Item #1. There was no advisory committee established, but an advisory committee is typically used for career-technical courses to establish links with industry and the students to ensure that curriculum is current, relevant, and meets industry demand. A liberal arts academic program does not function in a linear manner typical of a CTE program and requires the professional dedication of the discipline faculty to accomplish several goals in addition to their teaching responsibilities. These professional matters include:

- Staying abreast of current trends, research, changing theories and practices within their discipline and synthesizing them into the curriculum.
- Working with peer faculty and other colleagues at peer institutions, especially those where most Southern students transfer to ensure program and curriculum alignment.
- Developing transfer and articulation agreements with other institutions to increase student value and success.
- Attending conferences or other relevant professional development opportunities and bringing new ideas and best practices back to the department.

- Meeting with peer faculty to normalize rubrics and assessments, create common assessments, and to develop and maintain course and program outcomes, and student learning outcomes.

Several of these professional matters take place routinely and have been occurring for years. They were noted specifically in the 2010-2015 program review. However, some of them have not been regularly performed because of funding issues for professional development, lack of conferences during the Covid pandemic, and changing department priorities based on leadership change.

Item #2. The lab space on Williamson has been an ongoing concern, and an expensive repair. Other labs on other campuses are also in need of routine maintenance and upgrade to meet modern science requirements. The previous administrations did not complete these upgrades, but it continues to be a priority. Routine maintenance and removal of hazardous materials is the first step and will occur over summer 2022.

Item #3. The specific graduate survey mentioned was not completed or has been lost with changing administrations. Regardless, this survey is not relevant today with the data properly retrieved from HEPC Clearinghouse. However, a graduate survey was developed and sent to declared majors and graduates of this program in April 2022 (See charts below).

Item #4. The previous program review mentions the words “comprehensive programmatic assessment” three times, but did not define it or explain why this would have been necessary to correct any specific weakness. There is no evidence that this method was implemented during the period under review. However, referring to item #1, the primary outcome of a programmatic assessment should come from discipline faculty’s devotion to professional matters, accreditation updates and compliance, and to changes in the discipline nationally or globally.

A “comprehensive programmatic assessment” is one method of evaluating program goals and the manner to achieve them based on student learning outcomes. The typical cycle for this method may be considered a continuous “circle” of planning, implementing, collecting, analyzing, sharing, and improving. Although a seemingly good practice, it is not the only or best method of evaluating academic programs.

Assessments should be explicitly defined by the specific need of the program at the time. For instance, is the program being assessed for program goals (i.e. graduates, drops, or transfers), program processes (i.e. course sequence or skill-building ladders using prerequisites), or program outcomes (i.e. students who graduated vs. students not retained) or solely based on achievement of student learning outcomes. The lack of information in the previous program review limits the applicability of this recommendation and seems lost to the author of that report. Regardless of the assessment selected in the future, the major concerns of student outcomes (section D) and the division’s future response to them (section E) were

addressed above. A methodology of curriculum development will be selected during that process by faculty of the discipline.

Item #5. This was addressed above in the proper five-year trend analysis, but the program was changed for every year of the 2015-2020 cycle, and the graduation rate did not substantially change. Demonstrating that the issue is not inherent to the core curriculum, lack of faculty, or the addition of “pathways”. However, the need to re-establish concentrations in a discipline is very relevant to students transferring to a University and preventing them from taking “unnecessary” courses.

The faculty of Arts and Sciences are planning to develop concentrations that will help to align students with their various and sometimes divergent future academic goals, while at the same time not preventing completion or graduation because of the lack of faculty or course scheduling. The hope is that these concentrations will help students to plan their courses better and help with scheduling them to meet the student need.

Item #6. The previous program review stated that the solution connected to item six was “to track completion rates to monitor the impact of the implementation of the cocurricular model of delivery pairing developmental education courses and gateway entry-level mathematics and English courses. In coordination with program faculty and governance committees, program curricula will be reviewed and changes deemed necessary to improve completion rates will be recommended”.

Although the program was changed every year leading up to the 2019/2020 academic year, the only change to the developmental courses as listed in the catalog was an update from a series of development courses to the implementation of an A course of 3 units to an E course that added one credit hour of extra time for the instructor and students to meet. Essentially creating a tutoring lab connected to the course. The catalog description for these two course types stated:

EN 101A is for students whose placement test scores do not allow direct entrance into EN 101.

EN 101E includes those topics covered in EN 101 with additional scaffolding and support. The additional hour provides supplemental instruction for the college-level course assignments as need is demonstrated by the students or identified by the instructor.

The student success data of the change from the A model to the E model is still being collected and will be reported on future program reviews.

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

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

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

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

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

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

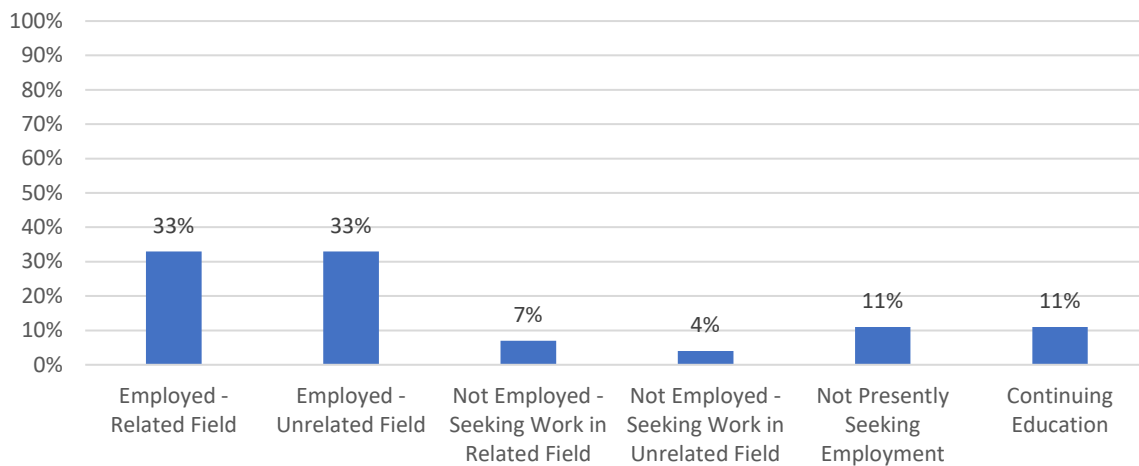
General Education Assessment: Southern has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of general education competencies is based on the Course Outcome Matrix. The end-of-semester, program-specific (capstone) courses that identify a general education competency as "Included and Measurable" are required to use the appropriate College rubrics. These rubrics are designed to assist faculty in consistently evaluating and re-assessing the general education outcomes and criteria. The program faculty decides what specific evaluation activity is used to assess the general education outcomes. Data gathered using the rubric and the associated Action Plan developed to improve

attainment of the general education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

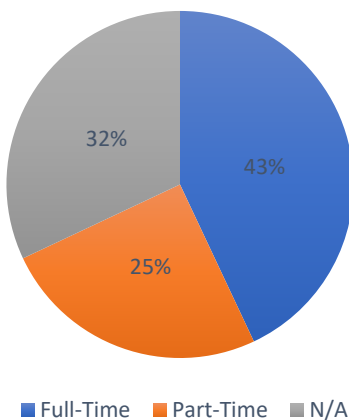
I. Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees):

**Associate in Arts Student Placement Survey Data (2015-2020)
(28 of 1,071 surveys returned)**

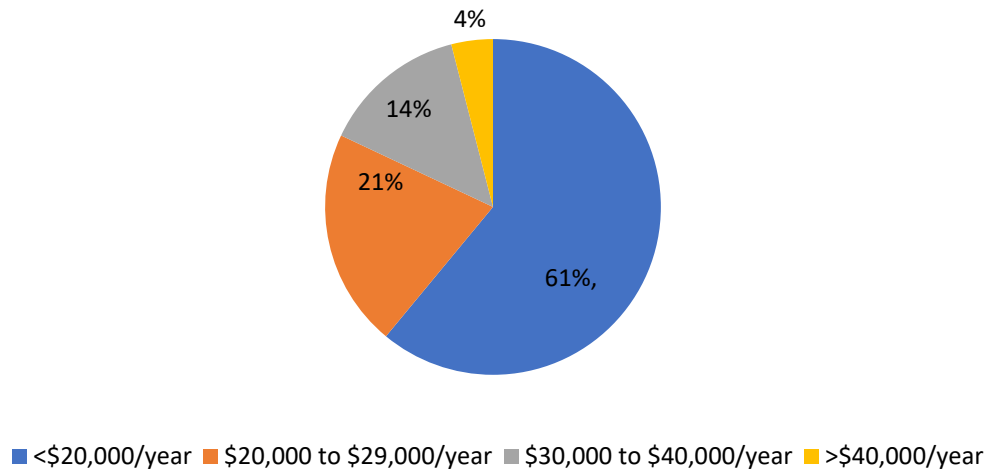
AA Student Placement (2015-2021)



Employment Status (2015-2021)



Annual Salary (2015-2021)



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

Graduate Data

Graduate Year	Total Graduates - AA	Total Graduates - GSC
2015/16	53	59
2016/17	53	61
2017/18	32	38
2018/19	34	44
2019/20	44	57

Headcount and FTE - AA

Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2015/16	466	275.43	8263
2016/17	471	255.70	7671
2017/18	409	232.30	6969
2018/19	325	176.63	5299

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

Headcount and FTE - GSC

Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2015/16	11	8.60	258
2016/17	2	0.60	18
2017/18	6	1.80	54
2018/19	10	5.20	156
2019/20	10	5.30	159

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

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23, 2022**

ITEM: Request for Approval of the Associate in Science, Academic Program Review

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

STAFF MEMBER: Dr. Michael Jiles
Dean Arts and Sciences

BACKGROUND:

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

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

The program review was completed by the program faculty and presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based on the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Associate in Science Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Summary of Findings
2015-2020

A. Name and Degree Level of Program:

Associate in Science

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

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

C. Summarize the Development and Continuation of the Program:

The Associate in Science is one of the founding degrees at Southern and a core Institutional Commitment of the college. This program is designed for a student to transfer to a four-year institution by completing the first two-years or 60-units of their undergraduate education. Students are typically placed into this degree when they meet with an advisor and begin coursework. However, many students move on to another institution, change majors, or obtain a different degree as they progress in their studies at Southern.

The program focuses on four primary domains to increase the student's academic skills and are beneficial for the student's future academic pursuits or employment. The traditional focus of an associate in science degree is the merger of liberal arts general education and concentration in the science, technology, engineering, and math (STEM) domains. The program allows a student to self-select the courses they are interested in taking as long as they fall into one or more of these domains. This process can help students to generalize by taking a broad range of courses or specialize in one scientific area over another and still complete the degree.

This movement by students is appropriate for an Associate in Science program because it offers a foundational general education in the social sciences or liberal arts. This is the intention of the degree as the West Virginia Code of State Rules, Title 135 Series 11, section 3 states in part, "The purpose and intent of this degree are to prepare the student to transfer to an upper division baccalaureate degree program...". **In consideration of that intent and goal, 69.6% of the declared majors in the Associate of Science program showed success through graduation or continuation of their studies at Southern or at a four-year institution.**

The Associate in Science degree should be continued because it is a mature program and the courses are included in articulation agreements with four-year institutions and the core transfer agreements. The program provides an educational pathway for transfer to four-year institutions by allowing completion of their basic education requirements and improves their academic ability. Additionally, the program helps students to improve skills necessary to be competitive in the workplace by building on communication, critical thinking, math and science skills, and a knowledge of basic technology.

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

The School of Arts and Science faced problems offering courses during the 2015 – 2020 academic years, primarily because of loss of faculty and the inability to recruit faculty to teach specialized courses. In response to this, the core classes of the Associate in Science degree were changed each year until the 2019/20 academic year. During the 2017/18 and 2018/2019 years, well intentioned but unnecessarily complex “pathways” were created that confused students and advisors, possibly contributing to a progressive decline in student retention numbers.

In a previous draft report, the chart below was presented that compared Unduplicated Headcount to Graduates. This information concerned administration and the board. Obviously, this data does not accurately reflect the success of the program’s participants.

Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated	Graduates
2015/16	114	67.70	2031	4
2016/17	107	57.27	1718	2
2017/18	101	63.70	1911	4
2018/19	107	65.50	1965	2
2019/20	125	71.40	2142	15

Understanding the five-year trends and the potential success or weaknesses of the program using data in the chart above did not provide an accurate picture of the Associate in Science degree. It should be noted that the first goal of the Associate in Science program is skill development for transfer to a four-year institution and not necessarily the production of graduates in the degree.

Data Collection and Analysis

The data presented below was compiled by Southern's Director of Institutional Research through a six-step process that tracked declared majors for each year and where they "went" after that year. For each step, those students were removed from the overall cohort and the succeeding dataset. This prevented duplication and misinterpretation of the data by incorrectly comparing the various datapoints.

The first step was to identify all the graduates of the program (column one) and those who graduated with a different degree (column two). Of the students left, the next step identified who transferred to another institution (column three) and those who stayed at Southern but changed majors and continued their studies (column four). Out of those remaining students, the dataset identified how many students were enrolled and continued at Southern the next year but did not change their major (column five). Column six identified those who stopped attending Southern and did not transfer to another institution or were otherwise unable to be tracked further.

Five Year Trend Data by Declared Majors

	1	2	3	4	5	6
	Graduated w/ AA	Graduated w/ Other	Transferred	Changed Major	Continued next year	Not Retained
2015/16	5.3%	22.8%	24.6%	7.9%	13.2%	26.3%
2016/17	3.7%	20.6%	24.3%	6.5%	11.2%	33.6%
2017/18	3.0%	14.9%	35.6%	5.0%	9.9%	31.7%
2018/19	3.7%	17.8%	26.2%	14.0%	8.4%	29.9%
2019/20	5.6%	12.0%	17.6%	19.2%	11.2%	34.4%

* Accumulated data from Institutional Research through HEPC and other sources.

It should be noted, that many students who identify in the Associate in Science major and take the required courses may come and leave the program over several years, including students who take classes for various reasons for over a decade. These students may get a degree in business, and come back and take an Allied Health class or obtain a CTE certificate. They may return years later and complete another associate degree, or a BOG degree, or may not return at all.

Additionally, some students in the "not retained" column may not be accurately reflected because of missing data from other institutions, or they went to an institution that does not report data to the Clearinghouse. Additionally, the student may not be tracked yet because of the variance of the data and some data is not yet available for subsequent years.

This analysis is more complex than typically performed for an academic program, but appears to be the best way to accurately reflect the five-year trend data in a non-

career technical program. Developing this cohort-based analysis of the data rather than a simple comparison of raw data from year to year shows a drastically better picture of the program than would be gained by viewing graduates versus declared majors.

Based on the information above, the Associate in Science had an average 5% graduation rate in the major over a five-year period. However, 25% of the students transferred to a four-year or other institution before completing their degree at Southern. An additional 6% graduated from Southern with a different degree or certificate. During the 2015-2020 cycle, there was an average of 13% of the students who changed majors and an additional 12% who continued their coursework at Southern. Of the remaining students, an average of 30% stopped attending Southern.

The successful completion of the Associate in Science is difficult for many students because of the extensive math requirements. Many students enter Southern below the college level math and require enhanced courses or tutoring to bring to the level necessary for upper division math and science courses. However, the data shows that **69.6% of the declared majors in the Associate in Science program showed success through graduation or continuation of their studies here or at a four-year institution.**

Reduction of Declared Students

One further note is the reduction in students who declared an Associate in Science major dropped considerably during the 2015-2020 cycle, but in 2019/20 the program increased enrollments. The population trend was recognized in the 2010 – 2015 program review and seems to be related to the reduction of population for our area.

	Unduplicated Annualized Headcount	Southern Total FTE (IPEDS)
2015/16	114	1323
2016/17	107	1259
2017/18	101	1264
2018/19	107	1218
2019/20	125	1084

According to the West Virginia Center on Budget and Policy the counties with the largest loss of population from 2010-2018 are the major counties in Southern's service area:

- McDowell (-17.6%)
- Wyoming (-12.6%)
- Mingo (-11.4%)
- Logan (-11.3%)
- Boone (-10.9%)

Additional Findings

The biggest challenge faced by program faculty is students completing developmental coursework to be able to enter the college-level English courses necessary to allow them to advance to more complex coursework. Supplemental instruction and tutoring have increased student success, leading to improvements in various generalized assessments in other college programs. However, not all students attend these sessions or seek out Southern's tutoring services.

The major growth of this program is the Early College Academy that is placing high school students into the Associate in Arts and Associate in Science programs with the intention of having them graduate with a high school diploma and an associate degree.

E. Plans for program improvement, including timeline:

Starting in August 2021, program faculty has been tasked with several program improvements including:

1. Create two-year program and course plans to facilitate scheduling and pathway creation.
2. Pursue, develop, and update articulation agreements with four-year institutions.
3. Complete the process for eligible courses to be listed on the Core Coursework Transfer Agreement and the General Studies and Course Equivalency Transfer Agreements.
4. Comprehensive curriculum work that will include program and course level updates on course matrixes and syllabus objectives to ensure 70% match to four-year institution's courses. Faculty will investigate adding and removing courses to match four-year institutions and develop simple-to-progress discipline concentrations that align with university pathways.

Item one was completed in January 2022, and allowed for proper course scheduling from fall to spring to aid in progressive skill development (i.e. 101 courses in fall, 102 courses in spring). The complete two-year plans essentially form the basis for the development of pathways that allow students to specialize in a discipline and expediently transfer the correct sequence and type of courses to a four-year institution.

Work on item two is continuous and ongoing as new opportunities and issues are discovered. The timeline to complete item three begins when the state allows new submissions, which typically begins in May. Item four began in February 2022, and will continue through the 22/23 academic year.

Since August 2021, the Early College Academy is now the primary driver of new students into the AA and AS programs. **ECA started with 11 students, and is now set to exceed 230 students in August 2022.** Along with faculty recruitment efforts, the ECA program should provide more than enough students to meet the faculty and

other college expenditures for this program.

F. Last date of program advisory board activity:

This program is not a career technical or allied health program and does not have an advisory board.

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

The 2010 – 2015 program review stated several weaknesses including:

1. The program lacks an advisory committee.
2. The laboratory facility at Williamson is limited and currently inadequate.
3. The program lacks a systematic and automated plan for the collection of graduate follow-up data.
4. The program lacks a comprehensive programmatic assessment plan.
5. The number of graduates in the University Transfer Program Associate in Science is low.
6. The ratio of graduates to identified majors is low.

Completing the objectives listed below was hampered by numerous retirements and other changes in administration since 2015. Some of the suggestions do not have much validity for this program, are still in progress, or were completed.

Item #1. There was no advisory committee established, but an advisory committee is typically used for career-technical courses to establish links with industry and the students to ensure that curriculum is current, relevant, and meets industry demand. A liberal arts academic program does not function in a linear manner typical of a CTE program and requires the professional dedication of the discipline faculty to accomplish several goals in addition to their teaching responsibilities. These professional matters include:

- Staying abreast of current trends, research, changing theories and practices within their discipline and synthesizing them into the curriculum.
- Working with peer faculty and other colleagues at peer institutions, especially those where most Southern students transfer to ensure program and curriculum alignment.
- Developing transfer and articulation agreements with other institutions to increase student value and success.
- Attending conferences or other relevant professional development opportunities and bringing new ideas and best practices back to the department.
- Meeting with peer faculty to normalize rubrics and assessments, create common assessments, and to develop and maintain course and program outcomes, and student learning outcomes.

Several of these professional matters take place routinely and have been occurring for years. They were noted specifically in the 2010-2015 program review. However, some of them have not been regularly performed because of funding issues for professional development, lack of conferences during the Covid pandemic, and changing department priorities based on leadership change.

Item #2. The lab space on Williamson has been an ongoing concern, and an expensive repair. Other labs on other campuses are also in need of routine maintenance and upgrade to meet modern science requirements. The previous administrations did not complete these upgrades, but it continues to be a priority. Routine maintenance and removal of hazardous materials is the first step and will occur over summer 2022.

Item #3. The specific graduate survey mentioned was not completed or has been lost with changing administrations. Regardless, this survey is not relevant today with the data properly retrieved from HEPC and the Clearinghouse. However, a graduate survey was developed and sent to declared majors and graduates of this program in April 2022 (See charts below).

Item #4. The previous program review mentions the words “comprehensive programmatic assessment” three times, but did not define it or explain why this would have been necessary to correct any specific weakness. There is no evidence that this method was implemented during the period under review. However, referring to item #1, the primary outcome of a programmatic assessment should come from discipline faculty’s devotion to professional matters, accreditation updates and compliance, and to changes in the discipline nationally or globally.

A “comprehensive programmatic assessment” is one method of evaluating program goals and the manner to achieve them based on student learning outcomes. The typical cycle for this method may be considered a continuous “circle” of planning, implementing, collecting, analyzing, sharing, and improving. Although a seemingly good practice, it is not the only or best method of evaluating academic programs.

Assessments should be explicitly defined by the specific need of the program at the time. For instance, is the program being assessed for program goals (i.e. graduates, drops, or transfers), program processes (i.e. course sequence or skill-building ladders using prerequisites), program outcomes (i.e. students who graduated vs. students not retained) or solely based on achievement of student learning outcomes. The lack of information in the previous program review limits the applicability of this recommendation and seems lost to the author of that report. Regardless of the assessment selected in the future, the major concerns of student outcomes (section D) and the division’s future response to them (section E) were addressed above. A methodology of curriculum development will be selected during that process by faculty of the discipline.

Item #5. This was addressed above in the proper five-year trend analysis, but the program was changed for every year of the 2015-2020 cycle, and the graduation rate did not substantially change. Demonstrating that the issue is not inherent to the

core curriculum, lack of faculty, or the addition of “pathways”. However, the need to re-establish concentrations in a discipline is very relevant to students transferring to a University and preventing them from taking “unnecessary” courses.

The faculty of Arts and Sciences are planning to develop concentrations that will help to align students with their various and sometimes divergent future academic goals, while at the same time not preventing completion or graduation because of the lack of faculty or course scheduling. The hope is that these concentrations will help students to plan their courses better and help with scheduling them to meet the student need.

Item #6. The previous program review stated that the solution connected to item six was “to track completion rates to monitor the impact of the implementation of the cocurricular model of delivery pairing developmental education courses and gateway entry-level mathematics and English courses. In coordination with program faculty and governance committees, program curricula will be reviewed and changes deemed necessary to improve completion rates will be recommended”.

Although the program was changed every year leading up to the 2019/2020 academic year, the only change to the developmental courses as listed in the catalog was an update from a series of development courses to the implementation of an A course of 3 units to an E course that added one credit hour of extra time for the instructor and students to meet. Essentially creating a tutoring lab connected to the course. The catalog description for these two course types stated:

MT 121A ~College Mathematics for General Education, Enhanced

A study of several topics in mathematics including probability and statistics, measurement systems, formula manipulation and equation solving, geometry, and consumer math with a focus on applications

MT 121E ~College Mathematics for General Education, Enhanced (formerly known as MT 121A)

A study of fundamental topics in mathematics to include arithmetic, algebra, geometry, measurements, statistics, and problem solving with a focus on applications. This course is designed to give additional support and review to those students who lack a strong background in math skills.

The student success data of the change from the A model to the E model is still being collected and will be reported on future program reviews.

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

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

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

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

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

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

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

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

Associate in Science Student Placement Survey Data (2015-2020)

There was an insufficient Graduate Survey return rate and therefore produced no meaningful data on student placement (Only five returned). The next cycle may produce better results, but possible options to encourage participation may be the offering of a small reward, raffle, or other enticement.

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

Associate in Science – AS

Graduate Data

Graduate Year	Total Graduates
2015/16	4
2016/17	2
2017/18	4
2018/19	2
2019/20	15

Headcount and FTE

Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2015/16	114	67.70	2031
2016/17	107	57.27	1718
2017/18	101	63.70	1911
2018/19	107	65.50	1965
2019/20	125	71.40	2142

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

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23, 2021**

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

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Electromechanical Instrumentation Technology Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Dr. David Lemmon
Dean of Professional and Technical Studies

BACKGROUND:

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

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

The program review was prepared by the program faculty and presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based on the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Electromechanical Instrumentation Technology Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW Southern West Virginia Community and Technical College

Summary of Findings 2020 - 2021

Program Name: Electromechanical Instrumentation Technology

Hours Required for Graduation: 30 Credit Hours

I. Overview of Findings

A. Adequacy

1. Discuss accreditation or past approval.

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

The program is not accredited, however, it is designed for those who are interested in the oil and gas industry, plant maintenance, machine set-up and installation, and troubleshooting of modern computer-controlled machines. Electromechanical instrumentation jobs are found in the manufacturing, energy, medical, electronics, agriculture, biotechnology, and automotive industries.

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

2. How are faculty prepared to offer the program?

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

3. How is the program supported by the facilities?

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

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

B. Viability

1. Discuss cost factors and future growth potential.

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

2. What are the trends in enrollment?

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

C. Necessity

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

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

D. Consistency with Mission

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

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

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

2. What would happen if the program were discontinued?

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

II. Program Improvement

A. Action Plan

1. List actions to improve the program.

The program needs to address enrollment capability and sustainability.

2. Provide a timeline for implementation.

The recommended changes above were completed just before the Fall 2019 semester.

B. Weaknesses Addressed by Action Plan (if any)

Low enrollment and graduates. The program will seek perspective new students and business partnerships in order to increase enrollment.

III. Assessment

A. Assessment Plan

1. How is the program assessed?

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

2. How is Assessment used to improve the program?

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

Student Data

A. Discuss Student Placement Data (None Available)

As of the submission of this review there is no placement data. However, due to ongoing legal challenges within the Natural Gas Industry, construction regrading a major pipeline was halted. The pipeline was to be constructed through the state of West Virginia. The result of halting the pipeline has been a slowdown within the before mentioned industry, effecting employment opportunities.

B. Discuss Student Employment (None Available)

The need for reliable and affordable energy resources, such as Natural Gas will be the driving factor behind student employment regarding this program of study.

C. Discuss Students Seeking Higher Degrees

The program is aligned with respective programs at BridgeValley Community and Technical College and New River Technical College. All three colleges are offering the same courses and utilize the same course textbooks. The program does not align with a higher degree.

Appendix I Enrollment Trends

Graduate Data

Graduate Year	Number of Graduates
2015-16	4
2016-17	2
2017-18	0
2018-19	0
2019-20	0

Headcount and FTE*

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2015-16	0	0.00	0
2016-17	0	0.00	0
2017-18	0	0.00	0
2018-19	0	0.00	0
2019-20	1	0.13	4

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING MAY 23, 2022**

ITEM: Request for approval of the Information Technology (IT), Certificate, Academic Program Review

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

STAFF MEMBER: Dr. David L. Lemmon, Dean
Professional and Technical Studies

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Professional and Technical Studies conducted a program review of the Information Technology, Certificate Program during the 2021 / 2022 academic year.

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

The program review was prepared by faculty and presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Information Technology, Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Information Technology (IT); Certificate

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

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

C. Summarize the Development and Continuation of the Program:

The Information Technology certification program only requires one (1) IT restricted elective. The elective can be almost any IT course without a prerequisite. The following, while more specific to the AAS, is still relevant for the certificate program.

The faculty continue to add new material to every course as the technology is always evolving. They have adapted very well to the Covid-19 restrictions and moved the majority of their class material to an online format. This has been the push needed to help program in the online course market. Since 2017, program's certification lineup has expanded and five new small unmanned aerial system (sUAS) courses have been added to the catalog.

The program has expanded from having just two 3D printers to 20, plus a water-jet cutter and the addition of Rasberry Pi's to remotely monitor printing progress. Two faculty members have created an entire video studio, and set it up for the entire college to utilize. Another faculty member has been able to offer an advanced Excel spreadsheet class to faculty and staff to help them in their day-to-day activities.

The IT faculty have also been able to create a hacking lab to attract students to the program. Demonstrations such as lock picking, wireless network blocking, and other activities should really get students interested in cyber security.

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

Synopses of findings: Instructors have observed that the current job market needs cyber security knowledge and persons identified as cyber security analysts, thus requiring Cyber Security to become a core course. Instructors will be making Security+ a core IT class in the next year. This will ensure that all graduates have the proper security fundamentals which are required for today's marketplace.

As a recruitment tool, we are utilizing the free course delivery to secondary students. The pandemic has limited the program's efforts to make high school visits or have the students visit campus.

The program is not accredited.

Students in the certificate program are required to take one (1) IT restricted elective. The following certifications are imbedded in the certificate program with the others being optional.

TestOUT IT Fundamentals Pro/CompTIA IT Fundamentals
TestOUT PC Pro/Comp TIA A+

Optional Industry-recognized certifications that are embedded within the program courses:

- TestOUT Office Pro/ Microsoft MOS
- FAA Part 107
- Unmanned Safety Institute Small UAV Safety Certificate
- Unmanned Safety Institute VLOS System Operations Certificate
- Adobe Certified Associate in Visual Design Using Adobe Photoshop CC
- Adobe Certified Associate in Multiplatform Animations using Adobe Animate CC
- Adobe Certified Associate in Digital Video Using Adobe Premiere Pro CC
- TestOUT Ethical Hacker Pro/EC Council Certified Ethical Hacker Pro
- TestOUT Server Pro 2016/Microsoft Windows Server Exam 70-741
- TestOUT Routing and Switching Pro/Cisco CCNA Routing and Switching
- TestOUT Network Pro/Comp TIA Network+
- TestOUT Security Pro/CompTIA Security+
- TestOUT Linux Pro/CompTIA Linux+
- TestOut Server Pro 2016: Install and Storage/Microsoft Windows Server Exam 70-740
- TestOut Server Pro 2016: Identity/Microsoft Windows Server Exam 70-742 Identity with Windows Server 2016

E. Plans for program improvement, including timeline:

In order to deliver competent knowledge to students within the Information Technology program of study, the College is continually updating equipment within the program. The needs are often met by utilizing annual Perkins grant funding. The program will explore further development of additional course offerings relating to cyber security in the upcoming year. Moreover, the program will research and implement into the plan of study additional course offerings related to cyber security.

F. Last date of program advisory board activity:

The last community advisory meeting was held on April 8, 2022.

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

- 1) The program needs more students to take the certification exams during their courses.
- 2) Explore and implement cyber security curriculum and courses into the plan of study.

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

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

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

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

Course-Level Assessment: The goal of faculty assessment of student learning at the course level is to identify what has and has not worked at increasing learning in the classroom, as well as how this information is and will be used in present and future

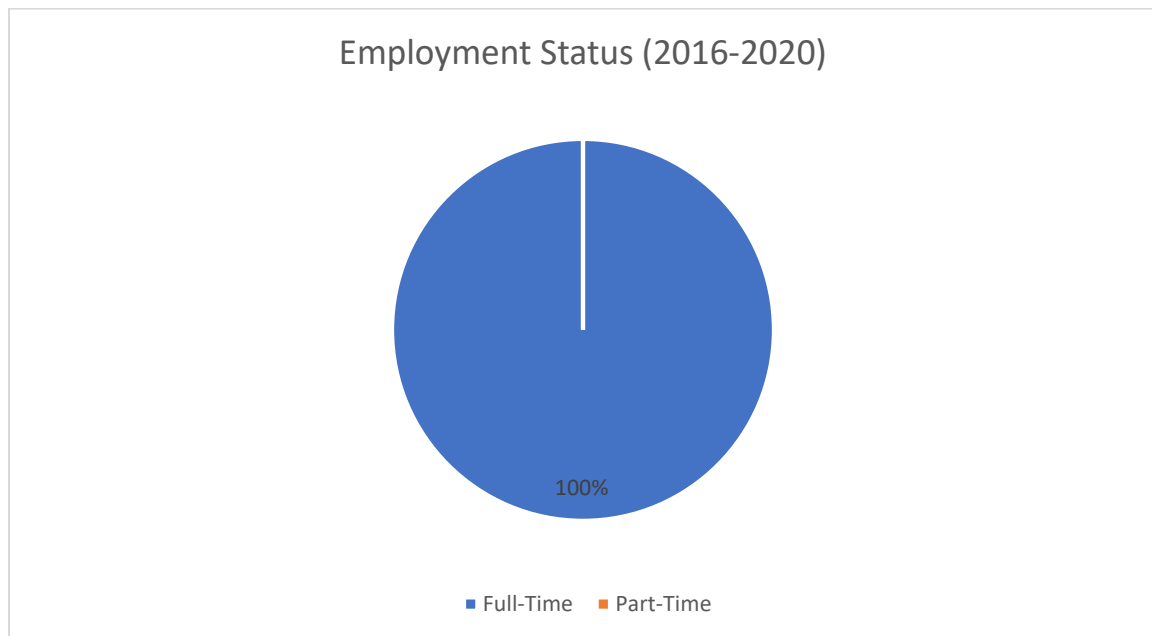
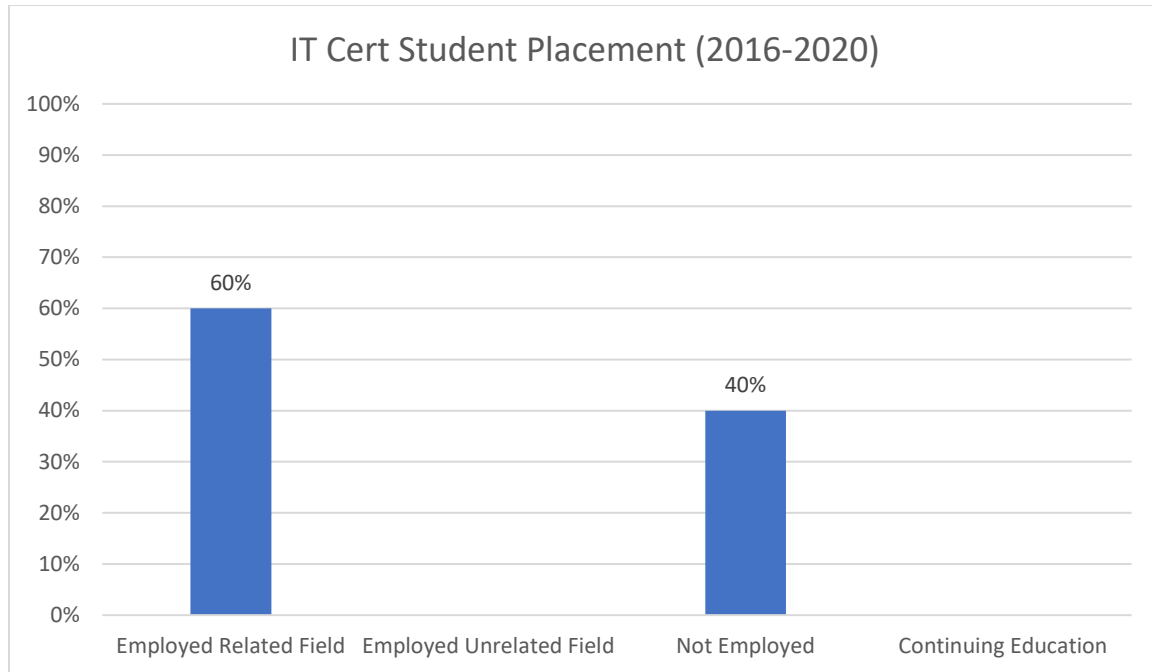
courses to further improve learning. The following describes the process the College uses to assess student learning at the course-level.

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

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

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

**IT Cert Student Placement Data (2016-2020)
(5 of 55 surveys returned; 9% response rate)**





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

Information Technology - Certificate

Graduate Data

Graduate Year	Number of Graduates
2016-17	9
2017-18	21
2018-19	14
2019-20	8
2020-21	19

Headcount and FTE**

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-17	0	0.00	0
2017-18	0	0.00	0
2018-19	1	0.27	8
2019-20	2	0.77	23
2020-21	0	0.00	0

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

** This program is embedded in the AAS- IT. Students will declare the AAS but also graduate with the certificate.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23, 2022**

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

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Central Sterile Supply Technician Certificate program at the current level of activity with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135 Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Russell Saunders
Dean of Allied Health and Nursing

BACKGROUND:

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

Based on the program review, it is recommended that the Central Sterile Supply Technician Certificate Program continue at the current level of activity with corrective action.

The program review was completed by the program faculty and presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based on the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Central Sterile Supply Technician Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Central Sterile Supply Technician (CSST); Certificate

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

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

C. Summarize the Development and Continuation of the Program:

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

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

Please indicate if the program is accredited. If yes, please include the name of the accreditation body, the date the program received initial accreditation status, and the number of years approved for accreditation by accreditor:

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

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

E. Plans for program improvement, including timeline:

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

Also, during the upcoming 2022-2023 academic year, the Southern Foundation will provide a scholarship to the one-year program. In addition, the program faculty and admissions team will develop a more focused marketing strategy that emphasizes and highlights employment in health care within one year. Further, enrollment strategy will also include that graduates can use the program as a first step for admission into the AAS Degree in Surgical Technology. Likewise, program enrollment will be reevaluated for significant improvement during the next review.

F. Last date of program advisory board activity:

April 8, 2022.

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

The previous program review was conducted in 2017 and concluded that enrollment consistency was the main concern. In response, the program courses were added as an optional pathway within the AAS Health Care Professional Degree and produced five (5) graduates in 2020 in comparison to three (3) graduates over the previous four years of 2016-2019.

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

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

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

assess student learning at the program-level.

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

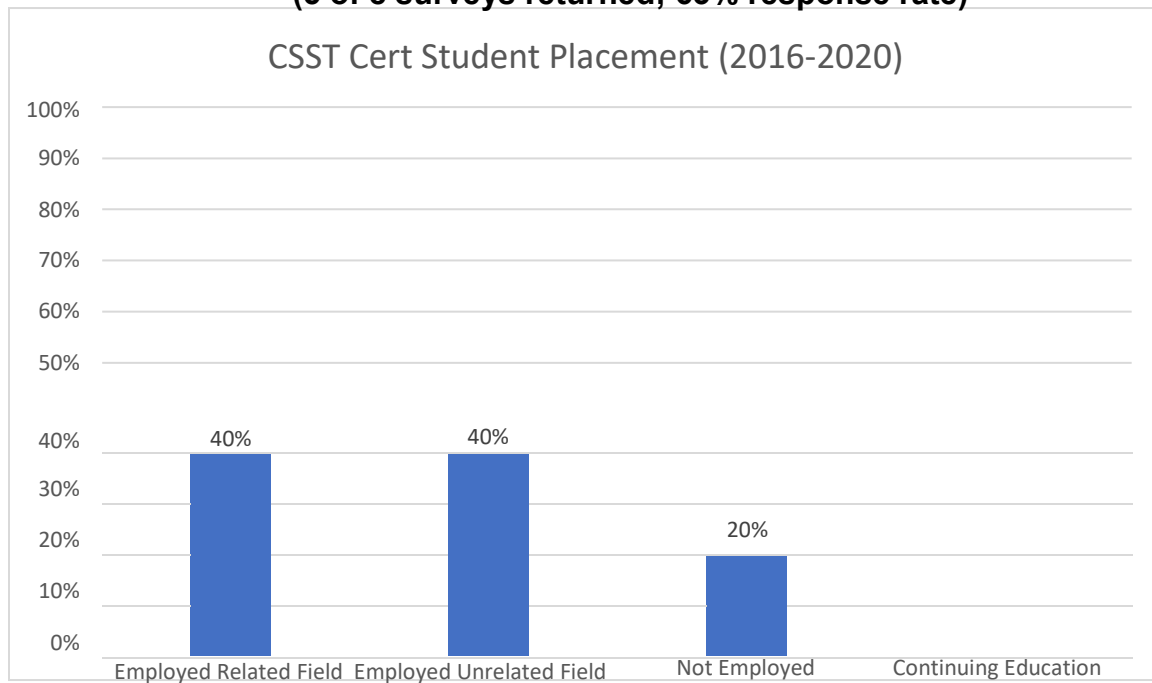
Course-Level Assessment: The goal of faculty assessment of student learning at the course level is to identify what has and has not worked at increasing learning in the classroom and how this information is and will be used in present and future courses to further improve learning. The following describes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

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

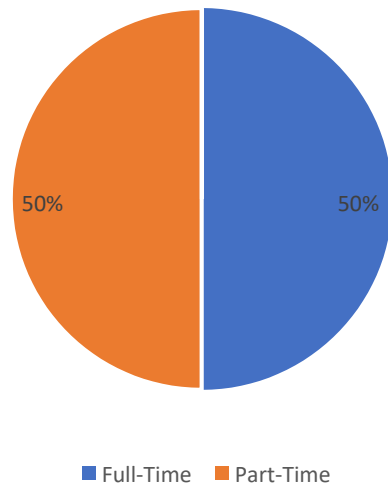
General Education Assessment: Southern has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of general education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific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

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

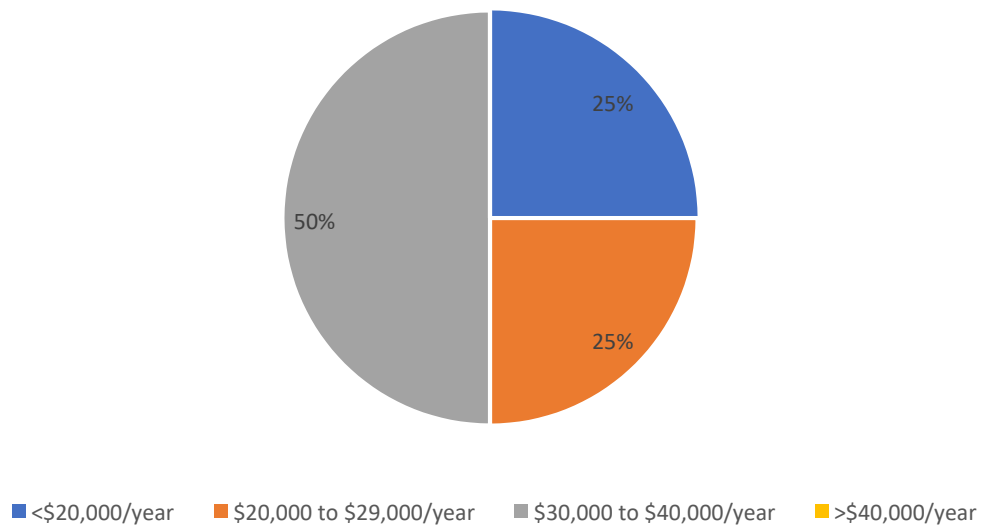
**CSST Cert Student Placement Data (2016-2020)
(5 of 8 surveys returned; 63% response rate)**



Employment Status (2016-2020)



Annual Salary (2016-2020)



Placement	Number of Respondents
Employed in Related Field	2
Employed in Unrelated Field	2
Not Employed	1
Continuing Education	0

Employment Status	Number of Respondents
Full-Time	2
Part-Time	2
No Response/Not Employed	1

Annual Salary	Number of Respondents
< \$20,000/Year	1
\$20,000 - \$29,000/Year	1
\$30,000 - \$40,000/Year	2
>\$40,000/Year	0
No Response/Not Employed	1

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

Central Sterile Supply Technician - Certificate

Graduate Data

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

Headcount and FTE

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

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

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23, 2022**

ITEM: Approval of the Early Childhood Development, Associate in Applied Science Academic Program Review

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

STAFF MEMBER: Dr. Michael Jiles
Dean Arts and Sciences

BACKGROUND:

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

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

The program review was completed by the program faculty and presented to the Academic Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based on the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Early Childhood Development Associate in Applied Science Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Early Childhood Development (ECD); Associate in Applied Science

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

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

C. Summarize the Development and Continuation of the Program:

The faculty for the Early Childhood Education program consistently updates the course content to ensure alignment with other colleges and universities in our area. The program monitors licensing issues that arise to make sure the program meets the needs of students and the businesses that employ them. The program strives to produce knowledgeable and employable graduates who can pursue a career or continue their education at a four-year institution. The ECE program has strong numbers and has been great for the college and with the implementation of the West Virginia *Grow Your Own* teacher education program, it will be more relevant and vital for the students in our service area.

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

No significant problems were identified by the assessments administered to program participants. Of the thirteen standards assessed by the NOCTI exam, only one standard yielded an average compliance score of less than 70%. Questions related to the inclusion of children with special needs resulted in an overall score of 69.8% for those assessed.

Faculty identified that the activities and objectives in ED 224, The Exceptional Child, address this standard. As a result, faculty began reviewing and revising the course content, goals, objectives, and assessments to improve the scoring on this standard. This work is currently being conducted with partners at West Virginia State University.

The Early Childhood Education program is not currently accredited. This has not influenced job placement or graduation rates to date. However, program faculty have begun looking into seeking state or national accreditation.

E. Plans for program improvement, including timeline:

For the past two years, students were not allowed to participate in on-site observations due to COVID. To prevent this in the future, program faculty is looking into simulation software for the observations component of the program while also reengaging with industry partners to strengthen on-site and remote observational opportunities.

The program faculty has begun an exhaustive study of the current offerings, curriculum, and course content for all the courses and programs in the education department. The faculty is working with our four-year universities to enhance transferability, while creating new pathways and transfer agreements. Faculty are also developing a new primary education program for the *Grow Your Own* state initiative.

F. Last date of program advisory board activity:

April 8th, 2022.

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

There were no significant weaknesses or deficiencies from the previous review. Course assessment data is reviewed on a regular basis for the program. Weak areas are identified from assessment data and observations from field experiences. Improvements occur as soon as possible at the course level.

Results from the NOCTI assessment for 2017 show students scored a combined average of 84%, which was higher than the state average of 82% and matched the national average of 84%. This improved in 2018 with an average score of 86%, which was higher than the state average of 81% and the national average of 84%. The 2019 test showed an average score of 81%, which was the same as the state average and slightly lower than the national average of 84%. The NOCTI test was not administered in 2020 and 2021 due to the Covid pandemic. However, the results for the 2022 exam show the students averaging 86%.

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

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

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

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

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

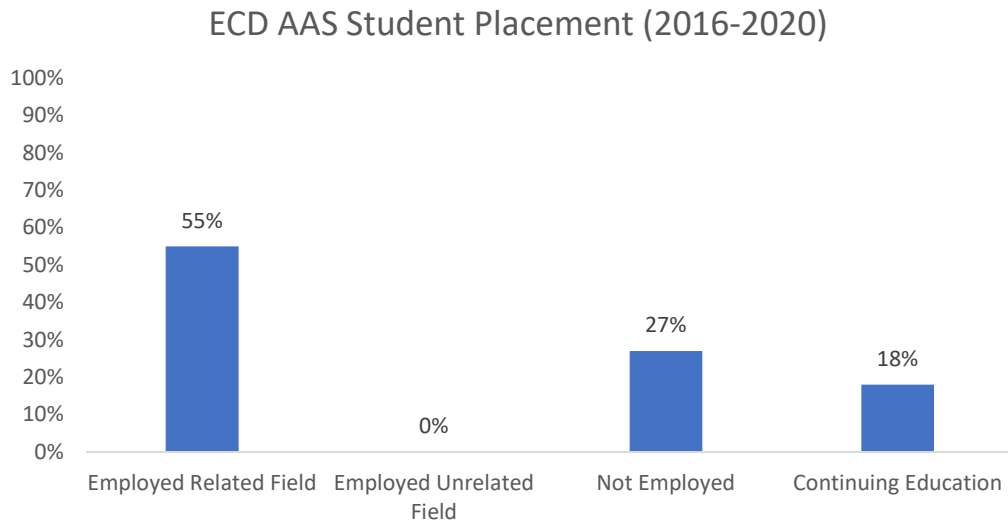
- 1) Faculty is required to assess all course outcomes identified in the course syllabus for every course taught during a given semester.
- 2) Completed forms are submitted to the Director of Accreditation and Assessment and the Dean's office at the completion of the fall and spring semesters.

General Education Assessment: Southern has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of general education competencies is based on the Course Outcome Matrix. The end-of-semester, program-specific (capstone) courses that identify a general education competency as "Included and Measurable" are required to use the appropriate College rubrics. These rubrics are designed to assist faculty in consistently evaluating and re-assessing the general education outcomes and criteria. The program faculty decides what specific evaluation activity is used to assess the general education outcomes. Data gathered using the rubric and the associated Action Plan developed to improve

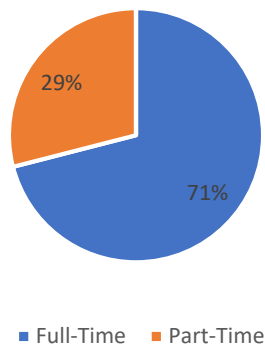
attainment of the general education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

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

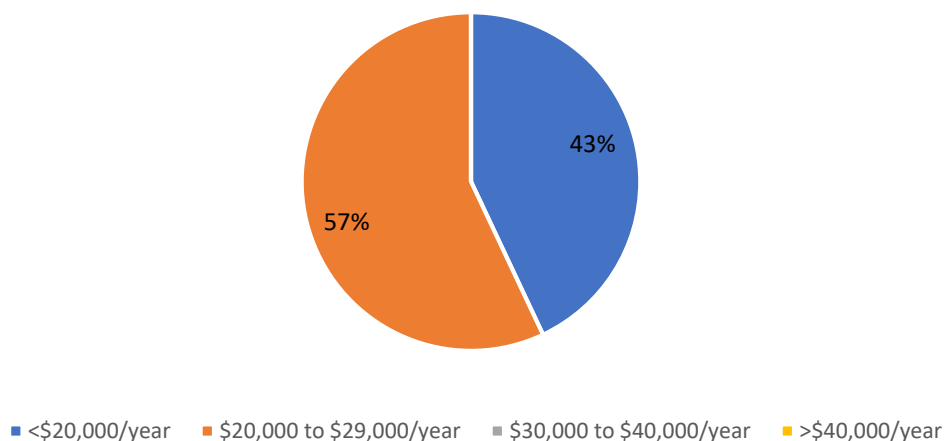
**ECD AAS Student Placement Data (2016-2020)
(11 of 61 surveys returned / 18% response rate)**



Employment Status (2016-2020)



Annual Salary (2016-2020)

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

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

Headcount and FTE

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-2017	71	39.00	1170
2017-2018	67	42.70	1281
2018-2019	65	42.03	1261
2019-2020	60	32.10	963
2020-2021	85	52.93	1588

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

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23, 2022**

ITEM: Request for approval of the Electrical Engineering Technology (EET), Certificate, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Electrical Engineering Technology Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Dr. David L. Lemmon, Dean
Professional and Technical Studies

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Professional and Technical Studies conducted a program review of the Electrical Engineering Technology, Certificate Program during the 2021 / 2022 academic year.

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

The program review was prepared by faculty and presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Electrical Engineering Technology Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Electrical Engineering Technology (EET); Certificate

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

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

C. Summarize the Development and Continuation of the Program:

Development of this program is intended to provide for the needs in the technical fields associated with maintenance of electrical equipment in the coal industry, automotive, and various industries requiring maintenance and installation of electrical equipment.

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

Synopsis of findings: No findings

No program accreditation.

E. Plans for program improvement, including timeline:

The curriculum is continually being updated with regards to best practices to better serve both students and industry.

F. Last date of program advisory board activity:

Last Advisory Board held on April 8, 2022.

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

Replacement of existing laptop computers for the labs as needed. Also, a lab panel and associated material to teach Residential Wiring are needed, and will most likely be procured in the upcoming year.

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

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

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

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

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

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

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

Program faculty and other faculty decide what specific evaluation activity is used to assess the general education outcome. Data gathered using the rubric and the associated action plan developed to improve the attainment of the general education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

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

(1 of 46 surveys returned; 2% response rate)

Insufficient Graduate Survey returns for meaningful data on student placement.

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

Electrical Engineering Technology - Certificate

Graduate Data

Graduate Year	Number of Graduates
2015-16	9
2016-17	7
2017-18	5
2018-19	8
2019-20	17

Headcount and FTE**

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2015-16	4	2.87	86
2016-17	1	0.87	26
2017-18	2	0.37	11
2018-19	1	0.40	12
2019-20	2	1.40	42

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

** This program is embedded in the AAS- EET. Students will declare the AAS but also graduate with the certificate.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23, 2022**

ITEM: Request for approval of the Electrical Engineering Technology (EET), Associate in Applied Science, Academic Program Review

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

STAFF MEMBER: Dr. David L. Lemmon, Dean
Professional and Technical Studies

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Professional and Studies conducted a program review of the Electrical Engineering Technology Associate in Applied Science Program during the 2021 / 2022 academic year.

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

The program review was prepared by faculty and presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Electrical Engineering Associate in Applied Science Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Electrical Engineering Technology (EET); Associate in Applied Science

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

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

C. Summarize the Development and Continuation of the Program:

The development of this program is intended to provide for the needs in the technical fields associated with maintenance of electrical equipment in the coal industry, automotive, and various industries requiring maintenance and installation of electrical equipment.

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

Synopsis of findings: No findings

No program accreditation.

E. Plans for program improvement, including timeline:

The curriculum is continually being updated with regards to best practices, to better serve both students and industry. The program will use grant and budget money as approved and will implement the new additional resources next year.

F. Last date of program advisory board activity:

The last advisory meeting was held on April 8, 2022.

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

Replacement of existing laptop computers for the labs as needed. Also, a lab panel and associated material to teach Residential Wiring are needed, and will most likely be procured in the upcoming year.

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

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

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

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

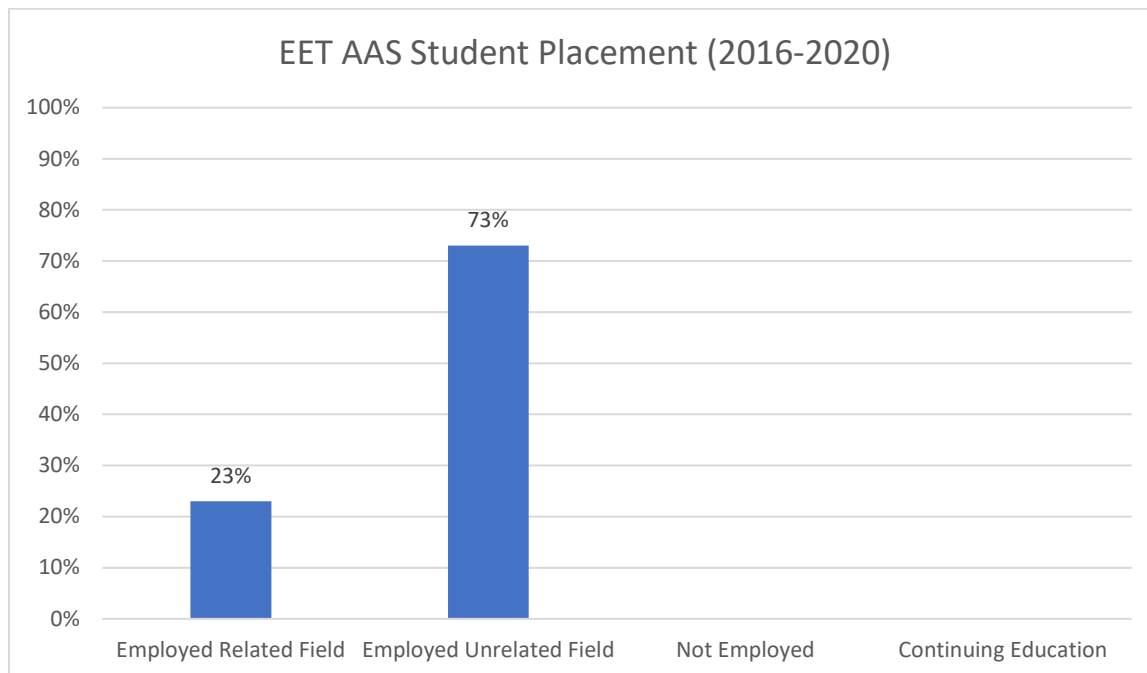
- 1) Faculty are required to assess all course outcomes identified in the course syllabus for every course taught during a given semester.
- 2) Completed forms are submitted to the Director of Accreditation and Assessment after the fall and spring semesters.

General Education Assessment: Southern has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of general education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific (capstone)

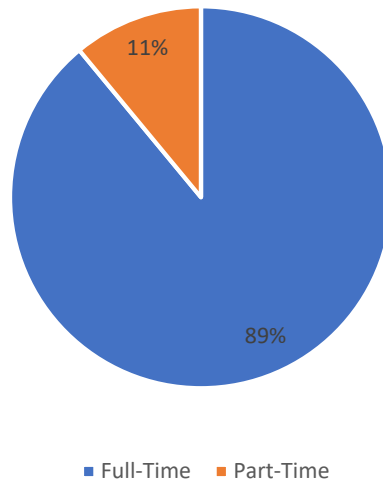
courses that identify a general education competency as “Included and Measurable” are required to use the appropriate College rubrics. These rubrics are designed to assist faculty in consistently evaluating the general education outcomes and criteria. Lead Program faculty and other faculty decide what specific evaluation activity is used to assess the general education outcome. Data gathered using the rubric and the associated action plan developed to improve the attainment of the general education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

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

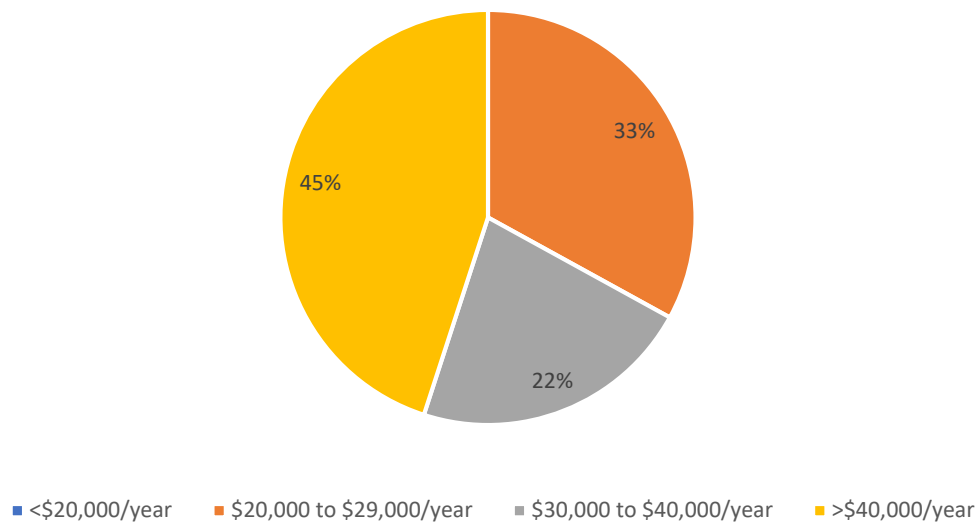
**EET AAS Student Placement Data (2016-2020)
(9 of 43 surveys returned; 21% response rate)**



Employment Status (2016-2020)



Annual Salary (2016-2020)



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

Electrical Engineering Technology (EET) – AAS

Graduate Data

Graduate Year	Number of Graduates
2015-16	7
2016-17	9
2017-18	5
2018-19	6
2019-20	16

Headcount and FTE

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2015-16	54	34.53	1036
2016-17	40	26.83	805
2017-18	40	23.13	694
2018-19	43	27.57	827
2019-20	44	30.17	905

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

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING MAY 23, 2022**

ITEM: Request for approval of the Information Technology (IT), Certificate, Academic Program Review

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

STAFF MEMBER: Dr. David L. Lemmon, Dean
Professional and Technical Studies

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Professional and Technical Studies conducted a program review of the Information Technology, Certificate Program during the 2021 / 2022 academic year.

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

The program review was prepared by faculty and presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Information Technology, Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Information Technology (IT); Certificate

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

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

C. Summarize the Development and Continuation of the Program:

The Information Technology certification program only requires one (1) IT restricted elective. The elective can be almost any IT course without a prerequisite. The following, while more specific to the AAS, is still relevant for the certificate program.

The faculty continue to add new material to every course as the technology is always evolving. They have adapted very well to the Covid-19 restrictions and moved the majority of their class material to an online format. This has been the push needed to help program in the online course market. Since 2017, program's certification lineup has expanded and five new small unmanned aerial system (sUAS) courses have been added to the catalog.

The program has expanded from having just two 3D printers to 20, plus a water-jet cutter and the addition of Rasberry Pi's to remotely monitor printing progress. Two faculty members have created an entire video studio, and set it up for the entire college to utilize. Another faculty member has been able to offer an advanced Excel spreadsheet class to faculty and staff to help them in their day-to-day activities.

The IT faculty have also been able to create a hacking lab to attract students to the program. Demonstrations such as lock picking, wireless network blocking, and other activities should really get students interested in cyber security.

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

Synopses of findings: Instructors have observed that the current job market needs cyber security knowledge and persons identified as cyber security analysts, thus requiring Cyber Security to become a core course. Instructors will be making Security+ a core IT class in the next year. This will ensure that all graduates have the proper security fundamentals which are required for today's marketplace.

As a recruitment tool, we are utilizing the free course delivery to secondary students. The pandemic has limited the program's efforts to make high school visits or have the students visit campus.

The program is not accredited.

Students in the certificate program are required to take one (1) IT restricted elective. The following certifications are imbedded in the certificate program with the others being optional.

TestOUT IT Fundamentals Pro/CompTIA IT Fundamentals
TestOUT PC Pro/Comp TIA A+

Optional Industry-recognized certifications that are embedded within the program courses:

- TestOUT Office Pro/ Microsoft MOS
- FAA Part 107
- Unmanned Safety Institute Small UAV Safety Certificate
- Unmanned Safety Institute VLOS System Operations Certificate
- Adobe Certified Associate in Visual Design Using Adobe Photoshop CC
- Adobe Certified Associate in Multiplatform Animations using Adobe Animate CC
- Adobe Certified Associate in Digital Video Using Adobe Premiere Pro CC
- TestOUT Ethical Hacker Pro/EC Council Certified Ethical Hacker Pro
- TestOUT Server Pro 2016/Microsoft Windows Server Exam 70-741
- TestOUT Routing and Switching Pro/Cisco CCNA Routing and Switching
- TestOUT Network Pro/Comp TIA Network+
- TestOUT Security Pro/CompTIA Security+
- TestOUT Linux Pro/CompTIA Linux+
- TestOut Server Pro 2016: Install and Storage/Microsoft Windows Server Exam 70-740
- TestOut Server Pro 2016: Identity/Microsoft Windows Server Exam 70-742 Identity with Windows Server 2016

E. Plans for program improvement, including timeline:

In order to deliver competent knowledge to students within the Information Technology program of study, the College is continually updating equipment within the program. The needs are often met by utilizing annual Perkins grant funding. The program will explore further development of additional course offerings relating to cyber security in the upcoming year. Moreover, the program will research and implement into the plan of study additional course offerings related to cyber security.

F. Last date of program advisory board activity:

The last community advisory meeting was held on April 8, 2022.

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

- 1) The program needs more students to take the certification exams during their courses.
- 2) Explore and implement cyber security curriculum and courses into the plan of study.

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

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

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

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

Course-Level Assessment: The goal of faculty assessment of student learning at the course level is to identify what has and has not worked at increasing learning in the classroom, as well as how this information is and will be used in present and future

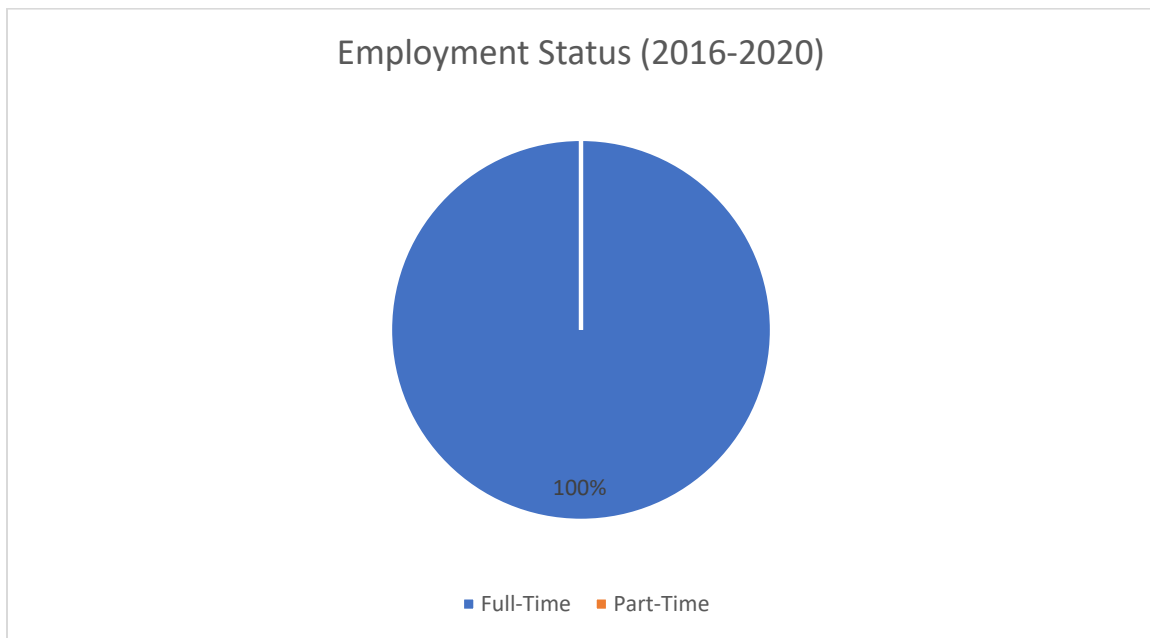
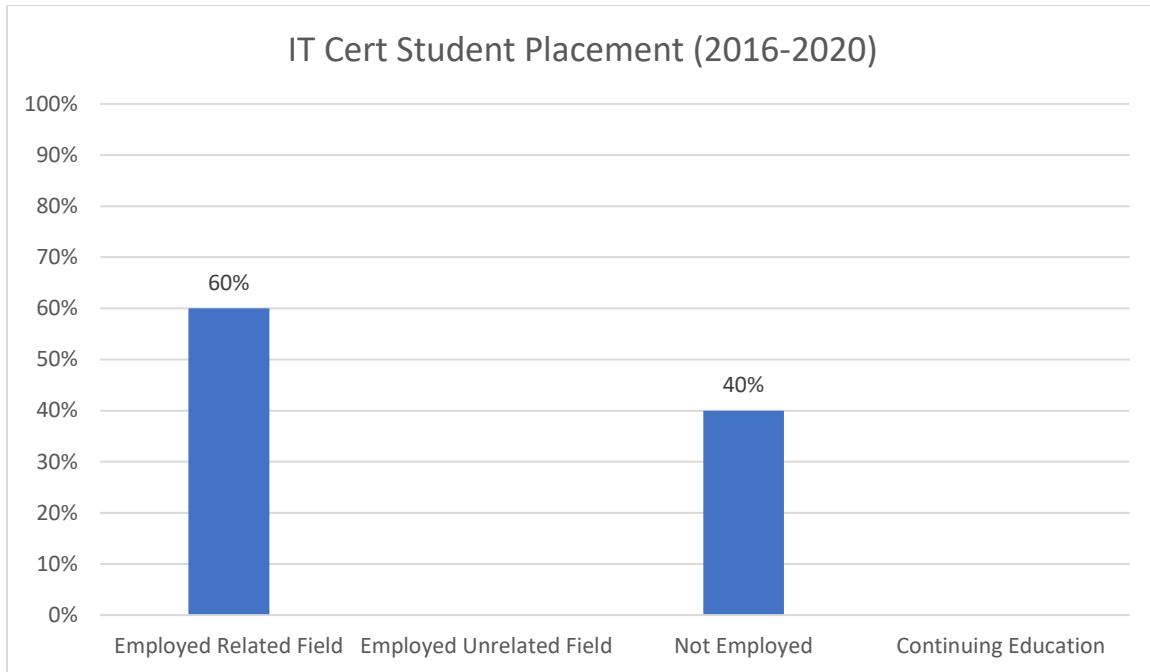
courses to further improve learning. The following describes the process the College uses to assess student learning at the course-level.

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

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

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

**IT Cert Student Placement Data (2016-2020)
(5 of 55 surveys returned; 9% response rate)**





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

Information Technology - Certificate

Graduate Data

Graduate Year	Number of Graduates
2016-17	9
2017-18	21
2018-19	14
2019-20	8
2020-21	19

Headcount and FTE**

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-17	0	0.00	0
2017-18	0	0.00	0
2018-19	1	0.27	8
2019-20	2	0.77	23
2020-21	0	0.00	0

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

** This program is embedded in the AAS- IT. Students will declare the AAS but also graduate with the certificate.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23, 2022**

ITEM: Approval of the Information Technology (IT), Associate in Applied Science, Academic Program Review

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

STAFF MEMBER: Dr. David L. Lemmon, Dean
Professional and Technical Studies

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Professional and Technical Studies conducted a program review of the Information Technology, Associate in Applied Science Program during the 2021 / 2022 academic year.

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

The program review was prepared by faculty and presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Information Technology, Associate in Applied Science Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Information Technology (IT); Associate in Applied Science

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

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

C. Summarize the Development and Continuation of the Program:

The faculty continue to add new material to every course as the technology is always evolving. They have adapted very well to the Covid-19 restrictions and moved the majority of their class material to an online format. This has been the push needed to help the program in the online course market. Since 2017 our certification lineup has expanded and five new small unmanned aerial system (sUAS) courses have been added to the catalog.

The program has gone from having just two 3D printers to twenty, plus a water-jet cutter and the addition of Raspberry Pi's to remotely monitor printing progress. Two faculty members have created an entire video studio, and set it up for the whole college to be able to utilize. Another faculty member has been able to offer an advanced Excel spreadsheet class to faculty and staff to help them in their day-to-day activities.

The IT faculty have also been able to put together a hacking lab to attract students to the program. Demonstrations such as lock picking, wireless network blocking, and other activities should get students interested in cyber security.

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

Synopses of findings: Instructors have observed that the current job market needs cyber security knowledge and persons identified as cyber security analyst; thus, requiring Cyber Security to become a core course. Instructors will be making Security+ a core IT class in the next year. This will ensure that all graduates have security fundamentals which are required for today's marketplace.

As a recruitment tool, the program is utilizing free course delivery to secondary students. The pandemic has limited the program's efforts of being able to make high school visits or have the students visit campus.

Program is not accredited.

Industry-recognized certifications are embedded within the program:

- TestOUT Office Pro/ Microsoft MOS
- TestOut IT Fundamentals Pro/CompTIA IT Fundamentals
- FAA Part 107
- Unmanned Safety Institute Small UAV Safety Certificate
- Unmanned Safety Institute VLOS System Operations Certificate
- Adobe Certified Associate in Visual Design Using Adobe Photoshop CC
- Adobe Certified Associate in Multiplatform Animations using Adobe Animate CC
- Adobe Certified Associate in Digital Video Using Adobe Premiere Pro CC
- TestOUT Ethical Hacker Pro/EC Council Certified Ethical Hacker Pro
- TestOUT Server Pro 2016/Microsoft Windows Server Exam 70-741
- TestOUT Routing and Switching Pro/Cisco CCNA Routing and Switching
- TestOUT PC Pro/Comp TIA A+
- TestOUT Network Pro/Comp TIA Network+
- TestOUT Security Pro/CompTIA Security+
- TestOUT Linux Pro/CompTIA Linux+
- TestOut Server Pro 2016: Install and Storage/Microsoft Windows Server Exam 70-740
- TestOut Server Pro 2016: Identity/Microsoft Windows Server Exam 70-742 Identity with Windows Server 2016

E. Plans for program improvement, including timeline:

In order to deliver competent knowledge to students within the Information Technology program of study, the College is continually updating equipment within the program. The needs are often met utilizing annual Perkins grant funding. The program will explore further development of additional course offerings relating to cyber security in the upcoming year. Moreover, the program will research and implement additional course offerings related to cyber security into the plan of study.

F. Last date of program advisory board activity:

The last community advisory meeting was held on April 8, 2022.

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

- 1) The program needs more students to take the certification exams during their courses, to ensure students are obtaining needed credentialing for future employment.
- 2) Explore and implement a cyber security curriculum into the plan of study.

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

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

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

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

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

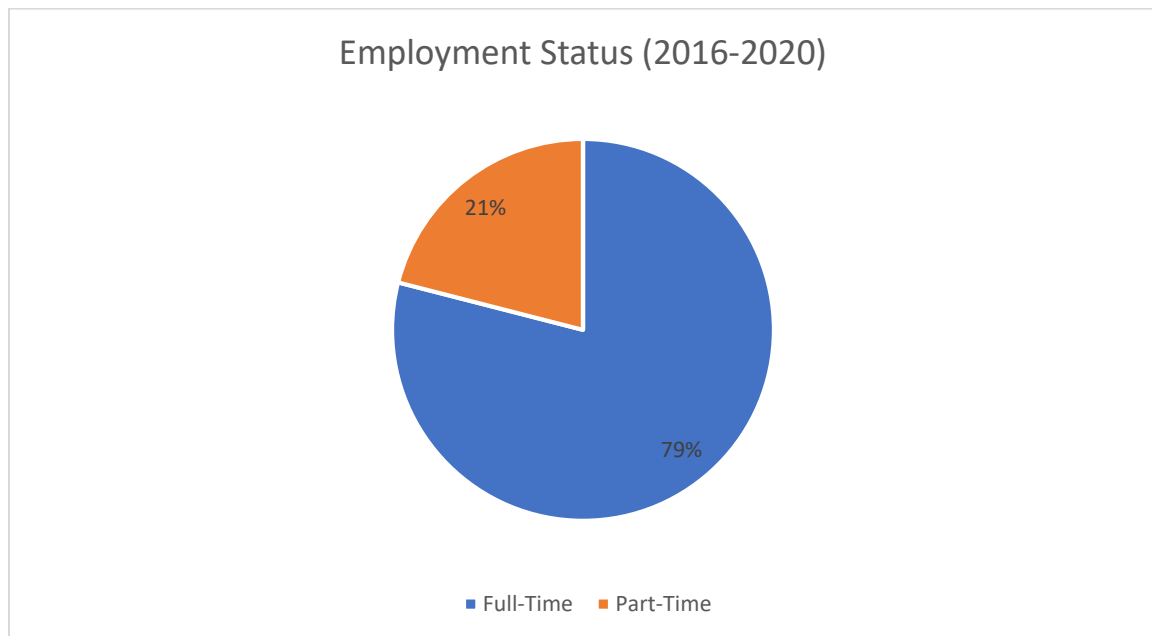
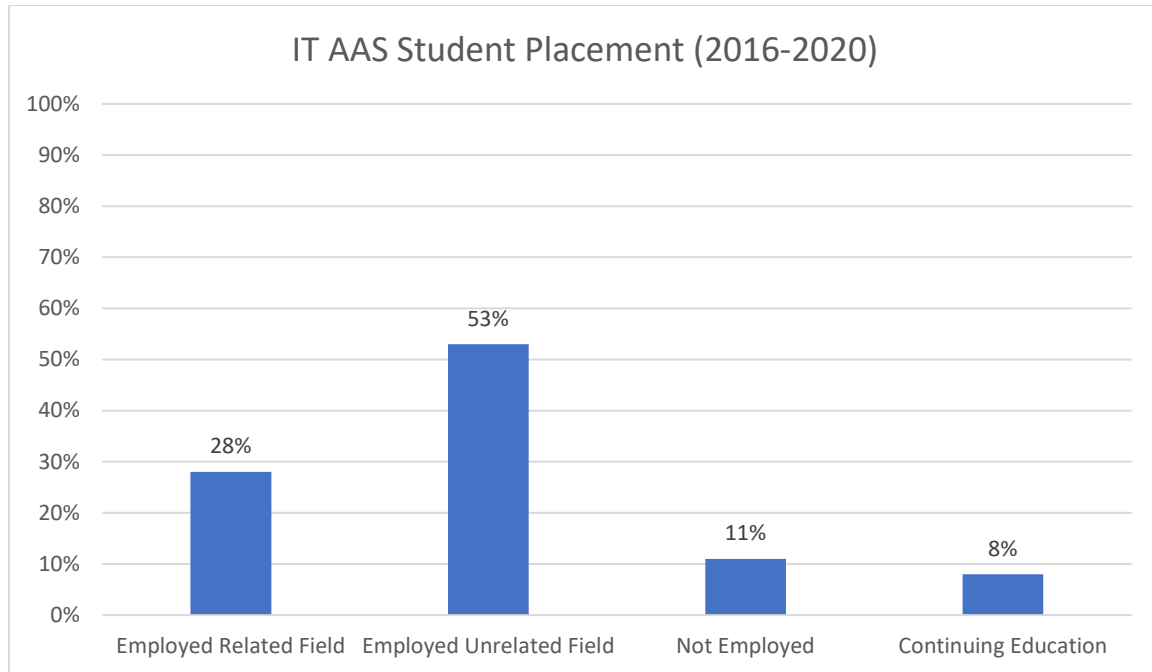
- 1) Faculty are required to assess all course outcomes identified in the course syllabus for every course taught during a given semester.
- 2) Completed forms are submitted to the Director of Accreditation and Assessment after the fall and spring semesters.

General Education Assessment: Southern has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree

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

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

(36 of 69 surveys returned; 52% response rate)





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

Information Technology - AAS

Graduate Data

Graduate Year	Number of Graduates
2016-17	8
2017-18	20
2018-19	12
2019-20	11
2020-21	18

Headcount and FTE

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-17	58	44.30	1329
2017-18	62	43.43	1303
2018-19	49	36.47	1094
2019-20	60	38.53	1156
2020-21	55	35.80	1074

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

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23, 2022**

ITEM: Request for approval of the Paraprofessional Education, Certificate, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Paraprofessional Education Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Dr. Michael Jiles, Dean
Arts and Sciences

BACKGROUND:

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

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

The program review was completed by program faculty and presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Paraprofessional Education Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Paraprofessional Education (PE); Certificate

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

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

C. Summarize the Development and Continuation of the Program:

The Paraprofessional Education Certificate Program was developed to address West Virginia Senate Bill 359 which passed in March 2013. The law required kindergarten aids to possess the specific educational credentials offered in the Southern program. As such, the certification of this program is required by state law, and serves a very specific and small student population and has a small number of graduates with each cohort.

The faculty for the Early Childhood Education program consistently updates the course content to ensure alignment with other colleges and universities in our area. The program monitors licensing issues that arise to make sure the program meets the needs of students and the businesses that employ them. The program strives to produce knowledgeable and employable graduates who can pursue a career or continue their education at a four-year institution. The Paraprofessional Education Certificate has strong numbers and has been great for the college and with the implementation of the West Virginia *Grow Your Own* teacher education program, it will be more relevant and vital for the students in our service area.

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

The most recent numbers for 2020-2021 show the program with 10 graduates. The 2019 cohort had nine graduates, 2018 had 16, 2017 had 11 and the 2016 academic year had nine students graduate.

Paraprofessional students are often non-traditional students who already work in the early childhood industry already. Many take classes because their workplaces pay for them to attend. This results in less students consistently graduating each year but most finish within a three to four-year period.

E. Plans for program improvement, including timeline:

For the past two years, students were not allowed to participate in on-site observations due to COVID. To prevent this in the future, program faculty is looking into simulation software for the observations component of the program while also re-engaging with industry partners to strengthen on-site and remote observational opportunities.

The program faculty has begun an exhaustive study of the current offerings, curriculum, and course content for all the courses and programs in the education department. The faculty is working with our state universities to enhance transferability and create new pathways and transfer agreements while also developing a new primary education program for the *Grow Your Own* state initiative.

F. Last date of program advisory board activity:

April 8th, 2022.

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

There were no significant weaknesses or deficiencies from the previous review. Course assessment data is reviewed on a regular basis for the program. Weak areas are identified from assessment data and observations from field experiences. Improvements occur as soon as possible at the course level.

Results from the NOCTI assessment for 2017 show students scored a combined average of 84%, which was higher than the state average of 82% and matched the national average of 84%. This improved in 2018 with an average score of 86%, which was higher than the state average of 81% and the national average of 84%. The 2019 test showed an average score of 81%, which was the same as the state average and slightly lower than the national average of 84%. The NOCTI test was

not administered in 2020 and 2021 due to the Covid pandemic. However, the results for the 2022 exam show the students averaging 86%.

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

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

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

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

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

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

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

assessing the general education outcomes and criteria. The program faculty decides what specific evaluation activity is used to assess the general education outcomes. Data gathered using the rubric and the associated Action Plan developed to improve attainment of the general education outcome will be reported using the appropriate *General Education Outcome Assessment Report* form.

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

There was an insufficient Graduate Survey return rate and therefore produced no meaningful data on student placement (0 of 55 surveys returned). The next cycle may produce better results, but possible options to encourage participation may be the offering of a small reward, raffle, or other enticement.

Additionally, since this program is part of the Early Childhood Education degree program, it can be presumed that most students are currently employed in the industry. Early Childhood Education has a rate of 55% of the respondents that are currently employed and 71% of those are working full-time.

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

Paraprofessional Education – Certificate

Graduate Data

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

Headcount and FTE

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-2017	2	1.27	38
2017-2018	1	0.40	12
2018-2019	2	0.50	15
2019-2020 **	0	0	0
2020-2021 **	0	0	0

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

** Observations could not be completed in 2019/2020 and this has delayed completion in this program.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF May 23, 2022**

ITEM: Request for approval of the Respiratory Care Technology Associate in Applied Science Academic Program Review

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

STAFF MEMBER: Russell Saunders, Dean
Allied Health and Nursing

BACKGROUND:

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

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

The program reviews were presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Respiratory Care Technology Associate in Applied Science Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, Policy Regarding Program Review.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Respiratory Care (RC); Associate in Applied Science

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

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

C. Summarize the Development and Continuation of the Program:

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

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

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

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

technologies available in Respiratory Care Technology.

National accreditation is required by CoARC and initial program accreditation was attained in 2015. The program was awarded maximum accreditation for a period of ten (10) years in July 2021 revealing no deficiencies in the program. Further, the credentials earned upon completion of the program and successful passage of the National Board for Respiratory Care exam include Certified Respiratory Therapist (CRT) and Registered Respiratory Therapist (RRT).

E. Plans for program improvement, including timeline:

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

F. Last date of program advisory board activity:

April 8, 2022

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

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

National Licensure Examination (NBRC) Passage Rates

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

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

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

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

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

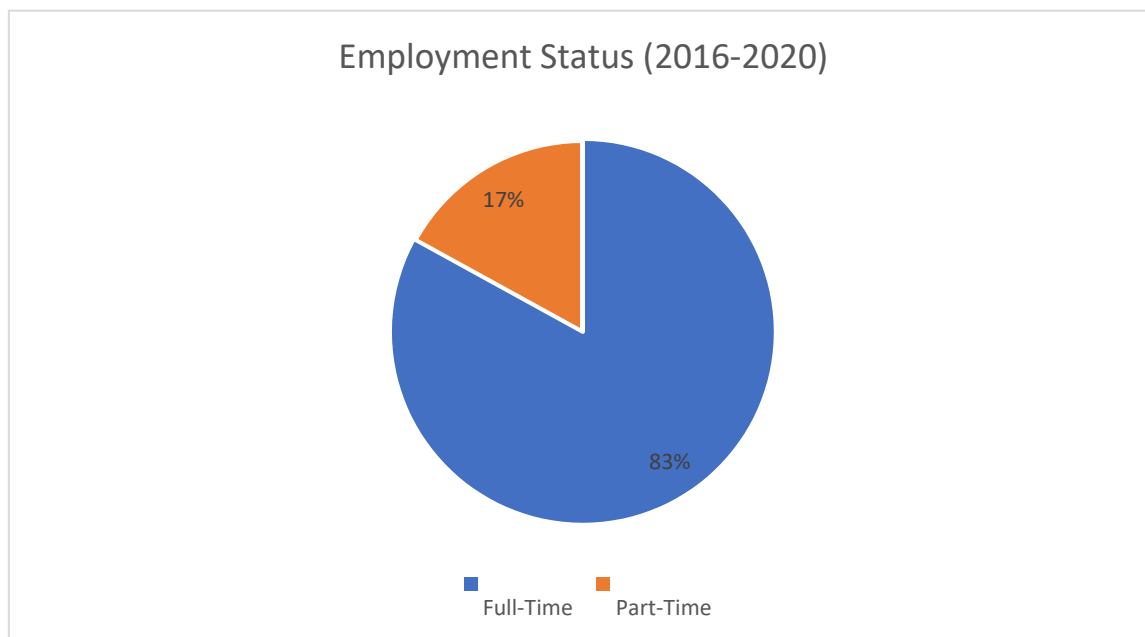
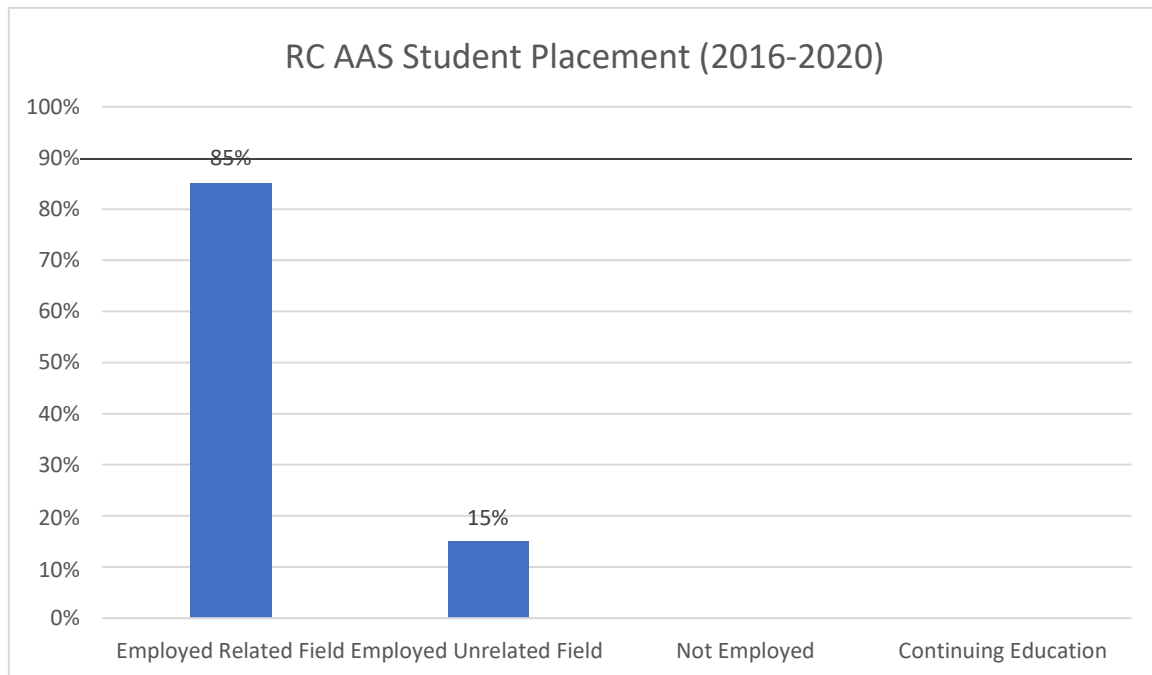
Course-Level Assessment: The goal of faculty assessment of student learning at the course level is to identify what has and has not worked to improve learning in the classroom and how this information will be used in the present and future courses to further improve learning. The following describes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

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

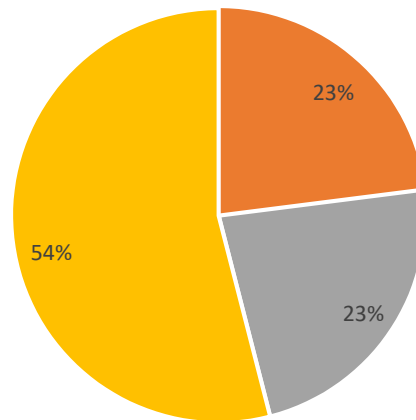
General Education Assessment: Southern has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. Assessment of general education competencies is based on the Course Outcome Matrix. End-of-semester, program-specific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

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

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



Annual Salary (2016-2020)



Placement	Number of Respondents
Employed in Related Field	11
Employed in Unrelated Field	2
Not Employed	0
Continuing Education	0

Employment Status	Number of Respondents
Full-Time	11
Part-Time	2
No Response/Not Employed	0

Annual Salary	Number of Respondents
< \$20,000/Year	0
\$20,000 - \$29,000/Year	3
\$30,000 - \$40,000/Year	3
>\$40,000/Year	7
No Response/Not Employed	0

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

Respiratory Care - AAS

Graduate Data

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

Headcount and FTE

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

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

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23, 2022**

ITEM: Request for approval of the Technical Studies (TS),
Certificate, Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Technical Studies, Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Dr. David L. Lemmon, Dean
Professional and Technical Studies

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Profession and Technical Studies conducted a program review of the Technical Studies, Certificate Program during the 2021 / 2022 academic year.

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

The program review was prepared by faculty and presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Technical Studies, Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Technical Studies (TS); Certificate

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

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

C. Summarize the Development and Continuation of the Program:

The Technical Studies Program was designed as a non-transfer program for students completing an occupational specialization at the career/vocational centers. It was designed to provide students with an opportunity to transfer a variety of experiences and vocational credits toward a degree and compliment them with the general education knowledge and business skills necessary for employment in a variety of occupations and allow advancement of careers into a management position. It utilizes partnerships with career/vocational schools and other providers for the delivery of the occupational specialization core.

The Technical Studies Certificate Degree Program curriculum consists of 30 credit hours. These include 9 credit hours in a general education core and 21 credits in a specialization area. Students must complete one or more skill sets or occupational specializations. These specializations are offered in cooperation with the local career/vocational centers. Students completing any vocational occupational program may request articulated or EDGE credits for courses by completing a Tech-Prep Course Competency Transfer Form. Adults may also sign up for career/vocational center courses to complete the specialization courses.

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

The institution incurs no cost in offering this program and the program provides opportunities for students.

The curriculum has adequate requirements that meet the needs of business and industry.

Entrance abilities for the students are within community college standards.

Enrollment has remained relatively constant during the last five years.

The previous history of the program indicates future demand will remain.

The program meets minimum viability requirements.

The program meets validated industry demand.

The program meets the minimum requirements.

There is limited impact on other programs.

The program is consistent with the mission of the college.

E. Plans for program improvement, including timeline:

Enrollment has remained relatively constant over the past five years except for 2020-2021. The majority of students in this program subsequently enrolled in other programs. No other significant trend can be made on existing data for the certificate program.

There were four graduates from the Technical Studies Certificate Program during the review period. Most students starting in the TS program changed majors. A good methodology used to verify students changing majors who were originally TS majors did not exist during the review period.

To enhance overall educational opportunities and delivery, The College is currently seeking agreements with other educational or training establishments. The partnerships should be established during the remainder of this year, which will have a positive impact on the number of graduates from this program.

F. Last date of program advisory board activity:

The last Advisory Board was held April 8, 2022.

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

The previous two reviews noted problems with control of curriculum and management of the program. Management of the program has passed through several hands in the past. At the time of this summary, the program is currently under the per view of the Division of Professional and Technical Studies. Moreover, the college administration has since reviewed current upward employment trends within the service area and implemented needs-based

programs of study within the last six months. A recent example of an improvement within the program is the creation and recent implementation of the Lineman Construction Program.

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

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

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

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

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

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

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

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

Insufficient Graduate Survey returns for meaningful data on student placement.
(0 of 3 surveys returned; 0% response rate)

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

Technical Studies - Certificate

Graduate Data

Graduate Year	Number of Graduates
2016-17	0
2017-18	0
2018-19	2
2019-20	0
2020-21	1

Headcount and FTE**

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-17	2	0.97	29
2017-18	2	1.27	38
2018-19	1	0.67	20
2019-20	0	0.00	0
2020-21	1	0.47	14

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

**** This program is embedded in the AAS- TS. Students will declare the AAS but also graduate with the certificate.**

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23, 2022**

ITEM: Request for approval of the Technical Studies (TS), Associate in Applied Science, Academic Program Review

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

STAFF MEMBER: Dr. David L. Lemmon, Dean
Professional and Technical Studies

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the School of Career and Technical Studies conducted a program review of the Technical Studies, Associate in Applied Science Program during the 2021 / 2022 academic year.

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

The program review was prepared by faculty and presented to the Academic and Student Affairs Council and President's Cabinet, and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Technical Studies, Associate in Applied Science Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

PROGRAM REVIEW
Southern West Virginia Community and Technical College

Prepared for the Higher Education Policy Commission
May 2022

Summary of Findings
2021-2022

A. Name and Degree Level of Program:

Technical Studies (TS); Associate in Applied Science

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

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

C. Summarize the Development and Continuation of the Program:

The Technical Studies Program was designed as a non-transfer program for students completing an occupational specialization at the career/vocational centers. It was designed to provide students with an opportunity to transfer a variety of experiences and vocational credits toward a degree and compliment them with the general education knowledge and business skills necessary for employment in a variety of occupations and allow advancement of careers into a management position. It utilizes partnerships with career/vocational schools and other providers for the delivery of the occupational specialization core.

The Technical Studies AAS Degree Program curriculum consists of 60 credit hours. These include 20 credit hours in a general education core, 13 credit hours in a technical core emphasizing management and leadership along with 27 credits in a specialization area. Students must complete one or more skill sets or occupational specializations. These specializations are offered in cooperation with the local career/vocational centers. Students completing any vocational occupational program may request articulated or EDGE credits for courses by completing a Tech-Prep Course Competency Transfer Form. Adults may also sign up for career/vocational center courses to complete the specialization courses.

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

The program is not accredited, and the institution incurs no cost in offering this program while providing opportunities for students.

The curriculum has adequate requirements that meet the needs of business and industry.

Entrance abilities for the students are within community college standards.

Enrollment has remained relatively constant during the last five years.

The previous history of the program indicates future demand will remain.

The program meets validated industry demand.

The program meets the minimum requirements.

The program and core courses support the compact.

There is limited impact on other programs.

The program is consistent with the mission of the college.

E. Plans for program improvement, including timeline:

Enrollment has remained relatively constant over the past five years with the exceptions being 2020-2021. There were four graduates from the Technical Studies AAS Program during the review period.

The College to enhance overall educational opportunities and delivery is currently seeking agreements with other educational or training establishments. The partnerships should be established during the remainder of this year, which will have a positive impact on the number of graduates from this program.

F. Last date of program advisory board activity:

The last Advisory Board meeting was held April 8, 2022.

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

The previous two reviews noted problems with control of curriculum and management of the program. Management of the program has passed through several hands in the past. At the time of this summary, the program is currently under the per view of the Division of Professional and Technical Studies. Moreover, the college administration has since reviewed current upward employment trends within the service area and implemented needs-based programs of study within the last 6 months. A recent example of an improvement within the program is the creation and recent implementation of the Lineman Construction Program.

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

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

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

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

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

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

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

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

Insufficient Graduate Survey returns for meaningful data on student placement.

(0 of 4 surveys returned; 0% response rate)

J. Five-year trend data on graduates and majors enrolled: (Chart)**Technical Studies – AAS****Graduate Data**

Graduate Year	Number of Graduates
2016-17	0
2017-18	0
2018-19	2
2019-20	1
2020-21	1

Headcount and FTE

Academic Year	Unduplicated Annualized Headcount	Annualized FTE	Credit Hours Generated*
2016-17	21	9.90	297
2017-18	23	15.77	473
2018-19	15	7.90	237
2019-20	8	5.47	164
2020-21	2	1.27	38

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

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23RD, 2022**

ITEM: Request for approval of Post-Audit Review and the discontinuance of the Agriculture AAS and Certificate Programs.

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors receive and approve the Post-Audit report for the Agriculture AAS and Certificate Program in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*.

FURTHER RESOLVED, that the Southern West Virginia Community and Technical College Board of Governors grant approval of the discontinuance of the Agriculture AAS and Certificate Programs in accordance with the West Virginia Council for Community and Technical College Education, Series 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*.

STAFF MEMBER: Dr. David Lemmon, Dean
Professional and Technical and Studies

BACKGROUND:

In accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 37. *Increased Flexibility for Community and Technical Colleges*, the Division of Professional and Technical Studies conducted a post audit of the Agriculture AAS and Certificate Programs during the 2020/2021 academic year.

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

The Agriculture AAS and Certificate Programs have not met enrollment and educational objectives. No equipment has been purchased and there are currently no students

enrolled. The full-time faculty member resigned and an adjunct was hired to teach out the program.

The review and recommendation to discontinue the program was presented to the Curriculum and Instruction Committee, Academic and Student Affairs Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends that the Southern West Virginia Community and Technical College Board of Governors to receive approve the post audit review and to approve discontinuation of the Agriculture AAS and Certificate Programs in accordance with the provisions of the West Virginia Council for Community and Technical College Education.

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

Program Name: Agriculture AAS/Certificate | CIP Code for new program: _____

Division: Division of Professional and Technical Studies

Program Description (required for new programs only)

N/A

Justification for Request:

Low enrollment, and educational opportunities.

Enrollment

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

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

Recommended by / Date: [Signature] 9-28-21

Dean of Division / Date: [Signature] 9-28-21 Approve

Curriculum and Instruction / Date: [Signature] 10/22/21 Approve

ASAC / Date: [Signature] 01/05/2022 Approve

President's Cabinet / Date: [Signature] Approve

INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Dr. D. L. Lamm

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

1. BACKGROUND:

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

2. STATEMENT OF RECOMMENDATION:

Discontinuation of the program due to lack of enrollment.

3. RATIONALE:

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

4. SUPPORTING DATA AND DOCUMENTS:


See attached

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

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

6. DESCRIBE IMPACT ON OTHER COLLEGE ENTITIES: (Briefly describe how the adoption of the recommendation could impact specific departments and/or groups within the College, or how adoption would impact other policies and/or procedures).

None noted.

7.  9-27-21
 Signature of Governance Committee Chair or Individual Submitting the Recommendation Date
4/22/21

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: _____

Dr. David Legumby, II

01/05/2022

Chair's Signature

Date

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

- ☐ Approved as Recommended ☐ Approved as Modified
☐ Denied Recommendation ☐ Returned to Committee/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. Altermann

02/21/2022

Chair's Signature

Date

12. BOARD OF GOVERNORS RECOMMENDATION: (If applicable)

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

Explanation for Denial or Return: _____

Chair's Signature

Date

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

Revised 08/08/21

Office of the President
2022-2023 Institutional Recommendation Form

Effective July 1, 2021

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College

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

I. Introduction

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

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

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

II. Goals and Objectives

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

III. Assessment

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

IV. Curriculum

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

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

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

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

V. Faculty

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

VI. Enrollment and Graduates

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

Enrollment

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

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

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

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

VII. Financial

- A. Currently, the Agriculture AAS Program is fully funded by the West Advance Grant through the WVCTC system. This grant is scheduled to expire June 30, 2021.
- B. No equipment has been purchased at this time due to the pandemic and

VIII. Advisory Committee

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

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

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

IX. Accreditation

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

Appendix I Curriculum

**Agriculture
Associate in Applied Science**

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

~ Designates courses on the statewide Core Coursework Transfer Agreement



**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF MAY 23, 2022**

ITEM: Request for approval to discontinue the Industrial Technology: Machinist CNC Associate in Applied Science Program

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the discontinuation of the Industrial Technology, Machinist CNC Associate in Applied Science Program in accordance with the West Virginia Community and Technical College Education, Title 135 Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*.

STAFF MEMBER: Dr. David Lemmon, Dean
Professional and Technical Studies

BACKGROUND:

In accordance with the provisions of the West Virginia Council for Community and Technical College Education Policy Title 135 Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs* the Dean for Professional and Technical Studies recommends the discontinuation of the Industrial Technology: Machinist CNC Associate in Applied Science Program.

The appropriate steps through institutional governance were taken in 2021 to formally recommend the termination of the program. The Machinist CNC Program has not met enrollment and educational objectives. The previous instructor was employed by RCBI (Robert C. Byrd Institute) and all equipment has been removed by RCBI the owner of said equipment. No students are currently enrolled.

The recommendation to discontinue the program was presented to the Curriculum and Instruction Committee, Academic and Student Affairs Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the discontinuation of the Industrial Technology: Machinist CNC Associate in Applied Science Program.

INSTITUTIONAL GOVERNANCE RECOMMENDATION FORM

RECOMMENDED BY: Dr. D. L. Lemmon

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

1. BACKGROUND:

The Machinist Tech/CNC program has not met enrollment and educational objectives. RCBI owned the equipment and instructor was employed by RCBI as well.

2. STATEMENT OF RECOMMENDATION:

Discontinuation of the program due to lack of enrollment.

3. RATIONALE:

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

4. SUPPORTING DATA AND DOCUMENTS:

See attached

5. IDENTIFY RESOURCES THAT MAY BE REQUIRED:

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

6. DESCRIBE IMPACT ON OTHER COLLEGE ENTITIES: (Briefly describe how the adoption of the recommendation could impact specific departments and/or groups within the College, or how adoption would impact other policies and/or procedures).

None noted.

7.


Signature of Governance Committee Chair or
Individual Submitting the Recommendation

9-28-21

Date

11/24/21

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: _____

Dr. David Lejman, II

01/05/2022

Chair's Signature

Date

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

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

02/02/2022

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 05/03/21

Office of the President
2021-2022 Institutional Recommendation Form

Effective July 1, 2021

Curriculum and Instruction Request Form
NEW PROGRAM / EXISTING PROGRAM TERMINATION

Program Name: Machinist Tech/CNC ~~2020~~ CIP Code for new program: _____

Division: Division of Professional and Technical Studies

Program Description (required for new programs only)

N/A

Justification for Request:

Recommend to discontinuation of the program due to lack of enrollment.

Machinist Tech/CNC program has not met enrollment and educational objectives. The previous instructor was employed by RCBI and all equipment has been removed by RCBI the owner of said equipment. No Students are currently enrolled.

Enrollment

Major	Academic Year	Unduplicated (Annualized) Headcount	Annualized FTE
Indust Tech:Machinist Tech/CNC - 679	2019	3	2.03
Indust Tech:Machinist Tech/CNC - 679	2020	3	3.2

Grads

Major	Academic Year	Grad Count
Indust Tech:Machinist Tech/CNC - 679	2019	3
Indust Tech:Machinist Tech/CNC - 679	2020	1

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

Recommended by / Date: Dr. D. J. [Signature] 9-28-21

Dean of Division / Date: Dr. J. [Signature] 9-28-21

Curriculum and Instruction / Date: CS 10/22/21

ASAC / Date: Dr. David Lemmon, II 01/05/2022

President's Cabinet / Date: Dr. Pamela L. Alderman 02/02/2022

Approve
 Disapprove
 Approve
 Disapprove
 Approve ✓
 Disapprove
 Approve ✓
 Disapprove