

Southern West Virginia Community & Technical College - WV

HLC ID 1671

STANDARD PATHWAY: Reaffirmation Review

Review Date: 11/14/2022

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Context and Nature of Review

Review Date

11/14/2022

Review Type:

Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- Multi-campus Review

Institutional Context

Southern West Virginia Community and Technical College (SWVCTC or Southern) serves its region as a comprehensive community college with a mission that identifies its role in supporting and enriching the lives of its citizens. SWVCTC provides transfer, career, dual credit, workforce development, and community service offerings in face-to-face, online and hybrid delivery modes to approximately 1400 students at its Logan (main) campus, three branch campuses and one additional location.

The college received its Year 4 Open Pathway Assurance Review with an onsite visit in 2018 which resulted in the identification of four Core Components being Met with Concern and a change from their Open Pathway affiliation to the Standard Pathway due to the requirement that the institution would need to complete a Focused Visit. In the subsequent Focused Visit (2020) the Team Report identified that six Core Components were Met with Concern, those from the 2018 Visit plus an additional two. The IAC review resulted in decisions that chiefly supported Team findings and determined that the Comprehensive Visit scheduled for 2022 would require an Embedded Report on each of the Core Components identified as Met with Concern in the upcoming Assurance Argument. The team did not experience the Assurance Argument as having accomplished the expectation of Embedded Reports in appropriate Core Components. Assurance Argument narrative seemed conventional while acknowledging issues Met with Concern. Accordingly, many documents were required in the Addendum to clarify issues not made clear through an Embedded Report.

It is notable that shortly before the 2020 IAC review, SWVCTC hired a new president with strong ties to the college and community who confirmed commitment to change and improvement and expressed interest in stabilizing institutional practice and personnel ranks; administrative arrivals and departures had thwarted consistent good practice and positive momentum between 2018-2020.

The Team is visiting an institution that has moved through many operational, leadership and process challenges. SWVCTC is seeking to affirm that its work in the past two years has established trust in its leadership even while it is engaged in determining new practices to support a positive institutional direction.

Interactions with Constituencies

President

Board of Governors

Cabinet

Chief Financial Officer

ALO

Director of Institutional Research

Chief Information Officer

Executive Assistant to the President

Chief Facilities Management Officer

Chief Student Services Officer

Chief Human Resources Officer

Director of Math and Sciences

60+Faculty

Education Program Specialist

Coordinator for BOG Adult Completion/Dual Credit and Early College Academy

Dean of Arts and Sciences

Executive Assistant to the CIO

Director of Admissions

Director of Student Success

Registrar

Chief Development Officer

Dean of Professional and Technical Studies

Bursar

Financial Aid Counselor

Controller

Manager Human Resources

Information Services Technician

Assistant Director/Weekend Accelerated Nursing Program

Director of Arts and Humanities

Education Program Specialist

Director of Surgical Technology

Director of Distance Education

Representatives from: Academic and Student Affairs Council, Policy and Procedures, Strategic Planning, Assessment Academy, Compliance, Risk Management and Safety, Curriculum and Instruction, Distance Education, Strategic Enrollment, Student Advising

Additional Documents

Employee Dispute Resolution procedure (Draft)

Updated copy of the Strategic Enrollment Management Plan

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.

Rating

Met

Rationale

SWVCTC has a collection of public statements that include a Vision, Mission, statements of Commitment and Core Values. Collectively, these statements serve as a guiding framework for both planning and operations. Team interviews and meetings confirmed that employees embrace the Mission and value the opportunity to live it through the programs and services they provide.

The Mission was most recently adopted/approved in 2017 with a more recent review and approval/endorsement by the Board of Governors in December 2020. The Mission and Vision statements were shared with college constituents and the BOG invited open comment from October through December 2020. The Board's openness to public comment is an example of transparency and is consistent with the college's stated values.

The college's certificates, degrees, and workforce development offerings are consistent with the college Mission and community need. The more than 20 degree programs, 13 certificates and workforce training offerings reflect opportunities for transfer as well as enhanced employment opportunities in the state/region. These programs were designed and approved through a rigorous institutional and state review process to serve the residents of the SWVCTC district..

The college's six Commitment statements identify specific audiences that SWVCTC strives to serve

through instructional programs and services. As a comprehensive community college, SWVCTC serves multiple audiences with differing educational goals and interests. Accordingly, the college provides diverse programming at its four campuses as it responds to requests for programs, services and economic development opportunities.

The college provides a comprehensive menu of support services designed to lead to student success defined as program completion, employment and/or transfer. Tutoring, Early Alert, Disability Services and Financial Aid assistance are a few of the available services. These services were recently enhanced with the creation/adoption of SSConnect, a digital platform tool used during the pandemic that has proven invaluable post-pandemic. Increased accessibility to college staff and services have been enhanced through this format.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

As a public, state authorized and supported institution, SWVCTC does not report to a superordinate entity and conducts its operations solely with intent to fulfill its Mission through academic offerings and services to its designated service area. Its service to the public, as documented in the Assurance Argument and understood in interviews, confirms a broad commitment to public service through programs and services that benefit the larger four campus communities that comprise SWVCTC. Most recently, expansion of the Nursing program was implemented in direct response to regional employer needs; CDL and Lineman training are additional examples of college responsiveness to employer needs and economic development..

As a public institution, SWVCTC does not generate or seek to enhance financial returns, it has no investors. The college has a responsibility to the taxpayers of the state and the community it serves. Its Mission, supported by legislative language and endorsed by the West Virginia Community and Technical College System, is consistent with other public community and technical colleges in the state. Community service to the public is encouraged and specifically required for students who are subsidized by the West Virginia Invests Grant. Literary and arts events along with workshops at the main and branch campuses are intended to engage community members in the life of the campus while providing interesting/relevant programming. All of these examples underscore the institution's commitment to serving its constituents.

Engagement with external constituencies is documented through the administration of surveys, college employee participation on community boards, advisory board members in service to the college and most notably recently, expansion of college programs and services to the high school communities. The Early College Academy (a dual credit arrangement) is a specific example of the college partnering for the benefit of high school students and the local community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Students have the opportunity to participate in co-curricular activities that help build civic engagement such as The Student Government Association and the Student Nurses Association. The honor societies of Lambda Chi Nu for nursing students, Lambda Nu for imaging science students, National Society of Leadership and Success (NSLS), and Phi Theta Kappa also provide an opportunity for students to become civically engaged. Through career planning and placement services, workshops are provided for job search skills, resume writing, interviewing skill, and business etiquette. These services are evidence that Southern is helping prepare students for the workplace.

Southern provides various workshops to help students be more sensitive to the world beyond southern West Virginia. This is evidenced by the variety of speakers hosted by the National Society of Leadership and Success (NSLS) program. Two events offered in the spring of 2022 were the One Noble Journey and Dar He; both events promoted discussion on diversity, inclusion, and equity among faculty, staff and students.

Monthly recorded Town Hall meetings instituted by the president have been beneficial to changing the college climate. These events have created a more welcoming and inclusive environment for faculty, staff and students. Southern, as a whole, believes that their voices are heard in this process. The current climate is one where fresh ideas and different perspectives are welcomed and respected.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

SWVCTC provides clear and current Vision, Mission, Commitments, and Values statements that are well publicized. These statements declare the college's intent to offer educational programs and services that contribute to the public good. Programs and services are consistent with the Mission focus of transfer, career and workforce with recent and significant growth in dual credit.

SWVCTC serves the public good through its main campus and three branch campuses in ways that enhance the college's reputation but more importantly make the Mission manifest through an array of programs, support services, cultural events and community service projects. The college seeks and values engagement with its external communities through its own Board of Governors, Advisory Councils and workforce responsiveness.

The college is currently enjoying a renewed climate of respect and open communication that enhances Mission fulfillment.

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.

Rating

Met

Rationale

The Southern West Virginia Community and Technical College Board of Governors adopted the following Mission statement at their meeting on June 20, 2017: “Southern West Virginia Community and Technical College provides accessible, affordable, quality education and training that promote success for those we serve.” The Mission statement is supported by a Vision statement, a set of Core Values, and six “institutional commitments” that explain why the institution offers pre-college level education as well as programs of study leading to associate degrees, workforce development programs, student support services, and noncredit community interest programs.

The IAC Hearing Committee Report dated August 11, 2020, specified that the institution should file an embedded report along with its Assurance Argument for the 2022-23 Comprehensive Visit; among other things, this embedded report was expected to provide evidence that the college’s Conflict Resolution Policy and Procedure have been approved and are operational. According to the Assurance Argument, the college’s Office of Human Resources developed a Conflict Resolution Policy in 2020 and this policy was approved by the Board of Governors and implemented in the summer of 2021. During the visit, however, the team learned that the Conflict Resolution Policy and Procedure had not yet been approved and implemented. At the time of the visit, the college did not have a Conflict Resolution Policy in place though it did offer a draft of the procedure it expected to adopt. After the visit was concluded, the team was informed by email---and a document was added to the Addendum---confirming institutional action to create an "effective immediately" interim institutional policy that put a conflict resolution policy in place. The email notified the team that given due process for new policies that the college's next action would be to observe a formal 30-day period for comment before formal Board of Governors adoption at the scheduled February 2023 meeting.

The Employee Handbook briefly references a grievance procedure but explains that employees must

contact the Office of Human Resources in order to see copies of “the actual procedures.” The team conducting the focused visit in 2020 noted that the institution should be expected to provide evidence “that Human Resource policies and procedures around organizational culture, grievances, conflict resolution, and mediation are in place and employees have ready access to these documents.” In the interest of transparency as well as ease of access, the institution should consider including the actual procedures for filing a grievance in the Employee Handbook itself. It could be argued that if an employee has to request a copy of a procedure from the Human Resources office, it is not readily accessible.

Southern has provided evidence that the institution acts with integrity in its financial operations. For example, the college contracts with an external auditing firm to conduct an independent financial audit on a yearly basis. The results of this audit are presented annually to the Board of Governors and are available to the public on the college website.

Southern has also provided evidence that the institution acts with integrity when it comes to human resources. For example, the college has a sexual harassment policy, and all employees are required to attend annual training on this topic. The Employee Handbook also includes a definition of what the institution means by sexual harassment.

West Virginia Code 18B-2A-1 lists the conditions under which a person would be ineligible to serve on a board of governors. Two of these conditions relate to potential conflicts of interest. In addition, the Board of Governors Operational Guidelines includes a Code of Ethics, which includes the expectation that board members will “refrain from using the Board position to benefit personally or for any other individual” and an admonition to “avoid conflicts of interest.” While the state and the institution should be commended for having such guidelines, Southern could strengthen its commitment to institutional integrity by requiring senior administrators as well as members of the Board of Governors to sign conflict of interest affirmation forms on an annual basis.

Through multiple interviews conducted during the visit, the team was able to confirm that Southern has taken effective steps to improve the campus climate and employee morale. Faculty and staff climate surveys conducted in October 2021 also support the finding that employee morale has improved significantly in the last couple of years. In addition, after college employees completed the Great Colleges to Work For survey in 2021, Southern received special recognition for this award in three categories: Confidence in Senior Leadership; Diversity, Equity, and Belonging; and Mission and Pride. The college performed even better in the most recent survey. In 2022, Southern was designated by Great Colleges to Work For as an “Honor Roll” institution, meaning that the college was among the institutions recognized most often across all ten of the award’s recognition categories. Clearly, much has been done to improve the climate of the institution for its employees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The institution presents itself to the students and the campus community through various documents including but not limited to the academic catalog, student handbook, and the campus webpage. The Academic Catalog is the primary document that provides institutional information concerning academic policies, costs, program requirements, and course descriptions. This document is conveniently located on the college's website. Contained within the catalog is the student handbook which includes several policies, including email communication, student grievance procedure, and additional required disclosures. From a student's perspective, most necessary information and documents are communicated through the Academic Catalog and the additional embedded documents.

A host of institutional procedures are located throughout the college's web pages. Operating procedures are organized into categories and address issues ranging from emergency communications to the management of internal and external reports. Through discussions with various groups during the visit, the team confirms that operating procedures are used and applied throughout the campus's daily operations.

Southern engages the community in a variety of ways which include responding to targeted workforce needs, notably in fields related to healthcare, hosting of local events, e.g., use of the campus theater and other facilities, and in general economic impact since it is one of the larger employers in the area. The relationship between the campus and their region is strong and there is an obvious interdependence as each counts on the other for growth and development.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The SWVCTC Governing Board consists of 12 members, nine appointed by the governor and three representatives of the college community: a faculty, staff member and student representative; all are voting members. Orientation for new Board members is comprehensive and adheres to the Board of Governors Orientation Manual. Every two years, Board members are required to complete six hours of training to complement understanding and execution of their Board duties. From the Argument, the team understood that Board members have attended both state level and regional conferences and during interviews, confirmed their focus on Mission fulfillment. Board members conveyed a seriousness of purpose in their role and the need to remain current on higher education issues chiefly in the state of West Virginia. Additionally, the Board conducts self-evaluations annually to aid in understanding areas for their own improvement.

An Oath of Office is administered to new Board members along with a financial disclosure statement and instruction on a Code of Ethics; in interviews, the Board affirmed its understanding of remaining free of conflict of interest issues.

A review of BOG Minutes affirmed that the Board is attentive to the institution's interests during deliberations. Recent meetings have dealt with issues on institutional accreditation, program review reports, employee benefits, and reports from both Faculty Senate and the Staff Councils. Minutes also reflected actions taken related to partnerships with high schools and support services for students. Collectively, the Minutes confirm the Board's engagement in relevant and necessary issues that pertain to healthy operation of the college and open communication.

Day to day management is the clear authority of the president and this is reinforced through initial orientation for new Board members and ongoing training. Interviews confirmed that the Board

understands its role in policy, program and budget approval and defers to the president for leadership and operation of the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

SWVCTC has a structure for instituting academic freedom and freedom of expression, key components of the teaching and learning process. SWVCTC grants faculty full freedom of expression in the classroom. Faculty are not told what to teach or how to teach, but they do have the academic responsibility to focus on designing optimal student learning experiences. Academic freedom at public institutions of higher education in West Virginia falls under the jurisdiction of the West Virginia Council for Community and Technical College Education.

Procedural rules from the West Virginia Council for Community and Technical College Education on Academic Freedom, Professional Responsibility, Promotion and Tenure, note that faculty are afforded the freedom to discuss the subject matter they teach in a manner that they believe best helps their students. Accordingly, academic freedom is accompanied by academic responsibility.

Faculty are expected to participate in decisions concerning programs and in program-review processes. SWVCTC's Student Learning Assessment Guide for Faculty and Faculty Handbook emphasize the importance of academic freedom in teaching their courses, while also noting the responsibility of faculty to respect the opinions of others while using appropriate course material. Faculty have the responsibility to assess student learning but have the academic freedom to do so as they see best.

Conversations with faculty and administrators in the Open Forum for Criterion 3 and 4 as well as in informal conversations, confirmed that faculty have the freedom to choose their methodology for teaching, create assessments, course materials, and determine how student work is evaluated. A math faculty teaching in a project-based manner and a math faculty teaching in a lecture format is an example of SWVCTC's support of academic freedom in the classroom. There is a sense of trust and respect between the current leadership and faculty which creates an environment where faculty are free to try innovative ways to improve student learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The Board of Governors of Southern West Virginia Community and Technical College are expected to uphold ethical behavior as outlined in the Institutional Governance System Handbook. In turn, the Board defines standards for college operations that set forth high-quality programs and provides fiscal oversight of the College to uphold ethical behavior and fiscal compliance.

Faculty and staff confirm that they know what is expected in terms of budget policies and practices. In contrast to a difficult period a few years ago, faculty and staff feel safe and comfortable making inquiries of the current administration. It was evident in speaking with administration, faculty, staff, and students that Southern's culture is now grounded in collaborative working relationships.

The College promotes the ethical use of information and technology resources. Copyright laws and technology use requirements are outlined in Policy SCP-7125, Information Technology Acceptable Usage, and Policy SCP-7720, Security of Information Technology. These formal policies support and ensure that employees fulfill expectations for appropriate use of resources and any research functions.

Students are taught ethical and scholarly use of information in their coursework and through the use of support services. English 101 and 102 students are instructed in source citation, evaluation of online information, internet security, and plagiarism. Southern utilizes a plagiarism detection service, TurnItIn.com, which is integrated with Southern's LMS, Brightspace. In Team meetings, faculty noted their use of TurnItIn to detect plagiarism. Additionally, Southern's Academic Integrity Policy SCP-4710, found in the Student Handbook, articulates clear policies and procedures relating to academic honesty, integrity, and ethics. The Student Grievance Procedure is published in the Student Handbook and is provided to all students in the syllabus. The team reviewed a specific case of a grade grievance confirming that the College enforces its policies on academic honesty and integrity while following the formal grievance procedure. Southern maintains a dashboard and reports student grievances to the West Virginia Higher Education Policy Commission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

Southern has taken significant steps to shift the campus climate since the 2020 focused visit. The campus community seems to be united and dedicated to the mission of the college. As the culture has unified, several new processes have been developed while some still need to be finalized, notably the conflict resolution policy and readily available procedures for a grievance.

Southern communicates clearly with students, the campus community, and the public. The primary source documents for information about campus operations include the Employee Handbook, the Student Catalog, and other information located conveniently on the college's website.

The Governing Board understands its role and scope and those responsibilities delegated to the president and her cabinet. Members of the Governing Board receive training at regular intervals throughout their tenure and the Board is dedicated to supporting the future growth and development of the institution.

The faculty are dedicated to students both in direct classroom settings as well as in advisor roles. The faculty understand their role in the responsible acquisition, discovery, and application of knowledge.

Southern has matured in many ways since the 2020 Focus Visit. Most deficiencies have been addressed and the institution has positioned itself to be a leader in education and economic development in the future of the region.

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).

Rating

Met

Rationale

Southern has procedures in place to assure its courses and programs are appropriate to the type of credential awarded. These procedures involve both institutional review and external Advisory Committee participation, state endorsement and review by specialized or program accrediting bodies. Title 135 Series 37, "Increases Flexibility for Community and Technical Colleges" allows the implementation of new occupational programs at freestanding community and technical colleges without approval by the West Virginia Council for Community and Technical College Education. Colleges are required to notify the Chancellor of any new occupational programs being implemented under this policy.

Certificate, degree and program requirements and program learning outcomes are detailed in the college catalog. A review of Southern's current website and catalog material identified degree offerings that are commonly available/typical at other West Virginia community colleges. Southern's website provides program details for 18 degrees, 13 certificates, and 12 skill sets. The Team reviewed these program offerings and credentials which are designed to prepare individuals for employment and transfer. All programs are conventional in content and consistent with good practice.

The Board of Governors reviews all credit bearing programs at least every five years as required by policy SCP-3620 and confirmed in Board Minutes. College units write a detailed program review/self-study which is forwarded to internal committees then on to the Board for review and discussion. After review, the Board of Governors submits these reviews to the Chancellor of the West Virginia Council for Community and Technical College Education. The program review schedule identifies which certificate and programs are reviewed each year with a schedule set through 2025-

2026. The Chief Academic Officer is responsible for identifying programs to be reviewed annually on a 5-year rotation and oversees submission of the program review documents to the Board of Governors. The Team verified that the program review process is collaborative and includes faculty, students, and administrators as well as individuals external to the college. This comprehensive process engages appropriate community stakeholders.

New courses are presented to the Curriculum and Instruction Committee for review and approval. Once approved, a recommendation is sent to the Management Council for Academic Affairs and Student Services for review and consideration for approval. Again, this process allows the college's many stakeholders to participate and become aware of new or planned courses and programs.

Student learning outcomes for courses and general education are presented to students in course syllabi. The course syllabus has three parts: Part 1 is distributed to students on the first day of class and includes instructor information and expectations, Part 2 lists the college's general education outcomes, program outcomes, and a crosswalk showing how the course outcomes relate to both program and general education outcomes. The Team understood that this part of the syllabus was not typically distributed to students in class but existed on Southern's website to inform students and faculty about the working relationships among outcomes. Part 3 of the syllabus is also found on Southern's website and includes college-wide policies and procedures including academic integrity, disability, inclement weather, the student grievance policy, Title IX, and other needed information. The Team notes that having three parts for a course syllabus seems a complex approach, and perhaps more so with some parts distributed and some not. The institution should consider refining the course syllabus to a single document that accomplishes all practical purposes.

Overall, the institution articulates and differentiates program learning outcomes for its undergraduate and certificate programs. The team noted that there were some certificate programs that had identical learning outcomes as the companion associate degree. Southern needs to review and revise learning outcomes to draw clear distinctions between learning outcomes for its different credentials..

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Southern's general education requirements are consistent with the West Virginia Council for Community and Technical College Education(WVCCTC) . Additionally, the associated outcomes are articulated as a part of all course syllabi and supported directly by policy, SCP-3637 General Education Philosophy and Goals. The general education outcomes that apply to instruction in both liberal arts and "majors" align with the Mission and specify the acquisition of skills in writing, critical thinking, oral communication, quantitative literacy, technology and appropriate interactions with diverse cultures. These same outcomes are consistent with college statements of Commitment and Values..

The general education program is grounded in the philosophy established by Title 135, Procedural Rule, from the West Virginia Council for Community and Technical College Education and Southern has adopted this established framework. The general education goals, philosophy, and intended learning outcomes are communicated through the website, catalog, and course syllabi. The Associate in Arts and Associate in Science degree programs require a minimum of 24 credit hours in general education/liberal arts courses. The Associate in Applied Science degree program requires a minimum of 15 credit hours in general education and the certificate programs require a minimum of 6 credit hours in general education courses. Southern's approach supports the framework of developing students with broad and intellectual knowledge base skills.

Southern recognizes human and cultural diversity through several events and activities and through coursework. Southern's Business 205---Communications in Business---syllabus was provided in the

Assurance Argument to demonstrate student exposure to globalization and the impact of cultural environments on businesses and organizations. Additionally, Allied Health 203, Communication Skills for the Health Care Professional, addresses professional communication in the allied health and nursing field regarding multicultural issues. These are illustrative of Southern's efforts to include topics of diversity in the curriculum.

Faculty and students have the opportunity to contribute to scholarship and creative work evidenced by the publication of the campus magazine *Sticks* where several faculty have been recognized for their published works. Additionally, allied health students contribute to scholarly efforts when they participate in regional and academic competitions such as the National Cell Bowl sponsored by the American Society of Clinical Pathology (ASCP). These activities align with the Southern's Mission by promoting student success through a quality educational experience.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met With Concerns

Rationale

Southern acknowledges that diversity encompasses race, disabilities, religious background, and sexual orientation and has established hiring processes that align with equal opportunity employment. Southern's student, faculty, and staff population is reflective of its service area even as it strives to create a more diverse campus environment..

Southern has a 17:1 student to faculty ratio. The governance committee and subcommittee structure established by Southern affords faculty appropriate representation and faculty have membership on committees that directly impact their areas. Faculty are involved in supporting student organizations as sponsors or advisors, and examples were evident with allied health faculty preparing student for the state and national Cell Bowl competition and business faculty providing mentorship to students with the IRS tax filing program. It is evident Southern has sufficient faculty to carry out their classroom and non-classroom roles.

Since both the 2018 Comprehensive Visit and the 2020 Focus Visit Reports cited issues on faculty credentials, Southern has worked to comply with HLC credentialing requirements regarding necessary academic preparation, training, and/or tested experience. During the 2022 Comprehensive Visit, 30 faculty files were selected randomly for evaluation; the file selection included full-time, part-time and dual credit faculty. The team was informed the institution currently does not employ

any faculty through tested experience credentials. The audit found that transcripts were missing that would have validated hiring credentials, identified a faculty member with an A.A.S. only teaching in a career program and lacking institutional justification, and faculty in Anatomy and Physiology, Chemistry, and Physical Science approved to teach who did not meet the expected credential of a graduate degree in the field/18 graduate credits in the discipline taught. The team was informed of a new/pending version of SIP 2171, policy on Minimum Qualifications for Faculty and Staff, which is in the final stages of approval. The team notes that faculty credentialing must align with HLC's stated expectations. When applying the scheduled new SIP 2171 matrix to existing credentialed faculty, it was noted that some currently qualified faculty would be disqualified under the new policy, specifically, the Master's degree in Math Education faculty. To ensure compliance, the new policy needs to address specific issues with math faculty credentialing. Since the audit of faculty files revealed inconsistencies and inadequate credentialing for faculty in the sciences and other areas, the team notes that the issue from 2018 and 2020 has persisted through 2022.

Policy SCP 2218, Evaluation of Full-Time Faculty, addresses the evaluation process and time line. Policy SCP 2218.A, Faculty Evaluation Form, provides the evaluation tool for faculty to use in the process. Dual faculty are evaluated with multiple measures which include course evaluation, student evaluation, course assessment and student performance on the college administered final. There currently is no formal evaluation process for adjunct faculty. The Faculty Handbook, accessible on Southern's website, is dated August 2006 and does not align with the updated evaluation policy numbering system or syllabi requirements. The team recommends updating the Faculty Handbook to provide clear and consistent expectations and processes for all faculty teaching at Southern.

Policy SCP 2875, Workload Requirements for Full-Time Faculty and Instructional Specialist, outlines a minimum of 7 and 1/2 hours per week for faculty to be accessible to students; office hour obligations can be offered virtually based on instructional workload. Office hours are posted on Part 1 of the syllabus for face-to-face courses and those on the Bright Space portal.

Professional development funds have been limited due to tightened budgets; however, the institution has recently committed resources for professional development. In the current 2023 fiscal year, a separate budget of \$125,000 was allocated specifically for faculty and staff professional development as referenced in Core Component 5.C. Staff, faculty, and administration have utilized free webinars and, when appropriate, received approval to use budgeted funds for professional growth and development.

Southern utilizes an innovative way of using Zoom to meet student support services. SSConnect is a Zoom room designed to provide all its students, remote or onsite, support services in financial aid, tutoring, and advising. As student success advisors are hired, they are properly trained with experienced student success advisors in person and on SSConnect. It is evident Southern is utilizing SSConnect to train staff, as necessary, to adequately meet student support service needs.

Interim Monitoring (if applicable)

The Team recommends a Focused Visit for review of faculty credentials to be conducted in March 2024. Given the credentialing concerns identified through a faculty files audit, specifically, faculty assigned to teach in the sciences and Respiratory Therapy, the visiting team should confirm appropriate credentials for full-time, part-time, dual credit and those teaching through application of the tested experience policy. Findings should confirm that all faculty at Southern are appropriately

credentialed per HLC guidelines to teach their assigned courses.

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).

Rating

Met

Rationale

Southern provides strong student support services that strive to position students on a path to success. The process of support begins with the initial orientation in which students are introduced to enrollment, advising, and financial aid. Connecting the student to the campus is further reinforced in the college's 1st semester OR110 Orientation to College class that is required by almost all programs. In this course, the students are introduced to the services of the library, strategies for success in college, and general practices for the support of a student's mental health. Southern's collective practices confirm its role in providing conventional support services for students to assure their completion and success.

Student advising and placement are guided by state placement standards. All full-time faculty are required to advise---with an exemption for first-year instructors---as outlined in operating procedure SCP-3100. The engagement of the faculty for student advising is augmented with the available student support services found on the campus.

Specifically designed as a service during COVID, the SSConnect program has established a virtual process through which students engage campus services remotely leveraging the use of Zoom rooms. In talking with students during the visits, they stated that they are aware of SS Connect, have used it and have offered positive feedback on this communication and service tool. Faculty and staff see the SS Connect program as a point of pride and are pleased that more offices/services are looking to join SSConnect in order to further extend the reach of the connect program. Student support services are appropriate for the institutional mission, mix of programs and the student body. Southern has made investments to further expand both the virtual and in-class technology applications available to students and employees. With the growing utilization of the SS Connect program, Southern is providing needed and valuable support to the campus community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

Southern ensures a well-defined educational experience through its adherence to the general education framework established by the West Virginia Council for Community and Technical College Education. The college is committed to offering the necessary resources and infrastructure to its faculty, staff and students to support an effective teaching and learning community that is both affordable and accessible. Updated technological infrastructure has improved student and instructor accessibility to Southern's courses and campus services

Credentialing concerns were found specifically for faculty teaching Anatomy and Physiology, Chemistry, Physical Science, and Respiratory Therapy. It is not known if other disciplines might have credentialing issues.

Southern's co-curricular activities are appropriate to the Mission of the college. Available activities are engaging and provide students the opportunity to develop skills for an ever-changing environment.

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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.

Rating

Met

Rationale

Southern is committed to the delivery of quality of its educational offerings through a combination of institutional procedures, state policy, and third-party accreditors. As outlined in policy *SCP-3620* the college conducts regular reviews of academic degree programs for viability, adequacy, necessity, consistency with the institution's mission, and connection to the current workforce needs of the region. Southern updated the review process beginning in the fall of 2021. This review for existing programs is a 5-year rotation with new programs being reviewed in year 3. The review process is comprehensive, supporting their intent for review for quality and viability. Examples of these reviews were examined by the team and it is clear that program reviews serve the intended purpose and inform the institution on potential next steps for program improvement.

The evaluation of transcripts is done in compliance with the West Virginia Council for Community

and Technical Education *Title 135 Series 59* and the state-wide *General Studies and Course Equivalency Transfer Agreement*. These two documents address the awarding of transfer courses, credit for prior learning, military credit, challenge exams, credit-by-experience, advanced placement, and other prior learning assessments.

The Academic Assessment Subcommittee is charged with monitoring course quality, consistency, pre-requisites, and the assessment of programs. This committee meets regularly and submits findings to the CAO and recommendations are made to the Academic and Student Affairs Council (ASAC). Through conversations with members of the ASAC, action is taken as needed to ensure that standards of quality are maintained throughout the different delivery formats.

Where appropriate---mainly in the medical concentrations---Southern has sought and earned accreditation from specialized program accrediting agencies. Examples included ACEN for Nursing and CoARC for the Respiratory Care program. Southern is in good standing with all of its specialized program accreditors.

Graduate tracking is conducted in conjunction with the West Virginia Higher Education Policy Commission, the West Virginia Council for Community and Technical College Education, and Workforce West Virginia. Together these groups compile data related to transfer, median wages for graduates, and highest degree level earned. This information provides benchmark data and informs program reviews.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met With Concerns

Rationale

Observations in this Core Component begin with the context that both the 2018 and the 2020 teams cited 4.B as Met with Concerns. The team findings from the 2020 visit in were upheld at the IAC Hearing in August 2020 and the IAC provided specific information on how and what the college needed to do in response to this concern (see: IAC Hearing Committee Report in the Evidence File). Since 2020, Southern has taken affirmative steps to address assessment maturity by hiring a Director of Accreditation and Assessment (though the position is now vacant) and a Director of Institutional Research, Additionally, Southern joined the Assessment Academy in March 2020, established an Academic Assessment Subcommittee, spent time on refining/editing learning outcomes for courses, programs and general education and formalized processes for conducting and reporting course-level assessment. The team acknowledges that all of these actions were undertaken in response to recognized need to change in order to fulfill the expectations of Core Component 4B. That said, Southern still has weaknesses in processes and planning that need to be addressed. Even with learning outcomes reviewed, many statements are simply not measurable and will only frustrate attempts to understand student performance. The areas of general education, program and co-curricular assessment are positioned for assessment activity but are not yet implemented.

The college's Academic Assessment Subcommittee (AAS) 2020-2022 Report submitted in the Assurance Argument summarized the activities of the subcommittee over the past two years; the team notes that this group also functions as HLC Assessment Academy Team. A review of the AAS report confirms that Southern has developed an approach for assessing course, program and institutional-level outcomes that relies on the Plan, Do, Study, Adjust cycle. Southern also prepares a Student Learning Assessment Course Report annually which is reviewed using a rubric to determine student levels of achievement in individual courses. Interviews confirmed that course-level assessment is strong and during the Open Forum Criterion 3 and 4 session, individual faculty offered examples of how assessment led to positive change in their own course offerings.

General education outcomes statements have been crafted and rubrics have been determined though both will need additional attention and refinement before they can prove useful when applied.

Program level assessment is still in the final stages of development and implementation with a fall 2022 start date identified for the first few programs to experiment with program level assessment. In meetings and interviews, faculty confirmed that program level outcomes and assessment are still in a process of development. Both general education and program-level assessment areas could identify plans for improving the *process* of assessing outcomes going forward but neither area could offer specific actions or *findings* for improving teaching and learning. It is the absence of executed/implemented plans that the team notes as a material weakness. Both the AAS report and the Assurance Argument noted that "...insufficient time had elapsed since the IAC hearing..." to document findings and/or subsequent improvements in either general education or program outcome attainment. Southern indicated that it would begin implementing program assessment in fall 2022. Even with rubrics crafted for the 6 general education outcomes, they have not been applied with the exception of its application to English 101. The rubrics themselves need editing before they can be useful in bringing insight and value to the teaching-learning enterprise.

Faculty and program directors participated in establishing course, program, and general education outcomes as a part of the redesign of course syllabi. Part 2 of each syllabus is expected to map and link course-level outcomes to program and general education outcomes. The team found that "program" outcomes in Part 2 of the syllabus did not always align with stated program outcomes as listed in the Catalog. As an example, AG 275 Introduction to Landscape Architecture, listed four program outcomes but none of these "program" outcomes correlated with the list of outcomes for programs listed on a document titled "Southern West Virginia Community and Technical College Program Level Outcomes" provided in the Addendum. This same issue occurred in other course syllabi where the team believes that perhaps discipline level outcomes were being substituted for program level outcomes. Again, the team notes that some program and gen ed outcomes are stated so broadly that they should again be revisited for refinement and clarity specifically to confirm that the statements being made are able to be measured and are not mere aspirational statements. The design/approach for assessing student learning as presented does reflect some good practice but it remains a design and has not been implemented.

Faculty and administration noted during the site visit that the current 3-part syllabus may not be working and that they should bring back a different format/*template* as a college-wide system. Faculty stated that the current syllabus format was not brought through the governance process. This new/potential master syllabus would have course learning outcomes, required units to be taught, and could be edited as needed for delivery modes by individual faculty.

A review of the degrees listed on Southern's on line catalog/program listings provided varying information on program details depending on the program. The Nursing degree provided a course sequence guide and program completion data along with the nursing student handbook. Data indicated that the Nursing program exceeds both the state and national NCLEX pass rates, which demonstrates students are achieving intended learning. Most degrees only identified a course sequence guide for students to follow without program learning outcomes, though they could be found elsewhere. The team encourages Southern to consider how program information is provided in the catalog with an eye toward including common and consistent content.

Southern's Student Services Student Learning Assessment of General Education Process outlines the process for assessing co-curricular activities in relation to general education outcomes. The approach Southern has taken for co-curricular assessment is to tie such units/events to fulfillment of the general education outcomes. The college needs to refine or define its understanding of co-curriculum as it currently appears that most any "event" or "experience" on campus could qualify even when a tie

to learning outcomes is not at all apparent. A re-definition of what constitutes the co-curriculum would be an important starting point for new efforts. The current process of tracking student attendance and then asking through a student self-reported survey whether they thought this experience assisted them in fulfilling a general education outcomes does not appear to be specifically informing the college about how the co-curriculum is complementing achievement of general education outcomes. Southern provided a list of all workshops and events, two of which they included as evidence of co-curricular events: the Dar He and One Noble Journey workshops which are offered in support of the Intercultural competency. Only two students participated in these workshops and offering an indication that the workshop had increased their understanding of different cultures. It was not clear to the team how the self-reported results could inform any potential for improvement or how they connected to learning in any meaningful way. Still, the team wants to acknowledge initial efforts and encourage the college to continue to develop approaches that give them the most useful insight or data on the co-curriculum.

Although the team recognizes efforts have been made in this area over the past two years, there is much that remains to be done. Southern has not implemented their assessment plan at the program or general education levels and though some efforts are in play for the co-curriculum, the college may be measuring areas that really do not inform learning. The work ahead for Southern includes assessing program and general education learning outcomes and addressing opportunities for improvements as they surface. Identification and assessment of co-curricular activities must also be strengthened.

The team notes that the general education, program and co-curriculum remain areas of concern and an opportunity for improvement for assessment efforts. Assessment at the program level is in its infancy stages which warrants the college making this an immediate high priority. The college must address measuring refined outcomes at the general education, program and co-curricular levels, assess those outcomes, and use data to make informed decisions.

Interim Monitoring (if applicable)

The Team recommends a Focused Visit in March 2024. The persistence of the issue of adequately conducting assessment processes concerned the current team given that the 2018 and 2020 reviews cited this Core Component as inadequately addressed. The college must present details on the development of its general education, program-level and co-curricular assessment processes. Specifically, the college should describe 1) how its plans for general education assessment have been implemented and how these efforts are beginning to lead to data to inform improvements in student learning, 2) how it conducts program level assessment and how the implementation of plans is leading to actionable data for improvement of student achievement, and 3) how its plans for co-curricular assessment are maturing and are starting to inform student learning.

The Team recommends an Interim Report to be filed in October 2025 that provides results and actions taken in response to assessment data in the areas of general education and program level outcomes achievement, and measures in the co-curriculum. The team believes that the spring 2024 Focused Visit may only allow enough time for the institution to be able to describe implementation of processes and procedures in assessment endeavors. The team believes that the institution's needs until fall of 2025 in order to collect data, conduct data analysis and determine what actions might lead to improvements in student learning. The Interim Report should identify assessment findings in general education, programs, and the co-curriculum. The report should identify any appropriate data, actions,

and results that the institution can identify as contributing to maturing assessment practice.

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.)

Rating

Met

Rationale

In 2020 the IAC Hearing Committee identified Core Component 4C as Met with Concerns. In the committee report, three specific actions were listed as requiring attention for the 2022 visit. The identified actions required the institution to create specific actions and tools in support of fulfilling the expectations of Core Component 4C. The IAC guidance emphasized the need to develop a plan to gather data and use the data to impact change concerning retention, persistence, and completion. The Assurance Argument narrative alone does not address the IAC's requested items, nor does it fully explain the college's efforts to address retention, persistence, and retention. However, through conversations with the IR Director and members of the Student Services team, the team determined that the data does exist to support the institution's fulfillment of IAC expectations. Notable, however is that there is no single document that provides a comprehensive review and assessment of retention, persistence, and completion efforts, rather, information, strategies actions and results are located in several documents. Though Southern has the opportunity to more clearly present their approach and efforts for external audiences, the campus community is fully aware of efforts in retention and completions and where the information is located.

The *Strategic Enrollment Management Plan (2018-2023)* puts forth a collection of actions designed to increase the overall enrollment of the institution. Contained within this document is a series of definitions defining the key concepts of retention, persistence, and competition. The plan identifies a series of five overarching goals that are refined into multiple sub-goals that include the assignment of the responsibility, cost, start date, target completion date, and a status update. An annual update on this plan is provided during the governance meeting held at the end of the calendar year; the last

update that was provided was in November 2021.

Evidence of data collection including the tracking of trends over time is in the *Data Discovery Book*. This document includes a 5-year data set of persistence, retention, and completion. Also included in this document was a collection of comparative data for completion rates of general education courses. This information is made available to the campus and is utilized in the decision-making processes by the cabinet and applicable committees.

Institutional Comparative data is available through the *West Virginia Higher Education Almanac*. This document provides a series of comparative data sets for all West Virginia institutions of higher education. Data such as fall freshman class profiles, student demographic data, and student success metrics are provided in a similar format from which to compare the different institutions. All available data is provided to the campus community at different scheduled times throughout the academic year, with the primary distribution of information occurring during fall governance days.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

Southern maintains responsibility for the quality of its educational programs and strives to follow HLC guidelines for faculty qualifications for all faculty, though as noted in Criterion 3 there is concern that the college allows some faculty to teach in areas where they do not have appropriate credentials.

Faculty are involved in Southern's well-established practice of regular systematic program review and evaluation on a 5-year rotating basis. Southern follows standard higher education practices, as well as the West Virginia Council for Community and Technical Education guidelines, with regard to transcribing credits and accepting credits in transfer from other institutions.

Southern maintains specialized accreditation as appropriate to its programs. All accredited programs are in good standing. Notably, Southern has earned accreditation through ACEN for Nursing and CoARC for Respiratory Care.

Processes for addressing persistence, retention, and completion are in play though spread among several documents; campus stakeholders are aware of ongoing efforts to improve retention and completion.

Core Component 4.B was Met with Concerns in 2018 and again during the 2020 Focused Visit. Since 2020, Southern has conducted personnel hires intended to support the continuing work of assessment data capture and joined the HLC Assessment Academy to further learning and engagement. Faculty are actively involved in the assessment process at the course level, and submissions/documentation on classroom assessments are part of annual faculty evaluations. Since the IAC Hearing, Southern has made strides in assessment though significant concerns persist as outlined in 4B.

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.

Rating

Met

Rationale

The Higher Learning Commission team conducting the institution's mid-cycle Report in 2018 expressed concern about a lack of institutional engagement in the accreditation process. The college has implemented a number of changes to address this concern. For example, Southern's ALO updates the Board of Trustees on HLC issues at every board meeting and shares HLC related information to faculty and staff at monthly Town Hall meetings. In addition, the college has made efforts to broaden participation in the writing of the Assurance Argument. For example, five writing teams were identified and charged with writing the initial drafts of the institution's argument for each of the Criteria for Accreditation. Each of these teams included at least one representative from faculty, staff, administration, and the governing board.

The composition of the Southern West Virginia Community and Technical College Board of Governors demonstrates an effort to encourage shared governance at the institution. The Board consists of twelve members: nine members appointed by the Governor and three who are elected representatives of the faculty, staff, and student body with all twelve members serving as voting members. The Board meets monthly, and their meetings typically include reports from the faculty senate and classified staff as well as from the president and chief financial officer.

The Higher Learning Commission team conducting the focused visit on shared governance and other matters in March 2020 expressed concern about the large number of shared governance committees

at Southern and the proportion of administrators serving on these committees. In some respects, little has changed in this area since that visit. Whereas in 2020 there were nine standing committees in addition to a newly-established Institutional Effectiveness Committee, there are now three “main committees” ---Academic and Student Affairs, Policies and Procedures, and Strategic Planning--- with six “subcommittees” ---Academic Assessment; Compliance, Risk Management, and Safety; Curriculum; Distance Education; Strategic Enrollment; and Student Advising. Despite the fact that the actual number of shared governance committees/subcommittees has not changed significantly since 2020, the composition of these committees has. The new committees/subcommittees have greater faculty and staff representation than those in existence in 2020, and, by all accounts, the current governance structure is serving the institution well with speedier processing of findings and recommendations.

While the institution should be commended for its efforts to increase faculty participation on its shared governance committees, the team found a few of the statements in the Assurance Argument to be somewhat misleading. According to the Assurance Argument, committees at Southern now "have more faculty and staff, with administrators and some staff serving primarily as advisors to the committees." While this may be true in general, Table 5.1 in the Assurance Argument shows that the voting members on the Academic and Student Affairs Committee include three administrators, seven staff members and zero faculty members. This committee might be more accurately regarded as an administrative committee, rather than a shared governance committee. Further, Table 5.2 in the Assurance Argument indicates that although there are four faculty on the Academic Assessment Subcommittee, the voting membership also includes three administrators and two staff members., a fourth administrator serves as an advisor to this subcommittee. This balance of membership does not clearly support the assertions in the Assurance Argument (Criterion 5) that, “[a]ssessment is faculty-owned and faculty-driven as demonstrated by the membership of the Academic Assessment Subcommittee.”

It can be noted, however, that the voting membership of the Curriculum Subcommittee includes six faculty members and zero administrators. This balance does support the assertion in the Assurance Argument (under Criteria 3 and 5) that “faculty are the primary driving force of the Curriculum Subcommittee.” Although four administrators serve on the Curriculum Subcommittee, they do so in a non-voting advisory capacity. The composition of this committee also serves as evidence that faculty are involved in setting academic requirements at SWVCTC.

The HLC teams conducting the mid-cycle review in October 2017 and the focused visit in March 2020 also expressed concern about unstable leadership at SWVCTC. The 2020 focused visit report thus set an expectation that the institution provide evidence in 2022 that the Board of Governors “has set goals every six months for the newly hired president focused on improving the culture of the institution and evidence that the [new president] is thoroughly evaluated on those goals and coached to succeed.” Since that time, the Board has met that expectation by setting goals and evaluating the new president against those goals every six months. In addition, survey results presented in the Assurance Argument support the conclusion that the institution continues to make progress in improving employee confidence in the institution’s leadership and governance. The team recognizes that the expectation of the Board to set and review goals for the president was imposed at a time of clear instability and can be revisited as the Board deems necessary in the future.

As evidence that the administration uses data to reach informed decisions, the Assurance Argument cites the institution’s use of financial and enrollment data. Regarding the latter, the institution notes that it used enrollment data in its decisions to close its medical assistant and agriculture programs.

The institution also uses workforce data to inform decision-making, as it did, for example, before launching its commercial driver's license (CDL) and lineman technology programs and expanding its nursing program to include a weekend nursing program. Use of data is clearly evident.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The teams conducting the 2017 Mid-cycle review and the 2020 Focused Visit expressed concern about the institution's faculty credentialing process. The institution's requirements for faculty credentials are explained in Policy SCP-2171: Professional and Educational Requirements for Faculty. This policy establishes minimum requirements that are consistent with Higher Learning Commission expectations. For instance, according to this policy, faculty teaching general education transfer courses are expected to have "a minimum of a master's degree in the discipline or sub-field of study in which they teach OR a master's degree in a cognate field with a minimum of 18 graduate level hours in a discipline consistent with the teaching assignment." However, the policy also defines when exceptions to the minimum requirements may be made – that is, when "unique experience and demonstrated competency may be substituted for academic preparation." As evidenced by the college's Policy SIP-217.A, "unique" or "tested" experience can be used to demonstrate qualifications to teach general education transfer courses such as English as well as technical courses. At the time of the comprehensive visit, however, the team understood that no faculty were teaching based on the features of tested experience.

As confirmed by three multi-campus visits conducted immediately after the comprehensive visit to the main campus in Logan, SWVCTC has sufficient facilities infrastructure to support its operations wherever and however programs are delivered. In addition to the main campus in Logan, West Virginia, the college operates branch campuses in Mingo (Williamson, WV), Wyoming (Saulsville, WV), Boone (Foster, WV), and Lincoln Counties. All of the campuses visited had facilities sufficient to support student needs. For further details on the Boone, Williamson, and Wyoming campuses, see the three Multi-Campus Visit Reports appended to this comprehensive evaluation report.

Southern also has sufficient technology infrastructure to support its operations. The institution has made significant investments in technology in recent years, particularly at the Logan and Williamson campuses. These investments have included, for example, the conversion of certain classrooms into "Zoom rooms" for the delivery of synchronous online coursework. The college has also changed its

learning management system (LMS) to BrightspaceD2L in order to better align its LMS with that used by the West Virginia K-12 system. In addition, the college has developed an online student services system called “SSConnect,” which allows college staff to provide financial aid, advising, and other student services using Zoom.

The college’s financial resources are sufficient to support its planning goals as well as its ongoing operations. Since 2017, SWVCTC has increased its unrestricted net assets from \$1.2 million to over \$9.1M at the end of fiscal year 2022. The institution’s composite financial index (CFI) has also increased over the same period, from 0.91 to 2.09. Also of significance is that the college has no long-term debt.

Southern has recently implemented a new, more inclusive, budgeting procedure. In this process, each spending unit submits a budget request form every year during the spring term. Once these requests are gathered by the Office of Business Services, budget meetings are held with all unit managers before a final budget proposal is submitted to the president for review and consideration. The president then submits a budget to the Board of Governors for its review and approval. Following Board approval, the institutional budget is submitted to the West Virginia Community & Technical College Council for final review.

The institution’s fiscal allocations help to ensure that its educational purposes are achieved. Over the past several years, annual expenditures have remained between \$18.5 million and \$22 million. In fiscal year 2022, approximately 45% of the college’s expenditures went to salaries and benefits, with the largest portion spent on instruction. Revenue from state appropriations and student tuition is supplemented by Perkins funding and state grants, which have supported the launch of new programs, such as the CDL/lineman technology, and diesel technology programs as well as the expansion of the nursing program. Southern's Early College Academy is also supported in part by an annual state grant. Significantly, the college has also been able to maintain a budget surplus for several years now.

As explained in the Southern's FY22 financial audit, the economic outlook for the state of West Virginia presents some challenges for the college and other institutions of higher education in the state. Since 2009, the state has lost population at a rate of approximately 3% per year. Over that same time period, Southern's service area has lost approximately 16% of its population. Moreover, the college matriculation rate for high school seniors is relatively low compared to the national average – both in the state as a whole (46%) and in Southern's service area (43%). Fortunately for the college’s stability, state appropriations have remained steady in recent years. State appropriations for both FY 2021 and FY2022 were \$8.2 million.

To reduce the financial impact of the declining population of its service area and the relatively low college matriculation rate, the college is focusing more of its attention than ever before on serving high school students. Enrollments in Southern's Early College Academy have increased substantially in recent years, and this has helped to offset a decline in enrollment by students over the age of 20. At the same time, the college has attempted to better address the evolving needs of the local workforce. In recent years, for example, Southern has developed new programs related to truck driver training (commercial driver’s license or CDL), lineman training (which also requires a CDL), and diesel technology. In addition, the institution has expanded its nursing program to include a weekend nursing program.

Southern has been successful in recent years in securing grants in order to launch new programs to meet community needs. For example, the weekend nursing program was launched with the support of

a \$985,000 grant from the state of West Virginia; the lineman training grant was launched with the support of a \$298,915 grant from the Department of Energy, and the CDL program, which operates out of the Williamson Campus Armory, was launched with a \$500,255 grant, also from state of West Virginia.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The August 11, 2020, IAC Hearing Committee Report stipulates that the institution should include in its embedded report “evidence that . . . the strategic plan includes specific goals, clear timelines, accountability, measurable results, and evidence of use of the results for institutional improvement.” Though Southern is still operating under the same strategic plan it created five years ago (Strategic Plan 2018-2023), the college has taken steps to address this expectation. After consulting with Commission staff, the institution added new measurable benchmarks and adopted an action plan template for each of the plan's strategies to document timelines, assigned responsibilities, activities, and costs.

Despite the assertion in the Assurance Argument (p.104) that “Southern links its processes for the assessment of student learning and evaluation of operations to the planning and budgeting processes,” the team found evidence only of course level improvements and resource requests tied to budget and planning. The college has yet to tie general education, program or co-curricular assessment items to planning and budgeting though efforts are moving slowly in this direction. The institution has clearly spent money in support of its programs---Perkins money was used, for example, to purchase equipment for the nursing, medical laboratory technology, and surgical technology programs, and health sciences courses specifically have benefited from assessment findings and resource allocation. The team recognizes that the college is maturing in its assessment processes (it is a member of the Assessment Academy) and advises Southern to enhance their current work with evidence of linking additional assessment findings(gen ed, co-curriculum, program level) to budget and planning as events develop. The Assurance Argument does provide explicit examples of the college using an evaluation of operations to make improvements. These include, for example,

a software purchase to improve the student application process and the purchase of NEOGOV to improve and streamline the college's employee application and on-boarding processes.

The college has documented changes designed to ensure that the planning process at SWVCTC encompasses the institution as a whole and considers the perspectives of both internal and external constituents. As noted above, in 2020, the institution formed a standing Strategic Planning Committee that includes faculty and staff as well as administrators. This committee, which includes representation from different employee groups, is working to compile evidence that the institution is making progress in achieving the planning goals in the 2018-2023 Strategic Plan. This evidence will be compiled into a strategic plan evaluation document that will be submitted to the president and Board of Governors by the end of the fall 2022 semester. This document may also include recommendations for the next strategic plan, which will go into effect in 2024. Input into the planning process from external constituents is provided by the college's community advisory committee, the employers serving on the college's program advisory committees, and the college's Board of Governors.

As evidence that it can adjust its plans in response to fluctuations in enrollment trends, the college can point to its response to the recent shift in demand from face-to-face to online coursework. The 10-year campus master facilities plan developed in 2015 was modified in recent years to reflect the change in course delivery methods necessitated by COVID-19. In response to the pandemic, the institution recognized the need to expand its ability to deliver online programming. As a result, "Zoom rooms" were added at all of its campuses and the college's IT infrastructure was updated college-wide. As a result, the institution is in a much better position to meet the learning needs of its communities and it is modifying its facilities plan to better reflect its new understanding of the needs of its constituents.

Southern's Early College Academy is an example of how the institution has adjusted its planning to shifting demographics. Given that the population of southern West Virginia is shrinking, the number of high school graduates, and thus the number of potential college students, is also shrinking. In an attempt to stave off a further drop in enrollment, the college has decided to expand its high school dual enrollment offerings by starting an Early College Academy. When the academy was first launched three years ago, only 10 students took advantage of this opportunity to earn college credit while still in high school. By last spring, however, the number of students enrolled in the Academy had increased to more than 220.

One of the expectations in the IAC Hearing Committee Report dated August 11, 2020, was that the college must provide evidence "that the institution has developed a comprehensive and easily accessed schedule of annual or regular reports produced for accreditation, state, and federal reporting, and monitoring internal processes such as enrollment, revenue and expenditures, strategic plan dashboards, and other significant internal concerns." Southern's Office of Institutional Research has addressed this expectation by creating a document titled "Reports Due Timeline by Unit or Department," which was uploaded to the Addendum.

Under (old) Core Component 5.D. (now subsumed under Core Component 5.C.) the IAC Hearing Committee stated its expectation that in its embedded report the institution should provide evidence of "the impact of the new Director of Accreditation and Institutional Effectiveness and the Institutional Effectiveness Committee." No one with that title is currently employed by the institution, and there is no longer a committee with that name. Up until August 2022, however, the college did employ a Director of Accreditation and Assessment, and this director did make a significant contribution to the institution while leading Southern's assessment efforts. The college

also now employs a Director of Institutional Research.

Also under (old) Core Component 5.D., the IAC Hearing Committee Report states that the team should expect to see “Documented evidence of a comprehensive database for planning and institutional effectiveness purposes.” Although the institution does not maintain a single comprehensive database, the team has confirmed that Southern does maintain multiple smaller databases that support the college’s planning and institutional effectiveness efforts.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

The August 11, 2020, IAC Hearing Committee Report stipulated that SWVCTC was expected to specifically address in an embedded report several issues related to those Core Components that were deemed by the IAC to be Met with Concerns. Three of the five issues cited related to Criterion Five. In the judgment of the team, the institution has satisfactorily addressed all of these issues:

Core Component 5.B. *Documentation of progress made on shared governance and organizational structure.* To encourage shared governance, the institution now has three standing committees and six subcommittees, most of which (the exception being the Academic and Student Affairs Committee) include representatives from the faculty and staff as well as the administration.

Core Component 5.C. *Documented evidence that Southern has developed a strategic planning process that clearly links assessment of student learning and institutional operations to the budget; and that the strategic plan includes specific goals, clear timelines, accountability, measurable results, and evidence of use of the results for institutional improvements.* Since the 2020 focused visit, the institution has implemented two significant changes to its strategic planning process: The creation of a standing strategic planning committee that includes representation from faculty and staff as well as administration, and the adoption of a new action plan template for each strategy in the current strategic plan that documents timelines, assigned responsibilities, activities, and costs.

Core Component 5.D. *Evidence of the impact of the new Director of Accreditation and Institutional Effectiveness and the Institutional Effectiveness Committee.* Although Southern no longer employs someone with the title director of accreditation and institutional effectiveness, up until August 2022, the institution did employ someone with the title of director of accreditation and assessment, and, by all accounts, this individual made a significant contribution to the college's assessment efforts. The institution hopes to refill this position in the near future.

Documented evidence of a comprehensive database for planning and institutional effectiveness purposes. Although Southern does not have a single comprehensive database for planning and institution effectiveness purposes, it does have multiple smaller databases that support and inform these processes.

Evidence that the institution has developed a comprehensive and easily accessed schedule of annual or regular reports produced for accreditation, state, and federal reporting, and monitoring internal processes such as enrollment, revenue and expenditures, strategic plan dashboards, and other significant internal concerns. The college now has a comprehensive schedule of annual or regular reports titled, "Reports Due Timeline by Unit or Department."

The institution utilizes shared governance processes that include, as appropriate, administrators, faculty, and students as well as the governing board. As a result, changes to policies and procedures are now reviewed by a shared governance committee prior to implementation, and faculty and staff,

as well as administrators, now participate in the planning process by serving on the college's standing strategic planning committee. Further, the institution has the necessary facilities and technology infrastructure to support student learning wherever and however it is offered, and the college uses internal reports to help inform decisions related to enrollment, staffing, programming, and student learning.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- FedCompFiling_SouthernCTC_Final_10182022

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion: The institution meets HLC's requirements.

Rationale:

As noted in the Federal Compliance report, a credit hour definition is provided under the Credit Hour Compliance Report link for the website and establishes an expected class time of 150 minutes per week for a 15-week semester. No exceptions to the definition are identified and no requirements for shorter "alternative" term courses or online courses are included. The Southern West Virginia Community and Technical College (SWVCTC) Board of Governors policy, SIP-3240, establishes assignment of credit/non-credit courses and includes additional information on developing courses and assignment of credit.

The institution's academic calendar confirms full term semesters of 15 weeks in length for both fall and spring, and a full term semester of 10 weeks for summer. In addition, two 5-week "alternate" terms are offered in the summer, and two "alternate terms" are offered each fall and spring that vary between 7 to 8 weeks in length.

The Course Search link reflects that the institution follows a traditional schedule, with a majority of fall and spring full term semester courses held on either MW or TR for 75 minutes each. Some courses are scheduled for one day per week and have adjusted the meeting times to reflect the credit hour requirements (150 minutes of instruction). There are an average of 400 course sections offered each fall and summer term, with only 30 courses offered each summer term. A majority of the courses are offered within the full term semesters, with only a handful of courses (8-12) offered during the shorter alternate terms. If these courses are offered as a regular section which physically meets one or more times per week, the meeting times have been modified to reflect the institution's credit hour requirement.

The Academic Catalog references semester credit hour as the unit of instruction as part of the basic components of the curriculum and consistently defines the credit hour as one hour in class and two

hours out-of-class work per week.

The institution offers AA, AS and AAS degrees, as well as certificate programs in a number of areas. While the institution does not appear to offer any programs fully online, a variety of courses are offered through an online delivery modality. Tuition costs are consistent across each academic program, at \$169 per credit for resident West Virginia students and \$274 per credit for non-resident students, with course fees varying by program. No tuition costs specific to online courses is listed.

Overall, twenty-eight (28) course syllabi were requested for review from the current Fall 2022 term, with fourteen (14) courses focused on the review of consistency for online courses, as opposed to ten (10) courses offered face-to-face and four (4) courses offered via Zoom. All syllabi were provided in response to the request. A review of the syllabi reflected variance notably in the expression of course level outcomes. Though not all syllabi included specific course objectives or student learning outcomes, most did include matrices that showed how course outcomes align with either/both program and general education outcomes. The college is mid way into a process of updating syllabi and confirming that all have the necessary elements of the standard syllabus as they have defined it.

In the area of academic freedom, it is noted that syllabi for different sections of the same course did not always reflect consistent expectations for students to demonstrate their learning. For example, the assignments and their respective weights varied across the regular and online sections of BS124 Human Anatomy & Physiology. Similarly, the required assignments outlined in the syllabi for the regular/zoom, alternate online, and online sections of HS230 History to 1865 varied greatly. Only the three PY 201 General Psychology syllabi had identical course assessments that were weighted consistently. Some syllabi, such as the online syllabus for EN101 English Composition and WL102 Fundamentals of Welding, were missing course assignments and evaluation procedures.

Most syllabi provided information that outlined the schedule of activities and topics for each course, and the means by which students were evaluated,

2. INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS

Conclusion: The institution meets HLC's requirements.

Rationale:

SWVCTC provides a Comments and Complaints link at the bottom of the home page and all web pages on its website. This page includes a web-fillable form for general comments or complaints, along with links that provide information and links for complaints related to State Authorization Reciprocity Agreement (SARA) and Accreditor, State Agency, or Other Relevant Official. The latter includes links that allow individuals to submit complaints to the Higher Learning Commission or Accreditation Agencies and also provides links to information and processes on submitting complaints to the West Virginia Community and Technical College System and the West Virginia State Attorney General. A quick search of "student complaints" results in these web pages.

The Students Rights and Responsibilities section of the Student Handbook clearly and comprehensively outlines steps for Student Grievance Procedure and is based upon the SWVCTC Board of Governor's *Policy SCP-4770*. The institution provide a number of links under the Current

Students heading on its home page that includes a number of helpful resources, but the Student Handbook is not one them. This might be a recommendation for the institution, so that students can easily locate this resource.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion: The institution meets HLC's requirements.

Rationale:

Transfer Agreements are listed as a resource under the Programs heading/tab on the home page and a link is provided for each institution where SWVCTC has established a transfer agreement for transition from an Associate degree to a Baccalaureate degree. Links to the actual agreements are not available via the website; instead, when you click on each institution's link, it takes you to each institution's home page. Providing a link to a page specific to transfer student information or the articulation agreement itself would be more helpful and provide greater detail and transparency as to the types of transfer coursework acceptance. Contact information for the CAO is provided for those wanting additional information though academic advisor might be more helpful for students.

A link is also available on this page to the state-wide General Studies and Course Equivalency Transfer Agreement between the WVCTC System and the West Virginia Higher Education Policy Commission, which establishes consistent general studies course transfer for WV institutions and allows up to 35 hours of general studies course from one West Virginia institution of higher education to another.

A link to this same Transfer Agreements page is available through the Transfer Friendly link provided on the Prospective Students *Why Choose Southern?* page. A section of the Academic Catalog also provides information on Transfer and Course-by-Course Articulation Agreements, which includes the same link and identifies individuals (Deans) who can provide additional assistance.

The institution's policies are based upon the SWVCTC Board of Governors' established policies related to transfer credit, which include *SCP-4786 Transfer Student Requirements and Credit Evaluation* and *SIP-4825 Transfer of Student Credit Hours from Another Institution*.

SWVCTC does not identify students with credits earned from another institution as "transfer"; instead, they are termed "re-entry", as noted on the Admissions webpage.

The institution provides guidelines for Credit for Prior Learning within the Academic Policy and Procedures section of its Academic Catalog, which includes procedures for applying for prior learning credit and acceptance of AP and CLEP examination scores.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion: The institution meets HLC's requirements.

Rationale:

SWVCTC assigns each student a unique Student Identification Number and email address upon admission to the institution, which are then used to establish a secure username and password. These login credentials are used for all campus resources, including *Bright Space*, the institution's learning management system. Two-factor authentication is used for all students and employees to access campus resources. Students can utilize the institution's self-service product to update passwords without human intervention, and should students need assistance from employees, detailed personal information is required prior to assistance. The Banner system used by the institution restricts employee access to student information unless specifically authorized.

5. PROTECTION OF STUDENT PRIVACY

Conclusion: The institution meets HLC's requirements.

Rationale:

The institution's policies governing student privacy are outlined on the Privacy Policy quick link at the bottom of the SWVCTC home page, and all other pages as you move through the website. It establishes policy in accordance with FERPA and identifies options for students to restrict their data.

The SWVCTC Board of Governors have established policy regarding how any personal data collected, including PII, may be used. *SCP-7125* outlines the acceptable usage of information technology for all users, and *SCP-7720* establishes guidelines and responsibilities of SWVCTC employees regarding information security. Both establish expectations for data access and transmission.

The SWVCTC Employee Handbook includes a "Private Information" section that established expectations that include student information privacy. The Personal Data Protection website provides support and information related to protecting personal data. Other documents reference data privacy, but there is no clear disclosure visible on the website to students beyond the FERPA statement shared above. The institution requires each employee to complete FERPA training as part of initial orientation and offer FERPA and PII training routinely. Students receive FERPA notifications/reminders each fall and spring semester

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion: The institution meets HLC's requirements.

Rationale:

A Consumer Information Disclosure link is available, but it is a few clicks in on the institution's webpage. It is one of several links on the *About Us* page, but in order to find that page, you must click the hamburger to the right of the home page headers, which some individuals might not realize leads to additional information and pages. However, once located, this page provides comprehensive access to a number of links that offer information and resources related to accreditation, gainful employment data, IPEDS annual reports, net price calculator, student profile, student right to know, student services, and institutional research.

A comprehensive overview of student outcome information is provided via the West Virginia Higher Education Report Card, which is provided as part of the Consumer Information Disclosure webpage referenced above. Beginning with page 60, data related to student access, success, and workforce development for the institution are shared as part of the comprehensive reporting on two-year institutions.

7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion: The institution meets HLC's requirements.

Rationale:

Accreditation information is available through the About Us page previously referenced. The Accreditation webpage provides information about HLC accreditation as well as links that identify the various organizations that have approved programmatic accreditation for SWVCTC programs, including Medical Lab Technology, Nursing, Radiologic Technology, Respiratory Care Technology, Paramedic Science, and Paramedic Science and Surgical Technology. Documents provided in the Addendum confirmed that the college is in good standing with all of its specialized accreditors. The Academic Catalog also includes an overview of institutional and programmatic accreditation.

8. RECRUITING, ADMISSIONS AND RELATED INSTITUTIONAL PRACTICES

Conclusion: The institution meets HLC's requirements.

Rationale:

In the Federal Compliance filing, a brief narrative was provided that referenced training for new employees, such as the "AdmissionPros", NACAC's Ethical Practice, and WVACRAO College Fair rules. During the site visit, SWVCTC provided additional information on the training approach and materials covered as well as the code of conduct established for the institution related to recruitment, admissions, marketing/advertising, and financial aid.. The institution affirmed that since it is small, e.g., one recruiter, training primarily occurs through mentor conversations and one-on-one tutorials--either in person or via SSConnect for individuals at different campuses---and monthly meetings scheduled for staff. The initial orientation is held with the Chief Student Services Officer and other members of the admissions, financial aid and marketing areas.

The institution should consider formalizing training materials into a "checklist" as was mentioned during the Visit so that the areas for orientation and training are explicit to the full Student Services team.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES (N/A)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met With Concerns
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Met

Review Summary

Interim Report(s) Required

Due Date

10/6/2025

Report Focus

The Team recommends an Interim Report to be filed in October 2025 that provides information on results and actions taken in response to assessment data in the areas of general education, program level outcomes achievement, and measures in the co-curriculum. The Team believes that the spring 2024 Focused Visit may only allow enough time for the institution to be able to describe implementation of structures, processes and procedures in assessment endeavors. The Team believes that the institution needs until fall of 2025 in order to collect data, conduct data analysis and determine what actions might lead to improvements in student learning.

The Interim Report should identify assessment findings in general education, programs, and the co-curriculum. The Report should identify any appropriate data, specific actions, and results that the institution can identify as contributing to maturing assessment practice.

Focused Visit(s)

Due Date

3/11/2024

Visit Focus

The Team recommends a Focused Visit on the areas cited in 3C and 4B.

3C The Team recommends a Focused Visit for review of faculty credentials to be conducted in March 2024. Given the credentialing concerns identified through a faculty files audit, specifically, faculty assigned to teach in the sciences and Respiratory Therapy, the Focused Visit should confirm appropriate credentials for full-time, part-time, dual credit and those teaching through application of the tested experience policy. Findings should confirm that all faculty at Southern are appropriately credentialed per HLC guidelines to teach their respective course assignments.

4B The Team recommends a Focused Visit in March 2024. The persistence of the issue of adequately conducting assessment processes concerned the current team given that the 2018 and 2020 reviews cited this Core Component as inadequately addressed. The college must present details on the development of its general education, program-level and co-curricular assessment processes. Specifically, the college should describe 1) how its plans for general education assessment have been implemented and how these efforts are beginning to lead to data to inform improvements in student learning, 2) how it conducts program level assessment and how the implementation of plans is leading to actionable data for improvement of student achievement, and 3) how its plans for co-curricular assessment are maturing and are starting to inform student learning.

Conclusion

Southern West Virginia Community and Technical College is a mature institution that is capably serving its main campus, branch campuses, and additional location with programs and services that are consistent with its Vision, Mission and statements of Commitment. College personnel are focused on providing an environment and resources that support students through to successful completion of educational goals. The institution enjoys stable financial and physical resources and college leadership and campus climate have recently stabilized allowing for a more positive trajectory in mission fulfillment.

The Team is visiting the college at a time when many new policies and processes have begun initial deployment and implementation. The Team notes that there are a number of individuals in new positions and that the college is still working to fulfill the expectations required by the Action Letter of November 11, 2020. Notably, current efforts in conducting assessment broadly and using its data to inform planning and budget are still in initial stages.

Previously cited areas in the Action letter include:

2A: The expectation for the adoption of a Conflict Resolution Policy as identified in the Action Letter is effectively resolved through an interim policy that is currently in place coupled with a plan for a comment period and formal adoption by the Board in February of 2023.

4B: The Team recognizes that the college has done work in this area though finds it has not yet accomplished the adoption and execution of assessment processes that provide data and lead to the potential for improving student achievement. The college is currently missing documented evidence of success in assessment at the program, general education and co-curricular levels. Accordingly, both a Focused Visit and an Interim Report are being recommended.

4C: The team finds that the college response in this area fulfills the expectations set in the Action Letter.

5B, 5C and 5D: The team finds that the college responses to the new Core Components 5A, 5B and 5C adequately fulfill expectations of the Action Letter.

Rationale for Criteria and Pathway

Given two Core Components cited as Met with Concern and the recommendation of a Focused Visit, the Team believes that continued monitoring and the assignment to the Standard Pathway is appropriate. The college has significant work ahead to fulfill expectations in Core Component 4B which has been cited by previous teams.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Limited to Standard

Federal Compliance

Met

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Southern West Virginia Community and Technical College, West Virginia
TYPE OF REVIEW:	Standard Pathway - Comprehensive Evaluation Visit
DESCRIPTION OF REVIEW:	The Board required that the Institution submit an embedded Interim Report with its next Assurance Filing regarding Core Components 2.A, 4.B, 4.C, 5.B, 5.C, and 5.D.
DATES OF REVIEW:	11/14/2022 11/15/2022
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Control: Public

Recommended Change: nc

Degrees Awarded: Associates

Recommended Change: nnc

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2013 - 2014

Year of Next Reaffirmation of Accreditation: 2022 - 2023

Recommended Change: 2032-2033

Accreditation Stipulations

General:

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

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

Recommended Change: nc

Additional Locations:

Institutional Status and Requirements Worksheet

Prior HLC approval required.

Recommended Change: nc

Distance and Correspondence Courses and Programs:

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

Recommended Change: nc

Accreditation:

Accreditation Events

Accreditation Pathway: Standard Pathway

Recommended Change: Limited to Standard

Upcoming Events:

(No Upcoming Events)

Monitoring

Upcoming Events:

Focused Visit on faculty credentials and assessment due by March 11, 2024.

Interim Report on assessment due by October 6, 2025.

Institutional Data

Institutional Status and Requirements Worksheet

Educational Programs

Recommended Change:

Undergraduate

Associate Degrees	22
Baccalaureate Degrees	0

Graduate

Master's Degrees	0
Specialist Degrees	0
Doctoral Degrees	0

Certificates 16

Extended Operations

Active Branch Campuses

- UNITED STATES, 3505 Daniel Boone Pkwy, STE A, Danville, West Virginia, 25053
- UNITED STATES, 128 College Drive, Saulsville, West Virginia, 25876
- UNITED STATES, 1601 Armory Drive, Williamson, West Virginia, 25661

Recommended Change: nc

Active Additional Locations

- UNITED STATES, 81 Lincoln Panther Way, Hamlin, West Virginia, 25523

Recommended Change: nc

Contractual Arrangements

(NONE)

Recommended Change: nc



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the institution’s materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: [https://en.wikipedia.org/wiki/Money_\(That%27s_What_I_Want\)](https://en.wikipedia.org/wiki/Money_(That%27s_What_I_Want))

Name and Address of Branch Campus: Boone Campus - 3505 Daniel Boone Pkwy, STE A, Foster, WV 25081

Date and Duration of Visit: November 16, 2022, approximately 4 hours

Reviewer: William Tammone

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Southern West Virginia Community College (Southern, the college, the institution) has one of the largest service areas in the state of West Virginia, incorporating six counties and approximately 2,900 square miles. The institution serves this six-county district in part by offering many of its courses online. However, as noted in the Assurance Argument, West Virginia is one of the least broadband-connected states in the country, and the college's rural service area has slower and more expensive options for internet access than many areas of the country. Moreover, not all of the college's programs can be delivered online. As a consequence, the college maintains branch campuses in four of these counties, in addition to the main campus in Logan County. These include Mingo (Williamson, WV), Wyoming (Saulsville, WV), Boone (Foster, WV), and Lincoln (Hamlin, WV) Counties. The Wyoming Campus in Saulsville is intended to serve students in McDowell County as well as Wyoming County.

The Boone campus is located in Foster, WV, approximately 33 miles northeast of the main campus in Logan. It currently serves 199 students, which are categorized by the college as either university transfer, general studies, undeclared, or online students. According to the college's multi-campus report, the main focus of the Boone campus is university transfer. At the present time, no associate of applied science (AAS) or certificate programs are offered at this campus. Students in Boone County can, however, earn an AAS in business or criminal justice online from Southern, as well as an associate of arts degree.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Southern West Virginia Community College has maintained a campus in Boone since 1986. Initially, the campus operated out of a renovated funeral home in Madison, WV. The current facility, which is connected to the Boone County Career and Technical Center, has been in operation since 1996.

Like Southern's other campuses, the Boone campus is overseen by a director of campus operations who reports to the chief facilities management officer on the main campus in Logan. Planning and budgeting for Boone is largely determined by the central administration in Logan, though the director of operations in Boone has some input into these processes.

The director of campus operations for the Boone campus also oversees an additional location in Lincoln, WV, which is adjacent to Lincoln County High School. All three full-time faculty based at the Boone campus also teach at the additional location in Lincoln.

As with the college's other campuses, student enrollments at the Boone campus have followed the vicissitudes of the coal mining industry. At its peak around 2001, the facility served more than 460 students. At the time of the 2022 visit, the campus was serving 199 students, and almost half of these enrollments were online (meaning the students were based in or around Boone but could be taking online courses originating in Logan as well as Boone or one of Southern's other campuses).

At the present time, all classes offered by the Boone campus are scheduled by the deans at the main campus in Logan, though the campus director is encouraged to provide recommendations.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Boone Campus is currently located within the Boone County Career and Technical Center and leased from the Boone County Board of Education and the Lincoln County Board of Education. The college occupies approximately 16,500 square feet of this building. The leased space includes one administrative office, eight faculty offices, a "traveling" office (for temporary use by employees from Logan when they are visiting the Boone campus), two computer labs, a break room for employees, and a student recreational space with vending machines and a ping-

pong table. Students also have access to a meeting room for quiet study as well as group learning. Ample parking is available just outside the building.

The Boone campus has one operational science lab, which is used for anatomy & physiology as well as general biology instruction. A medical assistant lab still exists but is no longer functional, since that program was recently discontinued due to declining enrollment.

Internet Connectivity Rooms (ICRs) at both the Boone campus and the Lincoln site allow faculty to teach from one location and connect to any of the other campuses via Zoom.

Students have access to Southern's online course offerings via the college's LMS (D2L Brightspace), and Wi-Fi is available throughout the facility.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

One campus director oversees both the Boone Campus, in the Boone County Career and Technical Center, and the Lincoln site, which is located in Lincoln High School, in Hamlin, WV. Some student support services (such as admissions and cashiering) are provided on-site by a program assistant. Financial aid and other student services are available through SSConnect, the college's Zoom-based interactive service platform.

Three full-time faculty and one part-time instructor teach the classes offered at the Boone campus as well as the additional location in Lincoln. Faculty are evaluated annually by their dean and at the conclusion of every class by their students. Administrators and staff are evaluated by their supervisors on an annual basis.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Up until quite recently, the Boone campus had its own student success advisor, but that position was vacant at the time of the visit and may not be replaced. If this position is not refilled, instead of working with an advisor based at the Boone campus, students at this campus will interact via SSConnect with advisors based in Logan. Students taking classes at the Boone campus already access financial aid and most other student services by working with the college's staff at the main campus in Logan via SSConnect.

Like the college's other campuses, the Boone Campus provides a quiet space for study called the Learning Studio, which includes space for group as well as individual study. Students also have access to computers, printers, and copiers in this space. These spaces can be accessed by members of the community as well as registered students.

Southern provides access to free virtual and in-person tutoring from academic support specialists. These paid professional tutors work one-on-one with students and with groups of students in the Learning Studio, which can be found on each campus. The academic support specialists are available for in-person or virtual tutoring upon request.

The college also offers a free online tutoring program in multiple subjects called BRAINFUSE, which can be accessed through the college's learning management system (D2L Brightspace) or the student portal (MySouthern). BRAINFUSE is available to all students 24 hours a day, 7 days a week.

A physical library is available on only two of the college's campuses: Logan and Williamson. In addition to these physical resources, however, the Logan library offers a number of electronic resources online. For the most part, students at the Boone campus also access library services online or through SSConnect.

Technology support is available to students, faculty, and staff by means of an online helpdesk and SSConnect. SSConnect is described by the college as "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 SSConnect, enrolled and prospective students are able to gain virtual access to all of the college's support services.

Southern does not offer stand-alone developmental coursework, but it does offer what it calls "Enhanced" or "E" courses in English and math. For example, MT 121E – "College Mathematics for General Education, Enhanced" covers the same topics as its MT 121 counterpart, but, being "designed to give additional support and review to those students who lack a strong background in math skills," it meets for four hours per week, rather than three. In other words, the additional hour (which comes with an additional credit hour) is devoted to supplemental instruction. Enhanced courses are offered at the Boone campus as well as most of the college's other campuses.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The main focus of the Boone/Lincoln Campus is university transfer/dual credit coursework. In offering dual credit coursework Southern follows the “Guidelines for the offering of Early Enrollment Courses for High School Students” established by the West Virginia Council for Community and Technical College Education (Procedural Rule 135). These guidelines stipulate that any “early enrollment course must meet the same rigorous standards as those required for on-campus instruction” [section 135-19-4]. Further, faculty “teaching early enrollment courses must meet the minimum faculty credential requirements as specified by the college” [section 135-19-5]. The visiting team has confirmed that the institution adheres to these guidelines at the Boone campus, with one possible exception: It appears to the team that the science instructor at the Boone campus is qualified to teach biology and anatomy & physiology, but not college chemistry.

The three full-time and one part-time faculty members based at the Boone Campus report to the dean of arts and sciences, based at the Logan campus. The intended learning outcomes for the college’s courses and programs are the same wherever and however the courses are taught.

Students interviewed during the visit attested that faculty are easily accessible outside of class and readily responsive to their emails; they are very satisfied with the quality of instruction they are receiving at the Boone campus. Students also confirmed that they are satisfied with the facilities, technology, technological support, and the quality of the student services available to them via SSConnect.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.

- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The college's intended learning outcomes are the same college wide. It does appear, however, that the processes employed to assess those outcomes at the Boone campus vary from the process used in Logan. During the comprehensive visit to the main campus in Logan, the team was told that faculty assess all of the course-level outcomes in every course, every semester. At Boone, however, one instructor reported that they assess one outcome per course each semester. There is nothing wrong with this more limited approach to assessment, as long as faculty are assessing all of the student learning outcomes within a reasonable timeframe, and they are obtaining useful information about student learning. The instructor interviewed at the Boone campus was able to provide some nice examples of how she was able to make some changes to her pedagogical approach, based on assessment results, to improve student learning outcomes in the courses she taught.

Persistence and completion data are gathered for the institution as a whole, but the data are not broken down by campus, so there is no opportunity at the present time for the faculty and staff at the Boone campus to identify campus-specific opportunities for improvement when it comes to student success (persistence and completion).

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The institution's planning and evaluation processes are, for the most part, conducted by administrators at the Logan campus. The branch campuses do not at the present time have strategies in place to evaluate and improve campus operations based on campus-specific data-collection mechanisms, such as campus-specific student, employer, community, and employee surveys. The student satisfaction surveys administered by the main campus in Logan do have, however, some campus-specific questions.

The campus directors also have opportunities to share recommendations for improvement by means of their annual campus directors meeting. In addition, the Boone campus faculty and staff all participate four times per year in the college's "Governance Days," which provide them with opportunities to interact with colleagues from throughout the college. Further, each campus has a representative on the college's new strategic planning committee.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the institution’s materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Southern West Virginia Community College

Name and Address of Branch Campus: Wyoming/McDowell Campus, 128 College Drive, Saulsville, WV 25876

Date and Duration of Visit: November 17, 2022, approximately 4 hours

Reviewer: William Tammone

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Southern West Virginia Community College (Southern, the college, the institution) has one of the largest service areas in the state of West Virginia, incorporating six counties and approximately 2,900 square miles. The institution serves this six-county district in part by offering many of its courses online. However, as noted in the Assurance Argument, West Virginia is one of the least broadband-connected states in the country, and the college's rural service area has slower and more expensive options for internet access than many areas of the country. Moreover, not all of the college's programs can be delivered online. As a consequence, the college maintains branch campuses in four of these counties, in addition to the main campus in Logan County. These include Mingo (Williamson, WV), Wyoming (Saulsville, WV), Boone (Foster, WV), and Lincoln (Hamlin, WV) Counties. The Wyoming Campus in Saulsville is intended to serve students in McDowell County as well as Wyoming County.

The Wyoming/McDowell campus currently serves 84 students. According to the multi-campus report prepared by the institution, seven of these students are enrolled in a respiratory care technology program. The rest are categorized by the college as university transfer, general studies, undeclared, or online students.

The Wyoming campus is located in Saulsville, WV, approximately 53 miles southeast of the main campus in Logan.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Southern West Virginia Community and Technical College was founded in 1971 and the Wyoming Campus was established 18 years later, in 1989.

Like Southern's other campuses, the Wyoming campus is overseen by a director of campus operations who reports to the chief facilities management officer on the main campus in Logan. Planning and budgeting for Wyoming is largely determined by the central administration in Logan, though the campus directors have some input into these processes.

At the present time, all classes offered at the Wyoming campus are scheduled by the deans at the main campus in Logan.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Wyoming campus consists of a single building, built in 1989, and encompassing 23,000 square feet. It includes 14 classrooms, a conference room, a computer lab, one science lab, one respiratory therapy lab, and 12 offices. Ample parking is available close to the building.

Wyoming Students have access to Southern's online course offerings via the college's learning management system (D2L Brightspace), and Wi-Fi is available throughout the campus. In fall 2022, 41 of the campus's 84 students (49%) were taking their classes online.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

One full-time and two part-time instructors are based at the Wyoming campus, in addition to the campus director and two full-time student services representatives (one student success advisor and one admissions and records representative).

Faculty are evaluated annually by their dean and at the conclusion of every class by their students. Administrators and staff are evaluated annually by their supervisors, who may or may not be located at the same campus. One of the student services staff members at the Wyoming campus, for example, reports to the registrar in Logan.

The director of campus operations at the Wyoming campus also serves as the college's director of safety.

The full-time faculty member mentioned above teaches in the respiratory care technology program and splits her time between the Williamson and Wyoming campuses. She has an AAS in respiratory technology from Southern West Virginia Community and Technical College and is licensed by the West Virginia Board of Respiratory Care. During the multi-campus visit, this instructor acknowledged that she does not have a bachelor's degree and was exploring the possibility of pursuing a bachelor's degree but was under the impression that she already meets Higher Learning Commission faculty credentialing requirements because she teaches "under the umbrella" of a program director who does have a bachelor's degree.

The "Faculty Credentials Certification Form" that accompanies her transcript from Southern, also asserts that this instructor has the proper qualifications to teach in the respiratory care technology program. According to this document, the instructor "is a faculty member who is credentialed RRT, has an AAS degree and meets the minimum requirements of their accrediting agency (COARC)."

Similarly, a document uploaded to the Addendum following the visit and labeled as a "justification" for this particular instructor, explains that this instructor meets the expectation in CoARC accreditation standard 2.14 that the coordinator of a satellite site "must hold a degree equivalent to what the program confers on its graduates."

However, particularly given that the institution has not made the argument that this instructor is qualified to teach at the college level based on "equivalent" or "tested" experience, it is not clear that this instructor is minimally qualified using credentials. According to the Higher Learning Commission's Assumed Practice B.2.a.,

Qualified faculty members . . . (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established."

To ensure that this instructor meets the Higher Learning Commission's expectations for faculty qualifications, the institution should either encourage this instructor to earn a bachelor's degree or it should demonstrate that the instructor meets the institution's policy regarding tested experience. As explained in the HLC guideline, "Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices,"

Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position . . . An institution that intends to use tested

experience as a basis for hiring faculty must have well-defined policies, procedures and documentation that demonstrate when such experience is sufficient . . .

Southern does have an institutional policy (SCP-2171) and procedure (SIP-2171) regarding faculty qualifications and tested experience. However, during the comprehensive evaluation visit to the main campus in Logan, the team was informed that none of the faculty currently teaching at Southern are qualified based on tested experience. Instead, it was asserted that they are all qualified by means of their credentials.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The staff at the Wyoming campus provide admissions and advising services. Other student support services are provided online via SSConnect – the college’s Zoom-based student services platform.

Southern does not offer stand-alone developmental coursework, but it does offer what the institution calls “Enhanced” or “E” courses in English and math. For example, MT 121E – “College Mathematics for General Education, Enhanced” covers the same topics as its MT 121 counterpart, but, being “designed to give additional support and review to those students who lack a strong background in math skills,” it meets for four hours per week, rather than three. In other words, the additional clock hour (which comes with an additional credit hour) is devoted to supplemental instruction. No enhanced courses are being offered at the Wyoming campus at the present time, but they are available to students at this campus in an online format.

Southern provides access to free virtual and in-person tutoring from academic support specialists. These paid professional tutors work one-on-one with students and with groups of students in the Learning Studio, which can be found on each campus. The academic support specialists are available for in-person or virtual tutoring upon request.

The college also offers a free online tutoring program in multiple subjects called BRAINFUSE, which can be accessed through the college’s learning management system (D2L Brightspace) or the student portal (MySouthern). BRAINFUSE is available to all students 24 hours a day, 7 days a week.

Students at the Wyoming campus access the college's library resources online and the college's library services either online or via SSConnect.

Like the college's other campuses, the Wyoming campus provides a quiet space for study called the Learning Studio, which includes space for group as well as individual study. Students also have access to computers, printers, and copiers in this space. One of the computers in the Learning Studio on the Wyoming campus is handicap accessible.

Technology support services are available to Southern students, faculty, and staff via an online helpdesk as well as SSConnect. In addition, the Wyoming campus also has information technology support staff on-site.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

In addition to university transfer (general education) coursework, the Wyoming Campus offers a respiratory care program. The respiratory care students are on campus just one day a week. To accommodate this schedule, the multi-campus reviewer's interview with Wyoming students took place via Zoom on Monday, November 7, 2022 (the week prior to the comprehensive visit). The respiratory care students at the Williamson campus also participated in this discussion.

Academic policies are consistent college wide and the intended learning outcomes for the college's courses and programs are the same wherever and however the courses are taught. The full-time faculty member based at the Wyoming campus is evaluated once a year by the respiratory care program director, based in Williamson. Faculty are also evaluated by their students at the end of every class.

The full-time instructor interviewed during the campus visit stated that the college provides support for professional development, and she has been able to take advantage of professional development opportunities such as state and national conferences and workshops. Workshops on pedagogy and instructional technology are also part of college's Governance Day programs.

Students interviewed via Zoom confirmed that faculty are easily accessible outside of class and respond to their emails in a timely fashion; they are very satisfied with the quality of instruction they are receiving at the Wyoming campus. Students also affirmed that they are satisfied with the facilities, technology, technological support, and the quality of the student services available to them at this campus.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The college’s intended learning outcomes are the same college wide. Consistent with this, the intended course and program learning outcomes for the respiratory care program offered at the Wyoming campus are the same as those offered at the Williamson campus. During the comprehensive evaluation visit to the main campus in Logan, the team was informed that faculty assess all of the course-level outcomes in every course, every semester. This was confirmed by the respiratory care instructor at the Wyoming campus. This instructor was also able to provide examples of how she has used assessment results to make improvements to her courses. At the program level, the respiratory care program assesses student learning outcomes by means of student performance on national board exams.

Persistence and completion data are gathered for the institution as a whole, but the data are not broken down by campus, so there is no opportunity at the present time for the faculty and staff at the Wyoming campus to identify campus-specific opportunities for improvement when it comes to student success (persistence and completion). However, the respiratory care technology program does collect persistence and completion data for the program as a whole (combining the data from the Williamson and the Wyoming campuses), since it is required to track these program performance measures by its specialized program accreditor, the Commission on Accreditation for Respiratory Care (CoARC).

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The institution's planning and evaluation processes are, for the most part, conducted by administrators at the Logan campus. The branch campuses do not at the present time have strategies in place to evaluate and improve campus operations based on campus-specific data-collection mechanisms, such as campus-specific student, employer, community, and employee surveys. The student satisfaction surveys administered by the main campus in Logan do have, however, some campus-specific questions.

The campus directors also have opportunities to share recommendations for improvement by means of their annual campus directors meeting at the main campus in Logan. In addition, the Williamson campus faculty and staff all participate in the college's "Governance Days," which provide them with opportunities to interact with colleagues from throughout the college. Further, the Wyoming campus has a representative on the college's new strategic planning committee.

The college's academic programs are formally reviewed on a five-year cycle. The most recent program review for the respiratory care technology program took place in 2021-2022. Where appropriate (as with Wyoming's respiratory care program, for example), program advisory committees provide input into the program review process. At a minimum, the college's program advisory committees meet annually.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the institution’s materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Southern West Virginia Community and Technical College

Name and Address of Branch Campus: Williamson (Mingo County) Campus, 1601 Armory Drive, Williamson, WV 25661

Date and Duration of Visit: November 16, 2022, approximately 4 hours

Reviewer: William Tammone

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Southern West Virginia Community College (Southern, the college, the institution) has one of the largest service areas in the state of West Virginia, incorporating six counties and approximately 2,900 square miles. The institution serves this six-county district in part by offering many of its courses online. However, as noted in the Assurance Argument, West Virginia is one of the least broadband-connected states in the country, and the college's rural service area has slower and more expensive options for internet access than many areas of the country. Moreover, not all of the college's programs can be delivered online. As a consequence, the college maintains branch campuses in four of these counties, in addition to the main campus in Logan County. These include Mingo (Williamson, WV), Wyoming (Saulsville, WV), Boone (Foster, WV), and Lincoln (Hamlin, WV) Counties. The Wyoming Campus in Saulsville is intended to serve students in McDowell County as well as Wyoming County.

Located approximately 30 miles southwest of the main campus in Logan, the Williamson (Mingo County) campus is the largest and oldest of Southern's branch campuses. It currently serves 266 students, which represents a little more than 19% of the institution's fall 2022 enrollment of 1,366 credit students.

In addition to university transfer (general education) coursework, the Williamson campus offers credit programs in respiratory care technology, welding, and electrical engineering. The college also offers noncredit workforce development lineman, commercial driver's license (CDL), and mining programs at this campus.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Southern West Virginia Community and Technical College (SWVCTC) was established in 1971 following the consolidation of two branches of Marshall University (based in Huntington, WV). As explained in the college's multi-campus report, these two branch campuses – one based in Logan County, the other in Mingo County – had been in existence since 1963 and provided lower division liberal arts and teacher education coursework. The branch of Marshall University located in Logan County became the main campus of Southern West Virginia Community and Technical College (then called Logan-Williamson Community College), and the branch in Mingo County became Southern's Williamson campus.

Like Southern's other campuses, the Williamson campus is overseen by a director of campus operations who reports to the chief facilities management officer on the main campus in Logan. Planning and budgeting for Williamson is largely determined by the central administration in Logan, though the campus directors have some input into these processes.

At the present time, all classes offered at the Williamson campus are scheduled by the deans at the main campus in Logan.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Southern's Williamson campus includes three buildings:

1. The original five-story structure, encompassing 67,202 square feet. This facility, which the college has occupied since 1971, includes 20 classrooms, 25 offices, a learning lab, and a break room with food service and vending machines. It also includes science labs that support the college's general biology, anatomy & physiology, and physical science courses. Much of this building is unoccupied at the present time.
2. A relatively new building (added in 2011) encompassing 22,965 square feet. This building includes three classrooms and nine offices, including the campus administration offices. The campus's respiratory care, welding, and electrical engineering programs are also located in this building.

3. A former National Guard armory building, which encompasses 13,523 square feet. This facility, which includes three classrooms and four offices, houses the college's CDL, lineman, and mining programs.

All three buildings have ample parking.

Besides the main campus in Logan, the Williamson campus is the only campus that provides some sort of food service. A pizza and sub shop began providing services at this campus in spring 2022 from 11:00 a.m. to 2:00 p.m., Monday through Thursday. The college provides the food vendor with space and equipment free of charge in order to keep costs to students and staff as low as possible. Along with the main campus in Logan, the Williamson Campus is also the only campus that houses a physical library.

Students have access to Southern's online course offerings via the college's learning management system (D2L Brightspace), and Wi-Fi is available throughout the campus. In fall 2022, 106 of the campus's 266 students (40%) were taking their classes online.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Ten full-time faculty and one part-time instructor are based at the Williamson Campus, along with the campus director and six student services employees. Some of these faculty teach general education coursework, while others teach in the respiratory care, welding, electrical engineering, mechatronics, CDL, lineman, and mining programs.

Faculty are evaluated annually by their dean and at the conclusion of every class by their students. Administrators and staff are evaluated annually by their supervisors, who may or may not be located at the same campus.

The team has determined that not all of the faculty at the Williamson campus meet Higher Learning Commission expectations for faculty qualifications. In particular, the instructor assigned to teach general biology and anatomy & physiology at this campus has a master's degree in environmental science, rather than one of the biological sciences, and the instructor's transcripts did not indicate any graduate-level biology coursework. In addition, given the transcripts provided, the team was not able to confirm that one of the respiratory care instructors has a bachelor's degree.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Six full-time staff members provide a full array of student services at the Williamson Campus, including admissions, advising, financial aid, and records. Students also have the option of accessing student services via SSConnect, the college's Zoom-based student services platform.

Southern does not offer stand-alone developmental coursework, but it does offer what the institution calls "Enhanced" or "E" courses in English and math. For example, MT 121E – "College Mathematics for General Education, Enhanced" covers the same topics as its MT 121 counterpart, but, being "designed to give additional support and review to those students who lack a strong background in math skills," it meets for four hours per week, rather than three. In other words, the additional clock hour (which comes with an additional credit hour) is devoted to supplemental instruction. Enhanced courses are offered at the Williamson campus as well as most of the college's other campuses.

Southern provides access to free virtual and in-person tutoring from academic support specialists. These paid professional tutors work one-on-one with students and with groups of students in the Learning Studio, which can be found on each campus. The academic support specialists are available for in-person or virtual tutoring upon request.

The college also offers a free online tutoring program in multiple subjects called BRAINFUSE, which can be accessed through the college's LMS (D2L Brightspace) or the student portal (MySouthern). BRAINFUSE is available to all students 24 hours a day, 7 days a week.

A physical library is available on the Williamson campus as well as the main campus in Logan. In addition to these physical resources, the college's library offers a number of electronic resources online, and library staff are available for consultation via SSConnect.

According to the multi-campus report, students at the Williamson Campus participate in the college's student government association, the National Society of Leadership and Success, and other clubs and organizations, such as Phi Theta Kappa, the international honor society for two-year colleges. None of the students interviewed via Zoom were participating in these organizations, but they were aware that they are available.

Like the college's other campuses, the Williamson Campus provides a quiet space for study called the Learning Studio, which includes space for group as well as individual study. Students also have access to computers, printers, and copiers in this space.

Technology support services are available to Southern students, faculty, and staff via an online helpdesk as well as SSConnect. The Williamson campus also has information technology support staff on-site.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Southern West Virginia Community and Technical College offers credit programs at the Williamson Campus in respiratory care technology, welding, and electrical engineering. The college also offers noncredit workforce development programming at this campus in lineman technology, truck driver training (leading to a commercial driver's license), and mining.

Southern has been successful in recent years is securing grants in order to launch new programs to meet community needs. For example, the lineman training program offered at the Williamson campus was launched with the support of a \$298,915 grant from the Department of Energy, and the CDL program was launched with a \$500,255 grant from state of West Virginia. Like the lineman program, the latter operates out of the Williamson Campus Armory.

Academic policies are consistent college wide and the intended learning outcomes for the college's courses and programs are the same wherever and however the courses are taught. All faculty report to a dean on the main campus in Logan and are evaluated by their dean on an annual basis. Faculty are also evaluated by their students at the conclusion of every class.

Faculty interviewed during the campus visit stated that the college provides support for professional development, and they have been able to take advantage of professional development opportunities such as state and national conferences and workshops. Workshops on pedagogy and instructional technology are also part of college's Governance Day programs.

Students interviewed via Zoom confirmed that faculty are easily accessible outside of class and respond to their emails in a timely fashion; they are very satisfied with the quality of instruction they are receiving at the Williamson campus. Students also confirmed that they are satisfied with

the facilities, technology, technological support, and the quality of the student services available to them at Williamson.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The college’s intended learning outcomes are the same college wide. During the comprehensive visit to the main campus in Logan, the team was informed that faculty assess all of the course-level outcomes in every course, every semester. Respiratory care faculty at the Williamson campus confirmed this and were able to provide examples of how they had used assessment results to make improvements in trouble shooting and infection control. At the program level, the respiratory care program assesses student learning outcomes by means of student performance on national board exams.

Persistence and completion data are gathered for the institution as a whole, but the data are not disaggregated by campus, so there is no opportunity at the present time for the faculty and staff at the Williamson campus to identify campus-specific opportunities for improvement when it comes to student success (persistence and completion). However, the respiratory care technology program does collect persistence and completion data for the program as a whole (combining the data for the respiratory programs at both the Williamson and the Wyoming campuses), since it is required to track these program performance measures by its specialized program accreditor, the Commission on Accreditation for Respiratory Care (CoARC).

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.

The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The institution's planning and evaluation processes are, for the most part, conducted by administrators at the Logan campus. The branch campuses do not at the present time have strategies in place to evaluate and improve campus operations based on campus-specific data-collection mechanisms, such as campus-specific student, employer, community, and employee surveys. The student satisfaction surveys administered by the main campus in Logan do have, however, some campus-specific questions.

The campus directors also have opportunities to share recommendations for improvement by means of their annual campus directors meeting at the main campus in Logan. In addition, the Williamson campus faculty and staff all participate in the college's "Governance Days," which take place four times a year and provide them with opportunities to interact with colleagues from throughout the college. Further, each campus has a representative on the college's new strategic planning committee.

The college's programs are formally reviewed on a five-year cycle. The most recent program review for the respiratory care technology program took place in 2021-2022. Where appropriate (in Williamson's respiratory care and welding programs, for example), program advisory committees provide input into the program review process. At a minimum, the college's program advisory committees meet annually.