

Assurance Argument
**Southern West Virginia Community &
Technical College - WV**

Review date: 11/14/2022

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1A1

Southern West Virginia Community and Technical College is an independent, state-supported, comprehensive, two-year community and technical college.

The College's mission statement:

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

The College's vision statement:

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

The College's institutional commitments:

As a comprehensive community and technical college, Southern is committed to providing:

- *Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.*
- *Programs of study leading to the associate in arts and the associate in science degrees, which can be effectively transferred and applied toward the baccalaureate degree.*
- *Programs of study in career and technical fields leading to a skill-set certification, certificate degree and/or the associate in applied science degree for entry into the workforce.*
- *Workforce development, continuing education and training programs that support the needs of employees and employers and serve as a mechanism for economic development.*
- *Support services that assist students in achieving their education and training goals.*
- *Community interest programs and activities that promote personal growth and cultural enrichment.*

Southern's core values:

We will accomplish our mission by:

- *Achieving excellence in education and service.*
- *Exhibiting integrity in all that we do.*
- *Collaborating and communicating actively with others.*
- *Being committed in word and deed.*
- *Imparting passion and compassion to our every task.*
- *Leading by encouragement and support of lifelong learning.*
- *Embracing change through bold actions.*
- *Being creative and innovative at all levels.*
- *Initiating opportunities for the community.*
- *Celebrating success.*

Per Southern's [Policy SCP-1500 Philosophy, Vision, and Mission](#), Southern has a systematic and inclusive process for the assessment and review of the institution's vision, mission, core values, and commitments. This process is integrated within the College's strategic planning process guided by the institution's commitment to shared governance. As part of the College's [Strategic Plan](#), the vision, mission, core values, and institutional commitments are reviewed, assessed, recommended, and submitted through the college governance system to the President for recommendation and to the Board of Governors (BOG) for final approval and adoption. The periodic review process, along with associated revisions, reflects the educational hopes and aspirations of the College community.

The College's BOG and members of institutional governance committees, as well as faculty, students, staff, and administrators have opportunities to contribute to defining the vision, mission, core values, and institutional commitments of the College.

At the October 2020 BOG meeting, the BOG [approved a resolution](#) to release the vision and mission of the institution for a thirty-day comment period to Southern's constituents and the Chancellor of the WV Community and Technical College System. During this period, interested parties were given

the opportunity to submit written comments concerning the proposed policy. Subject to comments received, policy proposals could be changed if substantive comments were received. As a result, the proposed policy, comments, and responses would be presented to the BOG for approval at a subsequent meeting. The resolution returned to the College's BOG in December 2020, with no community comments and was fully approved as submitted.

1A2

Southern's mission, vision, core values, and institutional commitments are current and consistent with its emphasis on instruction, scholarship, research, application of research, creative works, public service, and economic development. Southern equips all students with a twenty-first century education and the skills necessary to compete and prosper in the regional economy.

Instruction and Scholarship

The College offers accessible, quality programs leading to the Associate of Arts (AA), Associate of Sciences (AS), and Associate of Applied Science (AAS) degree along with certificates and skill sets.

Southern seeks to:

- promote success for all students in and outside of the classroom by offering customized degree programs along with distance education opportunities for flexibility;
- assist students in securing gainful employment or transferring to a four-year, degree-granting institution;
- and educate students on a program of general education to ensure the core skills needed in the everchanging workforce.

Consistent with the mission, the College maintains the quality of its educational and academic programs through a number of processes outlined in (4.A.1). These include regular academic program reviews, advisory committees, and regular reports and reviews to state and federal entities.

- Academic Program Review – The College maintains a well-established practice of regular review for credit generating programs. As outlined in both the [Student Learning Assessment Guide for Faculty](#) and [Program Review Process](#) and in alignment with the West Virginia Higher Education Policy Commission (HEPC), the College conducts regular, systematic evaluations of all academic programs. The primary goal of the review process is to assess the programs' effectiveness.
- Community Advisory Committees – A number of academic programs have community advisory committees that meet (at a minimum) annually on the second Friday in April. Advisory committees facilitate communication between the College, industry, and the community to ensure the College is meeting the needs of its stakeholders. Advisory committees provide feedback on the education and services offered to the community at large [Community Advisory Committee Handbook](#)).
- Reports/Reviews – Per the HLC IAC Hearing Committee Report 5.D. findings of August, 2020, Southern “has developed a comprehensive...schedule of [annual](#) or [regular](#) reports produced for accreditation, state, and federal reporting...”

The quality of student learning and academic achievement offered by the College's educational programs are measured via a plan-do-study-adjust (PDSA) cycle of student learning assessment at the institutional, program, and course-levels. The College has clearly established goals for student

learning and effective processes for assessment of student learning and achievement (4.B.1). In addition, the College assesses achievement of the learning outcomes for its curricular programs (4.B.2). The College uses the data from the assessment process to continuously improve the quality of the student learning experience (4.B.3).

The College is a member of the Community and Technical College System of West Virginia and is authorized by the West Virginia Council for Community and Technical College Education to offer degrees and certificates.

The College is accredited by The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools.

The College is approved for full veteran's benefits under provisions of Section 3675, Chapter 36, Title 38 of the United States Code and Veteran's Retraining Assistance Program (VRAP).

Additional instruction and scholarship resources include, but are not limited to, the following:

- The Learning Studio – Southern provides academic support by providing designated spaces on each of our campuses. These spaces are accessible to all students and provide a quiet place to study, free tutoring, space for group work, along with meeting and workshop space. Southern's faculty and student services staff offer academic workshops that are held in the Learning Studio to support student learning and engagement. Numerous workshops and events are offered by the Office of Student Success. [Learning Studio Flyer](#)
- BRAINFUSE – This is a free online tutoring program available to all students in multiple subjects. BRAINFUSE can be accessed through students' BrightspaceD2L or through MySouthern. This service is available to all students, 24/7, for their convenience.
- Library – Both the Logan and Williamson campuses house physical libraries. Both libraries provide a vital collection of materials to meet the needs of students, faculty, staff, and community users. The College library maintains ample resources. [IPEDS, 2020](#)
- Computer Laboratories – The College maintains a total of 634 networked computer locations on all campuses for students, faculty, staff, and community users.
- Career Services Center – The center provides services to empower students and first-year alumni to achieve their personal career-related goals. In addition, the Office of Career Services assists students in identifying interests, skills, strengths, for education and career preparation.

The College supports several active student clubs and organizations that promote leadership opportunities, such as the Phi Theta Kappa (PTK) International Honor Society, National Society of Leadership and Success (NSLS), Skills USA, and Student Government Association (SGA).

The College's physical campus is compliant with the guidelines established by the Americans with Disabilities Act (ADA) of 1990. The College offers accommodations to qualified students so they may benefit from equal educational opportunities.

Research and Application of Research

Southern does not identify research and its applications in its mission and related statements; however, students, faculty, and staff participate in scholarly work as identified in (3.B.4).

Program and course outcomes in lab science courses require students to demonstrate knowledge of the scientific method. The general education competency of critical thinking reinforces the

foundational knowledge base required to apply research findings to student work including identifying relevant information and sources, use of deductive and/inductive reasoning, consistently integrating relevant information during the formulation of opinions or conclusions, analyzing key information, questions, and problems clearly and precisely, making valid judgments or forms opinions about a topic where there may or may not be a clear or correct answer, supporting judgment or opinion with reasons and evidence from various, relevant sources, and using knowledge from multiple areas to create a new idea or approach a topic from a different perspective. Accomplishment of the competency of critical thinking is assessed with the general education outcomes as identified in (4.B.1).

Creative Works

Shortly after Southern was first established as an independent accredited, comprehensive community college in 1971, the institution published a short-lived literary magazine. In 2017, the College's arts and humanities division resurrected *Sticks*, a literary arts magazine. In addition to the publication of *Sticks*, the division faculty invite visiting authors to campus introducing students and staff to writers from various backgrounds. Over the last six years, the College has welcomed the following visiting authors to our campuses:

- Tom E. Dotson – a Kentucky native who has written on The Hatfield & McCoy Feud
- Charlie J. Eskew – a writer from Columbus, Ohio who writes on social problems integrated with superpower)
- Pearlie Jenkins – author of the novel, *Poor Man's Summer*
- Linley Marcum – an Appalachian native who specializes in fantasy and horror fiction
- Mesha Maren – Professor of the Practice of English at Duke who is the author of the novels *Sugar Run* and *Perpetual*
- Lee Martin – a Pulitzer Prize Finalist author of *The Bright Forever*

In addition, Southern has featured several of its own, published faculty and staff:

- Nathan Freeman, Associate Professor of English
- Thomas Dotson, Mining Instructor for Workforce Development
- Tehseen Irfan, Professor of English
- Charles Keeney, Associate Professor of History
- Lillie Teeters, Assistant Professor of English

Public Service

Southern strives to be active in public service and serve the community by participating in a wide variety of activities that are important to our local community. A sample of Southern's service includes:

- Distributed over 3,000+ food boxes to families during the COVID-19 pandemic, which was a collaborate effort between New Beginnings Resource Center, Coosemans D.C. Inc., and the Society of St. Andrews.
- Southern faculty and business students processed a total of 700+ federal and state tax returns during tax years 2017-2021 through the Volunteer Income Tax Assistance (VITA) Program.
- The Southern chapter of the National Society of Leadership and Success (NSLS) started a food pantry. The United Way donated \$2,500 in Kroger gift cards to help start the pantry. NSLS placed a "nook" on the Logan and Williamson campuses to collect food and other necessities

for those in need. NSLS monitors the shelves for restocking purposes. Nooks are placed in low traffic areas near exit doors for those students who wish to use the service but remain anonymous

- Hosted the 2021 Fall Trick or Trunk event which drew more than *2500 attendees*.
- Hosted and promoted job fairs on the Logan and Williamson campuses.
- Partnered with West Virginia State Police to host an exhibition softball game to promote recruiting efforts for the agency and scholarship funds for Southern students. Hosted a number of blood drives for the American Red Cross.
- Sponsored local charity events such as Tug Valley Road Runners Club, Williamson Woman's Club, Madison Rotary Club, the Logan Freedom Festival, Logan and Mingo County Chamber of Commerce, various local athletic funds as well as sponsoring the Logan County Community Foundation.
- In spring 2021, Southern was gifted over 1,000 prom and formal gowns and sponsored the College's first "Project Prom" where high school students were invited to choose a prom gown at no cost. This project was a collaborative partnership between the College and New Beginnings Resource Center of WV.
- Southern produced a theatrical production of "One Flew Over the Cuckoo's Nest" in March of 2022.
- *Business After Hours* is an event sponsored by local Chamber of Commerce organizations whereby representatives from local businesses can tour campus facilities and network with representatives from the College. The process facilitates an exchange of ideas and conversations on how the College can meet the needs of local businesses.
- COVID-19 Vaccination Clinics were held at the College to administer both first and second doses of the vaccine as well as to provide boosters to local residents. This service made the lifesaving vaccination more readily available to our community due to the easy access of location
- Southern's 50th Year Celebration included a free concert performed by local musical talent *Landau Eugene Murphy, Jr.* Such events provide for the entertainment and cultural enlightenment of the community.
- Children and adults were invited to the College in October for a Halloween Spooktacular. The event provided contests for costumes and Halloween decorations. Prizes were provided by local groups and businesses, engaging all involved with the College.
- Regional heritage was celebrated at the College with an Appalachian Heritage Day. The event showcased music, art and literature from Appalachia for the historical and cultural enrichment of the community.
- Income tax preparation has been performed at the College as part of the VITA Program. This free service assists those within the community lacking the skill, knowledge or resources to accomplish the process otherwise.

In conjunction with the Southern West Virginia Community and Technical College Foundation, the College continues to contribute to the community by providing funding for services and assistance that strengthen our core values. The institution remains committed to public service and student support through funding such activities as:

- Concerts
- Theatrical Performances
- Virtual tours at Key West Aquarium for students.
- Funding to Corectec for Radiological Technology students to attend online certification reviews.

- Funding to Kettering National Seminars for Allied Health Program students to prepare for exams and reviews.
- Provided in excess of \$30,000.00 funds to cover student program fees for outside testing requirements, emergency needs and miscellaneous student expenses.

The Southern WV Community Foundation, Inc. (foundation) voluntarily participates in the West Virginia's Neighborhood Investment Program. By participating in this program, the Foundation is able to provide an important public service to its donors. The foundation is able to leverage giving by providing state tax credits to donors in an amount of but not to exceed 50% of the gift. This program is voluntary for non-profit organizations that annually submit to the application process and fulfill all the reporting requirements. By participating in this program, the Foundation has been able to solicit \$29,000 in giving and offer \$14,500 in state tax credits to donors since 2019. This has been particularly important during the pandemic which resulted in the shutdown of most fundraising events in 2020 and 2021.

Economic Development

Southern offers workforce development, continuing education, and training programs that support the needs of employees and employers and serve as a mechanism for economic development. In response to the needs of the service area and State of WV workforce, the College is in the process of establishing academic and workforce development programs in lineman technology, salon management, CDL, and diesel mechanic.

The many skill sets offered by the College address the needs of both employers and those seeking jobs and/or updating career and technical skills for the workforce. In the summer of 2017, the Charleston Area Medical Center enrolled nine working employees into the central sterile supply skills set in order to assist their current employees with the credit hours needed to sit for the national certification exam. In 2022, Southern offered a technical program to Logan Regional Medical Center to meet the needs of the community. Four students completed the program.

Additional information on economic development can be found in (2.B.1).

1A3

The College mission statement includes "promoting success for those we serve;" while the College's vision states that "...equipping...students with the tools necessary to compete and prosper..." establishes the College's intent to graduate students who are workforce ready.

The State of West Virginia is the 12th least populated state, the population stands at 1.8M. West Virginia is known for mining and logging industries as well as the range of outdoor recreational opportunities (fishing, mountain biking, rock climbing, hunting, etc.). The state of WV and Southern's service area has a very homogenous population with the vast majority of the citizens identifying with a racial/ethnic background as Caucasian (93% of the population in WV identifies as Caucasian). These numbers are consistent among Southern's service area, the student population, and with faculty and staff. The racial/ethnic background of WV citizens make up Southern's faculty and staff. While the State of West Virginia is very homogenous. Southern values educating students on diversity and exposing students to different world views and perspectives.

[Table: National, State, And Local Population by Ethnicity](#)

[Table: Southern Student Ethnicity – Male – Fall 2020](#)

[Table: Southern Student Ethnicity – Female – Fall 2020](#)

[Table: Southern Employee by Gender and Ethnicity – Fall 2020](#)

Southern's [student to faculty ratio](#) is 17 to 1 while 78% of faculty are full-time. The majority of the [student body](#) and [College employees](#) identify as female.

Table: Student to Faculty Ratio

The [poverty rate](#) of the service area is significantly higher than both the national average of 11.4% and the West Virginia average of 17.1%. Over half (58%) of Southern's students receive Federal Pell Grants. [College attendance](#) rates for Southern's service area is significantly below the national average of 41% (NCES, 2019).

[Table: Student Profile](#)

[Table: Poverty Rate and College Attendance](#)

1A4

Academic Offerings

Southern offers the AA and AS degrees which can be transferred and applied toward a baccalaureate degree. Southern offers XX programs of study in career and technical fields leading to a skill-set certification, certificate degree, and/or the associate in applied science degree for entry into the workforce ([Instructional Programs](#)).

Academically, Southern offers developmental/pre-collegiate courses geared towards promoting success for those students not yet prepared for college-level english and math courses. Enhanced english and math courses allow students additional support while enrolled in College courses thereby allowing completion of english and math requirements in a single semester (based on the Complete College America Model). Institutional research suggests that there is an added value for students enrolled in EN 101E (English Composition I – Enhanced) as it relates to successfully completing EN 102 (English Composition II). Those students who successfully completed EN 101E completed EN 102 with a C or better at the same or higher rates that those students enrolled in the non-enhanced course.

Student Support Services

West Virginia is one of the least broadband-connected states in the country with the College's rural service area having slower and more expensive options for internet access. To increase student accessibility to student support services, Southern has digitally diversified those services while at the same time establishing hot spots at each campus for students and community members to access the internet.

SSConnect – In response to the challenges of the COVID pandemic, the College introduced a new digital platform, SSConnect. SSConnect is a virtual, one-stop-shop for students to meet with representatives from student services, financial aid, advising, tutoring as well as faculty and staff. Through SSConect enrolled and prospective students are able to gain virtual access to all of the

College's support services. The College has provided specific hours for SSConnect to be open, along with an SSConnect tutorial video on Sothern's website. Students can also join SSConnect by phone. This service was recognized at the WV Association of Student Personnel Administrators and WV TRIO Conference in October 2021 and received an innovative program award for its platform. As of July 2022, SSConnect has served 3,350 visitors.

Admissions – Southern is an open admissions institution ([SCP 4000](#)). In order to make the application and admissions process more accessible, Southern purchased and implemented Admission Pros. The College started using AdmissionPros to process admission's applications in July of 2019. Admission Pros is a user-friendly, mobile tool allowing students the opportunity to complete the application from virtually anywhere. Prior to AdmissionPros, most students completed a paper application or a common application through the College Foundation of West Virginia. Currently, students can fully apply online while receiving an acceptance letter, student ID number, and College email address in a matter of minutes.

Prior to AdmissionPros, the College would receive numerous complaints from potential students who reported that they did not receive an acceptance letter. Additionally, a number of campus offices would spend enormous amounts of time, resources, and energy dealing with duplicate students with multiple student identification numbers. AdmissionPros has almost eliminated Southern's "duplicate" problem and has allowed staff members to focus time on other important matters. Very few complaints about not receiving an acceptance letter are currently expressed (5.C.2).

BRAINFUSE – (See 1.A.2)

The Learning Studio – (See 1.A.2)

Tutoring – Southern provides access to free virtual and in-person tutoring. The College has designated space on each campus for students to access tutoring in The Learning Studio. Students receive free tutoring from qualified Academic Support Specialists. The Academic Support Specialist are hired, paid professional tutors. The Academic Support Specialists work one-on-one with students and with groups of students by appointment or by simply walking into the Learning Studio. The Academic Support Specialist is available for live, virtual tutoring upon request. Students are required to check-in and check-out by using the "check-in/check-out" outlook form for tracking. Computer stations are provided in the Learning Studio for this purpose. After each tutoring session, students are asked to complete a survey during the check-out phase. This data is used to help improve the student tutoring experience. We have made some improvements such as offering virtual tutoring services to accommodate student needs and schedules.

In addition, we check if students who receive math tutoring pass their math courses. Our data suggests that students who attend math tutoring receive a passing grade.

Early Alert Program – Southern's Early Alert Program identifies students at risk of dropping out of college early in the term due to attendance, low grades, or other reasons faculty members think cause students to abandon their studies. The early identification gives Student Services personnel the opportunity to intervene and provide support services that may prevent students from withdrawing from the College. The most common support service offered to students is tutoring. In fall of 2020, there were three-hundred and sixty early alerts compared to that of four-hundred thirty-one in fall 2021.

Disability Services – Per [SIP-4200](#), the Office of Disability Services offers a supportive environment

to ensure students with disabilities have equal access to programs, services, and activities. The College has a designated ADA and section 504 coordinator. The Office of Disability Services provides and coordinates reasonable accommodations, disability related services, and advocates for an accessible learning environment. Information regarding how to receive services and resources can be found online and in the Academic Catalog (*pg. 45*). The name and contact information of the College's ADA and section 504 coordinator is published annually, and placed in the Catalog, on recruitment materials, and job postings.

Campus Toolkit – Campus Toolkit is a suite of success tools, assessments, and information designed to increase student persistence that is used in the OR 110: Introduction to College course for freshmen students during fall and spring semesters. It is web-based and assesses gaps in student knowledge, while giving students the tools, resources, and knowledge modules to help build the skills they need to be successful. Assessments such as weekly time tracker, stress barometer, study time estimator, and more are used to help students determine areas of concern that need self-improvement.

Financial Assistance – Students are able to connect with the Office of Financial Aid in person or virtually via SSConnect, where they are assisted with all facets of financial aid including completing the FAFSA application, student loans, waivers, WV Invest application, etc.

The College offers payment assistance for those students paying out of pocket. The Foundation dispersed more than [\\$100,000.00 of scholarship funds for the school year 2021](#). To assist student during the COVID pandemic, the Foundation also processed \$121,201.36 in scholarship applications for the 2021-2022 academic year. The amount was paid by [Federal Higher Education Emergency Funding \(HEERF\)](#). Consistent scholarship funding by the Foundation augments the institutions commitment to quality education. From January 2018 through July 2021 Southern has awarded in [excess of \\$400,000.00](#) in scholarship and student assistance to ensure students have access to quality and affordable education.

Peer Recovery Support – Rural West Virginia is at the epicenter of the opioid crisis, Southern offers the services of a [Peer Recovery Support Specialist](#) including individual and group support sessions, workshops, referral to mental health services, naloxone training, as well as ally training. The Peer Recovery Support Specialist is an employee of Prestera, a local mental health agency. The position is part of a statewide initiative to combat opioid abuse, and it is located on the Logan campus.

1A5

The mission, vision, institutional commitments, and core values of the College are prominently, clearly, and publicly articulated. These institutional statements appear on the College's website and in key institutional documents including, but not limited to, the following:

- *Academic Catalog/ Student Handbook*
- *Board of Governors' Orientation Manual*
- *Personnel Handbook*
- *Faculty Handbook*

The statements are also displayed in classrooms, labs, offices and television monitors across all campuses.

The Office of Human Resources ensures that every employee understands and supports the mission

and vision of the institution. The mission of the College is discussed during the interview process and candidates are screened for alignment with the mission. Most importantly, the mission and vision are articulated and supported by the culture at Southern, as evidenced by its recent distinction as a [Great College to Work For](#). In 2021, Southern was recognized in the category of mission and pride.

Sources

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- 2021 WIA Program Costs 11 2021 Final
- Advisory Committee Handbook
- BOG Minutes Dec 15 2020
- BOG Minutes Oct 20 2020
- BOG Orientation Manual Revised 2022 Complete
- Brief History of STICKS
- Clearinghouse Transmission Status FY-22-23
- COVID Related Registration Survey
- Diversity Event Planner 2021-2022
- Early Alert
- ECA and Dual Credit Info
- EN Added Value
- Faculty Work Climate Survey Results and Comments Oct 2021
- Foundation Scholarships 2021
- Great Colleges to Work For - Definitions
- Great Colleges to Work For - Southern West Virginia Community and Technical College
- Great Colleges to Work For Profile Report_Southern West Virginia Community and Technical College
- Heerf Funding Fall 2021
- Instructional Programs
- IPEDS 2019Library Statistics
- IPEDS 2020Library Statistics
- Karas Fall 2021 Workshop and Event Schedule
- Learning Studio Flyer
- Peer Recovery Support Specialist
- Poverty Rate
- Program Review Process with Appendices Fillable updated calendar
- Schedule of Institutional Reports
- SCP-1160-Diversity-Philosophy-FINAL-12152020-1
- SCP-1500
- SCP-3637-General-Education-Philosophy-and-Goals-1
- SCP-4000-Basic-Guidelines-and-Standards-for-Admissions
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- SkillsUSA Framework
- Southern Scholarships 2018-2021
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- Staff Work Climat Survey Results and Comments Oct 2021
- State-Federal Reporting Calendar 2021-22
- STICKS 2022 Final
- Strategic Plan 2018-2023
- Student Learning Assessment Guide for Faculty Numbered
- Table Employee by Gender and Ethnicity - Fall 2020
- Table National State and Local Population by Race
- Table Poverty Rate and College Attendance
- Table Southern Student Ethnicity - Female - Fall 2020
- Table Southern Student Ethnicity - Male - Fall 2020
- Table Student Profile
- Table Student to Faculty Ratio
- TRANSFER AGREEMENTS
- Trunk of Treat event 2021
- WIOA 504 Self-Evaluation for Compliance with Section

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1B1

The College is an independent, state-supported, comprehensive, two-year community and technical college and does not serve any superordinate entity; therefore, in its educational role, Southern is committed to serving the public. Public service and economic development activities stated in (I.A.2) demonstrate the College's educational role beyond the institution.

Library services are available and open to the community (including elementary and secondary school students) on the Logan and Williamson campuses (*Academic Catalog – Services for the Community page 47, Academic Libraries IPEDS*).

Southern's STICKS magazine offers opportunities for the student body, faculty, staff and the surrounding community to attend various literary and writing events that expand exposure to creative endeavors and educational opportunities such as visiting author readings, open mic nights, fiction writing workshops, and the Sticks magazine release events held each spring (I.A.2).

The Office of Financial Aid offers presents numerous workshops for high school counselors, parents, and students. The Office of Financial Aid helps hundreds of students and their parents complete the FAFSA. This is a public service offered to anyone in our service district.

Students who receive the West Virginia Invests Grant are required to complete at least two hours of community service each semester. Southern's Financial Aid Office monitors students' compliance and helps to match students with community service opportunities.

The Student Government Association (SGA) typically sponsors a blood drive with the American Red Cross each semester. The SGA coordinated and implemented a "campus clean-up" in 2021 where they picked up trash in the local communities where our campuses are located.

The National Society of Leadership and Success (NSLS) promotes community service among its student chapter. When the College decided to host the first "farmers to families" event on the Logan Campus, NSLS coordinated all the volunteers for the day, and provided more than a dozen volunteers. Additionally, the student chapter of NSLS created the College's food pantry, and helps to operate the "nook" on the Logan Campus.

1B2

Southern is supported by the State of West Virginia and is an independent unit within the state's Community and Technical College System. As a result, the College has no obligation to generate a financial return for investors, contributing to a parent organization, nor supporting external interests other than those we serve. For those we serve, the College provides accessible, affordable, quality education that promotes success. Being a state supported institution, Southern is accountable to state taxpayers, students, and the community the institution serves. Full financial disclosure can be found in the college's financial statements years ending June 30, [2019](#), [2020](#), and [2021](#). The independent auditors report was prepared by Suttle & Stalnaker, Certified Public Accountants.

1B3

Engagement with external constituencies occurs on several levels and includes the Board of Governors, administrators, faculty, staff and students.

Board of Governors

The very purpose of the Board of Governors (*Institutional Governance System Handbook*) is "to serve as a representative body of its constituents to set forth policy to govern the best of the college in accordance with the statutes of West Virginia".

The Board of Governors operates according to the following principles:

- The board's governance style is intended to encourage diversity of viewpoints rather than individual decision making. Prior to setting policy, the board will ensure that input has been received from a variety of sources to ensure representation of constituents and staff and sound decision-making principles.
- The Board's focus is on providing strategic leadership and representing the community it serves rather than administrative detail.

The role of the Board of Governors with respect to engagement with external constituencies includes:

- Establishing the mission, vision, and master plan of the College and setting clear written policy that is focused on community needs.
- Representing the community by knowing and understanding its needs and seeking a variety of perspectives when setting college policy.
- Promoting the college within the community and advocating for its interests with government officials and in its fund-raising efforts.

Institution

Both the mission statement and the institutional commitments of the College recognize the importance of constituencies with regards to accessibility and regional economies. [policy 4.1.3.1.4](#) delineates the following supporting evidence as stated, "workforce development, continuing education and training programs that support the needs of employees and employers and serve as a mechanism for economic development." The College is aware of the need for engagement with external constituencies. The College engages employees and employers well when designing and implementing programs of studies and seeking approval. This position is supported by [SCP- 8600.A within policy 1.2.2](#) whereby the BOG represents the interest by both employees and employers, knowing and understanding its need. In response to the needs of the service area and the state of WV

workforce, the College is in the process of establishing new academic and workforce development programs as mentioned in (1.A.2)

In order to provide a smooth transition from an associate degree to the baccalaureate level, the College has entered into numerous course-by-course [articulations and 2+2 transfer agreements](#) with in-state and out-of-state institutions. The 2+2 transfer agreements are agreements between Southern and four-year colleges and universities that allow a Southern graduate to enter a baccalaureate program with junior standing.

Engagement with external constituencies is also demonstrated by the following:

- Community Advisory Committee –The primary purpose of a community advisory committee is to assist Southern’s faculty, staff, and administration in creating, operating, and evaluating academic programs by providing constructive feedback. Individual advisory committees are established for specific professional and technical programs leading to both associate degrees and certificates. Advisory committees are critical in ensuring that the academic program is current, relevant, and adequately preparing students to meet the industry’s needs. Although there may be national standards and licensure requirements, advisory committees provide the College with the expertise to fully understand what knowledge, skills, and professional dispositions employers are looking for in future employees. ([Community Advisory Committee Handbook](#))
- Numerous faculty and staff of the College are represented on a number of external community and business committees and boards such as the Education and Professional Standards Committee (EPSC) of the Association of Surgical Technologists and the Board of Directors for the WV Association of Surgical Technologists.
- Southern is engaged with high schools in our service area, especially as it relates to dual enrollment. Two of the programs that are excelling at the College are the Early College Academy (ECA) and Earn a Degree and Graduate Early (EDGE). In May of 2022, Southern had five students graduate from the Early College Academy.

The institution also demonstrate engagement with external constituencies and communities of interests in a variety of other ways (1.A.2).

Student Body

The Student Body demonstrates engagement with external constituencies and communities of interests through [SkillsUSA](#). SkillsUSA is a national membership association serving middle school, high school, and college students who are preparing for careers in trade, technical and skilled services occupations, including health occupations as well as for furthering their education. SkillsUSA is a partnership of students, teachers, and professionals in the industry working together to ensure America has a skilled workforce.

Sources

- Advisory Committee Handbook
- SCP-1500
- SCP-8600A
- SkillsUSA Framework
- Southern-WV-CTC-Financial-Statements-2019

- Southern-WV-CTC-Financial-Statements-2020
- Southern-WV-CTC-Financial-Statements-2021
- TRANSFER AGREEMENTS

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1C1

Informed Citizenship

The College encourages students to participate in honors societies, such as the Student Government Association, National Society of Leadership and Success (NSLS), Skills USA, Phi Theta Kappa, Lambda Nu, Lambda Chi Nu, National Student Nurses Association. (*Academic 2020-2021 Catalog – Honors Societies pages 45-48*).

Inducted members of NSLS learn about informed citizenry through a variety of activities. During orientation members are taught about the value of participating in the organization. Students learn how understanding their communication styles and the communication styles of those they interact with can help them become effective leaders and teammates

To be inducted members, students must complete at least three Success Networking Team meetings where they set goals and action steps with a team of four to seven other members. Each member can provide feedback on their stated goals and action steps, but they also hold each other accountable to complete the action steps that lead to goal achievement. Each member is required to participate in at least three speaker broadcasts where nationally recognized experts address NSLS members from around the globe. Participants can interact with other members through Twitter, and ask pre-recorded questions via YouTube. Many of the public service activities identified in (1.A.2) reinforce informed citizenship among student participants.

Students in the National Society of Leadership and Success (NSLS) show outstanding success. Between July 1, 2018 and December 31, 2021, two-hundred and thirty students participated in the Southern Chapter of NSLS. The fall-to-spring success rate was 91.26% and the fall-to-fall success rate was 76.56%. The success rate is the percentage of participants who graduate or continue enrollment at Southern.

As referenced in (4.B.1), the College has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree. These outcomes represent the skill and capabilities associated with a college educated adult who can contribute to their communities and country.

The general education outcome on intercultural competency states that students will communicate in appropriate ways with those who are culturally diverse. This entails actively seeking an overall shared understanding with those of different cultures, worldviews, and values for positive outcomes and/or an empathetic, educated perspective; expressing an awareness of cultural differences and proactively suspends personal biases; asking questions and/or communicating with the intention to establish a shared understanding for empathetic, positive communication with others of different cultures and/or values; asking questions and/or establishing a shared understanding of nonverbal interaction and physical interaction for positive, empathetic communication with others of different cultures and/or values; and demonstrating adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Component (3.B.3) elucidates how cultural curricular activities prepare students for informed citizenship.

Various workshops and cocurricular activities hosted by the College help students be more sensitive to the world beyond southern West Virginia. In 2021, Southern received a diversity grant to develop a curriculum for students on multiculturalism. Southern values educating students on diverse cultural perspectives and exposing students to different world views.

Workplace Success

The Career Services Center empowers all students and first-year alumni to achieve their career-related goals through the use of personalized services, resources, and technology including the following:

- identifying interests, skills, strengths, and values to explore and choose academic majors and career options
- résumé and cover letter assistance and critiques
- job interview preparation
- job search strategies
- assistance with individual and group career guidance
- career interest inventories
- presentations and workshops
- on-campus recruiting events and information sessions
- career expos

Advisory committees support the College's commitment to student success in the workplace. Through advisory committees, Southern seeks feedback on whether or not the education and services offered are current, relevant and meaningful to the community at large. Numerous College programs and disciplines have advisory committees that meet at a minimum of once every year. Advisory groups for all programs provide feedback through formal and informal meetings.

During the academic program review process, surveys are conducted to seek feedback from students, graduates and employers. The questions on the survey relate to workplace preparation and success. Results of the survey are reviewed at faculty, staff, and administrators' meetings during the academic program review process.

The Office of Student Services sponsor workshops and events to promote workplace success including study skills and time management.

The purpose of [SCP-1160](#) is to communicate support for, and adoption of, the American Association of Community Colleges' (AACC) "Position Statement on Inclusion," and the AACC and ACCT (Association of Community College Trustees) Joint Statement of Commitment to Equity, Diversity, and Excellence in Student Success and Leadership Development.

The College is an EEO/AA Title IX/ADA/ADEA institution with an affirmative action officer. The College has a designated Title IX Coordinator and an ADA/Section 504 Coordinator. The College places this announcement on recruitment materials, the Academic Catalog, and employment announcements.

In 2020, the College completed the 2020 Workforce WV Self-Evaluation for Compliance with Section 504/WIOA section 188 report. [Workforce WV Self-Evaluation for Compliance with Section 504](#)

Per [SIP-4200](#), the Office of Disability Services offers a supportive environment to ensure students with disabilities have equal access to programs, services, and activities. The College has a designated ADA and section 504 coordinator. The Office of Disability Services provides and coordinates reasonable accommodations, disability related services, and advocates for an accessible learning environment. Information regarding how to qualify as a student with a disability and resources can be found online and in the Academic Catalog (pg. 45).

Southern has addressed the need offer gender neutral restrooms on our Logan and Williamson Campuses. On the Logan Campus, a restroom located just off the main Commons Area of the main building (Building A), has been designated as a gender-neutral restroom. Signage has been ordered and is in process to be placed. On the Williamson Campus, we are currently are in the process of converting a men's Restroom, located in the main hallway of the Main Building. This should will be fully operational by the end of September. The facilities on the Boone, Lincoln and Wyoming Campus locations have a much smaller footprint and do not have enough restroom facilities to make such accommodations.

In addition, Southern is accommodating mothers with new born babies, Southern is addressing the issue by installing a feed and changing room on the Logan and Williamson Campuses. The room on the Logan Campus is located in the rear of the Library in a quiet secluded area. The room includes a wall mounted baby changing station and rocking chair. Dimmable lighting will be added to the room. An office in the rear of the Williamson Campus Library will be converted to a feeding and changing room. It will also include the same amenities found on the Logan Campus. As mentioned previously, the facilities on the Boone, Lincoln and Wyoming Campuses do not have the space to make such room to make these accommodations. Campus Directors are aware of the situation and would be glad to accommodate when necessary.

The College has a chapter of the National Society of Leadership and Success. Students must meet the GPA requirement to receive a formal invitation from NSLS to become an inducted member of this society. (Refer to 2020-2021 Academic Catalog Honors Societies page 46 and to the "Letter of Invitation" for NSLS) Southern's chapter of NSLS was founded in 2018. Since the chapter's inception, 234 students of distinction have joined.

The [Sticks](#) magazine is another area where the College demonstrates inclusive and equitable treatment of diverse populations. The works that are published in the magazine represent a wide range of perspectives, allowing a demonstration of inclusion and equitable treatment of diverse populations including those who have been fighting addictions, socio-economically challenged,

different racial and cultural expressions, and LGBTQ+ (I.A.2)

Consistent scholarship funding by Southern West Virginia Community College Foundation augments the institutions commitment to an inclusive and equitable education. The Foundation dispersed more than \$100,000.00 of scholarship funds for the school year 2021.

To assist student during the COVID pandemic, the Foundation also processed \$121,201.36 in scholarship applications for the 2021-2022 academic year. The amount was paid by [Federal Higher Education Emergency Funding \(HEERF\)](#). Consistent scholarship funding by the Foundation augments the institutions commitment to quality education. From January 2018 through July 2021 Southern has awarded in [excess of \\$400,000.00](#) in scholarship and student assistance to ensure students have access to quality and affordable education. This demonstrates the vision of the Foundation staff and its board of directors is to offers continued financial assistance for generations to come through fundraising and responsible investment practices especially to a service area with high rates of poverty and low rates of attendance in post-secondary education.

1C3

In light of the previous “met with concerns” identified by the HLC 2019 focus visit which stated that the College needs to address institutional climate issues, Southern has made significant progress on establishing a climate of respect among College administration, faculty, and staff.

College employees completed the [Great College to Work For](#) survey powered by ModernThink in 2021. This program recognizes institutions that create great workplaces and impact organizational culture in higher education. Southern was selected as a *Great College to Work For* and received special recognition in three categories:

- Confidence in Senior Leadership;
- Diversity, Inclusion, and Belonging;
- and Mission and Pride.

The College expects continued forward momentum as it relates to a positive work climate.

As part of the President’s semiannual evaluations by the BOG, faculty and staff completed a [Faculty Climate Survey](#) and a [Staff Climate Survey](#) in October of 2021. Results indicate that the College climate has significantly improved under the leadership of the current President. Climate survey results indicate that 78% of faculty and 89% of staff either agree or strongly agree that they are “comfortable in the present College working environment” while 83% of faculty and 87% of staff either agree or strongly agree that “communication across the College is improving and proceeding in the right direction.” The same survey results demonstrate that 80% of faculty and 81% of staff either agree or strongly agree with the statement, “I trust the College to be fair and impartial.”

The BOG also evaluated the current President’s performance per the HLC Focused Visit Report of March 2020. The Focused Visit Team Report stated that “the institution is expected to clearly and explicitly...provide evidence that the board has set goals every six months for the newly hired president focused on improving the culture of the institution...” All ten members of the BOG evaluated the President in November 2021. One-hundred percent of board members either agreed or strongly agreed that the President “has fostered a climate of trust through coordination and collaboration across the College by establishing transparency in decision making” while 100% of BOG members strongly agreed that that the President “has created regular and enhanced

communication opportunities for all stakeholders.”

Southern’s President offers monthly town hall meetings that are open to staff, faculty and board members. The President gives updates and opens the forum for questions and answers. Although attendance is voluntary, these meetings consistently have over 100 plus attendees each month. Climate Survey results indicate that 80% of faculty and 94% of staff either agree or strongly agree that the “town hall meetings are helpful in understanding what is happening at the College.”

In an effort to gauge the impact of Covid-19 on the student body as it pertains to instruction in a virtual classroom and the registration processes, the [College surveyed students](#) enrolled in fall 2020. Southern students were involved in the development of the survey. The data suggested that students were waiting to see what type of format classes would be offered, as students expressed interest in the hybrid format. These results were shared broadly at the President's Town Hall with all faculty. This data was the foundation for spring 2021 decision making on course planning.

The College participates in Civil Rights Reviews conducted by the West Virginia Higher Education Policy Commission (under the auspices of the United States Department of Education’s Office of Civil Rights). Southern completed the Civil Rights Review process in 2016 and was scheduled for a review in 2020, but COVID-19 delayed the process. The College anticipates a new review to be forthcoming.

Sources

- COVID Related Registration Survey
- Diversity Event Planner 2021-2022
- Faculty Work Climate Survey Results and Comments Oct 2021
- Foundation Scholarships 2021
- Great Colleges to Work For - Southern West Virginia Community and Technical College
- Heerf Funding Fall 2021
- SCP-1160-Diversity-Philosophy-FINAL-12152020-1
- SIP-4200-Accessibility-and-Accommodations-for-Persons-with-Disabilities-FINAL-05122020
- Southern Scholarships 2018-2021
- Staff Work Climate Survey Results and Comments Oct 2021
- STICKS 2022 Final
- WIOA 504 Self-Evaluation for Compliance with Section

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Southern West Virginia Community and Technical College meets Criterion One. The institution has a clearly defined mission that informs all study and work at Southern. The mission is publicized and its goals are appropriate for a community college in West Virginia. The mission statement is assessed and remains current. Southern works steadily to achieve its mission through public services, academic offerings, instruction, and economic development. The institution supports students and the student profile is consistent with the mission of the institution.

Video - <https://youtu.be/cNZI97mjAwk>

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2A1

Southern has created a clear, concise, and publicly articulated mission statement which serves to direct all institutional operations. Six institutional commitments accompany the mission statement and outline the comprehensive nature of the institution as a two-year community and technical college. The mission statement and institutional commitments (as well as the vision statement and core values) are continually reviewed and revised as needed to ensure a consistent focus on our comprehensive community college philosophy and the College's mission to meet the education and training needs of our constituents. The process is explained in Criterion (1.A.1).

The current mission statement was approved by the BOG during the [June 2017](#), meeting. Most recently, in October 2020, the Board of Governors approved a resolution to release *SCP-1500* institutional policy for a 30-day comment period to Southern's constituents and the Chancellor for Community and Technical College Education. If substantive comments are received, the proposed policy, comments, and responses would be presented to the Board for approval at a subsequent meeting. The review of comments and final board approval for [SCP-1500](#) was granted at the Board of Governors meeting held on December of 2020.

All rules of the Council for Community and Technical College Education and policies of Southern are reviewed periodically, thus assisting in maintaining fairness, good ethics, and academic integrity. Southern's policies are reviewed regularly with a time frame for review of each policy to be determined by the President or President's designee. Upon such review, the President may recommend that the policy be amended or repealed following the provisions of [SCP-1000](#).

[Strategic Plan](#).

2A2

The Core Component 2.A was identified as "met with concern" in the August 2020, IAC Hearing Committee Report. The IAC Report specifically identifies the following concerns and actions needed to address the "met with concern":

- Evidence that the Conflict Resolution Policy and Procedure have been approved, are operational and have been reviewed and changed, as necessary.
- Evidence that other key policies related to Southern's relationship with the HLC are in place, are being actively followed, and engage the campus community in the accreditation process.
- Documentation indicative of a more positive campus climate, employee morale, and community satisfaction.

During the ensuing time period, Southern has made significant strides in addressing those "met with concern" issues.

A Conflict Resolution Policy was developed by the Office of Human Resources in 2020. The policy was approved and implemented in summer 2021. The Employee Handbook (*page 18; Open Door Policy*) outlines related policies including sections pertaining to Equal Opportunity, Harassment and Nondiscrimination Policies; Disciplinary Action; Grievance Procedure; and Terminations.

Every BOG meeting has a standing agenda item entitled HLC Institutional Response Update where Southern's ALO updates the board on all things HLC-related. The ALO also *presents HLC-related information* to faculty and staff at the monthly Town Hall Meetings. Thus, the entire College is engaged and aware of its critical working relationship with the HLC.

Unlike the previous activities and preparation for the 2019 HLC Assurance Argument, the 2022 assurance argument has actively involved the entire College community. Administrative meetings in preparation for the assurance argument began in the Summer of 2021 with the establishment and identification of five criterion teams. Each team was responsible for the initial write-up of the argument as well as identifying evidence support said argument. An [HLC Criterion Timeline](#) was established with the initial Team meetings occurring via Zoom in mid-August.

Each criterion team was chaired by a member of President's Cabinet to ensure more effective communication between the College's President and the criterion teams. Membership of the five criterion teams was developed to ensure that members were knowledgeable about and/or had direct experience working on addressing those concerns identified in the 2020 Focus Visit and IAC Hearing Committee Report. Each team was comprised of faculty, staff, administrators, and board members ensuring shared governance throughout the self-study process. Criterion teams frequently reached out to the Southern internal community for assistance with gathering documents for the evidence file and clarifying information as it related to the criterion in question. The entire self-study process was truly a team effort with the involvement of the vast majority of College employees.

Evidence that key policies related to Southern's relationship with the HLC as it relates to assessment of student learning are also in place, being actively followed, and engage the campus community in that critical accreditation-related process. The College made a four-year commitment to participate in the HLC Assessment Academy beginning March 2020. The entire Southern community has been and is presently highly involved in assessment of student curricular and co-curricular learning. The significant involvement and progress of the College community is detailed in section (4.B.1) of this argument.

Another example of Southern's active engagement in the accreditation process occurred in [January 2020](#) at the interdepartmental meeting of Allied Health and Nursing and Professional and Technical Studies. Discussion focused on how these two academic divisions could address the identified concerns as well as provide an explanation on the assurance argument process.

Southern has made significant progress on establishing a climate of respect among College administration, faculty, and staff. A more positive campus climate, employee morale, and community satisfaction is fully explained in (I.C.3).

Institutional Integrity

The College's operations are implemented with integrity as it relates to its financial, academic, personnel, and auxiliary functions; it establishes and follows published policies and procedures for fair and ethical behavior on the part of its governing board, administration, faculty, and staff. These policies and procedures are well-established, frequently updated, and disseminated to all constituencies at every level of the College.

Southern operates with integrity across all areas of operations. The Board of Governors is held accountable by the Council for Community and Technical College Education's [Title 133 Procedural Rule, Series 31, Ethics](#) along with the [West Virginia Governmental Ethics Act](#) to be fair and ethical. Additionally, the College has established policies *SCP-8600 and SCP-8600.A*, which are BOG-related operational guidelines. The BOG conducts open meetings with the public and meets at least six times per year following the [West Virginia Open Governmental Meetings Act](#).

The Board manages the affairs of the College. [WV State Code 18B-2A-4](#) outlines the powers, duties, and responsibilities of the Board and which duties to retain or delegate to the President of the College. Delegation of powers is included in the *Expectations of All Board Members*. The President is responsible for managing the overall day-to-day operations of the Institution and may delegate to administrators the authority to manage the administrative functions of the College.

All employees of the College are subject to the *Ethics Act* minimum ethical standards which serve as a code of conduct for public employees. The Ethics Act defines and establishes ethical standards and provides guidance for conflicts of interest such as employment, moonlighting and changing jobs, solicitation of gifts, private gains, and dual compensation in addition to other ethical standards. Employees are required to report any outside employment per [SCP-2562](#) and complete the related form [SCP-2562.A](#), to avoid conflicts of interest and remain in compliance with the Ethics Act.

New employees are required to attend an orientation session conducted by the Office of Human Resources. Each new hire is given an electronic copy of the *Employee Handbook* and/or *Faculty Handbook* relative to their position. Each hire also receives a copy of the [Ethics Act Brochure](#) provided by the West Virginia Ethics Commission. Staff and faculty complete ethics training along with training on harassment, Title XI, FERPA, and ADA.

Employees are entitled to fairness and respect in the workplace. Southern has a formal procedure in place to resolve employment grievances presented by employees as outlined in the *Employee Handbook* and also acts per the [Title 156, Procedural Rule, Series 1, WV Public Employee Grievance Procedure](#).

Southern is an Equal Employment Opportunity employer and annually reaffirms its commitment to equal employment through its [Affirmative Action Plan](#) for all employees and applicants for employment in all terms and conditions of employment. The Chief Human Resources Officer oversees the plans development, modifications, implementation, and reporting requirements, and conducts management updates to the President. To ensure fairness, staff are covered by policies regarding [Salary Administration Guidelines](#) and performance evaluations *SCP-2202*. The *Employee Handbook* details expectations, benefits, policies on overtime and leave, etc. There is also a new

policy, [SCP-2900, Progressive Discipline Policy](#), that outlines the procedure used for disciplinary actions involving employees.

Additionally, faculty are covered by policies in regards to performance evaluations [SCP-2218 and 2218.A](#), reduction in workforce [SCP-2000](#), credentialing and educational requirements [SCP-2171 and 2171.A](#). Southern has [SIP-2171](#) in place for real-life practical experience in place of the educational requirements.

Southern recognizes, protects, and is committed to the integrity and respect of individuals as evidenced in the [sexual harassment policy SCP-2843](#), providing a clear definition of sexual harassment and the guidelines for filing complaints and explaining actions taken regarding those found to have engaged in sexual harassment. All Southern employees are required to attend annual training regarding sexual harassment while the Employee Handbook clearly defines what is considered to be sexual harassment among other types of offenses.

Financial Integrity

The Chief Financial Officer is responsible for managing the financial matters of the College and follows the joint rule and procedures for purchasing, [Title 133 Procedural Rule, Series 30, Purchasing](#), established by the Council and the WV Higher Education Policy Commission (HEPC). The joint rule establishes rules and policies governing and controlling purchase, acquisition, and inventory management of materials, supplies, equipment, services, construction, and printing, and the disposal of obsolete and surplus materials, supplies, and equipment.

The Council and HEPC contract with an external auditing firm, Suttle and Stalnaker, PLLC, to conduct an [annual audit](#). From this audit, recommendations are made regarding the institution's financial operations. The audits are presented annually to the BOG once the audit has been completed by the external auditing firm. The full report from the auditor is included in the board's agenda and is available to the public via Southern's website.

There are significant controls over budget, contracts, and expenditures. Once the budget is set for the year, it is loaded into the Banner financial system. The system assists the Office of Finance in monitoring expenditures for each spending unit. A purchase order is created for all expenditure requests. If there is insufficient budget for the purchase, Banner will notify the purchase order creator. Once a purchase order is created, it is submitted to the spending unit manager for approval. Once approved by the spending unit manager, the purchase order is submitted to the finance office for approval. Goods may either be purchased with a purchasing card or through invoice. All purchasing card transactions are reconciled and reviewed monthly by the Office of Finance. Invoices are reviewed and submitted to the state auditor's office for approval before payment is issued by the West Virginia State Treasurer.

The Office of Finance increases its internal controls by properly segregating duties of its staff. Staff participate in regular trainings on purchasing procedures and ethics.

The College utilizes assessment data in planning and preparing budgets. Budget projections are based in part on expected revenue on full-time equivalent (FTE) enrollment. Daily Argos reports are used for budgetary planning. This data allows institutional research to project full-time equivalent students for the upcoming academic year.

All academic departments and the Office of Student Services personnel have access to their

respective budgets. The department head identifies those who need access to the budget. Southern does not have to submit an operating budget to the State for approval. The [Revenue and Expenses FTE Projection](#) report shows the projected revenues and expenses for the new fiscal year and the remaining amount is the projected operating budget.

Southern's Office of Financial Aid has responsibility to implement and monitor financial aid activities; verifying, certifying, awarding, processing, and administering aid. The Office of Finance and Cashier Departments distributes student credit refunds. The student advisors articulate programs in terms of credits and credit transfers.

Southern does have a satisfactory academic progress policy *SCP-4274*, which includes an appeal process [SCP-4274.A](#), and a letter of warning [SCP-4274.B](#).

Academic Integrity

The *Faculty Handbook 2020-2021* is written for both full-time and part-time faculty, and establishes general policies and procedures that govern instructor's academic functions and activities.

Student academic integrity and conduct issues are addressed in the Student Handbooks 2020-2021 under Academic Integrity and Students Rights and Responsibilities [SCP-4770](#). Disciplinary and grievance procedures for both academic and non-academic violations of the code of conduct are strictly defined (*Student Handbook 2020-2021, pages 195-202*).

Human Resources

The College is committed to the policy of equal opportunity in employment and education regardless of race, color, ancestry, religion, national origin, sex, age, physical or mental disability, serious medical condition, veteran status, spousal affiliation, sexual orientation, gender identity, or other bias prohibited by federal, state or local law. In compliance with Title IX of the Education Amendments of 1972, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act 1973, the Age Discrimination in Employment Act, and any other applicable federal, state, and local laws, the College does not discriminate against any applicant, employee or student. This policy covers admission, access, and services in College Programs and activities, and application and treatment in College employment. This policy also applies to all aspects of employment, including but not limited to hiring decisions, promotions, training, pay, benefits, layoffs, discipline, and terminations. In addition, it continues to be the policy of the College to maintain a working environment free of discrimination and harassment as outlined in the [Affirmative Action Plan](#).

The College also strictly prohibits any form of retaliation against an employee who, in good faith, makes a complaint, raises a concern, provides information or otherwise assists in an investigation or inquiry regarding any conduct that they reasonably believe to be in violation of the policies set forth in the Employee Handbook ([SCP-2843](#)). This policy is designed to ensure that all employees feel comfortable speaking up when they see or suspect illegal or unethical conduct without fear of retaliation. It is also intended to encourage all employees to cooperate with the College in the internal investigation of any matter by providing honest, truthful and complete information without fear of retaliation. Southern is an Equal Employment Opportunity and Affirmative Action institution.

Code of Ethics for Employees of Southern WV Community and Technical College

The citizens in our service community expect the College to represent them as responsible and model

citizens who demonstrate a high level of professional conduct. Employees of Southern strive to fulfill their responsibilities as dedicated and responsible employees, and perform their assigned duties to the best of their abilities in order that Southern may provide the very best college education possible for all eligible students.

The *Employee Handbook 2021* succinctly identifies policies and procedures for all College employees as they relate to integrity and ethical issues including, but not limited to:

- Protecting Private Information
- Drug-Free workplace and Procedures
- Discrimination and Sexual harassment policy
- Consensual relations

The College has numerous policies and procedures in place for the fair and ethical treatment of employees. *The Disciplinary/Grievance Procedures (Employee Handbook 2021 Pages 68-72)* ensures due process for all College employees in those situations when complains and accusations are made.

Auxiliary Functions

College Bookstore

The College Bookstore is contracted and operated by MBS Direct for the convenience of the students and the staff. MBS is a web-based application that provides course material distribution services to students of Southern. Audits and inspections of records may be conducted at any given time to determine accuracy and completeness of MBS commission payments.

As of fall 2022, Southern will be contracting bookstore operations through Barnes & Noble. The contract is for a physical store to be located on the Logan Campus and an online store. Southern will be implementing Barnes & Noble's First Day Completed program in the fall 2022. With this program, students will be charged a book fee that will cover the cost of all their textbooks for the semester. Student will receive their textbooks before or by the first day of classes. The First Day Complete program will ensure students receive their books in a timely manner and it will save students significant money.

Food Service

Logan Campus

As of Fall 2021, Hatfield's Market, a locally owned and operated general store and deli business near Logan, WV, provides a food vendor service for our students and employees from 8 a.m. until 4 p.m., Monday through Thursday during the fall and spring semesters. Southern provides the space and equipment to Hatfield's Market at no charge in order for them to hold prices at a reasonable rate.

Williamson Campus

Andy's Pizza & More, an Italian pizza and sub shop in Williamson, WV, began providing services at the Williamson Campus during the Spring 2022 semester. They provide service for the Williamson Campus from 11 a.m. to 2 p.m., Monday through Thursday. Southern provides the space and equipment to Andy's Pizza & More at no charge in order for them to hold prices at a reasonable rate.

These food services are essential service to our students and employees as they offer an element of convenience along with affordability. The Logan and Williamson campuses are the only sites that offer food service.

Data Security and Access

In order to ensure the security of data, College employees are only given access to the data required to perform their specific work duties. For example, faculty can only access courses and related student data from classes for which they are identified as the instructor.

College-owned and operated computing resources are provided for use to students, faculty, and staff of the institution. All users are required to use the resources in an effective, efficient, ethical, and lawful manner. The College has established specific guidelines for those using the institution's computing resources. Rules, standards, and processes when engaging these resources are detailed in [SCP-7720](#) and [SCP-7125](#) and include, but are not limited to:

- Unacceptable use
- Security violation
- Wasting IT resources

Sources

- §18B-1D-9 Commission council and institutional governing board training
- §18B-2A-1 Findings composition of boards
- §18B-2A-2
- §18B-2A-4 Powers and duties of governing boards generally
- 135-09-sos-final-file-copy
- 2017-06-20 BOG Meeting Minutes
- 2019-2021_institutional_governance_handbook_effective_07-01-2019
- 2020-10-20-BOG Meeting Minutes
- 2020-12-15-BOG Meeting Minutes
- Affirmative Action Plan 2021
- Annual Audit Southern WV CTC Financial Statements FY2021
- Article IV Section 5 of the WV State Constitution
- BOG Actions regarding Mission Vision Philosophy Statement
- BOG Evaluation of President Results and Comments Nov 2021
- BOG Minutes Aug 30 2021
- BOG Minutes Dec 14 2021
- BOG Minutes Dec 15 2020
- BOG Minutes Feb 15 2022
- BOG Minutes June 15 2021
- BOG Minutes Oct 20 2020
- BOG Orientation Manual Revised 2022 Complete
- BOG President Goals Aug 2020
- BOG President Goals Feb 2021
- BOG Self Eval 2019
- BOG Self Evaluation Survey Results and Comments Nov 2021
- Committee Membership

- Critical Thinking Rubric Final
- Employee Handbook Updated June 15 2021
- Ethics Commission
- Expectations-of-BOG-Members-2021-2023-1
- HLC Criterion Timeline 12.07.2021
- HLC Related professional development
- MasterPlan_FINAL
- Nursing Expansion Grant - Weekend
- Oath
- Program Accreditations
- Revenue and Expenses FY2022 FTE projections
- Revenue and Expenses FY2022 projection
- Salary Administration Guidelines
- SCP 2000 Elimination of Faculty Positions Due to Program Reduction or Elimination
- SCP 2171 A Faculty Credentials Certification Form
- SCP 2171 Professional and Educational Requirements for Faculty
- SCP 2202 Personnel Assessment Philosophy
- SCP 2218 A Faculty Evaluation Forms
- SCP 2218 Evaluation of Fulltime Faculty
- SCP 2562 A External Professional Activities Pay Report Form
- SCP 8600 BOG Operational Guidelines Policy - SCP-8600-Board-of-Governors-Operational-Guidelines-Policy-1
- SCP-1000 Manuals Announcements and Policies MAP Development System - Copy
- SCP-1500 Philosophy Vision and Mission
- SCP-2562 External Professional Activities of Faculty
- SCP-2562A External Professional Activities Pay Report
- SCP-2843-Discrimination-Harassment-Sexual-Harassment-Sexual-and-Domestic-Misconduct-Stalking-and-Retaliation-Policy
- SCP-2900 Progressive Discipline Policy060721 FINAL
- SCP-4274 Satisfactory Academic Progress for Financial Aid Recipients
- SCP-4274.A SAP Financial Assistance Appeal
- SCP-4274B Letter of Warning
- SCP-4710-Academic-Integrity-1-1
- SCP-4770-Student-Rights-and-Responsibilities-1-1
- SCP-7125-Information-Technology-Acceptable-Usage-FINAL-12172019-1
- SCP-7720-Security-of-Information-Technology-FINAL-12172019-1
- SCP-8600A Board of Governors Operational Guidelines-1-1
- Series 5 Guidelines for President Evaluation
- Series-5-SOS-Final-File-2019-03-29
- sip-2171_faculty_credentialing_tested_experience_final_pc_09102019_andathrue
- Strategic Plan 2018-2023
- Student Learning Assessment Course-Level Report
- Student Learning Assessment Program Report
- Student Profile Analysis IPEDS 2019
- The Ethics Act brochure for 6-24-2019
- Title 133 Procedural Rule Series 30 Purchasing
- Title 133 Procedural Rule Series 31 Ethics
- Title 135-09-sos-final-file-copy
- Title 156CSR1 Grievance Procedure

- Town Hall HLC The Standard Pathway PPT Presentation 04.08.21
- West Virginia Governmental Ethics Act Brochure 2009-1
- West Virginia Open Governmental Meetings Act
- WV State Code 18B-2A-4

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2B1

Southern offers accurate information to students and the public concerning its programs, requirements, faculty, costs, and accreditation relationships. These documents include the College website, the Academic Catalog, the Student Handbook, course syllabi, marketing materials, as well as documents containing information about class schedules, tuition, fees, etc.

Academic Catalog

Southern updates the *Academic Catalog* yearly. It is the primary document that provides institutional information concerning academic policies, costs, program requirements, and course descriptions. The *Student Handbook* is contained within the Academic Catalog. Catalog information is primarily housed on the institution's website as a PDF and is available in print and is accessible to the public. The importance of the academic catalog is discussed with all first-time freshman during the OR 105 Orientation to Technical Programs and OR 110 Introduction to College Courses.

Student Handbook

The student handbook is the official policy and procedure guide on student rights, responsibilities, and disciplinary processes for Southern students. It is published annually and housed in the academic catalog. This publication is reviewed annually and updated by the Office of Student Services.

The handbook provides students with information concerning the procedures related to filing complaints concerning academic policies on grades, disputes, or complaints against Southern employees. Information on federal protection and rights for students concerning the American Disability Act, sexual harassment, and FERPA are clearly defined for the student through the handbook and catalog.

Class Schedules

Class schedules are uploaded onto the College's website before the start of registration for each semester. First-time students are required to meet with an advisor to review the class schedule and register. During the orientation to college courses, first-time freshmen are taught how to access class schedules. All students can access the class schedule through BANNER Self-Service (MySouthern) at

their convenience. Registration dates and website links to the class schedules are made available to the public and promoted through the Office of Communications.

Costs to Students

Per federal regulations, tuition and fees are provided on the Southern website. There is also a link to the net price calculator which lists the cost of attendance as well as assists current and potential students to identify financial aid assistance and scholarships they may be eligible to apply and receive. Information regarding the cost of tuition and fees include the website, the student's southern account, and through award letters automatically sent to students after their financial aid is processed. The catalog also contains information on tuition, fees, and other expenses.

Course Syllabi

Southern's course syllabus is the document that communicates specific course information, faculty contact information, student grievance process, and other pertinent information. Course syllabi are provided to students at the beginning of each course and are comprised of three parts.

- Syllabus Part 1 of 3 includes instructor specific course information and will differ with every class and every instructor.
- Syllabus Part 2 of 3 (Course Outcome Matrix) links the general education outcomes, the program outcomes, and the course outcomes for that specific course.
- Syllabus Part 3 of 3 includes standardized information that is consistent across the entire College and can also be found in the Catalog.

The course syllabi serve as an agreement between the instructor and student entailing the expectations of the course.

Southern Online Presence

The College's website is the institution's primary information source. The website is managed by Southern's webmaster and is continuously updated as needed with new content material. The website hosts information about academic offerings, requirements, faculty and staff information, costs to students, governance structure, and accreditation relationships. Press releases first appear on the college website before being released to the local media.

Southern has a social media presence as well. Southern's facebook page is administered by the Director of Communications. The page provides timely information, such as College closures due to inclement weather, safety alerts, College information, announcements, acknowledgment of students, faculty, and programs. Social media is used to promote the College's successes and achievements. The College engages with the current College population, alumni, and local community through social media platforms such as Facebook, YouTube, Instagram, Twitter, etc. The College's goal is to be an integral part of the local community.

The College is committed to being truthful and honest in its internal and external communications. The Office of Marketing and Communications prepares all press releases and they are review by the President before publication.

Annual Reports

Annual reports to the Integrated Postsecondary Education Data System (IPEDS) track retention,

persistence, and graduation rates, enrollment, financial aid, and provides data for internal and external purposes. The Office of Institutional Research maintains a calendar of all internal and external data reports leaving the institution. The Office of Institutional Research gets data from BANNER as it is the main source for student information.

2B2

Southern's contribution to the educational experience through application of research, community engagement, and economic development are discussed in (I.A.2).

Experiential Learning

Southern offers credit opportunities that take advantage of experiential learning. The College has a successful Board of Governors program (*Academic Catalog, page 83*) that requires 60 credit hours which include a general education core of 21 hours and 39 hours of general electives encompassing a broad range of content areas while providing for optimum flexibility. Students can build a portfolio of work experience, certifications, and credentials to gain college credit. This type of program is designed for a student who has significant workforce training that can be used toward a college degree.

Economic Development

Southern is a leader in contributing to the economic development of its service community and beyond. In order to address the chronic, unprecedented shortage of nurses, the College has been awarded a \$985,000.00 grant to add an [alternative method of delivery](#) by developing a non-traditional accelerated week-end nursing program (registered nursing). This new method of delivering the current curriculum will be aimed at applicants that are seeking second degrees, current allied health workers, and LPNs.

Southern received a \$298,915.00 grant from the Department of Energy to create a Mine Training and Energy Technology Academy. Approximately \$195,000 of this grant was used to create a lineman program. During fiscal year 2022, a full-time lineman instructor was hired, curriculum created, all educational supplies and equipment purchased, and the course began in March, 2022. There are currently 8 students in the first lineman cohort. The course consists of 16 weeks of in-class and field training, including CDL instruction leading to licensure. At the end of the 16-week course, students will be offered a 16-week paid apprenticeship with a local line service company. Southern currently writing a Learn and Earn Grant proposal to pay half the apprenticeship wages (\$20 per hour) for up to 40 students through fiscal year 2023.

Southern also received a grant for \$500,255.00 over three years (December 2021 to November 2024) from the WVCTCS WV Advance Grant to create a CDL program. One full-time and one adjunct instructor has been hired. Training, vehicles, safety and educational equipment has been purchased or leased, and curriculum has been written and approved. The CDL program, while independent of the lineman and mine training courses, does fall under the Mine Training and Energy Technology Academy and located in the Williamson Campus Armory. The course began admitting students in March 2022 and currently has 12 students enrolled. All Lineman students must have a CDL licenses before their apprenticeship begins (I.A.3).

The College supports several active student clubs and organizations that promote leadership opportunities and community engagement such as the Phi Theta Kappa (PTK) International Honor

Society, National Society of Leadership and Success (NSLS), Skills USA, and Student Government Association (*I.A.2*).

Sources

- Nursing Expansion Grant - Weekend

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2C1

All Board of Governors of Southern West Virginia Community & Technical College go through a comprehensive on-boarding process based on the [Board of Governors Orientation Manual](#). This document highlights the roles and responsibilities of each member to ensure the members are acting in the best interest of the College while in compliance with board policies while ensuring integrity in its actions.

The composition of the Board of Governors is stipulated in the [West Virginia Code §18B-2A-1](#). The Board consists of twelve members, nine of whom are lay members appointed by the Governor. Of these nine lay members, no more than five can be of the same political party and at least five must be residents of the state. In making lay appointments, the Governor shall consider the institutional mission and membership characteristics. The remainder are comprised of a faculty representative, a classified staff representative, and a student representative, elected by their peers. Once appointed to the board, the Governor cannot dismiss the member without cause.

Each board member (excluding the student member) is required to complete six hours of training and development related to his or her duties within two fiscal years of beginning service and within every two years thereafter [WV Code §18-B-1D-9, proof of professional development](#). Current board members attended the annual HLC conferences in April 2021, as well as the WV Board of Governors Summit in June of 2021, which was presented by the WV Higher Education Policy Commission. Attendance at these professional development events is reported annually to the Chancellor's office.

The board's duties are to control, supervise, and manage the financial, business, and educational policies and affairs of the state institution of higher education under its jurisdiction ([§18B-2A-4](#)). The board receives a financial report at each regularly scheduled meeting from the Chief Financial Officer (CFO) as well as approves a budget prepared by the CFO annually. Additionally, there is an annual external audit conducted by the accounting firm of Suttle & Stalnaker, PLLC. At the December 2021 board meeting, the auditors presented their findings from the fiscal year 2021 audit.

No internal issues or compliance issues were found. [Annual Audit](#)

2C2

As prescribed in West Virginia Code, [§18B-2A-1](#), Southern's BOG is to serve as a representative body of its constituents to set forth policies to govern the best interests of the

College in accordance with the statutes of West Virginia. The Board's governance style is intended to encourage diversity of multiple viewpoints. Prior to setting policy, the board will insure that input has been received from a variety of sources to insure representation of constituents and staff and sound decision-making principles. The board's focus will be on providing strategic leadership and representing the community it serves rather than administrative detail.

The Role of the Board of Governors is to:

- Establish the mission, vision, and master plan of the College and set clear written policy direction that is focused on community needs.
- Represent the community by knowing and understanding its needs and seeking a variety of perspectives when setting college policy.
- Define standards for college operations which set forth high quality programs, ensure wise and prudent expenditure of funds and fair and equitable treatment of students and employees.
- Monitor the performance of the College to insure progress toward defined goals and adherence to policies.
- Select, hire and retain the President and to define and monitor the President's performance through periodic evaluations.
- Promote the College in the community and advocate for its interests with government officials and in its fund-raising efforts.
- Create a positive leadership environment which fosters learning and focuses on outcomes.
- Act with integrity, promoting ethical behavior in all college dealings.
- Function as a unit, speaking with one voice which recognizes that the power of Board rests with the whole Board, not individual members.

[SCP 8600A.3.7](#) states that the Board of Governors will develop self-evaluation tools to regularly monitor and discuss Board process and performance. This will include a comparison of Board activities to Board policy as defined in this document. (see Board Self-Evaluation [2019](#) and [2021](#)).

The [West Virginia Higher Education Policy Commission Series 5 Guidelines For Governing Boards In Employing And Evaluating Presidents, Aug 2020](#) and [Feb 2021](#) provides guidelines for evaluating Presidents. It states, in part, "the governing board shall conduct a written evaluation at the end of the initial contract period. In addition to the formal and structured evaluation every three years and at the end of the initial contract period, each President shall receive a written yearly evaluation in a manner and form decided by the governing board." This is in addition to the semiannual ([Aug 2020](#) and [Feb 2021](#)) assessments of the President per the HLC Focused Visit Report (based on the team's March 2020 visit) that stated the following as it relates to Criterion 5.B:

"The institution is expected to clearly and explicitly address the following:

2. *BOG documents that provide evidence that the board has set goals every*

six months for the newly hired president focused on improving the culture of the institution and evidence that the individual is thoroughly evaluated on those goals and coached to succeed." (page 20)

2C3

The Board meets six times per year as mandated in [WV Code §18B-2A-2](#). Special meetings are held as the need arises. For example, at the August 2021, regularly scheduled board meeting, it was brought to the chair's attention that the information for academic program review was incomplete. That action item was tabled, and a special meeting called for [August 2021](#).

Expectations are that each Board member shall prepare for and attend at least five meetings per year. Each meeting is registered with the Secretary of State's Office and announced on both the Secretary of State's website and Southern's website.

All meetings are open to the public ([WV Code §18B-2A-2](#)). The agenda for each meeting is published on Southern's website along with a zoom link for that meeting. Although all meetings are now open to in-person attendance, zoom links for each meeting are available on the College's website for those who may feel uncomfortable attending in person due to COVID. The agenda and minutes are available to the public via the College website.

Each meeting agenda includes a call for public comment as well as reports from the ALO, faculty senate, classified staff, student body, the President, CAO, Student Services, and the Chief Financial Officer.

2C4

[WV Code §18B-2A-1](#) lists criteria that render an individual ineligible to serve on a community and technical college's Board of Governors as it relates to a potential conflict of interest. This includes ineligibility to serve as a Board member if an individual acts as an employee, member or officer of explicitly identified boards, institutions, committees, or organizations. After appointment, new board members are introduced at the next regular board meeting and administered the [Oath of Office](#) (as stipulated in Article IV, Section 5 of the WV State Constitution) by the Director of Facilities and Campus Operations. Additionally, board members are required to complete a financial disclosure statement with the WV State Ethics Commission ([WV Code §18B-2A-1](#)).

SCP - 8000 A.3.2. outlines the Code of Ethics for the Board of Governors. This policy states, in part, the Board will comply with the West Virginia Ethics Act in the areas of confidentiality, private gain, prohibitive representation, gifts, subordinates, contracts, purchases and sales.

2C5

[WV Code §18B-2A-4](#) sets forth powers, duties, and responsibilities of the board at each public higher education institution in the State of West Virginia. Given its legal responsibility to the institution, the board maintains control of broad institutional policy. The powers, duties, and responsibilities that are delegated to the President represent day-to-day operations of the institution and reflect the implementation of policy.

The President is the CEO of the institution and reports directly to the twelve-member Board of

Governors, nine of whom are appointed by the Governor of West Virginia. The President is responsible for the leadership, management, and development of the College, consisting of campuses existing in four counties, and is the official channel to the Board for all policy, program, and budget recommendations.

As stated in the Faculty Handbook, faculty are responsible for overseeing academic matters of the College. Faculty are effectively represented as voting members on the various College committees/subcommittees. The Academic Assessment Subcommittee and the Curriculum Subcommittee are primarily responsible for and drive academic matters at the College and consist of a majority faculty membership. As noted in (5.A.1), the former governance structure had nine standing committees which made recommendations to an executive council before reaching the President's Cabinet. In contrast, the current structure has three committees that make recommendations directly to Cabinet with subcommittees that report to one of the three governance committees. The committees purposefully have more faculty and fewer administrators as voting members, and administrators serve primarily as ad-hoc members to committees.

Sources

- §18B-1D-9 Commission council and institutional governing board training
- §18B-2A-1 Findings composition of boards
- §18B-2A-2
- §18B-2A-4 Powers and duties of governing boards generally
- Annual Audit Southern WV CTC Financial Statements FY2021
- Article IV Section 5 of the WV State Constitution
- BOG Minutes Aug 30 2021
- BOG Orientation Manual Revised 2022 Complete
- BOG President Goals Aug 2020
- BOG President Goals Feb 2021
- BOG Self Eval 2019
- BOG Self Evaluation Survey Results and Comments Nov 2021
- Committee Membership
- Ethics Commission
- Oath
- SCP 8600 BOG Operational Guidelines Policy - SCP-8600-Board-of-Governors-Operational-Guidelines-Policy-1
- SCP-8600A Board of Governors Operational Guidelines-1-1
- Series 5 Guidelines for President Evaluation
- The Ethics Act brochure for 6-24-2019
- Title 133 Procedural Rule Series 31 Ethics

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2D

The College's commitment to freedom of expression is recognized and supported at the highest level of the institution as expressed in *Policy Title: 10.1, Freedom of Expression (Board Policies 2018)*.

As an Institution that exists for the express purposes of education and public service, the College is dependent on the unfettered flow of ideas, not only in the classroom and laboratory, but also in all College activities.

As such, protecting freedom of expression is of central importance to the College. The exchange of diverse viewpoints may expose people to ideas some find offensive, even abhorrent. The way that ideas are expressed may cause discomfort to those who disagree with them. The appropriate response to such expression is by expressing opposing ideas and continuing dialogue, not curtailment of expression.

[Title 135, Series 9-2](#) specifically addresses academic freedom and professional responsibility as it relates to freedom of expression in the pursuit of truth in teaching and learning.

The *Faculty Handbook 2021-2022*, strongly emphasizes the importance of academic freedom and responsibility. Southern "acknowledges the right of a teacher to explore fully within the field of his subject as he believes to represent the truth." The principle of academic freedom "also includes the right of the member of the academic staff of the system to exercise in speaking, writing, and action outside the system the ordinary rights of an American citizen..." While faculty enjoy the right of academic freedom, they must also assume the responsibilities associated with it. Fundamental responsibilities as teachers and learned persons, faculty members should strive to be accurate, to exercise appropriate restraint, and to show respect for the opinions of others while introducing and using course material which has a clear relationship with the subject field.

Furthermore, the Faculty Senate Constitution mission statement states, in part, that it is the purpose of the Senate to protect academic freedom.

The College faculty exercise academic freedom in a number of ways including syllabi creation, assessment of student learning, and associated reporting of those assessment results.

- Course Syllabi - Although it is important that syllabi for a specific course be consistent in terms of the identified general education, program, and course objectives, wherever and however the course is offered, faculty are given the academic freedom to create syllabi that meet their specific teaching needs. The [Student Learning Assessment Guide for Faculty](#) (page 6 and Appendix M) outlines the process for updating course syllabus/part 1 which is specific to the course instructor of record and reflects that instructor's own processes and procedures for

teaching the course; part 1 can and should be changed every semester. The types of assignments faculty use to assess the institutional, program, and courses objectives are at the discretion of the instructor.

- Assessment - Southern has established extensive processes for assessment of student learning and achievement of learning outcomes at the institution, program, and course level wherever and however learning takes place. Faculty to take ownership” of their courses and programs by developing tools and mechanisms to assess learning that are appropriate to their students in particular courses and beneficial to improving student success. At the program and course levels, faculty are encouraged to use whatever assessment tools they deem necessary to measure attainment of course objectives. Program directors and lead faculty respond to the [Student Learning Assessment Program-Level Report](#) and [Student Learning Assessment Course-Level Report](#) formats in a manner that makes it more meaningful to stakeholders (4.B.1).

Sources

- Student Learning Assessment Course-Level Report
- Student Learning Assessment Guide for Faculty Numbered
- Student Learning Assessment Program Report
- Title 135-09-sos-final-file-copy

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2E1

As a comprehensive community college, Southern's primary focus is teaching. Southern does not support basic and applied research. Oversight ensuring compliance, ethical behavior and fiscal accountability is not a part of classroom activities related to teaching.

Southern's individual [program accrediting bodies in allied health and nursing](#) advance professional practice standards and the scopes of practice established by each profession. Practice standards are authoritative statements established by the profession for judging the quality of practice, service and education. Professional practice constantly changes as a result of a number of factors including technological advances, market and economic forces, and statutory and regulatory mandates. Scopes of practice define the parameters of practice, recognize the boundaries for practice and typically are formatted as lists of tasks that are appropriate to include as part of the work of an individual who is educationally prepared and clinically competent for the professions in health care.

2E2

As a comprehensive community college, the College's primary focus is teaching; therefore, the College does not provide support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

2E3

As a comprehensive community college, the College's primary focus is teaching. Therefore, the responsible acquisition, discovery and application of knowledge by students, faculty, and staff are a direct result of classroom activities in the support of teaching.

Program objectives in lab science courses require students to demonstrate how science processes work including use of the scientific method. The general education competency of critical thinking reinforces the foundational knowledge base required to apply research findings to student work including identifying relevant information and sources, use of deductive and/inductive reasoning, consistently integrating relevant information during the formulation of opinions or conclusions,

analyzing key information, questions, and problems clearly and precisely, making valid judgments or forms opinions about a topic where there may or may not be a clear or correct answer, supporting judgement or opinion with reasons and evidence from various, relevant sources, and using knowledge from multiple areas to create a new idea or approach a topic from a different perspective.

Accomplishment of the competency of critical thinking is assessed using a rubric and is assessed with the other general education outcomes as identified in (4.B.1). Use of the [Critical Thinking Rubric](#) ensures students are exposed to the principles of academic integrity and the ethical use of information whether in a degree or certificate program of study.

The library provides guidance to students in the ethical use of information resources by offering workshops on how to identify appropriate sources of information when using the approximately 31 available subscription databases to conduct research. These databases can be accessed through the College website under library services.

The College has developed a policy regarding Information Technology Acceptable Usage. This document offers guidance on the ethical use of information resources, as well as numerous examples and explanations of what would be considered misuse of informational and computer resources. This document is evidenced as [SCP-7125](#). This policy, along with policy [SCP-7720](#), Security of Information Technology, set the standards for the use and security of Southern's technology resources. Students agree to these computers use guidelines each time they log on to a College owned or operated computer terminal. The *Student Handbook 2020-2021* (page 192) also outlines student responsibilities when using Southern's computers.

Students are presented guidance in ethical and scholarly use of information in their coursework and through the use of support services. Courses that utilize the written language rubric, such as [EN 101 and 102](#), instruct students in source citation, evaluation of information found online, internet security, responsible use of resources, and plagiarism. Responsible use of information and specific formatting styles (i.e. MLA, APA, etc.) are embedded in content courses and required of students in their writing. Throughout their courses, faculty model appropriate resource citation with classroom materials which effectively reinforces the students' competency in this area. The College utilizes a plagiarism detection service, [TurnItIn.com](#). Students are encouraged to use this resource prior to submission of their work, and instructors use the program to verify the work is unique and maintains collegiate integrity. This reinforces ethical use of information by first allowing students an opportunity to self-check and correct their work, thereby learning appropriate and ethical standards firsthand. The [TurnItIn.com](#) service has been integrated with Brightspace for ease of use.

2E4

The College's policies and processes regarding the enforcement of academic honesty and integrity are fully enumerated in the *Academic Catalog 2020-2021* (pages 190-191 and [SCP-4710](#)). The *Student Handbook* also details the specific academic and behavioral/non-academic violations that may lead to disciplinary action and the possible disciplinary sanctions that may result, as well as the due process afforded the accused. Academic violations include, but are not limited to, cheating, plagiarism, and violation of copyright. Faculty are primarily responsible for addressing and enforcing policies on academic honesty and integrity. Upon discovering an act of cheating or plagiarism, the nature of the penalty shall be determined by the instructor. Such penalties may include, but are not limited to, a lowered grade on the assignment, no credit for the assignment, or an exclusion from further participation and a grade of F in the course. Academic violations and due process standards are also discussed.

Sources

- Critical Thinking Rubric Final
- Program Accreditations
- SCP-4710-Academic-Integrity-1-1
- SCP-7125-Information-Technology-Acceptable-Usage-FINAL-12172019-1
- SCP-7720-Security-of-Information-Technology-FINAL-12172019-1

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Southern West Virginia Community and Technical College meets Criterion Two. Central to the college mission, practices, and policies are regularly assessed. Southern is committed to maintaining a climate of respect for faculty, staff, and students.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3A1

Many processes take place to ensure Southern's courses and programs are current and require levels of student performance appropriate to the credential awarded. The College maintains a well-established practice of regular reviews for credit-generating programs. The schedule for program and post-audit review for the academic years 2021-2022 through 2025-2026 can be found in the *Program Review Schedule*.

All credit-generating programs offered at Southern West Virginia Community and Technical College (Southern) are reviewed for currency at least every five years by the Board of Governors in accordance with [Title 135 Series 10, Policy Regarding Program Review](#), [SCP-3620 Policy Regarding Program Review](#), [SCP-3625 University Program Evaluation Model](#), and [SCP-3625.A, University Transfer Program Evaluation Model Guidelines](#).

All new occupational degree and certificate programs implemented under [Title 135 Series 37, Increased Flexibility for Community and Technical Colleges](#) must undergo an initial post-audit review three years after the date of the program's approval. Every five years following an approved post-audit, program reviews are conducted to ensure the curriculum, program content, delivery, and equipment remain relevant and current for the targeted occupation.

Each program review is conducted by faculty and presented through the governance structure for consideration and approval before being presented to the Board of Governors for final approval ([Program Review Schedule](#)). Each review results in a recommendation to either continue the program with or without corrective action or, in the case of any program which fails to meet the necessary standards for adequacy, viability, necessity, or consistency with the college's mission, to terminate the program. Results of this process are communicated from the external governing body to all constituents and appropriate actions are taken by the institution regarding the program (4.B.1).

Each program review is submitted to the West Virginia Community and Technical College System of West Virginia (WVCTCS) for approval.

Southern's [allied health and nursing programs](#) have a longstanding history of excellent passage rates on national and state certification exams. Licensure passage rates are an example of outstanding student performance and achievement of current programmatic and course content (4.A.5). In addition to regular program review, [accreditation by external agencies](#) are a valuable criterion for determining program currency.

Southern offers programs leading to skill sets, certificates, and the Associate in Arts, Associate in Science, and Associate in Applied Science Degrees. In total, the College offers 21 associate degrees, 13 certificate programs, and 16 skill sets. The College Catalog contains information about all College degrees and certificates with full descriptions, including credit hour and additional requirements.

The College adheres to the [Higher Learning Commission's Assumed Practices \(B.1.a\)](#) in determining minimum program length. An associate degree program consists of a minimum of sixty credit hours. A minimum of thirty credit hours constitutes a certificate degree program. A skill set consists of twelve credit hours or less. An advanced skill set is twelve or more credit hours but less than thirty credit hours.

Southern adheres to the [General Studies and Course Equivalency Transfer Agreement](#) to ensure students can transfer a variety of coursework that will count toward fulfillment of general education and program requirements. Southern has developed articulation agreements with numerous colleges and universities that serve as a pathway between a two year and a four-year degree. These agreements are listed in the College Catalog and are posted on the website.

The relevancy of an academic programs is also demonstrated with [Policy SIP-3165, Adding or Deleting Courses to/from the Curriculum and Revising Existing Courses](#) in the updating of curriculum in order to keep College graduates up-to-date in terms of the required knowledge, skills and professional qualities required in today's ever-changing job market. Major revisions are defined in the policy as a significant change in the instructional delivery technique and/or modification of the content of the course. A significant change includes, but is not limited to, a change in course goals, focus, division, credit hours, title, and/or prerequisites. When a course undergoes major revision or it is assessed that a new course is needed, a complete course syllabus must be developed. In addition, the appropriate form must be completed and attached to the course syllabus. For course deletion requests, the existing course syllabus must be submitted and attached to a completed form. The proposal must then be approved through the steps of Southern's governance structure.

Advisory committees support the College's commitment to seeking feedback on whether or not the education and services offered are current, relevant, and meaningful to the community at large. A number of programs and disciplines have advisory committees that meet a minimum of once per year. Advisory groups provide feedback through formal and informal meetings. The membership in an advisory group includes a variety of industry related professionals. The [Community Advisory Handbook](#) describes Southern's processes as they relate to the advisory committees ([nursing](#) and [paramedic science](#) agendas).

Surveys are conducted to provide feedback from students, graduates and employers. Results of annual employee satisfaction and graduate surveys conducted for programs are reviewed at various meetings of faculty, staff, and administrators during the program review process.

Southern is accredited by the Higher Learning Commission while numerous agencies accredit specific [programs](#).

3A2

Southern offers programs leading to skill sets, certificates, and degrees that are described in the *Academic Catalog*. All degree and certificate programs have established general education outcomes and (when appropriate) specific program outcomes that are measured via the plan-do-study-adjust (PDSA) cycle of assessment. The certificate programs have specifically identified program outcomes that are also measured via the PDSA cycle of assessment. All College courses have established course outcomes (as identified in the individual course outcome matrices) that are measurable (and include a performance, condition, and criteria). Course outcomes are consistent between the same courses when offered in-person, online, or within a hybrid model.

Clearly articulated general education competencies, program outcomes, and course outcomes are the College's contract with students, employers, and stakeholders, and reflect the outcomes that students will possess and demonstrate at graduation. General education competencies are consistent for all degree programs. Program outcomes and course outcomes are specific to the individual degree or certificate.

The general education competencies represent academic skills and capabilities that are intended to prepare students to transfer into a four-year degree program and have the skills to be successful in the job market. Goals are established for all competencies to ensure that students graduating from the College with a degree demonstrate proficiencies at an identified level. The College uses to assess general education competency attainment; these rubrics are published on the College website. General education competencies are identified in the Catalog, on the College webpage, and in every [course syllabus part two/course outcome matrix](#)

Program outcomes are identified for degree and certificate programs and reflect the knowledge, skills and professional qualities. Program-specific outcomes are identified for each program in every *course syllabus part two/course outcome matrix* located on the College website. These program outcomes reflect competencies that students will possess and demonstrate upon graduation. The program curriculum maps outline where general education competencies (when appropriate) and program outcomes are taught in the program. The course syllabus part one includes the measurement tools used to assess course outcomes while the course syllabus part two on the course outcome matrix links specific course outcomes with pertinent general education and program outcomes.

The Academic Catalog lists all College degrees and certificates with full descriptions, including credit hour and additional requirements.

3A3

Course Syllabi

Consistent College-approved course syllabi with identical outcomes ensure consistency between courses when offered in-person, online, or within a hybrid model. The Director of Accreditation and Assessment along with the Curriculum Subcommittee and the Academic Assessment Subcommittee is charged with ensuring that all syllabi are consistent, including student learning outcomes. The process for consistent syllabi is articulated in the [Student Learning Assessment Guide for Faculty](#) and outlined in (4.A.4) and (4.B.1). All faculty are required to update course syllabi at the beginning of

every semester and submit to the Office of Academic Affairs.

Subcommittee

Various subcommittee are responsible for the quality and quantity of learning that takes place in courses and that programs are consistent when offered in-person, online, or within a hybrid model.

- The Curriculum Subcommittee (CS) is charged with overseeing a process to ensure consistency of course syllabi and syllabi approval.
- The Academic Assessment Subcommittee (AAS) is responsible for evaluating the accuracy of course outcomes in terms of measurability and appropriateness for the course in question.

Assessment of Student Learning

Step-by-step processes for assessment of student learning at the institution, program, and course levels are outlined in the [Student Learning Assessment Guide for Faculty](#). This guide is distributed to, and reviewed with, all full-time and adjunct faculty.

General Education Competency Rubrics

The College uses common *rubrics* to assess all general education competencies (written communication, oral communication, information technology, critical thinking, quantitative literacy and fluency, and intercultural competence). Rubrics to assess the general education competencies were developed by the Academic Assessment Subcommittee, with significant input from faculty. The general education outcomes and *rubrics* were developed in such a manner that they are easily understood by students and faculty and can be use by all College faculty. The general education outcomes and rubrics are listed on the College webpage. The [Student Learning Assessment Guide for Faculty](#) specifically outlines the steps for the assessment of the general education competencies by all College faculty, regardless of how and where they teach. The process for assessment of specific general education outcomes is detailed in (4.B.1).

Dual Credit

The course requirements for high school students enrolled in dual credit courses are the same as they are to first-time full time and transfer students.

[Title 135 Series 19 – Guidelines For The Offering Of Early Enrollment Courses For High School Students – section §135-19-4. Courses. 4.1](#), states that any early enrollment course must meet the same rigorous standards as those required for on-campus instruction. Courses must utilize college-approved syllabi, texts, assignments and assessments. The institution must facilitate communication between the appropriate academic department and the early enrollment faculty member to assure quality.

[135-19-5. Faculty. 5.1](#). states that faculty teaching early enrollment courses must meet the minimum faculty credential requirements as specified by the college and as approved by the department and Chief Academic Officer (CAO) of the college or university that will grant the credit.

Sources

- §135-19-4
- 135-10
- 135-37
- Advisory Committee Handbook
- AHN Program Effectiveness Data
- CoAEMSP Advisory Committee Meeting Minutes form 2021.02
- CourseTransferAgreement2021-2022 (1)
- EarlyChildhoodEducation_AAS_ProCurMap
- HLC Assumed Practices
- Nursing Advisory Minutes April 2022
- Program Accreditations
- Program Review Schedule Updated
- Rubrics
- SCP-3620-Policy-Regarding-Program-Review-1-1
- SCP-3625.A-University-Transfer-Program-Evaluation-Model-Guidelines-
- SCP-3625-University-Transfer-Program-Evaluation-Model-1
- SIP-3165-Adding-or-Deleting-Courses-to_from-the-Curriculum-and-Revising-Existing-Courses-FINAL-01122021
- Student Learning Assessment Guide for Faculty Numbered
- Syllabus Part 2 Course Outcome Matrix Final

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3B1

As stated in [SCP-3637 General Education Philosophy and Goals](#), Southern is committed to “providing each graduate with the skills and knowledge necessary for professional and personal success.” The general education program was developed to align and carry out the mission of Southern by providing quality education and “establishing itself as a model of...academic excellence, collaboration, and occupational training.” Through the general education program, students develop skills in writing, critical thinking, oral communication, quantitative literacy, and learn to interact appropriately with diverse cultures.

The general education goals of Southern are designed to prepare students for life and work in the 21st century. General education learning outcomes are assessed in each degree program using common rubrics. The outcomes and the assessment process are outlined in (3.B.2) and (4.B.1) ([Minutes 09.21.18](#)). The general education goals of Southern adhere to the guidelines set forth by the Council for Title 135 Procedural Rule, [Series 11](#) and [Series 17](#) and the WV Higher Education Policy Commission (HEPC) [Coursework Transfer Agreement](#).

The institution consistently communicates the general education goals, philosophy, and intended learning outcomes through the Southern website, the college catalog, and as a mandatory section included in the syllabus of every course offered at Southern. In accordance with the Council policy [§135-11-3, Degree Designations](#), associate degree programs at Southern include a general education core including math, english, science, and/or humanities courses. The Associate in Arts and Associate in Science Degree programs include a minimum of 24 hours of general education courses. The Associate in Applied Science Degree programs include a minimum of 15 hours of general education courses. Certificate programs include a minimum of 6 credit hours in general

education courses.

3B2

Per Southern policy SCP-3637 *General Education Philosophy and Goals*:

The purpose of general education at Southern WV Community and Technical College is to produce generally educated students who contribute to their communities and country. A generally educated student is a life-long learner with a common academic canon of knowledge, concepts, and attitudes.

The general education goals at Southern include:

- Verbal Communication - Students will utilize verbal and written language to discuss and comprehend information, incorporating a variety of technologies, such as texts, data, and images.
- Written Communication - Students will utilize verbal and written language to discuss and comprehend information, incorporating a variety of technologies, such as texts, data, and images.
- Technological Communication - Students will utilize verbal and written language to discuss and comprehend information, incorporating a variety of technologies, such as texts, data, and images.
- Critical Thinking - Students will identify and interpret relevant information in order to formulate an opinion or conclusion.
- Quantitative Literacy and Fluency - Students will demonstrate and communicate computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc. as appropriate).
- Intercultural Competency - Students will communicate in appropriate ways with those who are culturally diverse.

The general education goals and philosophy of Southern was revised by the Academic Assessment Committee and adopted in 2018 with input from various stakeholders including faculty, staff, and students (Minutes 09.21.18). The general education goals adhere to the guidelines set forth by the Council for Title 135 Procedural Rule, *Series 11* and *Series 17* and the HEPC *Coursework Transfer Agreement*.

General education program outcomes are assessed as identified in (4.B.1).

3B3

The [*SCP – 1160 Diversity Philosophy*](#) states that the institution “will encourage and enhance the fullest understanding of human rights and responsibilities and should teach the skills that allow students to effectively participate in a democratic society.” Through implementation of this philosophy, students learn about human and cultural diversity and how to appreciate and interact with individuals of various backgrounds and beliefs. Students have the opportunity to learn about diverse influences of behavior in a psychology introductory course. As students progress through the program, courses speak to diversity and inclusion throughout the life span. In sociology, students focus on social problems around race, gender, and social class as well as how each shapes the experience of all people.

One of Southern’s general education outcomes is intercultural competence, which the College

defines as “the ability to communicate in appropriate ways with those who are culturally diverse.” A number of the College’s degrees, certificate programs, and courses identify and incorporate intercultural competence into their curriculum and courses by providing students the opportunity to discover and appreciate diverse cultures. Students are exposed to human and cultural diversity through general education requirements requiring social/behavior and humanities/fine arts courses. The intercultural competency rubric is used to assess attainment of this outcome in those courses identifying intercultural competence as being “included and measurable.”

Intercultural competence and diversity education is common as a part of the Associate in Arts and Associate in Science Degree. However, it is also present in some occupational and technical degree programs. In the Business Administration and Business Accounting A.A.S. Degrees, students are required to complete BU 205 – Communications in Business which requires students to “examine the impact of cultural and global diversity on business communication.” ([BU 205 Syllabus](#)) Students discover the intricacies of various cultures and their impact on the various communication methods in 21st century business operations.

In addition to program curriculum, student organizations also provide opportunities for students to enhance their understanding of diversity and cultural appreciation. The [Sticks Magazine](#) is a literary arts magazine produced exclusively by students, staff, and faculty of Southern (*I.A.2*)

The Southern Chapter of the National Society of Leadership and Success (NSLS) is another student organization that provides opportunities for students to learn about diversity. The national organization uses a diverse set of instructors including: [Bill Gates](#), Anita Hill, the Dalai Lama, Dr. Bernice King, George W. Bush, and [Barack Obama](#).

3B4

Scholarship/ Discovery of Knowledge

Southern encourages [faculty, staff, and students](#) to contribute to their discipline through scholarly works. Faculty scholarship includes published literary works, academic publications, and conference presentations.

Students often compete in regional or national academic competitions to demonstrate their knowledge and mastery of skills. A Southern medical laboratory technology student who was chosen by the American Society for Clinical Pathology (ASCP) as one of the top 10 ASCP laboratory award winners. The medical laboratory technology student was also recently named National Champion in the “National Cell Bowl” sponsored by the ASCP. The student competed against seventy-six other medical laboratory sciences/technology programs from around the country and placed first in the competition.

A non-traditional medical assisting student from Southern won a gold medal in the state and national Skills USA competitions in 2018. There were various stations of competition for the medical assisting portion, including conversions of medications, urinalyses, coding, and preparing a sterile site (See *I.A.2*).

Creative Work

Faculty encourage students to engage in creative work through curriculum specific requirements, service learning opportunities, and extracurricular and cocurricular activities. Southern students,

faculty, and staff produce creative works for publication in the annual literary magazine, *Sticks*. Art work, fiction and creative nonfiction, poetry, and photographs are solicited each year and the magazine is published in the Spring semester. The magazine hosts a release event where creative works are displayed and local or regional artists and speakers perform and present for the public (See *I.A.2*).

Sources

- 2018-09-21 Academic Assessment Committee Minutes
- BU205_CourseMatrix
- CourseTransferAgreement2021-2022 (1)
- NSLS - Barack Obama
- NSLS - Bill Gates
- SCP-1160-Diversity-Philosophy-FINAL-12152020-1
- SCP-3637-General-Education-Philosophy-and-Goals-1
- Series-11-Final-File.-Degree-Designation
- Series17-Transfer_Rule-Final_File
- STICKS 2022 Final
- Sticks Literary Magazine - Speaker List
- Student Faculty Staff Scholarship

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3C1

Southern strives to ensure that the overall make-up of faculty and staff reflects human diversity as appropriate within its mission to provide accessible, affordable, quality education and training that promotes student success. Southern ensures the recruiting and hiring procedures are free from all biases. Through the [Affirmative Action Plan](#), Southern affirms its belief in equal employment opportunity for all employees and applicants for employment in all terms and conditions of employment. As part of this commitment, Southern seeks to ensure affirmative action to provide equality of opportunity in all aspects of employment, and that all personnel activities, such as the recruitment, selection, training, compensation, benefits, discipline, promotion, transfer, layoff and termination processes remain free of illegal discrimination and harassment. Southern recruits, hires, trains and promotes in all job titles, and ensures that all personnel actions are administered without regard to protected veteran status, disability status, age, ethnicity, race, color, religion, sexual or gender orientation, marital status, sex and national origin.

Southern has established [hiring process](#) that are in alignment with equal opportunity employment. Supervisors/Managers are provided a copy of the [Affirmative Action: Hiring Process](#) that details the recruitment, screening, selection, interviewing and hiring, as well as personnel policies and practices that must be adhered to by all employing units.

As discussed in (I.A.3), the State of West Virginia and Southern's service area has a very homogenous population in regards to race as compared to the nation as a whole. These numbers are consistent among Southern's service area, with the student population, and with faculty and staff. In

short, the make-up of Southern's faculty and staff reflect its service area. We acknowledge that diversity is found among person beyond race as diversity is reflected by persons with disabilities, different religious backgrounds, and various sexual orientations.

3C2

The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles. Southern's student to faculty ratio has remained consistent from 2020-2022, as 17: to 1.

[Table: Student to Faculty Ratio](#)

In Fall of 2021, the number of employees at Southern included:

[WV Higher Education Policy Commission Human Resources Data](#)

[Table: Classification of Employees](#)

Southern's employee roster confirms that 52% of the full-time faculty have been employed by Southern for ten or more years.

Oversight of Curriculum

Faculty are the driving force of the Curriculum Subcommittee. The subcommittee's main purpose is to focus on curricular issues and submit recommendations regarding curriculum, instruction, and student learning. This also includes workforce development and non-credit courses. This subcommittee is charged with continuous review of curricula to ensure that all new and existing academic programs and/or courses provide quality learning experiences in a coherent manner.

Faculty are also involved in the governance process at Southern, and there is representation from faculty on all the committees and sub-committees. There are three 3 governance committees and six subcommittees as listed on the [Governance Committee Membership List](#) and the [Governance Subcommittee Membership List](#). A total of thirty-two committee members are filled by faculty (5.A.1).

Expectations for Student Performance/Assessment of Student Learning

Expectations of student performance through assessment of student learning is faculty-owned and driven as demonstrated by the membership of the Academic Assessment Subcommittee as well as the processes enculturated throughout Southern as it relates to the assessment of student learning.

The Academic Assessment Subcommittee's purpose is to provide assessments regarding the assurance of quality and consistent teaching and learning through admissions and exit standards, prerequisite course or test score review, assessment of programs, and evaluation of the success of Southern's students by utilizing and analyzing data, and conducting scheduled, rigorous evaluations of individual courses and programs within the academic affairs division.

Southern has established expectations and an extensive process for assessment of student learning and achievement of learning outcomes at the institution, program, and course level. The assessment processes are extensively documented in the [Student Learning Assessment Guide for Faculty](#). It is the responsibility of the faculty assess student learning. The results of student learning assessment at all

three levels are outlined in the [Academic Assessment Subcommittee Report 2020-2022](#).

Expectations for student learning are articulated in the individualized course syllabi created by faculty. Southern has a consistent, three-part course syllabus regardless of however or wherever the course is delivered.

- [Syllabus Part 1 of 3](#) includes instructor specific course information and differs with every class and every instructor.
- [Syllabus Part 2 of 3](#) (Course Outcome Matrix) links course outcomes with both program and general education outcomes. All information is the exact same for a given course, e.g., all EN 101 courses will have the exact same syllabus part 3 of 3 course outcome matrix.
- [Syllabus Part 3 of 3](#) includes standardized information that is consistent across the entire College.

A detailed description and specific instructions for completing each part of the course syllabus is defined in the [Student Learning Assessment Guide for Faculty](#). Consistent course syllabi can be seen as a contract between students, faculty, and the College listing those expectations required of one another.

Establishment of Academic Credentials for Instructional Staff

Driven by both the March 2020 HLC's finding as it pertained to faculty credentialing and the College's subsequent, thorough review of all faculty personnel files to ensure compliance, Southern undertook a [comprehensive review](#) that resulted in a new policy ensuring compliance with the following practices listed in the HLC Criteria for Accreditation and Assumed Practices dated September 2020:

1. The College "will use credentials as the primary mechanism to ascertain minimal faculty qualifications".
2. For general education courses, faculty are primarily considered qualified if they possess a master's degree in the discipline or a subfield of the discipline.
3. For general education courses, faculty may qualify for teaching in a discipline if they have a master's degree and eighteen-graduate units in the discipline.
4. The disciplines were separated and made to be distinct from other courses in the College academic divisions, and specific information was provided for each discipline to prevent problems in assessing qualifications.
5. Career-technical programs require a bachelor's degree (or higher), and a specific amount of experience in the identified industry.
6. Practical experience was defined explicitly and the intention of practical experience was outlined in the newly [SCP-2171, Professional and Educational Requirements for Faculty](#).
7. The heavy emphasis on previous teaching experience and other undefined criteria were removed.
8. The policy was made to apply to all faculty, adjunct faculty, dual-credit instructors, and instructional specialists.
9. The faculty mentor requirement was removed as this added an additional and subjective evaluation component that violated other policies, and added an unnecessary administrative burden with the updated 2171 process.

Southern has always and continues to list all the required credentials with every faculty job announcement, and candidates who do not meet minimum qualifications for posted positions are not

considered. The Office of Human Resources maintains records of all job postings, job applications, copies of transcripts submitted, and other credentialing documents. All academic deans are required to review official [SCP-2171.A, Faculty Credentials Certification Form](#) for each faculty member in their division.

3C3

All faculty are appropriately qualified per the establishment of academic credentials for instructional staff section in (3.C.2).

[SCP-2171.A Faculty Credentials Certification Form](#) must be presented to the Office of Human Resources by all academic division Deans to verify qualifications of faculty members, including full-time, adjunct, and dual-credit instructors. The Division Deans provide a list of all courses the faculty member is qualified to teach and the degrees, special certifications, and/or experiences which meet HLC credentialing requirements for teaching the courses. Faculty are responsible for updating and reporting new credentials, licensures, certifications, etc. to their division Dean.

3C4

[Policy SCP-2218 Evaluation of Full-time Faculty](#) frames the guidelines for evaluating instructors. Full-time faculty received an annual evaluation from their division dean and/or program coordinator prior to the end of each spring term. Faculty are evaluated based on their primary responsibilities in teaching performance (online and hybrid courses), advising, and student relations. Deans and program coordinators may conduct classroom visits if necessary. In addition, full-time faculty are also evaluated on teaching, scholarship, and service. This policy also establishes criteria and processes by which faculty accomplishments may be planned, measured, and maintained to improve performance and fulfill the mission of the academic department and the Institution. Newly hired faculty receive a classroom visit at least once per semester for their first three years.

Faculty evaluations are completed using the [SCP-2218.A Faculty Evaluation Form](#). In this document, faculty prepare an annual evaluation planning document indicating their professional development activities and provide information concerning the areas of service available for consideration and inclusion in promotion packets. Faculty are also required to prepare a self-evaluation of their performance. This analysis becomes a part of the overall end-of-year evaluation report. A comprehensive evaluation is then submitted to the Office of Human Resources by June 30 and is maintained as part of the individual employment file.

3C5

The overall purpose of employee development is to increase professionalism, productivity, and individual and organizational effectiveness. Therefore, employees at Southern are eligible to participate in employee professional development appropriate to their position or as requested/required by their supervisor. [SCP-2624 Employee Development](#) outlines the requirements and steps for professional development funding. Section 5.3 of the policy recognizes the meaning of employee development and its importance to an employee's overall advancement in their position.

Southern recognizes the general and specific benefits derived from efforts to improve employees' personal and professional effectiveness. Students rely on current, knowledgeable, and relevant instruction and benefit from research that improves teaching skill and knowledge. The people and economy of West Virginia benefit from new applications of knowledge and technology that enable

more and better jobs, a higher standard of living, and enhanced knowledge and quality of life. Employees, especially individual faculty members, benefit from being able to teach, acquire a new knowledge, serve public needs, and perform institutional and professional roles more effectively. The College benefits from enhanced capacity and flexibility to carry out its mission in an era where it is more practical to enhance or renew skills and knowledge of existing employees.

A list of faculty professional development activities is maintained in the Office of Academic Affairs.

Although the College encourages faculty to pursue professional development, the pandemic and budgetary constraints have negatively impacted this pursuit. Despite the inability to travel out-of-state (Governor's order) and lack of funding available for professional development, a 2022 survey of thirty full-time faculty (53% response rate) indicates participation in the following activities in order to stay current in their respective fields:

- reading professional development articles (journals, periodicals, newsletters) (80%)
- attending conferences/seminars/webinars (77%)
- pursuing higher degrees (10%)
- taking additional courses/continuing education credits (37%)
- updating and revising curriculum (87%)
- reviewing desk copies of books (57%)
- networking with other professionals in the same discipline (67%)
- memberships in professional societies (57%)

Eighty-percent of faculty identified either limited funding and/or time constraints as the most common reason for not participating in professional growth opportunities. The institution has committed resources for professional development.

3C6

During the pandemic, Southern faculty became creative, adaptive, and innovative with technology to meet the needs of students. Faculty and students who still preferred face-to-face instruction utilized Microsoft Teams and/or Zoom.

In 2018 and with the creation of [SIP-7000.A](#), Southern email became the primary method of communication between students and faculty. The College purchased licenses so that faculty, staff, and students would have access to the Microsoft 360 Suite. The new communication processes were added to all course syllabi and discussed with the students during the first session of class. During new student orientation all students were educated on email communication at Southern.

[SCP-2875 Workload for Full-Time Faculty](#) established office hour requirements for faculty.

Full-time faculty shall post a minimum of twenty-two and one-half hours per week indicating lecture, clinical, lab and office hours. Workweek may include a combination of any of the following: weekdays, evenings, and weekends.

Faculty assigned fully online courses shall indicate course contact hours as TBA on their schedule and provide specific contact guidelines for online students under a Feedback Time Frames and Communication Methods page within each course in Blackboard. These guidelines should include a variety of methods of contact and contact hours including day and evening time frames as well as feedback guidelines which have a maximum forty-eight (48) hour response time.

Faculty assigned hybrid courses (courses with fifty percent or more online) shall indicate the on-campus portion of the class on their schedule and provide specific guidelines for additional online contact under a Feedback Time Frames and Communication Methods page within each course in Blackboard. These guidelines should include a variety of methods of contact and contact hours including day and evening time frames as well as feedback guidelines which have a maximum forty-eight-hour response time.

Class loads for full-time faculty load shall be fifteen credit hours or their equivalent per semester, a maximum of thirty credits per academic year. Full-time instructional specialist loads shall be eighteen credit hours or their equivalent per fall and spring semesters, and six credit hours or their equivalent per summer semester.

3C7

The College recognizes the critical role student support services plays in student success. Through workshops, events, clubs, and student activities the Office of Student Services offer numerous ways for students to be engaged at Southern.

Student Services at Southern subscribes to the Council for the Advancement of Standards (CAS) for programmatic and cocurricular assessment purposes. Currently, student services is in the process of conducting self-assessments using the CAS Standards. Preliminary results suggest how important key documentation and surveys are to evidence gathering. One team is preparing required evidence while another team is reviewing the evidence (with a rubric).

All staff members at Southern are evaluated annually by their supervisors. Yearly evaluations are due to the office of Human Resources by July 31st each year. Staff members evaluations are discussed and signed by both the supervisor and staff member. If there is an improvement plan in place the staff member will have a follow-up evaluation. The follow-up evaluation should be conducted within a six-month window.

The College encourages all staff to seek out opportunities for self-improvement by encouraging the staff to locate professional developments, classes, webinars, and or trainings that can improve their knowledge and skills as part of [SCP 2624 Employee Development](#). Many staff members apply for tuition waivers as part of [SCP 5065 Awarding of Undergraduate Tuition and Fee Waivers](#) and [SCP 2165 Educational Release Time for Classified Staff](#) which allows for educational release time for one class a semester during the year.

The process to attend a professional development event or opportunity has to be approved by the immediate supervisor. Once approved, the Chief Human Resource Officer and the President seek funding.

The College encourages staff to pursue professional development, the pandemic and budgetary constraints negatively impacted this pursuit. Despite the inability to travel out-of-state (Governor's order) and lack of funding available for professional development, a 2022 [survey](#) of forty-four full-time staff (other than faculty ((41% response rate)) indicates participation in the following activities in order to stay current in their respective fields:

- reading professional development articles (journals, periodicals, newsletters) (61%)
- attending conferences/seminars/webinars (70%)
- pursuing higher degrees (16%)

- taking additional courses/continuing education credits (30%)
- reviewing desk copies of books (23%)
- networking with other professionals in the same discipline (55%)
- memberships in professional societies (23%)

Fifty-seven-percent of staff identified either limited funding and/or time constraints as the most common reason for not participating in professional growth opportunities. The institution has committed resources for professional development.

Tutoring

Southern's Tutoring Program includes BRAINFUSE, which is an online tutoring program that provides access to professional tutors in most subjects 24 hours per day and 7 days per week. Students access this service through their BrightSpace account. Currently, students are receiving tutoring in eighteen subjects for a session average of thirty minutes.

The Tutoring Program also includes access to faculty and peer tutors in a face-to-face format that may be in-person in the Learning Studio or online using Zoom or Microsoft Teams. Students sign-in to access tutoring services so that Student Services personnel can follow-up on early alert referrals. Tutors are current full-time faculty and work in both a one-on-one and a small group setting. Tutors communicate and explain topics effectively, and have knowledge of tutoring techniques, standards, and supplemental learning materials for individual and group tutoring. During the 2021-2022 school year, forty-four students utilized tutoring services (*I.A.2*).

Students can also access BRAINFUSE, an online free tutoring program in multiple subjects. BRAINFUSE can be accessed through student's online BrightspaceD2L courses or through MySouthern. Students can access BRAINFUSE wherever or however the course is delivered. BRAINFUSE is available to all students, 24/7, for their convenience.

Financial Aid Advising

The Office of Financial Aid provides financial counseling services and assistance to students regarding various types of federal and institutional financial aid available (*See I.A.4*).

Academic Advising

The student success advisor advises students concerning their academic plans, progress, schedule, major, and career goals, to assist students in making decisions concerning personal educational goals.

The academic advisor is a professional advising position, responsible for providing high quality academic advice to applicants, current students, and recent graduates. The academic advisor also conducts individual student interviews, group meetings, and workshops on resume writing, study skills, time management, business etiquette, stress management, etc. This position requires excellent interpersonal communications skills, as well as the ability to effectively work with and provide information, assistance and related services to students, faculty, and staff. Work is performed under limited supervision, working within guidelines and established standards. Some of the problems faced in this position are varied and often complex, requiring analysis and interpretation of the situation.

Currently, nine employees provide advising services in the Office of Student Services. Five of the

employees have earned master's degrees and four have completed bachelor degrees.

As student success advisors are hired, they complete an onboarding process and training program. New staff hires train with experienced student success advisors in person and on SSConnect. With SSConnect, experienced student success advisors have recorded with student permission some of their advising sessions with students to use as training aids. Furthermore, new hires are not scheduled to work SSConnect initially so that a more seasoned advisor is available when questions arise.

Sources

- AAS Report 2020-2022
- Affirmative-Action-Plan-2021-2
- All Staff Professional Development and Scholarship Survey Results and Comments Feb 2022
- Course Syllabus Part 3 of 3
- Faculty Credentialing Comprehensive Review
- Faculty Professional Development and Scholarship Survey Results and Comments Feb 2022
- GOVERNANCE COMMITTEE MEMBERSHIPS 2021-2023
- GOVERNANCE SUBCOMMITTEE MEMBERSHIPS 2021-2023
- HEPC_HR_2021
- Hiring-Process
- scp_5065_awarding_of_tuition_and_fee_waivers_final_08202019-1
- SCP-2165-Educational-Release-Time-for-Classified-Employees
- SCP-2171A-Faculty-Credentials-Certification-Form-FINAL-12172019-1
- SCP-2171-Professional-and-Educational-Requirements-for-Faculty-FINAL-12172019-1
- SCP-2218A-Faculty-Evaluation-Forms-FINAL-12172019-1
- SCP-2218-Evaluation-of-Fulltime-Faculty-FINAL-12172019-1
- SCP-2226A-Faculty-Incentive-Pay-Program-Criteria-and-Application-Guidelines-1
- SCP-2226-Faculty-Incentive-Pay-Program-1
- SCP-2624-Employee-Development-1
- SCP-2875-Workload-Requirements-for-Full-time-Faculty-and-Instructional-Specialists-1
- SIP-7000.A-E-mail-Procedures-and-Guideline-Governing-Distribution-Lists_1
- Student Faculty Staff Scholarship
- Student Learning Assessment Guide for Faculty Numbered
- Syllabus Part 1 Template
- Syllabus Part 2 Course Outcome Matrix Final
- Table Classification of Employees
- Table Student Faculty Ratio

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3D1

The mission of the Office of Student Services is to help students better their lives through education. The delivery of services to students happens in many forms, such as in-person meetings, postings on the website, along with phone calls, emails and text messages.

Southern's student population consists of new freshmen, returning students, dual credit/early entry/early college academy, readmitted students, adult students (24+), veterans, low income, first generation, students with disabilities, gear up, TANF, allied health, nursing professional and technical as well as transfer students that transfer in and out of the institution.

The Office of Student Services organizes itself to provide support services to students through outreach services, admission, advising and registration, new student orientation, and financial aid.

The following fall under the supervision of the Director of Student Success:

- Advising
- Early Alert
- The Learning Studio
- Tutoring
- Career Services
- Counseling,
- Disability Services
- Placement Testing
- Orientation to College Courses,
- TANF
- Gear Up
- Student Activities, and
- Student Clubs and Organizations.

The Office of Financial Aid assists students to finance for their education. Financial aid staff work

with students to complete the FAFSA and to connect students to as many scholarships as possible before introducing loans. In addition, the financial aid staff work with the student success advisors to assist students who must file an appeal to receive financial aid, and they work with the student success coordinator to develop and implement improvement plans to avoid students losing their eligibility to receive financial assistance. A majority of students at Southern receive Pell Grant funding.

The Office of the Registrar maintains the necessary documentation that substantiates and authenticates student's progression through a course of study. The Office of the Registrar, leads the College's efforts to remain FERPA compliant and to respect the privacy rights of our students. The registrar maintains and updates the College Catalog and is in charge of commencement.

The library offers free textbook check outs: during the week and the start of classes in the morning. Printing, scanning, student IDs and parking passes are free to all students.

During the past two years, the Southern Foundation has provided \$154,328.92 in scholarships for students, as well as, HEERF Funds in the amount of \$121,201.36 to the students that qualify for them, and has awarded over \$30,000 in emergency assistance and fees for our allied health students. In the past two years they have been able to help 209 students attend Southern.

When it comes to social and emotional needs, the foundation secured 3,600 boxes of USDA food for our students and communities. The trucks came to the Logan, Wyoming, Boone, and Lincoln county campuses and have distributed over \$118,080 to families that help. Facing hunger also brought in trucks and distributed food to Mingo county participants. We also offer food pantry access on two of our campuses.

Year after year students in OR 110, Orientation to College complete stress barometers to notify faculty about personal stress. Students report stress and time management are the two biggest challenges students experience as new students. As a result, the College has increased the amount of class time on stress and time management. In addition, Southern offers programming that includes topics of concern based on the survey results from each year. The Office of Student Services has offered many different campus workshops that can help the students with stress, study skills, time management, mental health awareness, sexual assault prevention and awareness, career building, and addiction awareness.

Orientation to College (OR 105 or OR 110) is the equivalent of freshmen seminar and most new students are required to complete this course. Southern uses Campus Toolkit (CTK) as an online textbook for this course. In addition to the curricular content, CTK offers the numerous assessments that are utilized as a part of this course. Students complete a stress barometer assessment at least once every two weeks. The results are immediately available to instructors, and the Office of Student Services reviews the aggregate data annually at our student services summit. Every year the data from the stress barometers reinforce that time management and stress are the two largest concerns of our new students.

If a student needs mental health counseling, the student success advisors or one of the student services directors can offer brief counseling to help students through short-term problems. Referrals are made for students who need long-term counseling.

[SCP-1010 Use of Alcoholic Beverages on Campus](#) was created to protect the health and welfare of students, employees, alumni and visitors. Southern encourages students and employees of the college

to seek activities that promote alcohol-free experiences.

The Office of Student Services has started using CAS Standards for programmatic and co-curricular assessment, largely due to the focus of HLC's assessment academy on co-curricular assessment and CAS Standards' focus on student learning, development, and success. One team is preparing required evidence while another team is reviewing the quality of evidence with a rubric.

Southern's early alert programs help the College identify students who are at-risk of leaving the college early so that interventions can occur in a timely manner (*1.A.2*).

During the spring 2021 term, Southern participated in the Community College Survey of Student Engagement (CCSSE). Students were asked "how satisfied are you with the services?" On a 3-point likert-type scale, students could respond 0 for "not at all", 1 for "somewhat", and 2 for "very". The results are as follows:

Overall, the survey data shows student's satisfaction with Southern's support services. In the Fall of 2019, Southern asked students to complete a survey about their experiences with advising and registration at the beginning of the term. The survey did not ask students about their overall satisfaction with advising or registration directly, however several of the questions grouped together indicate possible issues related to satisfaction with advising or registration. Students overwhelmingly reported that their advisors were easily accessible. They also reported that the majority of students waited fifteen minutes or less to speak with an advisor or a financial aid staff member. Additionally, students left many positive comments.

As a result of Southern's participation in the Higher Learning Commission's Assessment Academy, Southern's student services have mapped their workshops and events to the College's General Education Criteria. This is further documented in (*4.B.1*).

3.D.2

Southern has a process for registering students to courses and programs for which the students is adequately prepared, including, but not limited to:

- Most students enter Southern with either an ACT, SAT, or ACCUPLACER test score. The [West Virginia Council for Community and Technical College Education, Title 135 Procedural Rule, Series 21, Freshman Assessment and Placement Standards](#), establishes uniform procedures for the placement of students in credit-bearing courses in mathematics and english which can be applied toward an undergraduate academic degree.
- The test for essential academic skills (TEAS) is used by the Allied Health and Nursing department to assist in the placement of applicants in the various academic programs.
- Enhanced courses for students who do not meet admission requirements for entry-level math or english courses. These enhanced courses are credit-bearing courses that provide academic support for the entry-level, credit-bearing courses and are required as a component of the entry-level course. Course content is the same as the traditional credit-bearing course but additional required attendance and instruction and/or participation in academic support structures is required for successful completion.

The Office of Student Services provides in-person and virtual tutoring opportunities for all students (*3.C.7*).

All financial aid students who fall below the standards for academic progress are assigned to a student success center coordinator for advising purposes. As part of the financial aid appeals committee, the student success center coordinator creates an individual improvement plan for all students whose financial aid appeals are approved. In addition, the student success center coordinator coordinates tutoring, early alerts, and improvement plans for at-risk, financial aid.

[Workshops and events hosted by Student Services are mapped to General Education outcomes.](#)

3D3

Southern provides comprehensive academic advising through its Office of Student Services and staff located on the Logan campus (four counselors/advisors), Williamson (three), Boone (one), and Wyoming campus (one). Comprehensive services as well as technological tools such as Degree Works help to ensure that the academic path chosen by students is well-planned out and professionally directed to a completion.

As a result of the COVID-19, Southern has made great use of Zoom teleconference technology to facilitate its on-going classes and, in the Fall of 2020, innovatively leveraged this technology in the development and use of our SSConnect virtual services allowing students immediate access to all student services.

Other aspects of advising includes institutional policy [SCP-3100 Full-Time Faculty Responsibilities](#) with regard to faculty advising. The policy focuses on mandatory faculty advising in the areas of educational plan development and revision, career counseling, student schedule construction and adjustment, and assistance with placement testing.

Under the new governance structure, the College has created an advising subcommittee to create a new advising program at Southern. As reported in (3.D.1) students report satisfaction with advising via the CCSSE and Southern's advising and registration survey. Southern is in the process of adjusting the advising program using information gained through the new governance structure, multi-departmental meetings, and the CAS Standards process. Student services employees will continue to advise new students as they transition to the College. After the first semester students are advised by program faculty. Additionally, the Office of Student Services is conducting assessments using the CAS Standards.

3D4

Southern provides students and faculty the infrastructure and resources necessary to support effective teaching and learning to promote student success as it relates to technological infrastructure, scientific laboratories, and library services.

Technological Infrastructure

The College has updated technology in order to serve the needs of all students. With five campuses and a rural population of students, Southern must maintain a quality and accessible education for all students. Classrooms have been updated with electronic systems to allow flexibility in the delivery of all classes. All full-time faculty and full-time staff now have laptops and Zoom licenses. This has increased mobility and flexibility of the of the faculty and staff to better support students.

The remote technology needs of students during this pandemic greatly increased. Laptops were purchased for students to check-out on campus. The laptops are now housed in the library to streamline the checkout process. The library and IT departments work together to refresh the laptops after they are returned. Once refreshed they are returned to the laptop pool. These “loaners” serve a valuable service to students that are unable to purchase a computer or are waiting on financial aid or other resources to help purchase a computer.

The network was strengthened by upgrading the switch and server infrastructure on each campus during the summer and fall of 2021. With many of the Colleges services being cloud-based while using internal systems to authenticate access, the need to establish a redundant method of access was also critical. To accomplish this, the College was able to implement cloud-based redundant access that would enable those systems to be available when the local College’s systems were unavailable.

The increase for mobile computing needs along with internet availability created a demand for improved wireless connectivity. To assist with this the College was able to install wireless access points on the exterior of buildings on each campus. This allowed students to connect to the College network. This capability was vital during the pandemic for students with connectivity issues at home. In partnering with the state “Kids Connect” program, it also allowed Southern students to connect to the internet at many local high schools, libraries, and West Virginia State Parks so that students could easily access internet. The strengthening of the internal College wireless network is important as well. These wireless infrastructure upgrades during the spring 2022 semester greatly improved the wireless connectivity to all internal areas of the buildings on each campus.

The IT Help Desk is available to help students, faculty, and staff. The IT staff monitor the advertised phone line each workday and manage the workorder system. Service tickets can be received by call phone or email. If a call goes to voicemail, the system creates a ticket to help manage the response which allows the system to be always available to record technology needs even though staff may not be available. The IT staff triage the incoming tickets and assign them to the appropriate personnel. All student support areas actively access the helpdesk system to monitor and respond to tickets.

There is an on-going need to maintain technology in order to best serve students, faculty and staff.

Scientific Laboratories

Logan Campus

The Logan Campus has science labs in room 232, 234, 240, and 241. The labs contain a variety of appropriate equipment for physics, biology, anatomy and physiology, and physical science lab courses.

Williamson Campus

The Williamson campus has two labs equipped to serve general biology and anatomy and physiology lab courses as well as physical science lab courses.

Boone and Lincoln Campuses

The Boone and Lincoln campuses have one lab each. Internet Connectivity Rooms (ICR) rooms on both campuses allow the opportunity to teach from one location, and automatically Zoom to any of the other campus.

Wyoming Campus

The Wyoming Campus has a computer lab in Room 113 while the science lab in room 124 supports anatomy and physiology, as well as biology, physics and chemistry courses.

Allied Health Labs

The allied health and nursing labs represent a comprehensive interdisciplinary simulation environment that provides training in most areas of the healthcare industry.

The labs are a primary resource to perform high fidelity simulation, standardized care scenarios, simple and complex patient procedures, as well as computerized simulations. Program integration provides a new approach to hands on learning, sharpen skills and experience clinical reasoning situations. Simulated exposure to a diverse patient population is an invaluable resource in training the next generation of nurses, radiographers, respiratory therapists, medical lab technicians, surgical technologists, and medical assistants while assisting our physician and physician assistant school partners. Simulation is an effective tool to foster interdisciplinary relationships, expose healthcare professionals to a broad range of training needs and can be used as advanced resources for healthcare education.

One of the major goals is to improve patient safety by enhancing performance with specialized skills in each program. Southern is committed to advancing simulation technology with our industry partnerships, students, and independent interests to ultimately improve and develop new techniques in patient care technologies.

Library Services

Both the Logan and Williamson campuses house physical libraries. Both libraries provide a vital collection of materials to meet the needs of students, faculty, staff, and community-users, by offering library services that contribute to the mission and goals of the College. The College Library maintains significant resources.([IPEDS, 2020](#))

- Book collection (63,532 including physical volumes and digital/electronic)
- Electronic databases (31)
- Media (1,562 physical volumes, 5,066 digital/electronic)
- Serials (28 physical volumes, 42,802 digital/electronic)
- Interlibrary loan

Data provided from IPEDS only provides numbers as a combination of both physical library locations, thus the term College Library refers to both collectively.

The library partners with the faculty and College in its educational mission to develop and support information literate learners who can discover, access, and use information effectively for academic success. Faculty can schedule library orientations through Zoom or Teams. The library works with faculty to ensure its library collection meets the instructors' and students' needs.

Sources

- HEPC-Series-21-Assessment and Placement-2018-12-19
- IPEDS_HR_2020
- SCP-1010-Use-of-Alcoholic-Beverages-on-Campus-1
- SCP-3100-Full-time-Faculty-Responsibilites-for-Academic-Advising-of-Students-
- Spring 2022 Workshops and Events_Final Assessment
- Table Student Services Satisfaction

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Southern West Virginia Community and Technical Colleges meets Criterion Three. The College provides all students with an accessible and affordable education. The academic programs are designed, delivered, and assessed by quality faculty who are sufficient in number, knowledge, and who are regularly evaluated. The institution provides student support students to help all students thrive at Southern. Student support services employees are appropriately credentialed with the experience to deliver high quality support.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4A1

Southern maintains a well-established practice of regular review for academic degree programs. As outlined in [SCP-3620](#), the College conducts a regular, systematic review and evaluation (in the form of a self-study) of program viability, adequacy, necessity and consistency with the mission of the program to the institutional master plan, the institutional compact and the education and workforce needs of its responsibility district. Program review is a collaborative process utilizing the knowledge and expertise of faculty, staff, administrators, current and former students, outside accreditation agencies, and other stakeholders and is accomplished within the limits of available staff and resources. As part of the review, the College conducts periodic studies of graduates and employers to determine placement practices and the effectiveness of the education experience.

The Board of Governors is responsible for submitting the program review to the West Virginia Council for Community and Technical College Education (Council). The Council has the ultimate responsibility for review of academic degree programs, including the use of institutional missions as a template to assure the appropriateness of existing programs and the authority to implement needed

changes. To ensure that each program is reviewed at least once every five years, consistent with statutory requirements, approximately twenty percent of all programs are selected for review each year (see [Program Review Schedule](#)). Through implementation of SCP-3620, the College ensures continual fulfillment of its mission to provide quality education to those it serves. Prior to 2021-2022 academic year, the Chief Academic Officer (CAO) oversaw the program review process. As of Fall 2021, the Director of Accreditation and Assessment (DAA) facilitates program reviews.

Internally, program evaluation enables the College to make informed decisions regarding program development, maintenance, modification and/or elimination, and the allocation of resources. It provides information regarding the success of a program's graduates, direction for curriculum improvement, and recommendations for equipment and supplies needed for successful delivery of the educational experience. Externally, program review assures students, employers, the community, and interested parties that Southern is providing quality education that prepares students to be academically, occupationally, and socially competent while at the same time conveying its commitment to academic excellence.

The College has a number of programs and disciplines that have advisory committees that meet on an annual basis. Advisory committees facilitate communication between the College, industry, and the community to ensure Southern is meeting the needs of stakeholders. Advisory committees are a way for the College to seek feedback on whether or not the education and services offered are current, relevant, and meaningful to the community at large. Many of the externally accredited programs have their own individual processes for advisory board-related activities. Advisory processes for nationally and regionally accredited programs are based on the accrediting organizations requirements. COVID-19 related restrictions have significantly limited the ability for advisory committees to meet. In Spring 2022, all advisory committees met the second Friday of April.

Southern requires all newly approved degree programs to undertake a post-approval audit (PAA) three years after approval of the program. The PAA allows the College to review new programs earlier in the five-year program review cycle with the goal of identifying concerns early on. This allows the College to address any issues regarding the health of the program before too many resources are expended and act accordingly.

An example of a finding from a program review used to address various findings and concerns are as follows:

- In spring 2020, the Board of Governors terminated the Associate in Applied Science Degree in [Mechatronics](#) based on findings from the program review
- Programs partially supported by various grants sometimes require updates and/or status reports. These report requirements are completed by the grant coordinator with input from division deans, program directors, and faculty.

Prior to the 2021-2022 academic year, Southern's [program review](#) and [post approval audit](#) process followed the [policies and guidelines set forth by the Council](#). Beginning Fall 2021, the College began a new, comprehensive program review process that more effectively and reflectively assess program health while meeting the Council's requirements. The new program review process is detailed in the [Program Review Process](#) document.

4A2

Southern is committed to evaluating the quantity and quality of all academic credit transcribed.

Southern awards credit for transfer courses completed at regionally accredited institutions, as well as credit for prior learning, including military credit, challenge exams, credit-by-experience, advanced placement, and other prior learning assessments ([Title 135 Series 59](#)). Southern ensures transfer students receive fair and equitable consideration in the evaluation and articulation of credit. Southern follows the state-wide *General Studies and Course Equivalency Transfer Agreement 2021-2022*, which was established due to the West Virginia State Code requirement that courses of 70% similar content or more must transfer as the equivalent course. The agreement assures students who transfer from an in-state college or university to another will receive credit for specified general studies courses at the receiving institution. Nonetheless, Southern will consider evaluation of transfer credit from any regionally accredited college or university recognized by the Council for Higher Education Accreditation (CHEA), and/or the U.S. Department of Education (USDE).

In accordance with [SCP-4000, Basic Guidelines and Standards for Admission](#), any student seeking academic credit, a certificate, and/or an associate degree must submit official transcripts from all colleges that were previously attended. As described in the Southern course catalog (*page 52*), credit for military experience may be awarded based on the American Council on Education recommendations for educational experiences in the Armed Forces. Southern may also grant a maximum of four hours of physical education credit for military service. A copy of the veteran's DD-214 must be submitted in order to receive credit.

Southern awards credit for successful completion of advanced placement exams. Students with a minimum score of three on the advanced placement exam may be awarded credit based on the guidelines established by the West Virginia Community and Technical College System (WVCTCS) *Title 135 Series 59*. Students must submit the score report from CollegeBoard in order to receive the appropriate credit.

Southern will assist students who wish to earn credit at another institution as transient/visiting while enrolled at Southern. The student must consult the Office of the Registrar to complete the [Transient/Visiting Student Form](#) prior to enrolling at college or university. A final transcript of the credits earned must be sent to Southern after final grades are awarded.

Southern will also award credit for college level examination program (CLEP), Life Experience Assessment Program (LEAP), and challenge exams upon evaluation from academic deans and faculty, and the submission of proper documentation ([Title 135 Series 59](#), [SIP 3227](#), [SIP 3227.A](#)).

In accordance with the Academic Standing Policy, the College will not accept credit obtained at another institution while the student was on academic suspension (*Academic Catalog 2020-2021 (36)*).

If a student disagrees with the transfer credit evaluation from the Office of the Registrar, the student has the opportunity to appeal to the CAO for further review and decision. If the student continues to disagree with the outcome, an appeal can be made to the WV Higher Education Policy Commission (HEPC) and the WV Council for Community and Technical College Education's Joint Recommending Committee for Transfer and Articulation (*Academic Catalog 2020-2021 (15)*).

4A3

In an effort to ensure the quality of the credit it accepts in transfer, Southern created and follows State of West Virginia policies and agreements that promote fair and equitable transferability of courses from other institutions, as well as other non-traditional credit.

- [General Studies and Course Equivalency Transfer Agreement 2021-2022](#)
- [West Virginia Council for Community and Technical College Education \(WVCCTCE\) Title 135 Series 3 Conversion of Non-Credit Training Activities to College-Level Credit](#)
- [WVCCTCE Title 135 Series 17 Transferability of Credits and Grades at West Virginia Colleges and Universities](#)
- [WVCCTCE Title 135 Series 18 Assignment of Academic Credit and Financing Noncredit Instruction](#)
- [WVCCTCE Title 135 Series 28 Standards for the Administration of the West Virginia Earn a Degree, Graduate Early \(EDGE\) Program](#)
- [WVCCTCE Title 135 Series 59 Awarding Undergraduate College Credit for Prior Learning, Advanced Placement Credit, College-Level Examination Program, and Nursing Career Pathways](#)
- [WVCCTCE Title 135 Series 60 West Virginia Reverse Transfer Program](#)

These policies and agreements stated above provide information that help guide the Office of the Registrar and others in decision making regarding student transfer credit. Information in the policies are minimum and maximum number of credit hours accepted, the parties responsible for evaluations, as well as supporting documentation that may be needed.

4A4

Prerequisites for Courses and Rigor of Courses

Prerequisites for Courses and Rigor of Courses

Southern establishes prerequisites for courses and ensures rigor of courses, curriculum, and institutional scholarship through a number of proactive standing Subcommittees that include:

- Academic Assessment Subcommittee (AAS);
- Curriculum Subcommittee (CS);
- and Distance Education Subcommittee (DES).

The AAS provides assessments regarding the assurance of quality and consistent teaching through prerequisite course(s), assessment of programs, and evaluation of the success of Southern students by utilizing and analyzing data, and conducting scheduled, rigorous evaluations of individual courses and programs within the academic affairs divisions.

Responsibilities of the CS include continuous review of curricula to ensure all new and existing academic programs and/or courses provide quality learning experiences in a coherent manner by utilizing curriculum templates for syllabus creation. The scope of the subcommittee includes curriculum development as well as instructional delivery. The subcommittee establishes procedure, format, and deadlines for curricular changes presented to the subcommittee. Lastly, the subcommittee supports accreditation and compliance regulations.

It is the responsibility of the DES to ensure continued consistency and rigor of courses, wherever and however they are offered.

Current, up-to-date course syllabi are critical to student learning and success and further assure rigor is present and communicated to students. The course syllabi can be viewed as a contract between the student, faculty, and College that documents expectations between the three parties. Most

importantly, the course syllabus specifically identifies what the faculty member requires and expects from the student during the duration of the course as well as what the student should expect from the faculty member teaching the course. Course syllabi are updated every semester.

The College adopts a three-part syllabus for every course offered.

[Part 1](#) of the course syllabus is specific to the course instructor of record and reflects that instructor's own processes and procedures for teaching the course.

[Part 2](#) of the course syllabus is the course outcome matrix. Part 2 identifies the course prefix, number, and title, credit hours, course description, course prerequisites and/or co-requisites, and required textbooks. In addition, it links the specific course outcomes to the program and, if appropriate, the general education outcomes and is used to assist the course instructor in the assessment of student learning. It also helps students identify how this specific course relates to both the program and general education outcomes.

[Part 3](#) of the syllabus contains standardized syllabus information and reflects a formal record of the Southern course. Part 3 of the course syllabus is the same for all courses. Directions for completing syllabus [Part 1](#), [Part 2](#), and [Part 3](#) are included.

Expectations for Student Learning

Student learning is the primary function of the institution, and without it, the College would not exist. Therefore, it is critical that the entire College community accurately assess student learning outcomes and course delivery methods. Faculty members must meaningfully capture and document what and how effectively they are teaching, what students are actually learning, and how the information is used to improve the teaching-learning relationship by increasing student learning. Effective assessment of student learning is a matter of commitment, not a matter of compliance. To that end, the College is dedicated to establishing a culture of assessment embedded in every aspect of the educational process. The course syllabus Part 2 specifically details expectations and learning outcomes at the general education, program, and course-levels.

In order to clarify the institution's expectations, the College has established an annual course assessment ([AAS Report 2020-2022](#)). The goals of learning assessment are twofold. First, assessment of student learning is an important part of helping faculty facilitate meaningful, positive changes to student performance while documenting what is working and addressing what is not working in the classroom. Feedback from learning assessments are shared annually with faculty. Second, learning assessments help the College identify how it can better support faculty with assessment efforts with and improving student success.

Southern has established expectations for student learning by clearly identifying learning outcomes at the institution, program, and course levels, wherever and however learning takes place. The processes for assessing these outcomes are discussed in section 4.B.1.

Access to Learning Resources

In order to fully support the mission of providing accessible, affordable, quality education and training that promote success for those we serve, Southern maintains significant learning resources such as SSConnect (allows students to meet with representatives in any and all student services online via Zoom) and BRAINFUSE (offering live, on-demand tutoring). Each Southern campus

houses substantial learning resources as it relates to technology, labs, library services, and student services, etc. ([Boone](#), [Logan](#), [Williamson](#), [Wyoming](#)) (3.D.4).

It is the policy of Southern to provide equal opportunities to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, ethnicity, sex, color, gender, religion, age, sexual or gender orientation, disability, marital status, veterans status, or national origin. This nondiscrimination policy also applies to all educational programs, to admission, to employment, and to other related activities covered under Title IX, which prohibits sex discrimination in higher education. Southern is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provisions of its education and employment programs and services. The College neither affiliates with nor grants recognition to any individual, group, or organization having policies that discriminate on the basis of race, ethnicity, sex, color, gender, religion, age, sexual or gender orientation, disability, marital status, veteran's status, or national origin.

Faculty Qualifications

[SCP 2171 Professional and Educational Requirements](#) establishes professional and educational requirements for faculty members at Southern as well as a system for documenting faculty and instructional staff credentials. All full and part-time teaching faculty and instructional specialists of Southern meet the professional and educational requirements of the Higher Learning Commission's (HLC) "Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices," March 2016; [SCP-2250, Hiring Adjunct Faculty](#); [West Virginia Council for Community and Technical College Education, Community and Technical College Procedural Rule, Title 135 Series 45, Faculty Instructional Load](#); [SIP-2171, Faculty Credentialing and Tested Experience](#); and SIP-2171. [A](#), [B](#), [C](#), [D](#), and [E](#), Faculty Qualifications Including Tested Experience.

In the event that an exhaustive search for a qualified candidate fails, [SCP 2171](#) explains how exceptions to qualifications will be handled. All exceptions will be reviewed by the CAO on an individual basis. The individual will be required to provide documentation of work experience, certifications, and other qualifications used as a substitute or supplement to formal academic preparation or required degrees and must be maintained in the individual's personnel file.

Prerequisite for courses, rigor of courses, expectation of student learning, and faculty qualifications are the same for dual credit courses.

See *3.C.2 Establishment of Academic Credentials for Instructional Staff* for additional evidence on how Southern addressed the March 2020 HLC findings as it pertained to faculty credentialing.

4A5

Southern provides six specialized accredited programs in the areas of Allied Health and Nursing ([Table of Accredited Programs and Passage Rates](#)). All programs are fully accredited, in good standing, and with the maximum years granted until their next accreditation visit.

Medical Laboratory Technology

National Accreditation Agency for Clinical Laboratory

Nursing

Accreditation Commission for Education in Nursing

West Virginia Board of Examiners for Registered Professional Nurses

Paramedic Science

Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession

Paramedic Science and Surgical Technology

Commission on Accreditation on Allied Health Education Programs

Radiological Technology

Joint Committee on Education in Radiological Technology

Respiratory Care Technology

Commission on Accreditation for Respiratory Care

4A6

Southern recognizes the importance of tracking and measuring the success of its graduates as a means of improving the quality of education. The College tracks the success of graduates by tracking employment rates, as well as the progress of those who transfer to other higher education institutions.

In conjunction with the West Virginia Higher Education Policy Commission, the West Virginia Council for Community and Technical College Education (Council), and Workforce West Virginia, Southern reports the following:

- The number of students transferring to four-year institutions after attending Southern.
- Annual median wages for Southern graduates by highest degree earned at the institution.
- Southern graduates working in West Virginia after graduation, by highest degree level earned at the College.

While these performance indicators do not provide a complete picture of the success of a Southern graduate, they do serve as useful benchmarks for evaluating student performance.

As part of Southern's well-established practice of regular program review, data is collected as it relates to graduate success in employment and/or transfer rates (see 4.A.1). Prior to the 2021-2022

academic year, Southern's [program review](#) and [post approval audit](#) process followed the [policies](#) and guidelines set forth by the Council. As of fall 2021, the College began a new, comprehensive program review process that will not only more effectively and reflectively assess program health while meeting the Council's requirements, it will incorporate a more comprehensive assessment of program graduates in employment and/or transfer rates. The new program review process is detailed in the [Program Review Process](#) document.

Sources

- AAS Report 2020-2022
- Boone Campus Resources
- Logan Campus Resources
- Mechatronics Program Review
- Post-Approval Audit Template HEPC
- Program Review Policy HEPC
- Program Review Process with Appendices Fillable updated calendar
- Program Review Schedule Updated
- Program Review Template HEPC
- SCP 3620 Policy Regarding Program Review
- SCP-2171-Professional-and-Educational-Requirements-for-Faculty-FINAL-12172019-1
- SCP-2250-Hiring-Adjunct-Faculty-1
- SCP4000BasicGuidelinesStandardsForAdmissions
- SIP-2171A-Faculty-Credentials-Tested-Experience-English-FINAL-09102019_0
- SIP-2171B-Faculty-Credentials-Tested-Experience-Mathematics-FINAL-09102019_0
- SIP-2171C-Faculty-Credentials-Tested-Experience-Science-FINAL-09102019_0
- SIP-2171D-Faculty-Credentials-Tested-Experience-Social-Science-FINAL-09102019_0
- SIP-2171E-Faculty-Credentials-Tested-Experience-Career-and-Technical-Studies-FINAL-09102019_0
- SIP-2171-Faculty-Credentialing-Tested-Experience-FINAL-09102019_0
- SIP-3227 LEAP
- SIP-3227A_0 LEAP
- Syllabus Part 1 Directions
- Syllabus Part 1 Template
- Syllabus Part 2 Course Outcome Matrix Final
- Syllabus Part 2 Course Outcome Matrix Final Directions
- Syllabus Part 3 Directions
- Syllabus Part 3 Template
- Table of Accredited Programs
- Title 135 Series 59 Awarding Undergraduate College Credit
- Title 135Series17 TransferofCreditsandGrades
- Title135Series18 Assignmentof AcademicCredit
- Title135Series28 EDGE
- Title135Series3 nonCreditoCredit
- Title135Series59 CLEP AdvancedPlacement PriorLearning
- Title135Series60 ReverseTransfer
- Transient Form
- Williamson Resources
- WV Section 135-45-3 - Faculty Workload Guidelines

- WVGeneralStudiesandCourseEquivalencyTransferAgreement2021-2022
- Wyoming Campus Resources

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4B1

This core component was identified as “met with concerns” in the August 2020, IAC Hearing Committee Report. During the ensuing time period, Southern has made significant strides in addressing those “gaps in evidence that the institution assesses achievement of the learning outcomes that it claims...” in part, through its hiring of a Director of Accreditation and Assessment and a Director of Institutional Research in August 2020 and its four-year commitment to participate in the HLC Assessment Academy. The College has established clear, stated outcomes for student learning and instituted effective processes for assessing student learning and achievement of learning outcomes at the institutional/general education, program, and course-levels. The College has established a strong systematic and effective process that is easily articulated, shared, and communicated.

Led by the Academic Assessment Subcommittee, course syllabi were revisited and significantly updated in spring 2021. Faculty and program directors established consistently articulated and measurable course, program, and general education outcomes for all course syllabi (including sections of the same course, wherever and however the course is taught). This was accomplished through a redesign of all course syllabi to a three-part syllabus.

- Part 1 of 3 of the course syllabi is specific to the course instructor of record and reflects that instructor's own processes, policies, and procedures for teaching the course. [Part 1 Directions](#) and [Part 1 Template](#).
- Part 2 of 3 of the course syllabi is also known as the Course Outcome Matrix. This Matrix maps and links the course outcomes to the program and general education outcomes and is used to assist the course instructor in the assessment of student learning. It also helps students identify how this specific course relates to both the program and general education outcomes. See [Part 2 Directions](#) and [Part 2 Template](#).
- Part 3 of 3 of the course syllabi contains standardized syllabus information and reflects a formal record of the Southern course. See [Part 3 Directions](#) and [Part 3 Template](#).

Updating all course syllabi reinforces Southern's commitment to and acknowledgement that clear and consistent outcome articulation is the foundation for measuring, documenting, analyzing, and using the information gained from assessment to improve student learning and success.

Program curriculum and department course mapping were also completed during Spring 2021. The curriculum maps show where, within a curriculum, student learning outcomes are taught and assessed. The curriculum map is also used during program review to ensure that alignment exists between the expected learning outcomes and what is taught in a curriculum. See [Curriculum Map Directions](#) and [Curriculum Map Template](#).

Institutional-Level Assessment of Student Learning

The College has identified six general education outcomes that all Southern graduates will demonstrate upon completion of a degree regardless of site or delivery method. These outcomes represent the most deeply held values of the College and are as follows:

- Verbal Communication - Students will utilize verbal and written language to discuss and comprehend information, incorporating a variety of technologies, such as texts, data, and images.
- Written Communication - Students will utilize verbal and written language to discuss and comprehend information, incorporating a variety of technologies, such as texts, data, and images.
- Technological Communication - Students will utilize verbal and written language to discuss and comprehend information, incorporating a variety of technologies, such as texts, data, and images.
- Critical Thinking - Students will identify and interpret relevant information in order to formulate an opinion or conclusion.
- Quantitative Literacy and Fluency - Students will demonstrate and communicate computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc. as appropriate).
- Intercultural Competency - Students will communicate in appropriate ways with those who are culturally diverse.

There are six general education outcomes at Southern. It has been a long-standing commitment of the College to recognize verbal, written, and technological communication as three forms of communication as distinct competencies. Therefore, Southern assesses six student learning outcomes, including the three communication outcomes.

Since the IAC Hearing Committee Report, the College, led by the Academic Assessment Subcommittee (AAS), has updated the six-general education (GE) rubrics, one for each of the six learning outcomes listed above. These [rubrics](#), which are shared with students in every course, establish what is considered to be college-level work (level 1 and level 2). The rubrics are purposefully written in a simple and straight forward manner so that a nursing major can be assessed with the same rubric as a welding major regardless of the general education competency being evaluated.

A process for assessment of the general education outcomes is documented in the [Student Learning Assessment Guide for Faculty](#). This document and process have been developed and implemented since the August 2020, IAC Hearing Committee Report.

Assessment of the general education competencies (as well as program outcomes and course outcomes) is based on a plan-do-study-adjust cycle and follows the following [General Education Outcome Assessment Process and Assessment Schedule](#).

Assessment of the general education outcomes are based on the course outcome matrix (part 2 of 3 of the course syllabus) and the curriculum maps. End-of-program (capstone) courses that identify a general education competency as “included and measurable” are required to use the appropriate College rubrics. These rubrics are used to measure achievement of the general education outcomes and associated criteria while being designed to assist faculty in consistently assessing those outcomes and criteria. Program Directors (PD) and clustered faculty (e.g., all EN 102 or BS 124) decide what specific evaluation activity is used to assess the general education outcome. In cases where a number of general education competencies are identified for a given course, the general education competency that is to be evaluated will be randomly assigned to that faculty group and their courses. Courses will be required to assess up to a maximum of two general education competencies a semester while using the specific rubric(s). Data gathered using the rubric, analysis of results, 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](#). These forms require faculty to develop and implement an Action Plan to improve future attainment of the rubric criteria not being met (see Table 1 of Assessment Report form). Once the Action Plan is implemented and completed, faculty report the results in Table 2 of the same form, i.e., close the loop on their general education assessment. The goal of faculty assessment of the general education outcomes at the course-level is to identify specific criteria not being met and, working backwards, pinpoint what courses and lesson plans in the program sequence need to be addressed in order to improve attainment of the specific criteria. The College has established goal rubric scores to verify whether or not students are achieving the outcomes.

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

Program-Level Assessment of Student Learning

The purpose of program-level assessment is to document how well students are accomplishing the program-specific outcomes. The program outcomes are the College’s contract with all stakeholders and reflect competencies that students will possess and demonstrate upon graduation from that program. These program outcomes reflect those knowledge, skills and professional dispositions valued by the College community, workplace employers and stakeholders.

A process for assessment of program outcomes is documented in the [Student Learning Assessment Guide for Faculty](#). This process has been developed and implemented since the IAC Hearing Committee Report.

The [Student Learning Assessment Program Report](#) collectively documents the individual programs’ efforts to succinctly and comprehensively identify and measure program outcomes attainment and use this information to improve future teaching and learning. The report formats focus on actionable, data-driven plans to improve teaching and learning and the use of assessment results to improve future learning by closing the loop via the plan-do-study-adjust cycle of assessment.

The [Student Learning Assessment Program Report](#) (see outline below) focuses on the plan-do-study-adjust cycle of annual assessment. Degree and certificate programs are required to complete a *Student Learning Assessment Program Report* by assessing a minimum, twenty percent, of their identified program outcomes per academic year. This ensures that each program outcome is assessed

at least once during the five-year program review cycle. The [Student Learning Assessment Program Reports](#) are also included in the Program Review and Post-Approval Audit reports.

Although program directors and lead faculty are encouraged to respond to the report format in a way that is meaningful to them and their stakeholders.

Course-Level Assessment of Student Learning

The goal of faculty assessment of student learning at the course level is to identify what has and has not worked in the classroom and how this information is and will be used to make adjustments in current and future courses to further improve learning. All full-time and adjunct faculty are required to complete and submit the *Student Learning Assessment Course-Level Report* at the end of each fall and spring semester for every course they teach. The [Student Learning Assessment Course-Level Report](#) provides a means to document what specific course outcomes listed in the course syllabus are not being achieved. The *report* also encourages faculty to address a problematic response to the end-of-semester student survey or any other course-related result needing improvement. The *Report* requires faculty to develop and implement an Action Plan to improve upon those outcomes not being met. Results of previously implemented action plans are also reported (in Table 2) in order to close the loop on assessment with the ultimate goal of continuous quality improvement. As with program level assessment, the College encourages faculty to take “ownership” of their specific courses in terms of whether or not students are learning what faculty say they are learning as identified in the course objectives. The format of the [Course-Level Report](#) is very similar to the Program-Level Reports identified above.

Co-Curricular Assessment of Student Learning

Very similar to the institutional assessment of general education outcomes described above, Student Services has established a process for assessing how well students are self-reporting GE competencies in various co-curricular workshops and events. This assessment process is documented in the [Student Services Student Learning Assessment of General Education Process](#) and outlined as follows:

- If applicable, the sponsor of the event and/or workshop identify which of the six general education goals is/are reinforced and assessable based on the purpose of the event.
- In alignment with Southern’s general education rubrics, a small number of specific GE criteria are further identified as reinforced and assessable (general education goals).
- Indirect assessment by asking self-reported questions pertaining to the perceived accomplishment of the specific GE criteria is solicited from the student and aggregated results are included in the evaluation summary.
- As is with assessment of student learning in academics, the plan-do-study-adjust cycle of assessment is used to create action plans to reinforce future general education competency attainment in co-curricular activities.

This document and process have been developed and implemented since the August 2020, IAC Hearing Committee Report.

4B2

The Core Component 4.B was identified as “met with concerns” in both the HLC March 2020

focused visit and in the August 2020 IAC Hearing Committee Report. During the ensuing time period, Southern has made initial strides towards managing “the gaps in assessment” and “demonstrating the ability to learn from the changes made in order to determine whether the changes have been effective”. Southern’s hiring of a Director of Accreditation and Assessment in August 2020 and its four-year commitment to participating in the HLC Assessment Academy beginning March 2020 have allowed the College to establish clearly stated outcomes for student learning and develop and begin instituting effective processes for assessing achievement of learning outcomes. The next step in our assessment-related work in the HLC Assessment Academy is to demonstrate how assessment findings and actions are used to improve student learning and success at the institutional, program, and course-levels.

Institutional-Level Assessment of Student Learning

Based on the processes stated in (4.B.1) regarding institutional-level/general education outcomes assessment, the assessments of the general education competencies of writing and critical thinking using the College rubrics were piloted in EN 101 (English Composition I) during Fall 2021. Based on that assessment activity, English faculty collected, analyzed, and established an action plan to improve the general education writing criteria 1.3.1: main points are well-developed and directly related to the thesis. The action plan’s goal is “to reduce the percentage of students who do not meet the standard by 4%, as well as increase the percentage of students who exceed the standard by 2%.” This action was implemented in spring of 2022. Closing of the loop activities demonstrated that the implemented action plan met and surpassed (depending on the courses assessed) the above-mentioned goal. A summary of the assessment activities and results on the degree of improvement of student learning of criteria 1.3.1 are available in the [Academic Assessment Subcommittee \(AAS\) Report 2020-2022 \(pgs. 24-25\)](#).

Upon completion of the above-mentioned fall 2021 assessment activities, English faculty were surveyed regarding the efficacy of using both the written language and critical thinking rubrics. This was part of the piloting of this initial general education assessment activity. Conclusions, recommendations, and changes based on the survey results as well the associated action plan can be found in the AAS Annual Report (pgs. 26-28).

In the short amount of time between the final August 2020, IAC Hearing Committee Report and the establishment of those effective processes for GE outcome assessment discussed in (4.B.1), Southern has demonstrated initial yet significant progress documenting and showing that the information gained during the use of general education outcome assessment data is being used to improve student learning.

Program-Level Assessment of Student Learning

As stated in (4.B.1), a process to assess program-level outcomes has been established and is in its initial stages. The process to assess student learning at the program-level was established in response to the “met with concern” findings identified in both the HLC March 2020 focused visit and in the August 11, 2020 IAC Hearing Committee Report. Program-level assessment of student learning of the program outcomes is delineated in the [Student Learning Assessment Guide for Faculty](#) and outlined in (4.B.1). Insufficient time has elapsed since the IAC Hearing Committee Report to show definitive and positive improvements in program outcome attainment based on results of implementation of the plan-do-study-adjust cycle of assessment and the associated closing of the loop activities. Southern will begin implementing program assessment during Fall 2022. Given continued time, Southern is confident that it will be able to document that the use of program outcome

assessment data results in improved student learning.

Course-Level Assessment of Student Learning

As stated in (4.B.1), 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 used to make adjustments in current and future courses to further foster learning. Full-time and adjunct faculty completed and submitted the [Student Learning Assessment Course-Level Report](#) for each course they taught over the past two academic cycles (2020-2021 and 2021-2022). This *Student Learning Assessment Course-Level Report* provides a means to document what specific course outcomes listed in the course syllabus were not achieved. The *Report* also requires faculty to develop and implement an Action Plan to improve upon those outcomes not being met. Results of previously implemented action plans are reported on during subsequent semesters in order to close the loop on action plans identified in their previous [Student Learning Assessment Course-Level Report](#).

Course-level assessment, data-based associated action plans, and closing the loop activities, as well as assessing course assessment results since fall 2020 are detailed in the [AAS Report 2020-2022](#). Examples of the PDSA cycle of assessment can be seen in [AH 165 Sterile Processing Practicum I](#), [NU 234 Nursing Concepts of Health and Illness II](#), and [PY 218 Life-Span Developmental Psychology](#).

Assessing Course Assessment

In order to improve the plan-do-study-adjust cycle of course assessment and make it more meaningful to the faculty and the College, all [Student Learning Assessment Course-Level Report](#) forms submitted by faculty at the end of the fall and spring semesters are assessed by the Director of Assessment and Accreditation using the [Student Learning Assessment Course Report](#). Results of this assessing course assessment can be found in the [AAS Annual Report 2020-2022](#).

The goals of assessing course assessment are twofold.

- Assessing assessment of student learning at the course level is an important part of helping faculty facilitate meaningful, positive changes to student performance while documenting what is working and addressing what is not working in the classroom. Feedback from this assessment of course assessment is shared annually with faculty.
- This report will help the College identify how it can better support faculty with their assessment efforts with the ultimate goal of improving student success. This includes linking assessment efforts to possible fiscal, human, and/or physical resources required to achieve their action plan.

In order to improve the plan-do-study-adjust cycle of course assessment and make it more meaningful to the faculty and the College, all [Student Learning Assessment Course-Level Report](#) forms submitted by faculty at the end of the fall and spring semesters are assessed by the Director of Accreditation and Assessment using the [Student Learning Assessment Course Report Assessment Rubric](#). Results of this assessing course assessment can be found in the [AAS Annual Report 2020-2022](#).

Co-Curricular Assessment of Student Learning

The Office of Student Services uses programmatic and co-curricular assessment to drive a culture of assessment with a focus on continuous improvement. Southern uses the nationally recognized CAS Standards to assess each of these four areas (Admissions, Financial Aid, Registrar, and Student Success). Student Success is not listed as one of the departments covered by CAS Standards, so Southern uses the CAS Standards for Advising, since this is the largest area of responsibility in Student Success.

In addition, the Office of Student Services uses a plan-do-study-adjust paradigm to assess certain retention-related initiatives that focus mostly on co-curricular outcomes. The Office of Student Services employees like this system because it matches the system that the Office of Academic Affairs uses to measure and assess general education outcomes.

2021-2022 Academic Year

Assessment: Early Alerts and Tutoring

2022-2023 Academic Year

Assessment: Gear Up and TANF

2023-2024 Academic Year

Assessment: Orientation to College Course and Disability Services

The Office of Student Services continuously strives to make improvement through ongoing data collection, assessment, and planning.

4B3

Effective assessment of student learning is a matter of commitment, not a matter of compliance. To that end, Southern is dedicated to establishing a culture of assessment embedded in every aspect of the educational process. This includes substantial participation of faculty and pertinent staff members in the College's processes and methodologies to assess student learning and is reflected in the following activities:

- Southern's current processes (detailed in *B.1*) establish clearly stated outcomes and reflect effective practices for assessing student learning and achievement of learning outcomes at the institutional/general education, program, and course-levels, while reflecting good practices. The College has a strong, systematic, and useful process that is articulated, easily understood, and shared with faculty and staff as expected of a Commission college. These processes reflect input from Southern faculty, staff, administrators as well as HLC Assessment Academy mentor and scholar. Information gained from attending various trainings and seminars (sponsored by the West Virginia Higher Education Policy Commission, HLC, IUPUI, etc.) and conversations

with assessment directors and faculty at various post-secondary institutions (University of Charleston, Edison State Community College, Malcolm X College, West Virginia University Parkersburg, Mountwest Community and Technical College, etc.) have added to Southern's development of an effective student learning assessment process.

- The HLC Assessment Academy mentor and scholar have provided invaluable feedback that has been employed by Southern. Southern's HLC Assessment Academy mentor has also recognized the positive work Southern has accomplished in such a short time span as it relates to assessment.

Southern West Virginia Community and Technical College has aggressively tackled this project. That being said, the volume of the work product certainly does not reflect a rushed feel; the materials reflect best practices, and are very instructional and informative; SWVCTC has even considered post audit purposes. Especially appreciated is the evidence-based approach SWVCTC has taken to document their policies, practices, and closing-the-loop analysis. I believe these work products will serve SWVCTC well as they describe their assessment journey and changes they have taken to arrive at their current policies and practices.

The provided rubrics are particularly thoughtful and comprehensive, yet accessible even to new students who may be unfamiliar with assessment practices.

Appreciated is the clarity of the assessment schedule of the GE learning outcomes.

I believe the collection of all assessment materials into the Assessment Guide puts SWVCTC into the top tier of current best practices. The guide is a handy how-to for each step in the process and the timelines and responsibility outline make clear to every faculty member their role in course, program, and GE level assessment.

- Southern's HLC Assessment Academy scholar also states the following:

Your focus and progress, given the stresses of the last 18 months, are commendable.

- The Academic Assessment Subcommittee (AAS) provides assessments regarding the assurance of quality and consistent teaching and learning through admissions and exit standards, prerequisite course or test score review, assessment of programs, and evaluation of the success of Southern students by utilizing and analyzing data, and conducting scheduled, rigorous evaluations of individual courses and programs within the academic affairs divisions. The subcommittee is also responsible for and working with the academic Program Directors and Deans to assure that state, federal, and college assessment standards are reviewed, evaluated, and reported to all parties concerned, and for supporting accreditation and compliance regulations. The AAS is comprised of the Director of Accreditation and Assessment, Dean of Allied Health and Nursing, Director of Institutional Research, Chief Student Services Officer, and five faculty (with representation from all three Academic Divisions: Allied Health and Nursing, Arts and Sciences, and Professional and Technical Studies), and a student representative. The College President is a formal advisor to the AAS. The subcommittee meets once a month or more frequently as needed. Its meetings are open to the College community and minutes are prepared, approved, and made available to interested parties. Members of the College community are encouraged to attend meetings.
- The Curriculum Subcommittee focuses on curricular, instructional, and student learning issues.

All proposals are submitted by full-time faculty members only. Responsibilities of this subcommittee include continuous review of curricula to ensure that all new and existing academic programs and/or courses provide quality learning experiences in a coherent manner by utilizing curriculum templates for syllabus creation and reviewing the proposed Bloom's Taxonomy levels for accuracy. The scope of the subcommittee includes curriculum development as well as instructional delivery. The subcommittee establishes procedure, format, and deadlines for curricular changes presented to the subcommittee. The subcommittee adheres to accreditation and compliance standards. The group is comprised of six faculty (two from each academic division), Director of Student Success, and five formal advisors.

- The Accreditation Liaison Officer (ALO), who is a member of the AAS, presents to Southern's Board of Governors (BOG) as a standing agenda item. This is the main avenue of keeping the BOGs informed as to what is occurring with assessment.
- The importance of assessment is discussed at every Academic Meeting at the beginning of the fall and spring semesters. One of the major goals of this activity is to provide faculty feedback as to how they are doing in terms of improving student learning through implementation of the plan-do-study-adjust (PDSA) cycle of assessment. Discussions are facilitated by the Director of Accreditation and Assessment (DAA) and Division Deans allowing for open dialog in a non-judgmental environment with the goal of improving the teaching-learning relationship in the classroom.
- Adjunct and new faculty meet with the DAA who introduces them to the assessment process at Southern while guiding them through the process and answer questions as needed.
- Faculty, staff, and administration participate in professional development opportunities related to assessment.

Sources

- AAS Report 2020-2022
- AAS Report 2020-2022 (page number 24)
- Cocurricular assessment of GE-DarHe
- Cocurricular assessment of GE-OneNobleJourney
- Communication - Written Language - General Education Outcome Assessment Report
- General Education Outcome Assessment Process and Assessment Schedule
- MMcRobertscourse137ah165
- Program Curriculum Map Template
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- Rubrics
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- Student Learning Assessment Course-Level Report
- Student Learning Assessment Guide for Faculty Numbered
- Student Learning Assessment Program Report
- Student Learning Assessment Program Report Assessment Rubric Final - Blooms
- Student Services Student Learning Assessment of GE Process
- Syllabus Part 1 Directions
- Syllabus Part 1 Template
- Syllabus Part 2 Course Outcome Matrix Final
- Syllabus Part 2 Course Outcome Matrix Final Directions
- Syllabus Part 3 Directions
- Syllabus Part 3 Template

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4C1

The Core Component 4.C was identified as “met with concerns” in the August 2020, IAC Hearing Committee Report. During the ensuing time period, Southern has made strides towards addressing “definitions for retention, graduation, and persistence as well as process to include how data will be assessed and used for quality improvement”. Southern's hiring of a full-time Director of Institutional Research in August 2020 and its four-year commitment to participating in the HLC Assessment Academy beginning March 2020 have allowed the College to establish clearly stated student success-related definitions including retention, persistence, and completion.

The Fall-to-Fall retention rate of first-time, full-time freshman in the 2020 cohort was 53%. All West Virginia Community Colleges are struggling to retain students. Issues of poverty, inflation, gas prices, declining population, lack of employment, and unemployment make it difficult for students to remain financially afloat. The long-term goal for the Fall-to-Fall retention of first-time, full-time students is 80%. This first-year retention goal was proposed by the retention committee. The 80% goal was reviewed by the College as part of strategic plan. These goals were endorsed by the Board of Governors in their acceptance of the strategic plan. The Board reaffirmed the goal of 80% retention rate of first-time students.

4C2

The Director of Admissions assumed the chair of the Retention Committee in 2021 which reviews retention data and plans responses to that data. The representation on the committee draws from faculty and personnel from student services. The Office of Institutional Research collects and analyzes data on student retention and persistence. This analysis includes: student demographic information, area of study, and Fall-to-Fall retention. The Strategic Enrollment Committee reviews the results of the analysis and prioritizes actions based on the findings. Plans for addressing

identified needs are implemented by academic and co-curricular units across campus and monitored by the Strategic Enrollment Committee.

Academic preparation, award of a PELL grant or West Virginia Promise Scholarship, first generation status, and use of disability services are among the indicators collected. Students who would benefit from additional support are identified at the outset of their college programs in order to address potential risks for persistence. During the Spring semester, student academic performance, applications for federal financial aid (FAFSA), Fall pre-registration, financial holds, and reports to the early alert system are monitored by members of the Retention Committee. Historical data has shown that submission of a FAFSA, or failure to pre-register for the Fall semester are the most frequent indicators of a lack of commitment to return. Any combination of one out of the two indicators triggers contact by student support personnel. Submitted withdrawal forms and Intent to Discontinue forms are analyzed for trends. The student persistence from Fall to Spring semesters are analyzed in January. The persistence from Fall to Fall semesters for that student cohort is analyzed in October. That information is shared with faculty and the President's Cabinet.

4C3

The *Retention Outcome Assessment Process and Assessment Report* outlines both the process and assessment schedule for evaluating how well the various retention-related initiatives are supporting student success. The retention committee reviews all retention data.

Very similar to the steps involved in the assessment process of student academic learning, Student Services uses a plan-do-study-adjust (PDSA) cycle of assessment when collecting and analyzing success of retention efforts. The Director of Student Services and the Student Services Success Coordinator (SSCC) administrate and coordinate the assessment of retention-related activities/services while the pertinent student services staff implement the plan. The SSCC is responsible for the ultimate collection of data as well as reporting on the assessment findings using the [Retention Outcome Process and Assessment Report](#). This *Report* collectively documents the individual student services' efforts to more succinctly and comprehensively identify and measure retention outcomes attainment and use this information to improve future retention efforts. The report formats focus on actionable, data-driven plans to improve retention and the use of assessment results to improve future retention by closing the loop via the PDSA cycle of assessment.

Based on the [Retention Outcome Process and Assessment Report](#), the College's Student Success Center Coordinator assessed the retention-related services of tutoring and early alerts during the 2020-2021 academic cycle and extending into the 2021-2022 school year. Documentation of the PDSA cycle of assessment is found in the *Tutoring-Early Alert Results Summary*. Southern continues to make progress through a defined assessment process based on institutional data on retention, persistence and completion.

Southern also tracks completion rates of general education transfer courses and the added benefit of english and mathematical enhanced courses. This information is included in the *Data Discovery Book 2021-2022*. The Academic Assessment Subcommittee reviews this information annually to identify courses with high failure and/or drop-out rates. The goal is to use the data to begin a conversation on the possible causes of high attrition rates in certain classes with the intention of improving success in those courses.

The Student Success Center Coordinator provides a comprehensive list of those students exhibiting the known risk factors. Individual offices provide outreach to students regarding specific tasks. For

example, the Office of Financial Aid sends reminders and works with students on FAFSA completion. Student Success advisors meet with all identified students to help them complete other tasks necessary to continue enrollment. Information about their intent to return to campus the following semester is returned to the Director of Student Services.

4C4

The College consistently applies the federal IPEDS methodology for enrollment, retention, and graduation rate reporting. In addition to the required federal reporting, the Director of Institutional Research works with the Registrar, Financial Aid, and IT, to compile cohort-based enrollment and retention reports each semester through the College's data system, Banner. These reports are reviewed by the President's Cabinet and the Strategic Enrollment Committee each semester. The College also incorporates any type of student satisfaction data into the evaluation of student retention. The Director of Institutional Research stays up-to-date on changes to higher education reporting guidelines.

Sources

- 04-24-2020 Minutes from Student Success Committee Meeting - Governance Day CAL_LMB
- 05-06-2020 Minutes for Student Success Committee Follow-Up Meeting
- Data Discovery Book 2021-2022
- Meeting the Challenge Master Plan WVCTCS
- Retention Outcome Process and Assessment Report
- Retention Outcome Process and Assessment Report (page number 11)
- Retention Outcome Process and Assessment Report (page number 13)
- SEMP Action Plan Template
- Strategic Enrollment Management Plan 2018-2023
- Strategic Enrollment Management Plan 2018-2023 (page number 18)
- Strategic Plan 2018-2023
- WV Higher Education Almanac 2021

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Southern West Virginia Community and Technical Colleges meets Criterion Four. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness of student learning through an assessment process designed to promote continuous improvement.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5A1

Southern West Virginia Community & Technical College engages its internal constituents through a shared governance process. The College's [organizational chart](#) demonstrates the administrative structure of the institution, beginning with the Board of Governors. The Board of Governors has nine voting members appointed by the Governor of the state of West Virginia as well as a representative elected from the faculty, staff, and students for a total of twelve members.

The Board has authority and responsibility over:

- the College mission and strategic plan;
- “material changes” in academic programs and “major enterprises”;
- policies that provide the “best possible environment” for both students and faculty;
- accountability for the College;
- approval of the budget and tuition; and
- the College's financial health and welfare.

The board meets monthly. Board meetings regularly include reports from faculty senate, classified staff, and financial reports from the Chief Financial Officer (CFO). The President makes a report at each board meeting regarding organizational issues, new program initiatives as well as community and campus activities. Each meeting includes an open comment opportunity in which interested constituents are welcome to address the board directly.

New or revised policies are presented to the board for approval and are sent out for a thirty-day

comment period during which all college employees, students and community members can comment. Policies are subsequently amended and/or approved at a following meeting.

The internal governance structure, below the board, was revised in 2020 in response to findings by HLC during the March 2020 focus visit. The Institutional Effectiveness Governance (IEG) Committee was a temporary committee formed in April 2020. This temporary committee was formed to review the governance structure and provide recommendations for a more efficient and collaborative structure. With significant input from College faculty and staff, including surveys and verbal feedback, the governance structure was reorganized and streamlined to become more representative of the institution as a whole (governance handbook).

The former governance structure had nine standing committees which made recommendations to an executive council. Recommendations are then sent to President's Cabinet. Committees membership included many administrators. The current structure has three main committees; Academic and Student Affairs, Policy and Procedures, and Strategic Planning. In addition, there are six subcommittees; Academic Assessment, Compliance, Risk Management and Safety, Curriculum, Distance Education, Strategic Enrollment, and Student Advising. Committees have more faculty and staff, with administrators and some staff serving primarily as advisors to the committees.

[Table 5.1 Committee Membership \(voting members\)](#)

[Table 5.2 Subcommittee Membership \(voting members\)](#)

In addition to the committees mentioned above, the College has a Classified Staff Council, a Faculty Senate, and a Student Government Association which make recommendations to the administration on topics concerning each group.

The Higher Learning Commission (HLC) Focused Visit Report (based on the team's March, 2020 visit) also states the following as it relates to Criterion 5.B (now 5.A based on revised HLC Criteria for Accreditation):

The institution is expected to clearly and explicitly address the following:

BOG documents that provide evidence that the board has set goals every six months for the newly hired president focused on improving the culture of the institution and evidence that the individual is thoroughly evaluated on those goals and coached to succeed.

The new President was officially hired in May 2020. Since that time, the Board has consistently set goals and evaluated the new President on those goals every six months. In October of 2021, the College surveyed [faculty](#) and [staff](#) and results indicated that the new governance structure was more efficient. Results indicate that:

- That the College has made progress at establishing shared governance across the institution (88% of faculty and 92% of staff “agree” or “strongly agree”).
- That shared governance is now streamlined in such a way that helps the College effectively move forward (85% of faculty and 90% of staff “agree” or “strongly agree”).
- The new shared governance helps the College make decisions in a timely matter (83% of

faculty and 79% of staff “agree” or “strongly agree”).

5A2

Southern’s administration utilize data to reach informed decisions in the best interest of the institution and its constituents. Financial and enrollment data are consistently used to stay informed, as well as utilizing information such as market salary information, local employment information, and historical data to make data driven decisions.

Financial reports are provided to the Board of Governor’s at each board meeting and are also shared with President’s Cabinet. These reports provide up-to-date information on the cash position of the College, allowing the President’s cabinet members to make fiscally sound decisions. This financial data, as well as other data, is used when determining many of the personnel decisions of the College. Financial data is utilized to ensure budget availability before new positions are created or vacancies are filled. The Office of Human Resources uses CUPA HR data to provide market-based salary information. If it is a faculty position, information such as current enrollment, historical enrollment, and accreditation standards are all considered when determining if the position is required. Staffing decisions are mostly based on budgetary availability, but other considerations are examined such as: workloads, changes in responsibilities, and regulatory compliance.

The President recently requested that the Office of Human Resources and the Office of Business Services work together to determine if an across-the-board increase in salaries was warranted and feasible. Using expected revenue collections, enrollment data and salary data, it was determined that a \$2,000 raise for every employee was feasible and would increase the competitiveness of College salaries as a whole. The evaluation was presented to the President, who then presented to the Board of Governors in February 2022. The Board passed a resolution increasing all College employee salaries.

Enrollment data is always a key source of information when making programmatic decisions at the College. Southern’s Office of Institutional Research maintains reports in Argos, which allows administrators to have current and historical enrollment data easily accessible. Ad hoc reports are also readily provided upon request. A recent example of using enrollment data to make programmatic decisions was the closure of the medical assistant program and the agriculture program at the College.

Demographic, economic and market data is considered when exploring new programs, as well as feedback from local workforce leaders. The College recently reinstated a salon management program due to feedback and demand from students. Other programs such as CDL and lineman technology were created based on workforce data. The College also utilized workforce data when expanding the nursing program. The demand for nurses in our area continues to grow. Based on the demand and feedback from local hospitals, the College developed a weekend Nursing program where students may receive an associate’s degree in as little as eighteen months.

5A3

Southern maintains an effective governance structure in order to ensure the involvement of faculty, staff, and students to form and enact policies. The governance structure is designed to be collaborative and ensure the input of all members. The purpose, officers, and memberships of the various groups comprising the governance structure are detailed within its *Governance Handbook* and [Table 5.1](#).

As was stated in (3.C.2) and (5.A.1), faculty are involved in the governance process at Southern and are represented on all the committees and sub-committees. There are three (3) governance committees and six (6) subcommittees as listed on the [Governance Committee Membership List](#) and the [Governance Committee Membership List](#) and the [Governance Subcommittee Membership List](#).

Assessment is faculty-owned and faculty-driven as demonstrated by the membership of the Academic Assessment Subcommittee. The Academic Assessment Subcommittee's purpose is to provide institutional and pedagogical assessments regarding the assurance of quality and consistency of teaching and learning through admissions and exit standards, prerequisite courses and/or test score reviews, assessment of programs, and evaluation of the success of Southern's students by utilizing and analyzing data and conducting scheduled, rigorous evaluations of individual courses and programs within the academic affairs division.

Additionally, faculty are the primary driving force of the Curriculum Subcommittee. This subcommittee's primary purpose is to focus on curricular issues and submitting recommendations regarding curriculum, instruction and student learning. This does include workforce development and non-credit courses. This subcommittee is charged with continuous review of curricula to ensure that all new and existing academic programs and/or courses provide quality learning experiences in a coherent manner.

As stated in (5.A.1), the Board of Governors, which sets policy for the institution, has a faculty, staff and student as voting members thus ensuring collaborative discuss on all polices and provides a top-down level of communication for all areas of the College.

In April of 2022, Southern students voted to centralize and have one Student Government Association (SGA). SGA has provided feedback to administration on a number of matters including needs during COVID. This interaction helps to increase communication with students and to determine needs.

Sources

- Faculty Work Climate Survey Results and Comments Oct 2021
- GOVERNANCE COMMITTEE MEMBERSHIPS 2021-2023
- GOVERNANCE SUBCOMMITTEE MEMBERSHIPS 2021-2023
- Perkins CLNA
- Staff Work Climat Survey Results and Comments Oct 2021
- SWVCTC Organizational Chart FINAL 09132021
- Table 5.1
- Table 5.2

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5B1

Operational Staff

Southern has qualified and trained operational staff. The President has been associated with institution for over 30 years, serving as faculty and dean. The President has degrees in nursing, and an earned doctorate in Higher education leadership. The President also served as Dean of Allied Health at the University of Charleston for over four years before returning to Southern. Most recently, the President was granted a three-year contract extension.

The Chief Financial Officer has been with the institution since January 2022. He previously served as the Vice President of Finance and Administration at Mountwest Community & Technical College for five years. He holds a bachelor's degree in accounting and economics and is licensed as a CPA in West Virginia.

The Chief Student Services Officer has been with Southern since August of 2008. Prior to Southern, he worked 19 years at Concord University in Student Affairs. He holds a bachelor's degree in psychology and a master's degree in counseling.

The Chief Human Resources Officer has been with the institution since October 1997. She earned an associate's degree from Southern WV Community and Technical College and a bachelor's degree from Wheeling Jesuit University. She is a Certified Compensation Professional with World at Work Society of Certified Professionals and a member of the Society for Human Resources Management (SHRM).

The Accreditation Liaison Officer is twenty-three-year employee of Southern, serving as Professor of Business Administration since 2001 and Accreditation Liaison Officer since 2019. He began his tenure in workforce development and has held the position of Chair for the Schools of Career and Technical Studies. He holds a master's degree in management from Regent University Graduate School of Business, has additional Leadership Studies, and numerous industry certifications. He is also the Faculty Representative for the Board of Governors.

The Chief Development Officer has been with the institution since 1985. She has served in several roles, with the last four being in the Office of Development. She holds an associate's degree from Southern West Virginia Community and Technical College in general studies, a bachelor's degree from Marshall University in education, and a master's degree in community agency counseling from Marshall University.

The Dean of Allied Health and Nursing has been employed at Southern since August 1991 beginning as an adjunct clinical instructor. Since 2002 he served Southern as an associate professor of radiologic technology for 26 years and an administrator since 2017. He holds a master's degree in higher education leadership and is credentialed with the American Registry of Radiologic Technologists (ARRT) in Radiography (R) and Computed Tomography (CT).

The Dean of Arts and Science has been with Southern since July 2021. He previously served as a tenured professor and Department Chair of Social Science at Taft College for seven years. He holds an associate's degree in business, bachelor's degree of business/public administration, a master's of public administration, and doctorate in business administration and organizational leadership.

The Dean of the Career and Technical and Workforce was employed with the WV State Dept of Education as a state Career and Technical Education Coordinator. Before entering the profession of education, he completed his doctorate in education leadership from Marshall University, in addition to retiring as a Major with the West Virginia State Police having served over twenty-seven years. During his time with the WVSP, the Dean served in various field operations roles, as well as supervisory and administrative duties. He is a graduate of the West Virginia State Police Academy 40th cadet class, FBI National Academy 222nd session, and the 55th session of the DEA Drug Unit Commanders Academy.

The Board of Governors policy [SCP-2171](#) governs the professional and education requirements for faculty. Faculty teaching in the general education transfer area are required to have a minimum of a master's degree in the discipline they teach or master's in a cognate field with a minimum of eighteen graduate level hours in the teaching area. Career and Technical program faculty must have a minimum of an earned bachelor's degree in a field. All faculty in accredited programs have at least the minimum credentials required by the accrediting body.

Requirements for staff positions vary by the position. Minimum qualifications are set by the Human Resources office and are appropriate for each position. Sections (3.C.7), (3.D.1), (3.D.2), (3.D.3), and (3.D.4) address staff qualifications and training.

Infrastructure

Southern's infrastructure is sufficient to support its operations. Southern operates in five locations with campuses in Logan, Mingo, Wyoming, Boone, and Lincoln counties, with the Logan campus serving as the "main" campus. Programs are provided with the classroom space, technology and laboratory space needed to effectively meet the program outcomes. Southern's allied health programs have state-of-the-art equipment and career and technical programs are provided with the newest technology in their labs. There are physical libraries on the Logan and Williamson campuses, and students have electronic access to many online databases to support their studies such as WV Library Commission subscriptions, LexisNexis, EBSCOhost, and ProQuest.

There has been significant investment made in the IT infrastructure over the campuses. Upgrades to switches, routers and access points have been made across the Logan and Williamson campuses.

Many classrooms across each campus were upgraded to “Zoom Rooms” for the delivery of distance education. These rooms are virtual learning designs with cameras, microphones, document cameras and other technology. Faculty and staff technology were updated to accommodate remote work as well. The College recently changed its learning management system to Brightspace, which is utilized by the West Virginia K-12 system, providing our students with a more known and comfortable system for remote learning (see 3. D.4.). The College developed an online system through Zoom called “SSConnect.” SSConnect allows students to meet with representatives from the Offices of Student Services, Financial Aid, Advising, etc. more remotely and during non-business hours (I.A.4).

The Enterprise Administrative/Academic Application Hosting Service is provided by WVNET in accordance with backup and disaster recovery industry standards. WVNET also hosts the Virtual Data Center comprised of a critical array of redundant virtual enterprise servers and applications that manage the domain, identity provisioning, wireless access, print services, and specialized academic software file shares, etc. College email, calendar and document sharing is provided as a cloud service and hosted by Microsoft Office 365, providing our students, faculty and staff with access to a comprehensive array of Microsoft solutions.

Professional development is an important part of the culture at Southern. Faculty, staff and administrators are provided opportunities for professional development, including online training and travel to conferences and seminars. The College budgeted \$125,000 specifically for the professional development of faculty and staff for the 2023 fiscal year. The College has also contracted to provide high impact practices training for all faculty throughout the 2022-23 academic year. Staff receive training in a multitude of ways, including conferences and internal training seminars.

5B2

Southern’s goals and mission are realistic in light of the institution’s organization, resources and opportunities. Southern’s resource base has increased considerably over the past few years. Southern has increased its unrestricted net position from \$1.2M in 2017 to just over \$8.0M at the end of fiscal year 2021. Southern’s Composite Financial Index (CFI) score has increased from 0.91 to 3.46 over the same time period. This is a substantial change given the institution has zero long-term debt. The improvement in the amount of resources has put Southern in a position to implement the goals delineated in the strategic plan. Southern has the funding to invest in student success by adequately staffing departments and investing resources in student success initiatives. The success of those initiatives, combined with conservative fiscal policy, has permitted the College to maintain cost-effective tuition and fees.

5B3

Southern has a process in place for budgeting and for monitoring its finances. Southern implemented a new, more inclusive budgeting process in fiscal year 2021 which has been further refined during fiscal year 2022. Each spending unit is provided a budget request form. The form requests information regarding the spending units needs for payroll, service and supplies for the upcoming year as well as planning for two additional upcoming years. For academic spending units, the form requests information regarding use of instructional space and any upcoming accreditation needs.

The Office of Business Services gathers all budget request forms and compiles them for review during the Spring Term. Budget meetings are held with all spending unit managers to finalize the budget proposal. The budget proposal is submitted to the President for final review before submission

to the Board of Governors for approval. The budget is presented during an open board meeting where approval is granted by board vote. The approved budget is then submitted to the WV Community & Technical College Council for final review.

5B4

Southern allocates its fiscal resources to ensure its educational purposes are achieved. Annual expenditures have remained between \$18.5M to \$19.9M over the past several years.

[Table 5.3 Natural Classifications with Functional Classifications](#)

Approximately 50% of fiscal year 2021 expenditures were spent on salaries and benefits. The largest portion of salaries and benefits is spent on instruction.

Operational budget allocations are aligned with strategic priorities. Like many small community colleges, Southern relies on grants and gifts to assist in meeting the educational mission. Southern receives annual allocations of approximately \$350,000 in Perkins funds which are used to enhance the high demand program offerings. State grants are obtained to assist in starting new programs. The College has recently received grants for our CDL program, lineman technology, diesel technology and nursing expansion. HEERF funds were utilized to improve the IT infrastructure of the College, allowing expansion of access to course offerings. The College also receives annual grant funding to support the Early College Academy.

The College has maintained budget surpluses for several years now while providing accessible, affordable, quality education and training. Our well developed and constantly improving budget process allocates resources to areas of strategic importance and our finances are constantly monitored.

Sources

- SCP-2171-Professional-and-Educational-Requirements-for-Faculty-FINAL-12172019-1
- SEMP_ActionPlan_Template
- Table 5.3

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5C1

Southern allocates its resources in alignment with its mission and priorities. As noted in 5.B, the development of financial planning is in alignment with the College's mission and strategic plan. The strategic goals are documented in the College's strategic plan, which is approved by the Board of Governors.

The [Strategic Plan 2018-2023](#) established five main goals for the institution:

1. Student Success – Offer a comprehensive learning environment with individualized services dedicated to guiding students and developing them as independent learners on their unique path to success.
2. Education and Training Offerings – Provide a continuum of education and training opportunities that prepares a workforce possessing the interest, knowledge, skills, and credentials to meet the needs of employers, now and in the future.
3. Employee Development – Invest in its employees through enhanced professional development opportunities that will prepare them to fulfill the College's vision, mission, values, and strategic initiatives.
4. State of the Art Facilities – Provide state-of-the-art facilities, infrastructure, and technological resources to enhance efficiency and access while ensuring a user-friendly experience.
5. Operational Efficiency and Financial Security – Achieve operational efficiency and financial security that fosters a climate of transparency, aligns with strategic objectives, and demonstrates a commitment to student success.

Through the 2018-2023 *Strategic Plan 2018-2023* investments have been made in the following areas:

1. Supporting Students: SSConnect (A.4)

2. Opportunities for Faculty/Staff Professional Development (C.5 and 3.C.6)
3. Investment in Workforce Programs (A.2)
4. Investment HLC Assessment Academy (B.1)
5. Town Halls (C.3)
6. Updating Facilities (B.1)
7. CFI Score (B.2)

The College maintains Ellucian's Degree Works to assist students in selecting and staying on their chosen academic path, and the College recently invested in Ellucian Experience, a personalized, single-sign on dashboard system that provides a personalized experience for each user.

Southern maintains the education and workforce opportunities to meet the demand of our community and students. Over the last year programs have been developed for CDL, lineman technology, diesel technology and the salon management program was reinstated.

Investments have been made in professional development of faculty and staff. In fiscal year 2023 a separate \$125,000 budget was allocated specifically for professional development. This budget is used by both faculty and staff and is managed by the President and the Office of Human Resources.

As stated in (5.B.1), significant investments have been made in our IT infrastructure over the past two years, while other capital investments have been made for academic programming, such as the development of laboratory spaces for several allied health and career and technical programs. Many of our allied health labs are outfitted with state-of-the-art equipment to ready students for the workforce.

Updates on strategic goals are provided four times per year during the College's "governance day" events. A Strategic Planning Committee composed of various institutional employees ensure goals are being achieved and communicate with administration if any additional resources are required. Southern does not have any research-based goals or associated institutes and affiliated partners.

[Table 5.4 2020-21 State and Federal Grant and Loan Participation Rate](#)

Southern provides accessible, affordable, quality education and training that promote success for those we serve. As noted in (5.B.1), Southern has allocated significant funds in its IT infrastructure to increase access of course offerings throughout our service area. Students of Southern face significant economic challenges compared to the students of our State peer institutions. More than 80% of our students participate in a state or federal grant program and over 93% of our full-time students receive some type of financial aid. To ease the burden on students while providing affordable, quality education, Southern has maintained some of the lowest tuition rates in the WV Community & Technical College system.

[Table 5.5 2022-23 Resident Tuition and Fees](#)

5C2

Southern links its processes for assessment of student learning and evaluation of operations with planning and budgeting. The size, scope and quality of programs offered by Southern are determined by an analysis of workforce needs provided by formal workforce data sources, as well as local sources including Workforce WV, The Bureau of Employment, O-Net, local needs data, local focus groups and other data as available within the service area and implemented on a priority basis as resources

allow. Five-year program reviews, annual technical skills assessments at the program level, and objectives and performance criteria at the course level are established for each program. The effectiveness and viability of each program are evaluated using these criteria. Extensive and comprehensive program reviews result in recommendations of continuation, continuation with corrective action or termination.

Course and program level assessments of learning outcomes are completed each semester by faculty. As part of the faculty assessment process, each faculty member answers questions such as “What, if any, fiscal, human, and/or physical resources will be required to achieve your action plan?” and “if applicable, what previously requested financial or additional resources were approved and used? How effective were these resources in accomplishing the results?”

Most allied health and a number of technical programs require technical skills assessments. These assessments are competency-based and reflect the quality of the labs, simulators, curricula and instruction. Assessments include licensure examinations, state/national certifications, and other standardized examinations in specific occupational areas. Additional assessments are embedded in specific courses with certification testing available on campus to increase technical skill attainment. Courses are delivered in a variety of formats appropriate for each program, including, but not limited to, traditional lecture, labs, hands-on-learning, simulated environments and real-world clinical practicums. Advisory councils are established for all programs. The advisory council consists of members from both private and public sectors who meet with program faculty to provide input and guidance on industry needs and curriculum development. Skill assessments, course assessments and advisory council input are utilized in making funding decisions, particularly with Perkins funding. The Perkins grant is an important funding source for the College and is utilized to enhance the delivery of instruction. Perkins funding was used for upgrades to the Nursing Program, including new mannequins, a bladder scanner, infusion pump and transport stretcher. A PRIMOSTAR 3 CAM Microscope was purchased for the Medical Laboratory Technology Program, and over \$44,000 was used to purchase a surgery table, surgery lights and other equipment for the Surgical Technology Lab. Based on program review results, the surgical technology program was enhanced with the purchase of operating room lights and laparoscopic equipment. With this purchase, students are able to identify surgical instruments, supplies and equipment used during laparoscopic surgical procedures. This helps students grasp the fundamentals of common surgical tasks while practicing multiple repetitions and improving hand-eye coordination under direct supervision of instructors.

The Office of Student Services surveys students as part of the College Introductory course each semester. The data has identified two areas of significant concern over the past few years: stress and time management. To assist with students in these areas, the curriculum for the OR College Introductory course was updated to provide students with skills for managing stress and time. Students are also provided with lists of resources available to them to help in these areas.

In 2019, the Office of Student Services recognized an issue in the application process at Southern. All students were required to fill out paper applications, which was not only inefficient, but also led to students occasionally being duplicated in the Banner system, causing significant issues for students. In response to this issue, the office was awarded an additional \$26,000 in their budget to purchase Admissions Pro software and added a full-time Admissions Director to their staff. This was a new position. These additional outlays improved efficiency with student admissions, increased communications with students, increased customer service and effectively eliminated the duplicate record issue (*I.A.4*).

Another example of how the College uses evaluations of operations to guide funding decisions is the

purchase of NEOGOV onboarding program. Southern's administration recognized the need to improve and streamline the application and onboarding process, based in large part to reviewing feedback from Human Resources employees and new hires. \$26,000 was allocated to purchase and implement NEOGOV to help ensure day-one readiness for new employees. Data from faculty feedback guided the renovations of a new physics classroom.

5C3

The planning process encompasses Southern as a whole and considers the perspectives of internal and external constituent groups. Southern is dedicated to a planning process that is inclusive, democratic, and values the perspectives of all stakeholders. As noted in (5.A.1), Southern's shared governance structure involves individuals from all internal constituency groups, particularly the Strategic Planning Committee. Since the implementation of the strategic plan in 2018, three employees have chaired the committee, each serving two years in the position.

As outlined in the [2018-2023 Strategic Plan](#), the institution intended to implement Watermark AMS for data collection and analysis of our strategic goals. The administration appointed a system administrator to oversee the data collection system. However, in 2020, the new administration decided to move away from Watermark AMS as a means of data collection and analysis. In consultation with the Higher Learning Commission, Southern added new measurable benchmarks and measurable goals/targets to its strategic plan. A Strategic Planning Committee was formed to work on this project and consulted with internal and external leaders in enrollment management toward the development of goals. The Committee created a [template](#) for evaluating and collecting data on each of the goals.

The Strategic Planning Committee continued this trajectory. Five teams comprised of staff and faculty, in conjunction with the Strategic Plan's five goals, were appointed within the Strategic Planning Committee. Each of these five teams worked to compile data and evidence to properly evaluate the institution's progress in implementing and achieving the five goals of the plan, as well as finances spent (when applicable) towards these goals, and store them in the college's share drive (Goal 1, Goal 2, Goal 3, Goal 4, and Goal 5). Evidence collection is ongoing and the teams continue to add relevant information. This data will be collected and compiled into a final Strategic Plan Evaluation document that will be submitted to the President's Office and Board of Governors by the end of the Fall 2022 Semester. The Strategic Plan Evaluation will look at the progress made towards the goals established in 2018 as well as make recommendations for a new Strategic Plan to be implemented in 2024. The Strategic Planning Committee will work with faculty, staff, and administration on building this new plan.

Considerable planning outside of the strategic plan also occurs at Southern. Academic and program planning considers student outcomes, faculty perspective, advisory committee input as well as environmental concerns such the health and safety of students and appropriate modes of instructional delivery. Planning in administrative departments considers the impact on students, academics and the entire community.

5C4

Southern plans on the basis of a sound understanding of its capacity, including fluctuations in the institution's sources of revenue and enrollment. Southern developed [10-year campus master facilities plan](#) in 2015 with participation from administration, faculty and staff. The plan examined the effectiveness of our campus utilization, particularly classroom and laboratory spaces. It took into

consideration past enrollment as well as our future enrollment expectations. The plan provides short-term, mid-range, and long-range planning options for deferred maintenance and facility growth, assisting in developing a long-term capital spending plan for the College. The College is currently developing a new campus master plan due to changes in course delivery methods and other environmental factors brought on by the pandemic.

The pandemic brought about extensive changes to instructional methods and learning strategies. Southern understood the necessity to broaden its capacity to deliver online instruction in order to meet the needs of the community. The administration acted upon substantial planning, particularly the Chief Information Officer, to provide opportunity for students to continue their educational pursuits. As a result, technology was added across all campus locations for online learning. Many Zoom rooms were added, IT infrastructure was updated, and training was provided to faculty. Pandemic relief funds were instrumental for these investments. See (5.B.1).

Southern has been fortunate in accumulating strong financial reserves and avoiding debt throughout pandemic. Despite significant challenges, the College has maintained balanced budgets and achieved operating surpluses in most years. Future planning considers fluctuations in revenue sources such as tuition, State appropriations and grant funding. Models showing enrollment growth, flat enrollment, and declines are reviewed when making decisions on tuition charges and budget allocations. In addition, the State just implemented a new funding formula which will help stabilize State appropriations, making them easier to predict.

5C5

Southern's planning anticipates evolving factors, such as technology advancements, demographic shifts, globalization, and the economy.

A major shift in technology advancements and how programs are delivered has been a focal point for the College over the past two years. As highlighted throughout Criterion 5, Southern has taken great strides to update its technological capacity to deliver instruction under multiple modalities. In addition, the College has made significant investment in new technologies to manage today's higher education environment. This includes the purchase and implementation of Admissions Pro, NEOGOV, Ellucian Experience, Banner Document Management, and the shift from Blackboard Learn to BrightSpace.

Demographic shifts are at the forefront of the College's planning. West Virginia, in particular southern West Virginia, is experiencing population shrinkage. This causes a number of issues, including a smaller tax base for State support and less potential students. In planning for future enrollment difficulties, the College has revamped its dual-credit programs in the high schools by starting the Early College Academy with the goal to introduce College credit courses to students who may never be exposed to College otherwise, increasing the matriculation rate to not only Southern, but all West Virginia institutions. These same demographic shifts are also leading to increased examination of the College's program mix to ensure offerings are aligned to the local workforce.

The College continues to develop and expand relationships. Recently, Southern has partnered with the West Virginia State Police to provide training for each basic training and cadet class. In addition, Southern is continuing to stay up-to-date in equipment and needs for nursing. Southern was awarded over a million dollars to expand and offer a weekend nursing program. Most recently, Southern was awarded at National Science Foundation grant to focus on cybersecurity with the University of Charleston.

5.C.6

As mentioned in (5.C.4), the College has a current, and is developing a new campus master plan. The campus master plan assists the College in identifying gaps in our current space utilization, areas of deferred maintenance, areas for programmatic improvement, and areas for student support and community. The campus master plan is used to systematically improve the operations of the College and assess the budgetary needs for years to come.

Southern is committed to a culture of continuous assessment of student success by implementing a systematic process to improve student outcomes on many levels:

- As fully discussed in (B.1), and (4.B.2), Southern has implemented a systematic plan to assess and improve upon student comprehension of learning outcomes at the general education, program, and course-levels. The plan links the student learning assessment process to the College's budget. While in its infancy the College is waiting on the initial results and will include this in the fiscal year 23 budget process.
- (B.1) and (4.B.2) also identifies the process of how student learning outcomes are improved in co-curricular activities.
- Systematic plans to improve student outcomes as measured by retention, persistence, and completion are detailed in (C)

The significant progress and positive work Southern has accomplished in such a short time span as it relates to systematically improving student outcomes has been recognized by the College's HLC Assessment Academy mentor.

Southern West Virginia Community and Technical College has aggressively tackled this project. That being said, the volume of the work product certainly does not reflect a rushed feel; the materials reflect best practices, and are very instructional and informative; SWVCTC has even considered post audit purposes. Especially appreciated is the evidence-based approach SWVCTC has taken to document their policies, practices, and closing-the-loop analysis. I believe these work products will serve SWVCTC well as they describe their assessment journey and changes they have taken to arrive at their current policies and practices.

The provided rubrics are particularly thoughtful and comprehensive, yet accessible even to new students who may be unfamiliar with assessment practices.

Appreciated is the clarity of the assessment schedule of the GE learning outcomes.

I believe the collection of all assessment materials into the Assessment Guide puts SWVCTC into the top tier of current best practices. The Guide is a handy how-to for each step in the process and the timelines and responsibility outline make clear to every faculty member their role in course, program, and GE level assessment.

Southern's HLC Assessment Academy scholar also states the following:

Your focus and progress, given the stresses of the last 18 months, are commendable.

Sources

- MasterPlan_FINAL
- SEMP_ActionPlan_Template
- Strategic Plan 2018-2023
- Table 5 Resident Tuition and Fees
- Table 5.4

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Southern West Virginia Community and Technical College meets Criterion Four. The institution has resources to fulfill its mission, pay its employees, and to offer quality educational programs. Southern is financially stable and has the funding to invest in student success and strategic initiatives. The organization is managed by a highly qualified President and staff and is prepared to endure the challenges of the future.

Sources

There are no sources.