

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

10/2/2017

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 broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

SCP-1500, Philosophy, Vision, and Mission of SWVCTC 2015-11-081.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Southern West Virginia Community and Technical College has developed a comprehensive mission review and approval process culminating with the approval of the college's governing board. Southern's mission is embedded in all operations of the College. A number of indicators demonstrate understanding of and support for our mission. Each of the College's decisions and actions are focused on the mission of providing accessible, affordable, quality education and training that promote success for those we serve. The college's mission and process are as follows:

Southern's Mission Statement

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

Institutional Commitments

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

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

6. Community interest programs and activities that promote personal growth and cultural enrichment.

Vision Statement

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

Our Core Values

We will accomplish our mission by:

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

Approval Process

Southern has created a clear, concise, and publicly articulated Mission Statement which serves to direct all institutional operations. Six Institutional Commitments accompany the Mission Statement and outline the comprehensive nature of the institution as a two-year community and technical college. The College has also adopted a Vision Statement to guide future planning. Furthermore, the institution publically articulates and promotes the Core Values that guide the actions of the College in fulfilling the Vision, and Mission and Institutional Commitments.

The Mission Statement and Institutional Commitments are reviewed on a continual basis and revised as needed to ensure a consistent focus on our comprehensive community college philosophy and the institution's mission to meet the education and training needs of our constituents. The systematic and inclusive review process observed by the college is guided by [SCP-1500, Philosophy, Vision, and Mission of Southern West Virginia Community and Technical College](#).

The Higher Learning Commission's [Report of a Comprehensive Evaluation Visit](#), dated August 20, 2013, acknowledged that Southern had met all the core components of Criterion 1. Since the comprehensive evaluation visit in April 2013, Southern has taken additional actions to review, evaluate, improve, and approve its Mission, Vision, Core Values, and Institutional Commitments. The Mission Statement was revised and approved by the Southern West Virginia Community and Technical College Board of Governors on June 18, 2013.

As a means of strengthening and enhancing the College's overall Mission, in a [memo](#) dated August 18, 2014, former President Joanne Jaeger Tomblin, directed all college employees to review Southern's Vision Statement and Core Values. All recommendations for change were submitted to the Strategic Planning Review Committee Chair by September 30, 2014, which subsequently began a [review process on September 12, 2014](#). A special meeting of the Committee was held on October 13,

2014, during which time all recommendations received were reviewed by the Committee. As a result, the Committee made revisions to both the Vision Statement and Core Values. These revisions were approved by the Committee and forwarded through the Governance System process to the Executive Council for review and consideration for approval. The recommended changes were approved by both the [Executive Council](#) and [President's Cabinet](#) on November 5, 2014. The proposed Vision Statement and Core Values was submitted to the Board of Governors Ad Hoc Committee appointed by Board of Governors Chair, Thomas Heywood, during the October 9, 2014 Board meeting. The Ad Hoc Committee reviewed and [approved](#) the recommended modifications to the institutional Mission Statement and Core Values at its November 20, 2014 meeting. The [Committee's recommendation](#) was presented to the full Board at the December 9, 2014 meeting for review and consideration of approval to release for a 30-day comment period. Following the 30-day comment period, the [Vision Statement and Core Values](#) were granted [final approval](#) by the Board of Governors on February 26, 2015.

In July 2015, Southern began a review process of [SCP-1500, Philosophy, Vision, and Mission of Southern West Virginia Community and Technical College](#). The policy was produced by the President's Office for review and approval by the Executive Council at their [August 5, 2015 meeting](#). SCP-1500 reflects Southern's commitment to ensure that all facets of the institution are consistent with its Mission Statement. The addition of the new institutional Vision and Mission Statements adopted by the Board of Governors, the [new purpose statement of the Strategic Planning and Financial Review Committee](#) reflected in the 2016-2017 Institutional Governance Handbook, and the incorporation of the Institutional Commitments and Core Values attest to this fact. On [August 18, 2015](#), the Board of Governors granted approval for distribution of the updated policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period which ended September 18, 2015. The policy was granted final approval by the Board of Governors on [October 8, 2015](#), and by the Chancellor for Community and Technical College Education on [November 17, 2015](#).

The most recent Mission Statement review process was initiated by President Robert Gunter through a [memorandum](#) to all employees dated February 23, 2017. The review and approval of the Mission Statement progressed through Southern's Governance System culminating with its release for a [30-day comment period](#) by the Board of Governors at its April 18, 2017 meeting, and [final Board approval](#) granted on [June 20, 2017](#). Southern continues to grow and adapt to meet the needs of its constituents as clearly demonstrated through the transparency and accuracy of its Vision, Mission, Institutional Commitments, and Core Values.

1.A.2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Southern's academic programs, student support services, and enrollment profile are reflective of its mission as a comprehensive community and technical college. The institution's highest degree offering is the associate degree, which may be completed within two academic years or less by students attending full time. Southern also offers certificate programs of 30 credit hours designed to be completed within one academic year for full time students. To advance the Mission, the College has developed several new certificate and associate degree programs of study to meet local workforce needs. These new programs include: Welding, Mechatronics, Electromechanical Instrumentation, and Health Information Management. The college has also expanded the Respiratory Care and Medical Assisting Programs. All degree and certificate programs are reviewed on a five-year cycle in compliance with [Procedural Rule 135, Series 10, Policy Regarding Program Review](#), of the West Virginia Council for Community and Technical College Education, and [SCP-3620, Policy Regarding Program Review](#). As part of the review process, each program is evaluated on its consistency with

the college's Mission. Changes and expansions of programs, such as the ones mentioned above, are examples of this policy in action.

Former President Joanne Tomblin and the Transitional Studies Department followed the recommendation of the Chancellor's Office and restructured the department and its delivery methods based on The Complete College America model of co-curricular courses. Students who once needed three or more semesters of remediation are now being placed directly into college level course alongside of the remedial ones. Through cooperation and teamwork between the developmental and non-developmental faculty, Southern's new model makes it possible for many more students to successfully complete a college level math or English course in only one semester, significantly reducing the time needed to complete degree course requirements. The English co-curricular model course, [EN 101A](#), was approved by the Curriculum and Instruction Committee on December 5, 2014 and completed the Governance approval process on [January 26, 2015](#), while math courses [MT 124A and MT 130A](#) were approved by the Curriculum and Instruction Committee on February 27, 2015, and completed the Governance approval process on [March 31, 2015](#). [Statistics](#) kept by the Math and English departments have revealed improved student success rates due to this model.

Southern's Mission Statement clearly states its goal of making education "accessible ... for those we serve." As such, the College is expanding its students' access to West Virginia Adult Education by increasing referrals to all county sites. Both the [Logan and Williamson campuses](#) have dedicated classroom space for WV Adult Education teachers.

Southern offers tutoring services to students at no charge and is available at each campus/site. Additionally, the College provides all students access to [BRAINFUSE](#), an online tutoring program that provides students with tutoring assistance when needed.

Disability Services - Southern is committed to (a) ensuring the provision of services necessary to enable students with disabilities to achieve their maximum potential as members of the College Community, (b) facilitating the integration of students with disabilities within our community, and (c) promoting a positive image of persons with disabilities.

The goals of Disability Services are:

1. To coordinate and provide reasonable accommodations and disability related services;
2. To encourage self-advocacy and personal responsibility on the part of students with disabilities;
3. To advocate for an accessible learning environment through removal of physical, informational, and attitudinal barriers; and
4. To serve as a resource for members of the college community as well as prospective students and parents.
5. To assist the College to comply with the provisions of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.

The college also has a Veteran's Coordinator that links veterans to internal and external services. In addition to linking veterans to services needed, the college also sponsors a [Veteran's Club](#) where veterans meet with other students and members of the faculty and staff, many of whom are veterans.

In addition to the previous four campuses and Lincoln location, Southern has added a new location since the 2013 HLC comprehensive visit – the [Running Right Way Leadership Academy](#) located in Julian, West Virginia – which has increased our accessibility to a broader geographic range of students. The College has also expanded access to courses by creating instructional sites. In addition to offering traditional off-campus college courses, Southern works with many of the high schools in

the district to offer early entry and dual credit college courses. Because the local population is spread out across numerous rural settlements which make commuting difficult for some students, Southern has expanded its online courses and programs to make education more accessible and adaptable to the lives of a rural, nontraditional population.

Southern continues to grow and support courses and programs offered through distance education since being [approved](#) in 2012 by the HLC to offer up to 100% of its programs via distance delivery. It utilizes the services of WVNET (WV Network) to host, maintain, and support the [learning management system – Blackboard Learn 9.1](#) release Q2 2017 CU3. Distance Education is currently under the direction of the [Associate Vice President for Academic Affairs](#) (AVP), who also held the position of Interim Director of Distance Education in 2015 and has served as the Quality Matters coordinator since 2012. Southern obtained a National Science Foundation grant with a significant focus on training the faculty in pedagogy and course design for online courses in 2013. An Instructional Designer and Technical Trainer were added to the distance education staff in January 2014 to assist with review and development of online courses. A [new committee for Distance Education](#) was added to the Institutional Governance System for implementation on July 1, 2017. Southern submitted an application for institutional participation in the [National Council for State Authorization and Reciprocity Agreements \(NC-SARA\)](#) which was approved in January 2017.

Faculty are provided professional development opportunities throughout the year including technology tools such as SoftChalk, Big Blue Button, Camtasia, and One Note, along with training on Blackboard tools and Quality Matters concepts. A [list of the faculty](#) approved for online delivery is maintained by the AVP and is provided to academic leaders each semester to document adherence to [SCP-3000, Distance Education](#).

In addition to training, each faculty using Blackboard is provided a Quality Matters rubric-based template which provides courses with a uniform appearance and provides students with essential links to resources and support. Southern began formal reviews of courses against Quality Matters standards in Fall 2015, and currently have [11 courses approved by Quality Matters](#), 3 courses are under review, and an additional 18 courses are under internal review for submission in 2017-2018. A formal systematic plan for review of the remaining courses is currently under development along with new procedures for review and approval of new courses to meet both SARA guidelines and internal needs.

1.A.3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

To support the fulfillment of its Mission, the institution engages in systematic, integrated planning through the internal governance structure. Standing committees work collaboratively to ensure the alignment of planning and implementation with the institutional budgeting process. The recommendations from each of these committees are forwarded to the Executive Council for review and approval, then on to President’s Cabinet.

Following the 2013 Comprehensive Evaluation Visit, the Peer Evaluation Team provided Southern with [recommendations regarding resources, planning, and institutional effectiveness in its final report](#). The Team recommended institutional attention be given to developing strategies and processes to ensure linkage between strategic goals and budget resources, and to ensure that resources are being focused on the highest and best use to move the institution forward. The Evaluation Team recommended that specific attention be given to improving the Strategic Planning Committee’s role and responsibilities to reflect active participation and oversight, as well as, improving the Facilities

Committee's role and responsibilities. Additionally, the Team recommended that institutional attention be given to communication and decision making policies and procedures to ensure effectiveness, and that the College leadership establish protocol that treats all requests for resources or decisions within established policies, and that governance processes be strictly followed to ensure fairness, equity, and transparency.

In September 2013, former President Tomblin, requested for all [governance committee chairs](#) to review their committee's purpose, membership, and the overall governance process with the goal of implementing a new governance system on July 1, 2014. It was soon realized that the overhaul of the governance system was a [significant undertaking](#). Therefore, it was determined that the partial implementation of a new governance structure would begin in fall 2013 with full [implementation in July 2015](#). The [new governance system](#) provides for more efficient decision-making and the ability for college employees to have more input into budgetary decisions.

Several planning documents have been developed and approved through the Governance System, such as Southern's [Ten-Year Master Facilities Plan](#). The College embarked upon a campus master planning process in the fall of 2013 to establish a framework for the orderly development of all capital improvements that support the Mission, Vision, Core Values, and strategic initiatives of the College. Stakeholder meetings were scheduled at each campus where College employees and members of the external community were invited to discuss Southern's facilities, including challenges and its positive aspects. The successful master planning process included a comprehensive look at the physical environment of the multiple campuses and how that environment helps the College succeed in its educational mission. The Ten-Year Master Facilities Plan was prepared with support and input from the faculty, staff, students, and administration, as well as the local community of each campus. The outcome of this process is a realistic strategy to guide the development of Southern in a manner that supports its priorities and Mission. The final document was prepared by ZMM, Inc. The new plan was approved by the Executive Council in February 2014, the President's Cabinet in March 2014, the Board of Governors in April 2014, and was granted final approval by the West Virginia Council for Community and Technical College Education in June 2014.

The Strategic Planning and Financial Review Committee [initiated a final review](#) and update of the 2010-2015 Institutional Compact/Master Plan on March 16, 2015. The Institutional Compact Update was reviewed and approved through the [governance process](#) and presented to the Board of Governors for review and consideration for approval at its April 21, 2015 meeting. Only completed strategies were reported for the [2015-16 update](#) since a new Compact/Master Plan would begin in July 2015. The [Board approved the report](#) as presented and authorized its [submission](#) to the Council for Community and Technical College Education for final approval.

The Council amended and approved the master plan, Fulfilling the Vision: 2015-2020, for the Community and Technical College System of West Virginia on April 16, 2015. On June 7, 2015, the master plan was approved by the Legislative Oversight Commission on Education Accountability (LOCEA). The CTCS of WV finalized and issued the new Master Plan template and measures to community and technical colleges on March 14, 2016 with a submission deadline of May 1, 2016. Southern provided the annual institutional targets for 2016-17 to 2019-20 planning periods for all four major goals and for each goal specific strategies covering the annual academic planning period. At its April 19, 2016 meeting, Southern's [Board of Governors approved](#) the [2015-2020 Master Plan](#) and authorized its submission to the Council. This is a continual effort to ensure that the goals set by the Master Plan are met in accordance with the College's Mission.

Reference Criterion 5.C.1 for additional information..

Sources

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- 1671 20130422 Continued Accreditation - Team Report
- 1671 20130422 Continued Accreditation - Team Report (page number 39)
- 2014-09-12 Strategic Planning Review Committee Minutes
- 2014-09-12 Strategic Planning Review Committee Minutes (page number 5)
- 2014-11-05 Executive Council Minutes
- 2014-11-05 Executive Council Minutes (page number 2)
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- 2014-11-20 BOG Ad Hoc Institutional Vision and Core Values Review Committee Minutes
- 2014-12-05 C & I Minutes
- 2014-12-05 C & I Minutes (page number 6)
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- 2015-02-27 C & I Minutes
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- 2015-03-16 Strategic Planning Review Committee Minutes
- 2015-04-21 Board of Governors Meeting Minutes
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- 2015-08-05 Executive Council Minutes
- 2015-08-18 Board of Governors Meeting Minutes
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- 2015-10-08 Board of Governors Meeting Minutes
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- 2015-2016 Compact Update Approval BOG 2015-04-21
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- 2015-2017 Institutional Governance Handbook Effective 2015-07-01
- 2015-2020 Meeting the Challenge Master Plan, Fulfilling the Vision
- 2015-2025 SWVCTC Master Facilities Plan 2014-05-04
- 2016-04-19 Board of Governors Meeting Minutes
- 2016-04-19 Board of Governors Meeting Minutes (page number 8)
- 2016-2017 SWVCTC Institutional Governance Handbook
- 2016-2017 SWVCTC Institutional Governance Handbook (page number 24)
- 2017-06-20 BOG Meeting Minutes
- 2017-06-20 BOG Meeting Minutes (page number 7)
- 2017-2019 Institutional Governance Committee Memberships Effective 2017-09-06
- 2017-2019 Institutional Governance Committee Memberships Effective 2017-09-06 (page number 3)
- 2017-2019 Institutional Governance Handbook Effective 07-01-2017
- Additional Location Confirmation Report, RRLA 2017-07-24
- Adult Education Class Site List
- Adult Education Class Site List (page number 13)
- Brainfuse User Guide-Higher Ed
- C&I, EN 101A, English Composition I, New Course Approval
- C&I, EN 101A, English Composition I, New Course Approval (page number 6)
- C&I, University Transfer, MT124A & MT130A,PC Approved 2015-03-31

- Chancellor's Approval of Institutional Policies 2015-11-17
- CoCurricular Model Presentation of Data
- Faculty Completing QM Training for Distance Education as of 2017-05-17
- Institutional_Governance_Handbook_2015-17_SPRC_12-14_Update_PC_Final_Approval_2015-01-26
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- Logan Campus Roofing Bids with backup documents(2)
- Mission Statement and Commitments Review 2017-02-23
- Opportunity for Comment on Mission Statement with Release Request [Screenshot]
- Organizational Chart 9-6-17
- Organizational Chart 9-6-17 (page number 11)
- President's Letter to Governance Committee Chairs RE Institutional Governance 2013-09-19
- QM Course Review Certificates
- Quality Matters 2, Fifth Edition, 2014
- SARA Institutions 2017-08-24
- SARA Institutions 2017-08-24 (page number 39)
- SCP-1500, Philosophy, Vision, and Mission of SWVCTC 2015-11-08
- SCP-3000, Distance Learning
- SCP-3620, Policy Regarding Program Review 2014-07-17
- Series 10, Policy Regarding Program Review, Title 135, WVCCTCE
- Veterans Club Flyer 2017-04
- Vision Statement and Core Values Review Memo 2014-08-18
- Vision Statement and Core Values, BOG Approved 2015-02-26
- WVNET MOU Blackboard MID LEVEL Premium Hosting Southern CTC FY 17 2016-10
- WVNET MOU Digital Learning Resource Package Southern CTC FY 17 2016-10-18

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of 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 document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1. Southern's Mission Statement clearly and publicly articulates the organization's commitments to its internal and external constituents. As Southern continues to grow and adapt to a changing environment, we promote transparency and accuracy within our comprehensive documents.

Southern's mission, institutional commitments, vision, and core values are posted prominently on the [College website](#).

The Mission Statement is also included in each edition of the [College Catalog](#).

The Mission Statement is displayed on digital signage near the main entrance in all buildings at each campus.

The Mission Statement is also found in the [2015-2020 Master Plan](#).

The College distributes its mission documents via multiple outlets to ensure the mission's public visibility and so that the vision and values serve as a guideline for decision making within the institution. The mission is tied to program review and the budgeting process within the college. In 2015, President Tomblin encouraged all employees to include the Mission Statement and Vision Statement in their [email signature](#).

1.B.2. As articulated in Criterion 1.A, the mission documents are updated continually and have been done so as recently as June 2017. Furthermore, the mission documents are the focal point of the Institutional Strategic Plan/Master Plan and Compact 2015-2020. The goals established in these planning documents are crucial to meeting our mission. They include:

- Improving student success and completion rates
- Promoting and contributing to economic development efforts
- Economic diversification in Central Appalachia
- Meeting workforce demands of employers in the region
- Providing an affordable college education in an economically depressed region of the United States
- Ensuring the fiscal stability of the institution.

As quoted in section 1.A.1, Southern's Vision Statement expands upon its Mission Statement and articulates the extent of the college's emphasis on the various aspects of our mission.

1.B.3. Southern's Mission Statement and accompanying Institutional Commitments clearly highlight the nature, scope, and intended constituents of our programs and services.

The [six Institutional Commitments](#) which accompany the Mission Statement outline the nature and scope of the academic programs of study, workforce development, and training programs. They also clearly identify the college's constituents, from students to the community at large.

[Our Core Values](#), which accompany the Vision Statement also elaborate on the values which bolster the institution's efforts to deliver the necessary services to all our constituents. The Core Values help establish the tone and attitude by which our Institutional Commitments and Mission are met.

Sources

- 2015-2020 Meeting the Challenge Master Plan, Fulfilling the Vision
- 2015-2020 Meeting the Challenge Master Plan, Fulfilling the Vision (page number 3)
- Mission Statement in Email Signature 2015-03-09
- Mission Statement, 2017-2018 Academic Catalog (Page 7)
- Mission Statement, Institutional Commitments, Vision, and Core Values [Screenshot]

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1. The 2013 Higher Learning Commission's final report to Southern following their site visit in April of that year, the team recommended that:

“institutional attention be given to increasing the exposure to diverse populations through the development and implementation of activities and course offerings designed to introduce students to diverse cultures. The Team acknowledges the challenges and constraints that Southern faces with a community whose demographics reflect a lack of racial diversity. However, we encourage Southern to embrace diversity from a multi-cultural viewpoint and to expand on the sharing of the local cultures from both the Native American and Appalachian histories. For example, diversity of religions could be explored as an area of interest, faculty from diverse cultures could share their cultures as party of roundtables, or a foreign language course could be offered as either credit or non-credit.”

According to the 2010 U.S. Census Bureau QuickFacts for West Virginia, approximately 94 percent of West Virginia's population is Caucasian. Southern's statistics are comparable to the state population as 93% of its [Fall 2015 student population](#) and 92% of its [Fall 2016 student population](#) were Caucasian.

Through its long-standing policy, [SCP-1160, Diversity Philosophy](#), Southern embraces diversity from a multi-cultural viewpoint. The philosophy states that, “colleges should be free to pursue standards and guidelines which allow them to fulfill their diversity missions and visions. The students they educate will help provide tomorrow's leaders, and their college experience must demonstrate the richness and substance of our diverse, multi-cultural and global environment. The college environment should promote understanding and appreciation of others, while encouraging students to grow as individuals.”

The policy goes on to state, “community colleges are, in effect, microcosms of our greater society. As such, they should encourage and enhance the fullest understanding of human rights and responsibilities and should teach the skills that allow their students to effectively participate in a democratic society. The colleges should be responsible for shaping an environment that mirrors the general culture and creates opportunities for all within the college community to interact with understanding, tolerance, and respect for others. In this way, diversity in education not only serves as a model for the world at large, but it also helps perpetuate social harmony for the future.”

Finally the policy declares, “Southern strongly endorses the adoption of policies and procedures designed to counteract and prevent hate crimes.”

Since 2013, Southern has addressed ethnic and cultural diversification in the classroom itself. The college now offers a number of new courses, approved by the [Curriculum and Instruction Committee](#),

and the [Management Council for Academic Affairs and Student Services](#), intended to prepare the twenty-first century student with the tools and expanded worldview necessary to compete in the job market of a globalized economy. They include:

- [English 231, *Non-Western World Literature*](#), focuses on readings from Asia, Africa, the Middle East and Anglophone literature with attention paid to post-colonial literature and theory.
- [History 115, *World History to 1500*](#).
- [History 116, *World History: 1500 to Present*](#). Both History 115 and 116 are comparative global histories of Africa, Asia, Mesoamerica and Europe from prior to 1500 and 1500 to the present, respectively.
- [Religion 115, *Religions of the World*](#). Designed to be a global survey of religious beliefs and practices. The course compares and contrasts the various religions of the world, from Buddhism to Islam, explores their origins and practices, and analyzes their impact on government and society
- [Spanish I, II, and III](#) are now offered as online community and continuing education courses. Southern recognizes the advantage multilingual students have in a competitive job marketplace and is working to offer courses which will enable students to acquire this important skill.

While ethnic homogeneity may currently dominate the demographics of Central Appalachia, population migrations and globalization will undoubtedly impact the region in the future. Southern's efforts to prepare for this changing world within its courses and curriculum will play a role in adapting the region to the global economic and demographic changes which will inevitably be a factor in West Virginia in the coming years. Additionally these new courses help prepare students to compete, evolve, and thrive alongside these changes wherever they choose to pursue their career goals.

1.C.2. In accordance with our Mission and Diversity Philosophy, Southern has given heightened attention to human diversity in recent years.

Faculty have presented diversity training modules in several courses, including [AH 285, *Healthcare Leadership*](#). In December of 2015, the Health Care Professional, A.A.S. degree program added a community and behavioral health emphasis to its curriculum. [Allied Health \(AH\) 154](#) is an introduction to behavioral health disorders, detailing the latest methodologies for studying the occurrence of mental disorders in populations, including estimates of burden, cultural differences, natural history, and disparities between population subgroups.

Southern's chemical dependence course, [AH 253, *Community and Behavioral Health*](#), focuses on the use and misuse of drugs and alcohol and discusses the biological and psychological effects as well as the social and legal impact of substance abuse, which is an increasing social and health problem in Central Appalachia.

Healthcare professionals must be trained to meet the needs of patients across diverse ethnic and cultural backgrounds and Southern's nursing coursework reflects this necessity. In [Nursing 133, *Health Assessment and Diagnostics*](#), students are taught to, "advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings." [Nursing 134, *Introduction to Nursing Concepts*](#), students are specifically taught to recognize and understand how to meet the needs of diverse individuals. Other classes offer direct clinical experiences to help prepare students. For example, in [Nursing 144, *Nursing Concepts of Health and Illness I*](#), clinical and community experiences are scheduled to enhance the students' ability to care for diverse patient populations. Such actions within these courses take attention to human diversity beyond the classroom and put them into action in a practical way which will improve the methods future professionals will

deal with diversity throughout their careers.

Having an open enrollment policy, Southern provides inclusive and accessible educational opportunities throughout southern West Virginia by operating multiple campuses covering a six county region. Students with disabilities are provided resources through the Disability Services Office. Southern's [Equal Opportunity Statement](#), consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), ensures that qualified individuals with disabilities are afforded equal opportunity to participate in programs and services with appropriate accommodations provided. Reasonable modifications in policies, practices, and procedures provide equal access for individuals with disabilities in a supportive environment. [Disability Services](#) provides and coordinates reasonable accommodations, advocates for an accessible learning environment, and encourages self-advocacy and personal responsibility on the part of students with disabilities. This process is designed to assure that all students have equal access and opportunity.

In order to promote an atmosphere of sensitivity, appreciation, and understanding of all cultures, Southern continues to seek other venues and opportunities to connect with and recruit minority populations. The College's efforts to address student diversity are also demonstrated through its low tuition, student recruitment activities, program offerings, and cultural activities. One such cultural activity is [Harmony 365](#), which is a series of events and activities involving the College, the public schools, the NAACP, and others to promote multicultural activities and recognition of the diverse society in which we live. In order to teach sensitivity to all areas of society, Southern evokes a culture of inclusiveness, and has invited guest speakers to express to the faculty and the community about the need for tolerance. For example, [David LaMotte](#), a renowned musician, speaker and author, has spoken with the community on several occasions on campus about his experiences as an advocate for civil rights.

[Disabilities and the Media](#) was the focal point of an April 19, 2017 event. Naomi Grossman discussed her experiences playing a disabled character ("Pepper" from American Horror Story), and the challenges she faced therein. She analyzes how special needs characters are portrayed in the media, and how that reflects the historical and contemporary landscape in relation to disabled rights. She asks the question, "what is a freak," thereby encouraging a critical discussion on stereotypes and discrimination.

Sources

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- 2014-12-05 C & I Minutes (page number 3)
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- CE Spanish Series
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- Equal Opportunity Statement
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- HS 116, World History 1500 to Present, Spring 2016
- Nursing 133, Health Assessment and Diagnostics I
- Nursing 134, Introduction to Nursing Concepts
- Nursing 144, Concepts of Health and Illness
- RL 115, Religions of the World, Summer 2017
- SCP-1160, Diversity Philosophy 2015-11-08
- Student Profile Analysis, Fall 2013 - Fall 2016
- Student Profile Analysis, Fall 2013 - Fall 2016 (page number 63)
- Student Profile Analysis, Fall 2013 - Fall 2016 (page number 89)

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
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 identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1 In accordance with the college's Mission, Southern is committed to making quality education available to students from all walks of life for the public good. This commitment is demonstrated in the many different types of course offerings (traditional, hybrid, online, and accelerated), and non-academic continuing education offerings.

Our mission of making education more accessible is one important factor of serving the public good. The [Office of Workforce Development](#) at Southern provides hundreds of online classes (for non-academic credit) that will allow students from any walk of life to take a course for advancement of personal skill sets, workplace skills, or simply for personal enjoyment. Additionally, several courses are offered as [weekend/mini courses](#), as is seen in the schedule of courses each semester. Southern offers numerous evening classes to meet the needs of students who have full time employment and offers web courses for students who need or desire online education. The College continues to use its network of interactive, closed circuit, television equipped classrooms (ICRs) where students can participate in classes being taught from multiple locations.

One way in which Southern commits itself to the public good is through sponsoring and hosting many community activities and events. In order for residents to be comfortable and familiar with Southern it is important to bring students from local secondary schools on campus often and host events and activities that encourage those seeking a post-secondary education. Southern encourages this by providing numerous plays and pageants, career fairs, diversity workshops, wellness events, and events which celebrate cultural diversity such as [Harmony 365 Week](#). For additional details regarding these events see Criterion 1.D.3. and Criterion 3.E.2.

As a public institution supported through state funds and revenue generated from tuition, Southern has no parent organization or investors. The College's Governance System promotes effective leadership through collaboration and communication, enabling the College to fulfill its mission, and to operate through appropriate processes. The nine appointed members of the [Board of Governors](#) represent the public by knowing and understanding its needs and seeking a variety of perspectives when setting policy. Our Board of Governors promote the College in the community, create a positive leadership environment, and act with integrity and ethical behavior. All actions and decisions of the Board reflect the understanding that the institution is to serve the public good.

1.D.2. Southern strives to maintain an internal decision-making process based on consultative governance that provides opportunities for participation by all constituencies and helps meet the

Mission of the institution. This system is based on an atmosphere of collegiality and mutual respect and is guided by the principles of disclosure, responsiveness, and accountability. Representatives from administration, faculty, staff, students, and district residents work in a climate of trust as they work toward decisions in accordance with the Mission, commitments, Vision, and Core Values of the College. Interaction among constituent groups provides the balance of stability and change necessary for the advancement of the institution in serving the public good. Throughout this process, all constituencies recognize that the College administration is ultimately responsible for making decisions regarding issues and concerns advanced by this system of consultative governance.

Southern's [External Professional Activities of Faculty and Other Professional Staff policy](#) (SCP-2562), addresses potential conflict of interest with outside employment and defines the duties of the faculty to be involved in professional activities outside of the college for the "benefit of the college and higher education in general." Thus, it is clearly stated in school policy that our faculty and staff will be engaged in services within the community for the betterment of the community.

1.D.3. Southern recognizes that it is imperative to be a vital, active part of the community. The college fulfills this commitment through sponsoring and hosting many community activities and [annual events](#). The college provides numerous plays and pageants, career fairs, diversity workshops, wellness events, and events which celebrate cultural diversity such as Harmony 365 Week. Other such activities for the public good include:

- [Community Appreciation Day](#) hosted by Southern's Williamson Campus on September 18, 2016.
- The West Virginia Manufacturing Extension Partnership hosted an [Environmental Seminar](#) on the Logan Campus on October 26, 2016.
- In 2016, Southern also sponsored the [Inaugural Carrie Ann Scott Memorial Scholarship Little Coal River Float](#) and the [4th Annual Mike McGraw Memorial Scholarship Golf Classic](#). Southern hosted its first ever half marathon in November 2016, called the [Southern Harvest Half Marathon and 5K](#).
- On November 18, 2015, Southern hosted a "[Women in Business](#)" seminar which was open to the public.
- R. J. Nester's play, [Golden Horseshoe](#), a musical celebrating West Virginia's history and heritage is hosted by the college as well as a production of [Little Shop of Horrors](#).
- Folk singer [David LaMotte](#) also provided a free concert for the students and community on Southern's Logan Campus.
- American writer and filmmaker, Scott McClanahan, participated in Southern's [Meet the Author](#) event held at the Boone Campus in April 2017.
- On August 9, 2016, Southern hosted an [Introduction to Innovation Workshop](#), concerning economic diversity in the community.
- [A World on Wellness Retreat](#) was held on the Williamson Campus providing activities and workshops dedicated to Tolerance Education, more than 100 participants attended.
- [Disabilities in the Media](#) was addressed by special speaker, Naomi Grossman, in April 2017.
- Southern has [hosted education fairs](#) during high school football games to become more involved in the community providing education material, marketing Southern to the community.
- Other examples of Southern's extensive community involvement include events such as [Paint the Campus Pink](#) recognizing breast cancer awareness, and a community [Halloween Trick or Treat Party](#).
- As mentioned previously, [Harmony 365](#) continues to be a part of the Southern activities.
- Numerous community and continuing education classes are continually available through

Workforce Development, one example of which is [Paint and Play](#), which offers artistic painting instruction for the community.

- Southern also participates in career fairs in the community. An example of which would be the [Job and Resource Fair](#) held in May 2017 in coordination with the offices of U.S. Senator Joe Manchin.

Southern, in cooperation with the Southern West Virginia Community College Foundation, Inc. (Foundation), initiated a multi-year *Vision 2020* Major Gifts Campaign in September 2006 to assist the College in achieving a multitude of long-range plans to ensure the success of the region and its citizens. A \$20 million-dollar goal was established for the year 2020, to occur in three separate phases with set priorities for each phase. Through the generosity and support of many donors, Phase I of the Campaign accomplished its 2010 goal of \$7,000,000 by December 31, 2008. Despite the downturn of the economy, Phase II, launched in January 2010, surpassed its 2015-goal of a second \$7,000,000 by December 31, 2013. *Vision 2020* is now in Phase III with its final goal of raising \$6,000,000 by December 31, 2020. To date, [contributions](#) have exceeded expectations. The success of the Campaign has permitted the College to initiate new and expand current credit and non-credit programs, increase financial assistance to students, support new facilities, technology, marketing efforts, and the pursuance of major grants. These accomplishments have established Southern as a model community and technical college in West Virginia. The [priorities](#) established for each phase of the Campaign by members of the Foundation, Southern's Board of Governors, administrators, faculty, and staff are emblematic of Southern's commitment to serve the public.

The Foundation continues to provide financial assistance and invest in students through scholarships and grants to support their educational goals. The [total funds distributed](#) for scholarships in the 2016-2017 academic year was \$207,748. Since the inception of the *Vision 2020* Major Gifts Campaign in 2006, the Foundation has distributed more than \$2.8 million dollars in student scholarships.

Sources

- 2016 Community Appreciation Day, Williamson [Screenshot]
- 2016 Environmental Seminar, Logan [Screenshot]
- 2017 Harmony 365 Events Announcement [Screenshot]
- 4th Annual Mike McGraw Memorial Scholarship Golf Classic Flyer 2016
- Annual Events
- Board of Governors Members 2016-2017 [Screenshot]
- Carrie Anne Scott Scholarship River Float Flyer 2016
- David LaMotte Flyer 2016
- Disabilities in the Media Flyer 2017-04
- Football Games Fall 2016
- Foundation Scholarship Award Totals
- Golden Horseshoe the Muscial
- Halloween Trick or Treat October 2016 Flyer
- Innovation Workshop 08-09-16
- Job and Resource Fair 05-2016 [Screenshot]
- Little Shop of Horrors Discount
- Meet the Author 04-12-17
- Paint and Play Classes [Screenshot]
- Paint the Campus Pink Flyer
- SCP-2562, External Professional Activities of Faculty and Other Professional Staff 2014-02-18

- Southern Harvest Half Marathon Flyer 2016
- Vision 2020 Campaign Priorities, Phase III [Screenshot]
- Vision 2020 Major Gifts Campaign Contribution Meter [Screenshot]
- Weekend-Mini Courses Fall 2013 - Fall 2017
- Women's Entrepreneurship Flyer
- Workforce Development Offerings
- World on Wellness

1.S - Criterion 1 - Summary

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

Summary

Southern continues to review its Mission Statement to ensure that it is clear, concise, and publicly articulated as it serves to direct all institutional operations. The most recent Mission Statement review process was initiated by President Robert Gunter through a memorandum to all employees in February 2017.

Southern's academic programs, student support services, and enrollment profile are reflective of its mission as a comprehensive community and technical college. Our mission of making education more accessible is one important factor of serving the public good. To advance the Mission, the College partners with business and industry to create new certificate and associate degree programs of study to meet local workforce needs.

The six Institutional Commitments which accompany the Mission Statement outline the nature and scope of the academic programs of study, workforce development, and training programs. They also clearly identify the college's constituents, from students to the community at large.

Southern gives increasing attention to providing exposure about diverse populations to its faculty, staff, and students through the development and implementation of activities and course offerings designed to introduce students to diverse cultures.

Southern recognizes that it is imperative to be a vital, active part of the community. The college fulfills this commitment through sponsoring and hosting many community activities and annual events. The college provides numerous plays and pageants, career fairs, diversity workshops, wellness events, and events which celebrate cultural diversity such as Harmony 365 Week.

Southern, in cooperation with the Southern West Virginia Community College Foundation, Inc. (Foundation), initiated a multi-year *Vision 2020* Major Gifts Campaign in September 2006 to assist the College in achieving a multitude of long-range plans to ensure the success of the region and its citizens. The Foundation continues to provide financial assistance and invest in students through scholarships and grants to support their educational goals.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Southern West Virginia Community and Technical College works to provide a collegiate atmosphere of integrity, fairness, and ethical behavior. The Council for Community and Technical College Education's [Title 135, Procedural Rule, Series 31, Ethics](#), establishes guidelines for institutional governing boards in adopting policies in accordance with the [West Virginia Governmental Ethics Act](#). Southern functions under these laws and regulations.

The Chief Financial Officer follows the joint rule and procedures for [purchasing](#) established by the Council and the WV Higher Education Policy Commission (HEPC). The Council and HEPC contracts with an independent auditing firm to conduct an [Annual Financial Audit](#). From this audit, recommendations are made regarding the institution's financial operations. These audits are presented annually to the Board of Governors once the audit has been completed by the independent auditing firm. The full report from the auditor is included in the Board's agenda books and are available to the public through Southern's website. As with all West Virginia public employees, all salaries for Southern employees are a matter of public record and can be researched through the West Virginia State Auditor's website.

Many of Southern's institutional policies are designed to promote integrity throughout every aspect of the College. Southern maintains institutional policy [SCP-4710, Academic Integrity](#), which addresses the College's stance on academic dishonesty, and [SCP-4770, Student Rights and Responsibilities](#), that outlines student expectations and rights which include: Freedom of expression and assembly, freedom of association, right to privacy, and right to due process.

The process by which departments adopt textbooks and help maintain academic integrity is outlined in [SCP-5074, Selection, Adoption, Use and Sale of Textbooks and Other Course Materials](#). This policy is to avoid any conflict of interest on occasions when a faculty member authored a textbook and would benefit from using the book in his or her class. The policy also keeps prices as low as possible for students by encouraging regular evaluation of textbooks used. On March 26, 2013, Southern established a [contract with MBSDirect](#) to provide an online bookstore for the sale of textbooks. Textbook sales through MBSDirect began with the summer 2013 semester. MBSDirect sales to students are limited exclusively to textbooks. Operation of the online bookstore is guided in part by [Title 135, Procedural Rule, Series 51, Bookstores and Textbooks](#), of the Council, [SCP-5074](#), and the [Higher Education Opportunity Act of 2008](#). This policy minimizes the cost of textbooks for students. [WV Code §18B-10-14](#) mandates that each governing board adopt rules governing bookstores and the selection of textbooks and other course materials. [SCP-5074, Selection, Adoption,](#)

[Use, and Sale of Textbooks and Other Course Materials](#), and [Title 135, Procedural Rule, Series 51, Bookstores and Textbooks](#), of the Council requires annual reporting of deadlines established for faculty to be assigned to courses; the deadline for textbooks and course materials to be selected; the percentage of those deadlines met, and the dates of listing of assigned textbooks and course materials were posted. Southern's Textbook Affordability Committee consists of representatives from faculty, students, administration, and the campus bookstores. The Committee is required by policy to meet each academic year to discuss affordability issues, initiatives, and textbook selection guidelines and procedures. As required by [Section 3.1.f of Series 51, Bookstores and Textbooks](#), the [Institutional Textbook Affordability Report](#) which reflects the data from the electronic bookstore must be submitted by November 1 of each year to the Chancellor for Community and Technical College Education for the prior fiscal year. The College continues to operate campus stores on the Logan and Williamson Campuses, which are part of the Finance and Administration Unit, and are operated by classified staff members.

[SCP-7125, Information Technology Acceptable Usage](#), provides guidelines for student and employee use of technology in and outside of the classroom. This policy defines what is considered unacceptable uses of technology, but not limited to uses that would violate local, state, or federal laws.

All individuals engaged in any Southern activity or program, whether on or off campus, and all individuals on Southern property, including, but not limited to, all students, staff, faculty members, and other Southern officials and visitors are subject to [Discrimination, Harassment, Sexual Harassment, Sexual and Domestic Misconduct, Stalking, and Retaliation Policy](#), SCP-2843. This policy sets forth how discrimination, harassment, sexual harassment, sexual and domestic misconduct, certain consensual relationships, stalking, and retaliation will be handled by the College. Due to major changes in federal and state laws as a result of amendments to the Clery Act, a review of this policy began on September 15, 2015. Significant changes were made to the policy to encompass and address not only sexual harassment, but also discrimination, harassment, sexual and domestic misconduct, stalking, and retaliation. The Board of Governors granted final approval of the revised policy at its June 20, 2017 meeting.

Ethical guidelines are properly distributed to employees. Each new employee is required to attend an orientation session conducted by the Human Resources Department and is given an electronic copy of the [Employee Handbook](#) and/or [Faculty Handbook](#) relative to his or her position. They are also asked to verify with signature that he or she received a copy of the [Ethics Act Brochure](#) provided by the West Virginia Ethics Commission.

The Board, administration, faculty, and staff are subject to the minimum ethical standards of the West Virginia Ethics Act. Employees are required to maintain a record of any outside employment to avoid conflicts of interest per [SCP-2562, External Professional Activities of Faculty and Other Professional Staff](#), and the corresponding form, [SCP-2562.A, External Professional Activities Pay Report Form](#).

[SCP-2202, Personnel Assessment Philosophy and Practice Statement](#), requires all employees to be evaluated annually. Southern has an established procedure for evaluating employees based on their classification as faculty, classified staff, or non-classified staff (this includes the administration). The authority to evaluate the President of the institution is in [WV Code §18B-2B-6](#) and [§18B-1B-6](#), Title 135, Legislative Rule, [Series 5, Employing and Evaluating Presidents](#), of the Council, and [SCP-8600, Board of Governors Operations Guidelines Policy](#). The Board of Governors Chair has the authority to review and grant approval of activities of the President which may involve a conflict of interest pursuant to [Series 31](#) of the Council. Such policies help Southern maintain its standards for ethics, fairness, and integrity.

The State has created a Job Classification Committee, [Series 8, Personnel Administration](#), to review classified staff position descriptions to make sure institutions across the state are consistent in their classification of positions. This ensures equitable and fair pay for similar responsibilities across the institution and across the state. Entry level salaries are set by these evaluations.

Employees have the right to file a grievance if they believe the institution is not following State Code or institutional policies and procedures. The College adheres to the [WV Public Employee Grievance procedure](#). The [low number of grievances filed](#) is an indicator that the College is following its policies and procedures.

In order to gather more input from employees, in [2014](#) and [2016](#), Southern participated in The Chronicle's "Great Colleges to Work for Survey."

All rules of the Council and policies of Southern are reviewed periodically, thus helping to maintain fairness, good ethics, and academic integrity. Southern's policies are reviewed on a regular basis with a time frame for review of each policy to be determined by the President or President's designee. Upon such review, the President or President's designee may recommend that the policy be amended or repealed in accordance with the provisions of [SCP-1000, Maps, Announcements, and Policies \(MAP\) Development System](#).

When a policy is adopted, amended, or repealed, the Board issues an [Opportunity for Comment notice by e-mail](#) to all faculty, classified and non-classified employees of the institution, and the Chancellor for the Community and Technical College System, along with a copy of the proposed policy for adoption, amendment, or repeal. In addition, a [notice is posted](#) on the Board's institutional website along with a copy of the proposed policy for adoption, amendment, or repeal. An explanation of how comments will be received, the deadline for receiving comments, and the contact information for the person who has been designated to receive comments is posted on the website and provided in the Opportunity for Comment notice issued. With the exception of emergency rules, policies for adoption, amendment, or repeal, must provide for a public comment period of at least 30 days during which written comments will be received before final adoption of the policies. If no written comments are received during the comment period, the Board may proceed to adoption, amendment or repeal of the policy. If written comments are received during the comment period, the Board may amend the proposed policy and proceed with adoption or may choose to release the policy for an [additional 30-day comment period](#). A final draft of the proposed policy with an explanation of any changes, a summary of any comments received, and a decision concerning each issue raised is released to all employees prior to adoption, amendment or repeal. The Board considers all recommendations and makes a final ruling on the policy. Upon final approval by the Board, the institution submits a copy of the final rule to the Chancellor for the CTC System within 30 days of its formal adoption by the Board. Any rule adopted by a governing board is not effective until approved by the Chancellor or his/her designee. The Chancellor or his/her designee notifies the governing board of any specific or general objections to the rule and allows the governing board an opportunity to address the objections. If the governing board disagrees with the objections, it may protest the Chancellor's decision to the Council. If the Chancellor or his/her designee has not provided any objections to a rule within 30 days of receipt of its final version, the rule is deemed approved. Approval by the Chancellor or Council may not be withheld unless the rule is inconsistent with state or federal law or the policies and mission of the Council. This is defined in the Council's Procedural Rule, Title 135, [Series 4, Rules and Administrative Procedures](#), and in [Southern College Policy \(SCP\) 1000](#). By October 1 annually, the Board must file with the Council a list of all institutional rules that are in effect on the first day of July of that year, as well as a list of rules repealed during the preceding year. The list must include a [statement by the chair of the governing](#)

[board certifying](#) that the governing board complied with the provisions of WV Code.

The College operates a television studio which provides a variety of audio-visual services, including dubbing, production, and programming. The television studio offers recording and broadcasting services to outside organizations for a fee. The individual requesting the services must sign a [Cable Channel Programming Agreement](#) which clearly states guidelines and fees. The television studio abides by the Copyright Act of 1976 and the Consortium of College and University Media Centers Fair Use Guidelines for Educational Multimedia.

The College has auxiliary food service operations at its Logan and Williamson campuses. Since January 2012, all auxiliary food service operations must sign a [Contract of Food Services](#). The external vendors are managed by the Finance Department, and are selected by a competitive process that aims to ensure that the food service operations will operate in such a way as to simultaneously make a profit and keep prices reasonable for students. To this end, the College waives all rent and commission charges in an effort to keep prices affordable and allow the external vendor the opportunity to profit from the venture.

The College makes its physical facilities available to outside organizations within its service district who need meeting space or wish to use the theater at its Logan Campus. The College has in place, institutional policy [SCP-1215, Use of Institutional Facilities](#), outlining the guidelines for use of any of the College facilities. Before a College facility may be used, the [College Facility Use Agreement](#) (SCP-1215.A) must be completed, endorsed, and submitted to the appropriate Director of Campus Operations ten days prior to the date of intended use. Recent emphasis has been placed on holding public events on the Logan Campus. For details on some of these events, see Criterion 3.E.2.

The Council has adopted [Series 4, Rules and Administrative Procedures](#), to provide a framework for institutional governing boards to operate within. [WV Code §18B-1D-9](#), requires governing board members, with the exception of the student member, to complete six hours of training and development every two fiscal years that relates to State goals, objectives, and priorities for higher education. Training and development may also relate to the accountability system for higher education set forth in [WV Code §18B-1D-1 et seq](#), the general powers and duties of governing board members, and ethical considerations arising from board membership. This training and development supports the Board's awareness of any conduct that may cause a conflict of interest.

Sources

- 2014 Great Colleges to Work For Survey Results
- 2016 Great Colleges to Work For Survey Results
- BOG Chair Certification of 2017 SWVCTC BOG Rulemaking Report
- Cable Channel Programming Guidelines and Agreement
- Contract of Food Services
- Employee Grievances Filed Since 2013 [Interim HR Director Email Verification]
- Employee Handbook (Southern Administrative Manual-1000.1) Effective 2012-12-11
- Ethics Act Brochure (2016)
- Faculty Handbook 2006-08
- Higher Education Opportunity Act of 2008 Textbooks Section
- Institutional Textbook Affordability Report 2017-08-22
- MBS Contract
- Opportunity for Comment _ SWVCTC [Screenshot]

- Opportunity for Comment_Additional 30-day 2016-12-20
- Opportunity for Comment_Email 2017-08-28
- SCP-1000, Manuals, Announcements, and Policies (MAP) Development System 2012-12-11
- SCP-1215, Use of Institutional Facilities 2014-11-09
- SCP-1215.A, College Facility Use Agreement 2014-11-09
- SCP-2202, Personnel Assessment Philosophy and Practice Statement 2016-05-19
- SCP-2562, External Professional Activities of Faculty and Other Professional Staff 2014-02-18
- SCP-2562.A, External Professional Activities for Pay Report Form 2014-02-18
- SCP-2843, Discrimination, Harassment, Sexual Harassment, Sexual and Domestic Misconduct, Stalking & Retaliation Policy FINAL 06202017
- SCP-4710, Academic Integrity 2017-05-18
- SCP-4770, Student Rights and Responsibilities 2016-05-19
- SCP-5074, Selection, Adoption, Use and Sale of Textbooks and Other Course Materials 2015-05-21
- SCP-7125, Information Technology Acceptable Usage 2015-06-24
- SCP-8600, Board of Governors Operational Guidelines Policy 2013-02-19
- Series 30, Purchasing, Title 135, WVCCTCE
- Series 31, Ethics, Title 135, WVCCTCE
- Series 4, Rules and Administrative Procedures, Title 135, WVCCTCE
- Series 5, Employing and Evaluating Presidents, Title 135, WVCCTCE
- Series 51, Bookstore and Textbooks, Title 135, WVCCTCE
- Series 51, Bookstore and Textbooks, Title 135, WVCCTCE (page number 2)
- Series 8, Personnel Administration, Title 133, Joint Rule, WVCCTCE and WVHEPC
- SWVCTC Audited Financial Statements for Years Ended 06302015 and 06302016
- Title 156, Series 1, Rules of Practice and Procedure of the WV Public Employees Grievance Board 2008-07-07
- WV Code Chapter 18B-10-14 Bookstores
- WV Code Chapter 18B-1B Appointment of Institutional Presidents Evaluation
- WV Code Chapter 18B-1D-1 Legislative Intent and Purpose; Short Title; Rules Required
- WV Code Chapter 18B-1D-9 Commission, Council, Governing Board Training and Development; Training and Development Requirements, Applicability and Exceptions
- WV Code Chapter 18B-2B Powers and Duties of the Council
- WV Code Chapter 6B, WV Governmental Ethics Act, Effective 2016-06-10

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Southern presents itself clearly and completely to its students and to the public by utilizing its website, social media, print catalog, Banner Self-Service, a public access television channel, recruitment visits to local secondary schools, and by continually hosting campus events for students and the community at large.

The most significant source of material concerning the college is presented to students and the public through its [website](#). Information posted on the college's website is provided by various groups and individuals within the College. The Director of Media Services uses the information provided to create and update the information and pages of the website. The website provides a plethora of information for both the public and students, including:

- [Academic Programs](#)
- [College Catalog](#)
- [Employee Directory](#)
- [Financial Aid](#)
- [Financial Assistance](#)
- [Mission and Vision Statements](#)
- [Student Services](#)
- [Tuition and Fees](#)
- [Workforce Development](#)

The website is linked to an emergency notification system, [Southern ALERTS](#), that is used by the College to notify faculty, staff, students, and other constituents of emergency situations that are occurring on one or all of its campuses or sites. Southern ALERTS provides instructions for actions individuals should take according to the emergency. All emergency alerts will automatically be sent to:

- Every Southern provided email address (@southernwv.edu),
- Every Southern office or classroom phone,
- Southern's website,
- Southern's Facebook page,
- Southern's Twitter feed,
- A pop-up window on every Southern owned desktop/laptop computer on Southern's network.

Additionally, the website includes a link to our Virtual Bookstore. Students may access the online bookstore anytime to get textbook information including a list of textbooks with textbook price list and ISBN (International Standard Book Number) in accordance with the [2008 Higher Education Opportunity Act](#), the Council's Procedural Rule, Title 135, [Series 51, Bookstore and Textbooks](#), and Southern College Policy, [SCP-5074, Selection, Adoption, Use and Sale of Textbooks and Other Course Materials](#).

Southern's website provides access to online courses via Blackboard and the library. The website also enables students and the general public to view the college's accreditation status by clicking on its [Higher Learning Commission Mark of Affiliation](#) which is displayed on Southern's homepage. Information regarding individual academic programs with [specialized accreditation](#) are also presented on the website. All [Southern's policies](#) are available on the website for reference by students and employees. [Southern Institutional Procedures \(SIP\)](#) are available on the College's intranet. Important announcements and news regarding Southern is also communicated through the College's [Twitter account](#).

Southern uses [Banner Self-Service](#) which is a web-based component of the Banner system that allows students to access their information and register for courses online. Students can view their financial aid requirements and can accept their financial aid online through Banner Self-Service. They can also see a record of all financial awards received. Students can view their itemized financial account information to see the details on the charges and payments posted to their student account. Additionally, students can make payments online, which are subsequently processed through the West Virginia State Treasurer's Office. The payment system is a secure and PCI (Payment Card Industry) compliant site. Once a student's credit/debit card is approved for an online payment, the payment is automatically posted to their student account.

Southern works to continually improve student access to information and records. As of June 21, 2017, Southern activated its [eTranscripts Service](#), which enables students to access and order their academic transcripts online.

Southern's [Academic Catalog](#) is also available on the website and in print form. The Academic Catalog offers pertinent information for students, faculty, and the general public regarding the College's programs, class offerings, rules, regulations, financial costs, Student Handbook, and governance structure. The Administrative Assistant to the Vice President for Academic Affairs maintains the web and printed copy of the catalog. Any academic changes to the catalog must first be approved by the Curriculum and Instruction Committee. Non-academic changes to the catalog are submitted to the Administrative Assistant for Academic Affairs by unit representatives.

Southern's [Channel 17](#) is a public access channel that is broadcast on the Suddenlink Cable System. Southern has produced shows in which college employees discuss various issues about the College and the services offered. Channel 17 also has a video message board placed on wall mounted televisions near the entrance of each campus building that is used to notify students, staff, and the public about events occurring at the College, such as theatrical performances and registration dates.

All four campuses host various cultural, educational, and recruitment events for students and the community. A detailed list of such events is found in Criterion I.D.

Sources

- Academic Program Information [Screenshot]
- Accreditation [Screenshot]
- Cable Channel Programming Guidelines and Agreement
- Employee Directory [Screenshot]
- E-Transcripts_National Student Clearinghouse
- Financial Aid [Screenshot]
- Financial Assistance [Screenshot]
- Higher Education Opportunity Act of 2008 Textbooks Section

- HLC Mark of Affiliation
- Intranet Site [Screenshot]
- Mission Statement, Institutional Commitments, Vision, and Core Values [Screenshot]
- SCP-5074, Selection, Adoption, Use and Sale of Textbooks and Other Course Materials 2015-05-21
- Series 51, Bookstore and Textbooks, Title 135, WVCCTCE
- Southern Policies [Screenshot]
- Student Services [Screenshot]
- SWVCTC Website [Screenshot]
- SWVCTC Website for Public Medium [Screenshot]
- Tuition and Fees [Screenshot]
- Twitter Account
- Workforce Development [Screenshot]
- WVNET MOU Banner FY 17 2016-06-20

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1. The [West Virginia Code §18B-2A-4](#), Powers and duties of governing boards generally, assigns numerous powers and duties to the Board of Governors (BOG). Southern's compliance with the State Code assures autonomy in decision making. The Board establishes and amends the financial, business, and educational policies of the College. It establishes and amends the campus Master Plan, approves the college's Mission and Vision Statements, submits an annual budget and report to the West Virginia Council for Community and Technical College Education, and reviews all academic programs every five years. All of these deliberations are vital to preserve and enhance the institution.

In fiscal matters, the Board establishes the system for the financial management and expenditure of special revenue and appropriate state funds. The Board solicits, utilizes, and expends voluntary support and financial contributions. A consistent method of conducting personnel transactions is also administered by the Board as well as transfer funds for any bank account appropriated for the College's use. When deemed appropriate, the Board may enter into contracts or agreements with other educational institutions and share resources. The Board also is empowered to acquire legal services when necessary. Additionally, [SCP-8600.A, Board of Governors Operational Guidelines](#), defines the duties, responsibilities, and role of the Board of Governors

The State Code gives the Board authority to administer a system for the management of personnel matters, such as employee grievances. The Board, in accordance with [WV Code §18B-2A-4](#), includes faculty, students, and classified staff in institutional level planning. To meet the needs of non-traditional students and to ensure student completion of programs in a timely manner, the Board ensures the sequencing of academic programs and abides by existing rules for acceptance of advanced placement credit.

In accordance with the [WV Code §18B-2A-4](#) and [SCP-8600.A](#), the Board is to appoint a president or administrative head to the College and delegate necessary power and control to said individual. The Board conducts regular written performance appraisal of the president. The potential conflict of interest perceived by the HLC regarding Southern's president also serving as the First Lady of West Virginia has been addressed. On June 17, 2014, Southern submitted a [Monitoring Report](#) to the HLC specifically concerning this potential conflict of interest. The college's process to address the conflict of interest is described in detail in this Monitoring Report. On July 2, 2014, the HLC responded in a [letter](#) to the Monitoring Report accepting the college's report on institutional governance, but

requiring a follow-up report by January 1, 2015, on the College's research of other institutions that have dealt with an apparent conflict of interest, as well as the College's discussions with the State on the apparent conflict. The Board of Governors Chair submitted an [interim report](#) on October 29, 2014 in response to the HLC's letter to President Tomblin dated July 2, 2014. The HLC responded to the report on [March 9, 2015](#), accepting the College's research of other institutions that have dealt with an apparent conflict of interest, as well as the College's discussions with the State on the apparent conflict of interest. No further reports were required.

Since that time, President Joanne Tomblin retired from Southern. Her [retirement](#) became effective on June 30, 2015, while Governor Earl Ray Tomblin's tenure in West Virginia ended in January 2017. Following the retirement of President Tomblin, Dr. Merle Dempsey was named [interim President](#) effective July 1, 2015. After an extensive, nationwide search, several interviews by Southern's Board, faculty, staff, students, and community, the [Presidential Search Committee approved](#) the selection of Dr. Robert E. Gunter for the position of President of Southern on November 16, 2015, pending approval of the West Virginia Council for Community and Technical College Education. The [Council approved](#) the Board's recommendation at its December 10, 2015. Dr. Gunter assumed the responsibility of President for Southern West Virginia Community and Technical College on January 1, 2016. The Board is currently in the process of conducting its initial comprehensive performance evaluation of President Gunter. The Council's [Title 135, Legislative Rule, Series 5, *Employing and Evaluating Presidents*](#), provides guidelines for this process.

2.C.2. The BOG has established [SCP-8600, *Board of Governors Operational Guidelines Policy*](#) which identifies the full range of its constituents. According to this policy the College's constituents include, "employees, students, or citizens." The policy also stipulates that the BOG must "ensure that public notice is given" for newly proposed rules, that that relevant or interested parties have an adequate [opportunity to respond to proposed rules](#), and that proposed and approved rules are publicly posted. Such information is available on the College website.

The Board of Governors meet at least six times each fiscal year, and [all Board meetings are open to the public](#). An [open meeting notice](#) showing the meeting date, time, and location is filed with the West Virginia Secretary of State for publication online, [announced to employees through email](#), and distributed to all news affiliates throughout Southern's service district. In compliance with West Virginia Code and the [Open Governmental Meetings Act](#), the Board conducts meetings open to the public with reasonable notice of the meeting and agenda. Additionally, all [meeting agendas and minutes](#) are accessible on the College's website.

The BOG Principles, as found in [SCP-8600, *Board of Governors Operational Guidelines Policy*](#), also state that the Board's governance style, "is intended to encourage diversity of viewpoints and collective rather than individual decision making. Prior to setting policy, the Board will insure that input has been received from a variety of sources to insure representation of constituents and staff and sound decision making principles." The policy also specifically states that the Board must, "Utilize faculty, students and classified staff in institutional-level planning."

The most obvious method to ensure input is received is through the [comment period](#) as discussed in 2.A. Southern's governing board complies with the provisions of West Virginia Code §18B-1-6 and Council's Procedural Rule, Title 135, [Series 4, *Rules and Administrative Procedures*](#) which stipulates that each proposed Board policy is [open to a thirty-day comment period](#) which allows faculty, staff, students, and members of the community to weigh in on matters decided by the Board. [Meeting minutes of the Board](#) reflect that calls for public comments are made and considered in Board meetings.

2.C.3 As outlined in [WV Code §18B-2A](#), the Southern West Virginia Community and Technical College Board of Governors is a twelve member Board. Of the membership, nine are public members appointed by the Governor of the State of West Virginia, by and with the advice and consent of the State Senate. To maintain balance, the lay persons are comprised of not more than five of the same political party, and at least five must be residents of the state. In addition to the lay members appointed by the Governor, one full-time faculty member with the rank of instructor or above, one classified staff member, and one student representative elected by the respective constituent group serve on the Board.

In making lay appointments, the Governor considers the institutional mission and membership characteristics. This process helps to prevent undue influence on the part of donors, elected officials, ownership interests, or other external parties.

As mentioned in 2.C.2, the [30-day comment period and public posting](#) of all proposed new rules and policies also provides transparency and prevents undue influence from external parties.

Furthermore, the *Board of Governors Operational Guidelines* (SCP-8600.A), clearly defines that individual Board members must adhere to the Board of Governors Code of Ethics, maintain the autonomy of the institution, and “make decisions independent of internal and external claimants.” [Section 1.3.14](#) of the guidelines state that Board members must, “Represent all the people of West Virginia and no particular interest, community, political group, or constituency, while keeping the welfare of the College at all times paramount.”

2.C.4. As cited above, SCP-8600.A states that the Board is to, “appoint a president or other administrative head of the college.” The president or administrative head is delegated by the Board of Governors to have [power and control over the daily management of the college](#). The college president or administrative head is also given authority to delegate power further to other administration and faculty to oversee academic matters and the day to day functions of the college.

Sources

- 1671 20140702 Interim Report - Report and Staff Analysis Form
- 1671 20150309 Interim Report - Reviewer Analysis
- 2015-02-26 Board of Governors Meeting Minutes
- 2015-02-26 Board of Governors Meeting Minutes (page number 8)
- 2015-04-21 Board of Governors Meeting Minutes
- 2015-04-21 Board of Governors Meeting Minutes (page number 11)
- 2015-12-08 Board of Governors Meeting Minutes
- 2015-12-10 WVCCTCE Meeting Minutes
- 2015-12-10 WVCCTCE Meeting Minutes (page number 2)
- 2016-12-13 Board of Governors Meeting Minutes
- 2016-2017 BOG Meeting Minutes and Agendas
- BOG Official Notice of Public Meetings [Screenshot]
- Open Meeting Notices 2017-08 BOG Meetings
- Opportunity for Comment _ SWVCTC [Screenshot]
- Opportunity for Comment _Email 2017-08-28
- SCP-7125, Information Technology Acceptable Usage 2015-06-24
- SCP-8600, Board of Governors Operational Guidelines Policy 2013-02-19
- SCP-8600.A, Board of Governors Operational Guidelines 2014-02-18

- SCP-8600.A, Board of Governors Operational Guidelines 2014-02-18 (page number 2)
- SCP-8600.A, Board of Governors Operational Guidelines 2014-02-18 (page number 3)
- Series 4, Rules and Administrative Procedures, Title 135, WVCCTCE
- Series 5, Employing and Evaluating Presidents, Title 135, WVCCTCE
- Series 5, Employing and Evaluating Presidents, Title 135, WVCCTCE (page number 4)
- SWVCTC Board Chair Followup Monitoring Rpt on Conflict of Interest Submitted to HLC 10-29-2014
- SWVCTC Monitoring Report Required by HLC on Institutional Governance 06-17-2014
- WV Code Chapter 06 Article 9A Open Governmental Proceedings
- WV Code Chapter 18B-2A Institutional Boards of Governors 2016-09-23
- WV Code Chapter 18B-2A Institutional Boards of Governors 2016-09-23 (page number 4)
- WV Code Chapter 18B-2B Powers and Duties of the Council
- WVSOS BOG Online Meeting Notice

2.D - Core Component 2.D

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

Argument

Southern's [General Education Philosophy and Goals](#) state that the school promotes, "the development of independent, critical, and conceptual thinking skills and those skills necessary for effective communication." Freedom of expression and the pursuit of truth are critical to meeting our [education philosophy and goals](#) as well as the school's mission.

[SCP-4770, Student Rights and Responsibilities](#), provides the framework for an atmosphere which encourages freedom of expression and the pursuit of truth. Among student rights outlined in the policy are:

- **Freedom of Expression and Assembly** – this includes access to campus resources and facilities, the right to espouse causes, and a guarantee that rights will not be violated in matters of expression and assembly.
- **Freedom of Association** – Rights of students to organize whatever associations they deem desirable or affiliate with groups or organizations.
- **Right to Privacy** – This includes confidential communication with faculty, staff, and administration, confidential records, and respect for student property.
- **Right to Due Process**

[SCP-4710, Academic Integrity](#), establishes a policy that outlines Southern's expectations for academic integrity and academic dishonesty. The policy states that, "academic integrity is a cornerstone of the college's commitment to the principles of free inquiry."

This policy identifies the student behaviors that inhibit the freedom of expression and the pursuit of truth, such as plagiarism, cheating, fraud, and misconduct. There are also responsibilities and procedures for faculty and students to follow in the possible event of an act of academic dishonesty. Repeated acts of academic dishonesty are handled by the Chief Academic Officer and are not tolerated by the institution.

As stated in [SCP-4151, Regarding the College Catalog as Academic Standards and Expectations of Students](#), Southern's College Catalog establishes institutional policies on academic dishonesty and student rights, making them easily accessible to our constituents.

Students are also given the opportunity to evaluate faculty at the close of each semester. These evaluations are completed online. Students complete the forms anonymously and are able to freely express their attitudes and suggestions regarding their courses and instructors. Faculty are given a copy of the results, as well as any anonymous comments. [Faculty evaluations](#) are conducted each semester and records are maintained on file by the Office of Human Resources.

Aside from official College policies, Southern promotes freedom of expression and pursuit of truth in a variety of events and projects. One example is [Sticks: Southern West Virginia Community and Technical College's Inaugural Literary Arts Magazine](#). Edited by faculty members Lillie Teeters and

Abigail Michelini, *Sticks* endeavors to build, “a legacy of artistic expression” in the College by publishing artwork, poetry, and other literary works by students. The inaugural issue was published in the Spring 2017 semester, with new issues planned each semester. Southern promotes freedom of expression by [hosting various events](#), both community or college-sponsored.

As stated in Criterion 2.A and further elaborated upon in Criterion 3.E.2, Southern has expanded cultural, intellectual, and artistic programs on its campuses to enhance and perpetuate an atmosphere of learning and freedom of expression.

Sources

- David LaMotte Flyer 2016
- Faculty Evaluation Totals 2017-03-13
- General Education Philosophy and Goals, 2016-17 Academic Catalog, pg. 8
- SCP-3637, General Education Philosophy and Goals 2013-04-16
- SCP-4151, Regarding the College Catalog as Academic Standards and Expectations of Students 2016-01-08
- SCP-4710, Academic Integrity 2017-05-18
- SCP-4770, Student Rights and Responsibilities 2016-05-19
- *Sticks*, Spring 2017

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1. The importance of integrity of research and scholarly practice at Southern is embedded within the Institutional Commitments – which accompany the Mission Statement – and Core Values – which accompany the Vision Statement.

Of the school's six Institutional Commitments, three of them establish the tone for the responsible acquisition of knowledge by its faculty, students, and staff:

- Workforce development, continuing education and training programs that support the needs of employees and employers and serve as a mechanism for economic development.
- Support services that assist students in achieving their education and training goals.
- Community interest programs and activities that promote personal growth and cultural enrichment.

Our Vision Statement reiterates these notions of integrity of research and acquisition of knowledge by declaring that the school emphasizes, “academic excellence, collaboration, and occupational training, equipping its students with the tools necessary to compete and prosper in the regional and global economies of the twenty-first century.”

The first two of our Core Values exemplify the fact that integrity of research and scholarly practice are integral to the College:

- Achieving excellence in education and service.
- Exhibiting integrity in all that we do.

There are specific policies which also encourage employees to expand their professional knowledge and support professional, scholarly development. [SCP-2165, Educational Release Time for Classified Employees](#), promotes educational opportunities in career development and improvement in attaining advance degrees by releasing classified employees to attend one class per semester.

Additionally, [SCP-2748, Educational Release Time for Full-time Faculty](#), allows faculty to be released from teaching responsibilities so that they may be engaged in other assignments such as course or curriculum developments, attending academic conferences, or alternative methods for delivery of classes.

Integrity of research and scholarly practice is also bolstered by the aforementioned policy, [SCP-2562, External Professional Activities of Faculty and Other Professional Staff](#), which defines conflict of

interest and also encourages faculty to be involved in professional organizations and activities which further their scholarship and academic credentials.

[SCP-7720, Security of Information Technology](#), provides established guidelines for college employees regarding information security and the protection of agency information resources as outlined in the State of West Virginia Office of Technology, *Information Security Policy* (WVOT-PO1001), and is edited only to clarify procedural differences between the State and the College.

2.E.2. Ethical use of information resources is crucial to research skills and educational development. As described in section 2.D, [SCP-4710, Academic Integrity](#), outlines what is considered dishonest practices and the consequences of such activity by students. As also described in 2.D, [SCP-4770, Students Rights and Responsibilities](#), establishes student rights, responsibilities, and conduct at the college.

Properly using technology is an important aspect of ethical use of information resources. [SCP-7125, Information Technology Acceptable Usage](#), was revised based on the State of West Virginia Office of Technology's [Information Security Policy](#) (WVOT-PO1001 Appendix A), in September of 2014, to include all current means of relevant technologies used by employees and students within the college environment. Information gathering considered unethical or unacceptable is outlined in this policy; and user responsibilities are clarified with consequences for non-compliance.

2.E.3. The policies for Academic Integrity and Student Rights and Responsibilities, including specific policies regarding cheating and plagiarism, are printed in their entirety in the Student Handbook located in the last section of the [Academic Catalog \(pages 209-228\)](#), and can be found on the College website. The [Student Handbook](#) also includes references to the Information Technology policies [SCP-7000, E-mail Established as an Official Form of Communication](#), [SCP-7125, Information Technology Acceptable Usage](#), and [SCP-7720, Security of Information Technology](#), with links so that students may view these policies at their convenience.

See Core Component 2.D for more information.

Sources

- SCP-2165, Educational Release Time for Classified Employees 2013-04-16
- SCP-2562, External Professional Activities of Faculty and Other Professional Staff 2014-02-18
- SCP-2748, Request for Release Time for Full-time Faculty 2012-12
- SCP-4710, Academic Integrity 2017-05-18
- SCP-4770, Student Rights and Responsibilities 2016-05-19
- SCP-7000, Email Established as an Official Form of Communication 2012-07-26
- SCP-7125, Information Technology Acceptable Usage 2015-06-24
- SCP-7720, Security of Information Technology 2015-07-24
- State of WV Office of Technology, Information Security Policy (WVOT-PO1001) Revised 2009-11-10
- Student Handbook 2017-2018

2.S - Criterion 2 - Summary

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

Summary

Southern West Virginia Community and Technical College works to provide a collegiate atmosphere of integrity, fairness, and ethical behavior. Many of the institutional policies are designed to promote integrity throughout every aspect of the College. All rules of the WV Council for Community and Technical Education and policies of Southern are reviewed periodically, thus helping to maintain fairness, good ethics, and academic integrity.

The most significant source of material concerning the College is presented to students and the public through its website. Information posted on the college's website is provided by various groups and individuals within the College. Southern's website provides access to online courses, the library, and enables students and the general public to view the College's accreditation status as well as information regarding individual programs with specialized accreditation.

West Virginia Code articulates the powers and duties of governing boards generally, assigns numerous powers and duties to the Board of Governors. The Board establishes and amends the financial, business, and educational policies of the College. It establishes and amends the campus Master Plan, approves the College's Mission and Vision Statements, submits an annual budget and report to the Council, and reviews all academic programs every five years.

Southern's General Education Philosophy and Goals state that the school promotes, "the development of independent, critical, and conceptual thinking skills and those skills necessary for effective communication." Freedom of expression and the pursuit of truth are critical to meeting our education philosophy and goals as well as the school's mission.

The importance of integrity of research and scholarly practice at Southern is embedded within the Institutional Commitments – which accompany the Mission Statement – and Core Values – which accompany the Vision Statement.

Our Vision Statement reiterates these notions of integrity of research and acquisition of knowledge by declaring that the school emphasizes, "academic excellence, collaboration, and occupational training, equipping its students with the tools necessary to compete and prosper in the regional and global economies of the twenty-first century."

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

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

Argument

3.A.1. Southern offers programs leading to Skill Sets, Certificates, and Associate in Arts, Associate in Science, and Associate in Applied Science degrees. In total, the College offers [30 Associate Degrees](#), [14 Certificate Programs](#), and [14 Skill Sets](#). The required curriculum differs for each type of academic program. Programs are reviewed every five years to see that they are current.

All degree and certificate programs undergo an extensive review process on a [five-year review cycle](#) in accordance with [Title 135 Procedural Rule, Series 10, Policy Regarding Program Review](#), of the West Virginia Council for Community and Technical College Education. In addition, all new occupational degree and certificate programs implemented under [Title 135 Procedural Rule, Series 37, Increased Flexibility for Community and Technical Colleges](#), of the Council must undergo an initial [Post-Audit Review](#) three years after the date of the program's implementation. Every five years following an approved post-audit, program reviews are conducted to ensure the curriculum, program content, delivery, and equipment remain relevant and current for the targeted occupation. During the Academic Program Review process, an in-depth evaluation is conducted to address the viability, adequacy, necessity, and consistency with the mission of the programs to the institutional compact, the institutional master plan, and the education and workforce needs of the service district. For the [2016-2017 academic year](#), the following programs were reviewed:

- Central Sterile Supply Technician, Certificate Program;
- Early Childhood Development, Associate in Applied Science (A.A.S.);
- Electrical Engineering Technology, Certificate and A.A.S. Degree Programs;
- Forensic Psychology and Investigation, Certificate and A.A.S. Degree Programs
- Information Technology, Certificate and A.A.S. Degree Programs;
- Respiratory Care Technology, A.A.S.; and
- Technical Studies, Certificate and A.A.S. Degree Programs.

Southern's program review process is guided by the Council's Title 135 Procedural Rule, [Series 10, Policy Regarding Program Review](#), [SCP-3620, Policy Regarding Program Review](#), [SCP-3625](#),

[University Program Evaluation Model](#), and [SCP-3625.A, University Transfer Program Evaluation Model Guidelines](#). Each program review is conducted by program and division faculty and presented at each level of the governance structure for consideration and approval before being presented to the Board of Governors for final approval. This includes discipline team and division faculty program review self-study completion and approval by the Management Council of Academic Affairs and Student Services (MCAS), Executive Council, President's Cabinet, and Board of Governors (BOG). Governance committee minutes for academic years [2015-2016 and 2016-2017](#) provides evidence of program review approval by MCAS, the Executive Council and President's Council. Each review results in a recommendation to either continue the program with or without corrective action or, in the case of any program which fails to meet the necessary standards for adequacy, viability, necessity, or consistency with the college's mission, to terminate the program. Each program review is [submitted to the West Virginia Council for Community and Technical College Education](#) for approval. Results of this process are communicated from the external governing body to all constituents and appropriate actions are taken by the institution regarding the program.

A strong testament to the viability of Southern's programs is the history of the passage rates of career and technical students in the areas of Allied Health and Nursing on national and state certification exams. All of these programs have certification exams. In 2016, the Allied Health and Nursing certification [passage rates 2013-2016](#) exceeded 90% in six of the seven programs for which the Associate in Applied Science degree was awarded.

Programs of study for which Skill Sets are awarded range from 6-18 credit hours. With the exception of the Certificate of Paraprofessional Education, whose curriculum requires completion of 36 credit hours, certificates require completion of thirty credit hours.

Programs of study for which an Associate Degree is awarded requires completion of 60 credit hours. In some academic areas, a variety of programs are available. For example, students interested in [Information Technology](#) have a choice of two skill sets, a Certificate, or an Associate in Applied Science degree. The goals for each are differentiated, even though the subject area is the same. In these cases, all requirements of the lesser credential can be applied to the higher credentials. Students are able to earn stackable credentials with benchmarks and completion points based upon their career and educational goals. [Early Childhood Development](#) is another example, offering a Skill Set in Early Childhood, a Paraprofessional Development Certificate, and an Associate in Applied Science.

Program requirements for Skill Sets, Certificates, and Associate Degrees are reviewed regularly and in sequence by the following groups: discipline teams; divisions; the Curriculum and Instruction Committee (C&I); the Management Council of Academic Affairs and Student Services; Executive Council; and the President's Cabinet.

As programs are developed, a focus is placed on the implementation of establishing a system of stackable credentials. For example, the addition of a program in welding resulted in the development of two skill sets within the [welding program curricula](#) whose requirements are each a subset of a certificate degree in welding. The requirements for the certificate degree in welding are a subset of the requirements for the Associate in Applied Science in Welding.

Feedback is collected regularly from a variety of sources to provide additional assurance that courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. Advisory groups for all programs provide feedback through formal and informal meetings. Membership in [advisory groups](#) includes a variety of industry related professionals. Results of annual employee satisfaction and graduate surveys conducted for programs are reviewed at various meetings of faculty, staff, and administrators during the program review process. Data

collected from these sources are included in each [program review](#) and utilized to improve all aspects of the program.

3.A.2 Southern clearly states the purpose of each of its offered credentials in the College Catalog and on its website. Learning goals are specifically articulated for each of the Associate Degrees, Certificates, and Skill Sets.

Many of Southern's students take advantage of transfer opportunities. Southern [transfer rates](#), as compiled by the West Virginia Higher Education Policy Commission (WVHEPC), show that they have been comparable with the transfer rates of the three nearest neighboring community colleges within the state.

That Southern's programs are current and maintain adequate levels of performance is evidenced by the number of institutions who have formed [transfer agreements](#) with Southern. Many of these agreements are long-standing and include the following institutions:

- American Public University Systems (online)
- Bluefield State College
- Concord University
- Fairmont State University
- Franklin University
- Glenville State College
- Lindsey Wilson College
- Marshall University
- University of Charleston
- University of Pikeville
- West Virginia State University
- West Virginia University

Each of the receiving institutions is accredited by the Higher Learning Commission with the exceptions of Lindsey Wilson College and University of Pikeville, which are accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Learning goals are articulated and differentiated for programs offering certificate degrees and associate degrees through a combination of ways. Course syllabi, such as the articulated goals in the [Math 121 syllabus](#), and program handbooks, such as the [Nursing Student Handbook](#), are examples of documents given directly to the students. Annual assessment reports and program reviews are also crucial to developing and meeting learning goals. An example of this is found in the enumeration and evaluation of program goals for the Medical Laboratory Technology, Associate in Applied Science as found in pages 5-9 of the [2015-2016 Assessment Report](#).

Course syllabi follow a common template found in [SIP-3160.A, Course Syllabus Format](#). Each course syllabus must clearly identify course goals and assessment of student learning.

The development of expected learner outcomes and/or course objectives is discussed in discipline teams, division meetings, and the Curriculum and Instruction Committee. Through such meetings, recommendations are made as a result of collaboration between colleagues and academic leadership. The creation of [MT 105/105A, Practical Math for Industrial Occupations](#), in the 2016 Fall Semester provides an example of this process. Personnel from the math discipline and welding discipline team met in conjunction with the division heads of University Transfer and Applied and Industrial Technology to develop the course description, goals, and objectives as well as reviewing and selecting

an appropriate textbook. Upon agreement between all parties, the completed syllabus and accompanying Institutional Recommendation Form, the Curriculum and Instruction Form for the creation of a new course, and the completed syllabus were sent to the Curriculum and Instruction Committee. Based on their recommendation for approval of the course, the request for course creation was then forwarded to the Executive Council for review and consideration for approval. Upon approval, the recommendation of Executive Council was submitted to the President's Cabinet for review and consideration for final approval.

Student success data is regularly reviewed to improve learning goals. Since the development of the math and English co-curricular models, student success rates are monitored. The [success data](#) is shared with both appropriate [discipline teams](#) in respective meetings, for discussion in [advisory and division meetings](#). The information is regularly used to influence curriculum.

Learning goals are often articulated so that courses transfer as completed prerequisites to other institutions. In the cases of [Principles of Chemistry I and II](#) (CH 213 and 214), and [College Algebra](#) (MT 130), Southern worked to ensure that its course goals matched the agreed upon statewide course goals for transferable credit.

While many sections of a particular course maintain 100% commonality in course objectives, all sections of a particular course must maintain a minimum of 80% commonality in the course objectives as found in institutional procedure SIP-3160.A, *Course Syllabus Format*. Additionally, all sections of a particular course are required to utilize the same textbook as found in SIP-3160.A. Syllabi are reviewed each semester for compliance with SIP-3160.A by the applicable academic supervisor.

3.A.3. Southern offers courses in a wide variety of delivery modes. This includes classroom teaching, [interactive closed-circuit television equipped classrooms](#) (ICR), fully online and hybrid courses, and dual credit courses for high school students. English 101 is one course that is offered in each of these delivery modes. For all delivery modes, the College requires that each section of each course follow a course syllabus and that the syllabus be distributed within the first week of class. As described above, all course syllabi at Southern are developed and reviewed at the discipline level and must be approved by the applicable Division Head.

Many Southern courses administer a common final exam or other common assessment. Other common assessments used include a common scoring rubric for all sections of [SP 103, Speech Fundamentals](#), required submission of a critical thinking exercise for BS 125, *Anatomy and Physiology II*, and required entrance and exit essays in EN 101, *English Composition I*. The English courses utilize a common writing assignment developed by the English Faculty Team and is assessed using a [common writing assessment scoring criteria](#).

These instruments are developed within the disciplines and reflect the expected learner outcomes or course objectives. Although grading policies vary from course to course, and even from instructor to instructor, it is expected that all students participate in the common assessment or take the common final for courses that have one. Division Heads are responsible for conveying this expectation to their departments. Annual [Assessment Reports](#) identify and evaluate common assessment practices, including final exams, standardized exam questions, and learning outcomes.

All of Southern's online courses use Blackboard as its content management system. Consistency in the layout and presentation of the course is assured by growing adherence to the [Quality Matters standards](#) and the growing use of a consistent template for all web-based courses. All instructors are required to participate in [Quality Matters training](#) before they can teach online courses. As of 2017, 22

faculty members have been trained in Quality Matters.

Administrative reorganization during 2016 resulted in the hiring of an Associate Vice President of Academic Affairs whose job duties include responsibility in the areas of distance learning and institutional effectiveness. This governance change, among other outcomes, is expected to result in greater consistency of layout in presentation for online and hybrid delivery courses.

Courses delivered using Southern's interactive, closed-circuit television equipped classrooms (ICR) are subject to the same policies and procedures as courses delivered in the traditional face-to-face format, as outlined in the [ICR Faculty Guide](#). The job duties of various personnel from multiple units include responsibilities for course delivery support. Each campus has a designated staff member responsible for proctoring exams and quizzes. The Administrative Secretary Senior for the Division of Applied and Industrial Technology is responsible for coordinating all [proctoring for ICR classes](#). Coordination of course delivery support is provided by the secretary of the Division of Applied and Industrial Technology. Information Technology personnel on each campus are made available to resolve any technical issues which may arise.

Consistency of quality and adherence to standards of delivery for dual-credit courses is monitored by the [Coordinator for Dual Credit and Education Program Liaison](#). The coordinator maintains responsibility for all oversight of Southern's dual credit offerings. In partnership with the Division Head responsible for each discipline, this oversight includes verifying:

1. That dual credit instructors' credentials meet Southern's standards,
2. The expected level of performance of instructors and students,
3. Providing instructional materials such as textbooks and syllabi, and
4. Coordinating the administration of common assessment instruments.

The Coordinator is also responsible for negotiating course offerings and scheduling with local high schools, communicating timelines for submitting grades, and disseminating institution policies and procedures. Sections offered as dual credit are required to use the same learner outcomes, textbook, and course policies as traditional courses.

[Grade distributions from 2013 to 2016](#) for three commonly offered dual credit courses - PY 201, *General Psychology*, BS 101, *General Biology I*, and EN 101/101A, *English Composition I* - as compared to those for on-campus sections of the same course demonstrate the effectiveness of the outcomes of dual credit courses offered by Southern.

Sources

- Academic Program Advisory Committee Minutes
- Academic Program Reviews BOG Approvals AY 2014-2015, 2015-2016, 2016-2017
- Academic Program Reviews BOG Approvals AY 2014-2015, 2015-2016, 2016-2017 (page number 669)
- Academic Program Reviews BOG Approvals AY 2016-2017
- Allied Health and Nursing Passage Rates
- Assessment Report SWVCTC 2015-2016
- Assessment Report SWVCTC 2015-2016 (page number 5)
- Assessment Reports SWVCTC 2013-2016
- Associate Degrees
- C&I MT 105-105.A IR_PC_Approved 2016-12-13
- Certificates
- CH 213 & 214, Principles of Chemistry I and II, Syllabus Requirements
- Coordinator for Dual Credit and Education Program Liaison
- Dual Credit and On Campus Course Comparisons 2013-2016
- Early Childhood Dev Skill Set, Certificate, and Associates Requirements
- English Faculty Team Writing Assessment Common Scoring Rubric
- Faculty Completing QM Training for Distance Education as of 2017-05-17
- Five Year Program Review Schedules 2013-2014 thru 2021-22
- Five Year Program Review Schedules 2013-2014 thru 2021-22 (page number 5)
- ICR Faculty Guide
- ICR Proctor Questionnaire
- Industrial Welding and Pipe Welding Skill Sets, 2016-2017 Academic Catalog, Pages 111 and 117
- Information Technology Skill Set, Certificate, and AAS Degree Requirements
- MT 121.121A, College Math for General Education, Spring 2017
- MT 130, College Algebra, Syllabus Requirements 2017-01
- Nursing Student Handbook 2016 -2018
- Post Audit Reviews BOG Approvals AY 2014-2015, 2015-2016, 2016-2017
- Program Review Governance Approval 2015-2106_2016-2017
- Program Review Schedule 2016-2021
- Quality Matters 2, Fifth Edition, 2014
- SCP-3620, Policy Regarding Program Review 2014-07-17
- SCP-3625, University Transfer Program Evaluation Model 2015-01-09
- SCP-3625.A, University Transfer Program Evaluation Model Guidelines 2015-01-09
- Series 10, Policy Regarding Program Review, Title 135, WVCCTCE
- Series 37, Increased Flexibility for Community and Technical Colleges
- SIP-3160, Course Syllabus, and SIP-3160.A, Course Syllabus Format
- SIP-3160, Course Syllabus, and SIP-3160.A, Course Syllabus Format (page number 4)
- Skill Sets
- SP 103, Speech Fundamentals, Scoring Rubric
- Transfer Opportunities
- Transfer Rates
- University Transfer Team Meeting Agendas

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1. Southern is committed to providing students with a strong foundation in general education. To that end, the institution articulates the purpose and philosophy of general education to current and prospective students. The [Institutional Commitments](#) connected to the school's Mission Statement establish the foundation for our general education program:

Placed in the college catalog directly following the college's mission statement, enumeration of core values, and vision statement, [the purpose and philosophy of general education](#) at Southern are specified:

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

The college's [general education philosophy](#) states, "Southern West Virginia Community and Technical College is committed to providing general education to help students develop the qualities and skills associated with college-educated adults. Southern's general education promotes the development of independent, critical, and conceptual thinking skills, and those skills necessary for effective communication. Southern's general education provides students with an integrated view of knowledge and prepares them for their role as productive and responsible members of society."

Southern's philosophy is in adherence to the Council's Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*' view on general education, which states:

"Each community and technical college shall file with the Council their institutional policy on

general education as approved by the respective Board of Governors. Such institutional policy shall address the college's vision for the common core of learning outcomes that are essential to the definition of an educated person regardless of the field of study undertaken. Such institutional policy shall include the institutional minimum requirements for general education for each certificate and associate degree designation."

[Series 11, Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs](#), of the WV Council for Community and Technical College Education guides the college in its general education requirements for each degree or certificate offered. This policy states that six credit hours of a certificate, fifteen credit hours of an associate in applied science, and twenty-four hours of an associate in arts or science must be dedicated to general education. Each of Southern's programs meet or exceed this requirement.

[SCP-3637, General Education Philosophy and Goals](#), states that all students who complete the general education requirements of an Associate degree at Southern will have improved in each of the six general education goals.

3.B.2. The purpose and philosophy of the institution lead directly to a set of general education goals designed to help students develop qualities and skills associated with college educated adults. [SCP-3637, General Education Philosophy and Goals](#), sets forth the following General Education Goals:

- Critical Thinking Skills,
- Oral and Written Communication,
- Mathematical Skills/Competencies,
- Informational and Communication Technology Skills,
- Scientific Inquiry/Reasoning Skills, and
- A Cultural/Artistic/Global Perspective.

Southern embeds its general education goals into each of its programs. The Associate in Arts and Associate in Science degrees are organized in a framework that clearly identify which of the courses in the curriculum are designed to fully address each of the general education goals.

General education goals for the Associate in Arts are met in a variety of ways. Oral and Written Communications are met through completion of EN 101/101A and EN 102, *English Composition I and II*; a literature or speech course; and OR 110, *Introduction to College*. Quantitative and Qualitative Reasoning is addressed through a required math course and two required laboratory science courses. Informational and Communication Technology Skills are addressed through the requirement of a course in computer information systems or information technology. Students must choose a course in art, music, or theater appreciation, and four courses from disciplines such as economics, history, political science, psychology, religion, or sociology to ensure a Cultural, Artistic, and Global Perspective has been imparted. All of these requirements combine to build a strong foundation in general education.

The Associate in Science is organized in a similar manner with parallel requirements representing each of the general education goals. The general education goal related to Critical Thinking Skills is addressed in full or in part in most courses in the curriculum. Since courses required for completion of a [Certificate in General Studies](#) are represented by a subset of courses which are common to both the Associate in Arts and the Associate in Science degrees, students completing the Certificate in General Studies are well-versed in general education.

Every academic program at the College requires [EN 101/EN 101A, *English Composition I*](#). In this class, students learn effective research techniques and are required to write a research paper. Per the common objectives found in the syllabus, every section of the course addresses the general education goals related to Critical Thinking Skills; Oral and Written Communication; Information and Communication Technology Skills; and Cultural, Artistic, and Global Perspective. The purpose, content, and intended learning outcomes of courses are addressed through the [English Composition I Course Specific Objectives](#). From this course requirement alone, the institution can be assured that five of the six general education goals have been imparted to all students who earn an Associate in Applied Science or Certificate in a Career or Technical Program.

College policy [SCP-3625, *University Transfer Program Evaluation Model*](#) provides a framework for the review of general education at Southern. The review process looks at factors such as class size, enrollment, staffing, and curriculum. The review also requires a comparison with other institutions. This evaluation process ensures that the general education program is current. Courses are also evaluated for transferability to and from other institutions. The West Virginia Council for Community and Technical College Education maintains an established [core coursework transfer agreement](#) which identifies general education courses with guaranteed transfer to any public institution of higher education in the state. Additionally, the general education philosophy and goals are reviewed as part of the [five-year program review cycle](#) in which the Associate in Arts, Associate in Science, and Certificate in General Studies is assessed for adequacy, viability, necessity, and consistency with the college's mission.

3.B.3. As stated above, Southern's Mission Statement and General Education Philosophy and Goals drive the college's general education program. The core requirements of each degree program offered at the college ensure that each student will advance in knowledge, modes of intellectual inquiry, and adaptable skills in a changing world. Annual [Assessment Reports](#) provide data for every program which identify the skills taught in each course and how the courses meet our general education goals as they advance students towards degree completion. The Medical Laboratory Technology Program, for example, utilizes an [Assessment Matrix for Measuring Program Goals \(MLT\)](#) which tracks the learning skills and goals provided in each course required for the degree. Such data enables faculty and administration to mandate, alter, or add course requirements or course content for each degree program as needed to provide training in the broad range of skills needed to compete in the 21st century.

As defined in the [college catalog](#), and as mentioned above in 3.B.2, the requirements for an Associate of Arts Degree include a variety of courses which will help students meet our general education goals. Meeting these goals in the classroom inherently builds skills of collecting, analyzing, and communicating information, mastering modes of inquiry, and producing creative work.

Associate of Arts Degree Requirements	Hours
Oral and Written Communications	13
Quantitative and Qualitative Reasoning	11
Cultural, Artistic and Global Perspective	15
Information and Communication Technology	1-3

Associate of Science Degree Requirements	Hours
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Oral and Written Communications	10
Quantitative and Qualitative Reasoning	21-24
Cultural, Artistic, and Global Perspective	12
Information and Communication Technology	1-3

Qualitative and Quantitative Reasoning is a skill imperative to collecting and properly analyzing data. This is addressed within each of the Career and Technical Programs through a computation course requirement present in each program. Programs such as Business Accounting, Business Administration, Criminal Justice, Healthcare Professional, Office Administration, Medical Assisting, Paramedic Science, Salon Management/Cosmetology, and Strategic Business Integration require completion of a course in mathematics or [BU 115, Business Calculations](#).

Students who earn the Associate in Applied Science in Nursing fulfill the general education requirement regarding Critical Thinking Skills, Oral and Written Communication Skills, Information Access/Literacy Skills, Scientific Inquiry and Research Skills, and Cultural, Artistic, and Global Perspectives by successfully completing AH 115 Drug Dosage Calculations, [BS 124, Anatomy and Physiology I](#), and [BS 125, Anatomy and Physiology II](#) as that program does not require a course in mathematics.

Students who earn the Associate in Applied Science in Respiratory Care Technology fulfill the Critical Thinking Skills, Oral and Written Communication Skills, Information Access/Literacy Skills, Scientific Inquiry and Research Skills, and Cultural, Artistic, and Global Perspectives general education goal through successful completion of BS 124, *Anatomy and Physiology I* and BS 125, *Anatomy and Physiology II* as that program does not require a course in mathematics.

Requirements for the Board of Governors Associate in Applied Science Adult Degree Completion program includes successful completion of six credit hours in science or math in fulfillment of the Quantitative and Qualitative Reasoning general education goal.

The remaining Career and Technical Programs for which the Associate in Applied Science degree is awarded

- Early Childhood Development,
- Electrical Engineering Technology,
- Health Information Management,
- Information Technology,
- Management,
- Mechatronics,
- Medical Laboratory Technology,
- Radiologic Technology,
- Surgical Technology, and
- Welding Technology – fulfill the Quantitative and Qualitative Reasoning general education goal through completing a course in Math 121 or Math 121A.

Many career and technical programs also require completion of one or more laboratory science courses. Requirements for completion of career or technical programs for which students are awarded a certificate degree include similar requirements to fulfill general education requirements.

The environment in which we all live in is changing due to globalization. Students in either the

Associate in Arts or Associate in Science degree programs gain knowledge to adapt to changing environments by fulfilling the Cultural, Artistic, and Global Perspective Requirements. Some of the courses which fulfill these requirements include: [English 231, Non-Western World Literature](#), [History 115, World History to 1500](#), [History 116, World History, 1500 to Present](#), and [Religion 115, Religions of the World](#).

3.B.4. As elaborated on in Criterion 1.C, Southern has focused on a greater commitment to the recognition of the human and cultural diversity of the world in which students live and work.

Established in 1998 and reviewed in 2015, [SCP-1160, Diversity Philosophy](#), Southern is committed to:

“...valuing and promoting differences, similarities, and characteristics that make groups and individuals unique in an atmosphere that promotes and celebrates individual and collective achievement. Examples of these characteristics are: age; cognitive style; culture; disability (mental, learning, or physical); economic background; education; ethnicity; gender identity; geographic background; language(s) spoken; marital/partnered status; physical appearance; political affiliation; race; religious beliefs; and sexual orientation.”

In response to the reality of a global economy and the need for an expanding world view, the institution has implemented several courses focused on a broader view of the world. As detailed in Criterion 1.C, and above in Criterion 3.B.3, these courses include: RL 115, Religions of the World, HS 115, World History to 1500, HS 120, World History since 1500, EN 230, Western World Literature, EN 231, Non-Western World Literature, and FA 112, Fine Arts Appreciation.

In order to promote creativity and a celebration of cultural expression, faculty have created a new literary journal for the college, [Sticks: Southern West Virginia Community and Technical College's Inaugural Literary Arts Magazine](#). Additional information about *Sticks* can be found in Criterion 2.D.

3.B.5. The Mission of the college is to, “promote success for those we serve.” Faculty promote success through professional development, scholarship, and other creative work.

Southern's faculty are required to contribute to scholarship, creative work, and promote the discovery of knowledge. Faculty are evaluated annually across a spectrum of eight categories, including: 1) Classroom teaching performance, 2) Advising and student relations, 3) Instructional and curriculum development, 4) Professional growth, 5) Service to the College, 6) Service to the profession, 7) Service to the community, and 8) Research and publication.

Evaluation in these categories help ensure that faculty are fulfilling the school's mission and continuing their professional development. Additionally, [SCP-2171, Professional and Educational Requirements for Faculty](#), mandate that all faculty must have the proper qualifications for their position and that they continue to develop professional growth throughout their tenure at the college.

The faculty of Southern are committed to facilitating active learning with their students. One measure used to assess the amount of interaction between students, instructors, and course content is the [Survey of Student Perception of Instruction](#). Administered each semester, this survey asks students to rank their level of agreement with a series of statements that help evaluate learning success. Statements include: My instructor emphasizes conceptual understanding of the material rather than memorization; this course has effectively challenged me to think; and, assignments require creative and original thought.

Results of these surveys are used by academic supervisors in their annual evaluation of faculty. During the faculty's annual performance evaluation as required by [SCP-2218, Evaluation of Full-time Faculty](#), the academic supervisor and faculty member review the results of the student perception of instruction and plan for changes in instruction as needed.

Sources

- Assessment Reports SWVCTC 2013-2016
- Associate in Arts, 2017-2018 Catalog, Pages 58-61
- BS 124, Anatomy and Physiology I, Fall 2016
- BS 125, Anatomy and Physiology II, Spring 2017
- BU 115, Business Calculations, Spring 2016
- Certificate in General Studies, 2017-2018 Catalog, Pg. 103
- Core Coursework Transfer Agreement 2016-2017
- EN 101_EN 101A, English Composition I, Spring 2016
- EN 231, Non-Western World Literature
- English 101 Course Specific Objectives
- Five Year Program Review Schedules 2013-2014 thru 2021-22
- Five Year Program Review Schedules 2013-2014 thru 2021-22 (page number 3)
- HS 115, World History to 1500, Fall 2016
- HS 116, World History 1500 to Present, Spring 2016
- Mission Statement and Commitments Review 2017-02-23
- Mission Statement, Institutional Commitments, Vision, and Core Values [Screenshot]
- Mission, Core Values, Vision, General Education Philosophy, pgs 7-8, Academic Catalog 2017-2018
- Mission, Core Values, Vision, General Education Philosophy, pgs 7-8, Academic Catalog 2017-2018 (page number 8)
- MLT Assessment Matrix
- RL 115, Religions of the World, Summer 2017
- SCP-1160, Diversity Philosophy 2015-11-08
- SCP-2171, Professional and Educational Requirements for Faculty and Instructional Specialists 09-16-2016
- SCP-2218, Evaluation of Full-Time Faculty
- SCP-3625, University Transfer Program Evaluation Model 2015-01-09
- SCP-3637, General Education Philosophy and Goals 2013-04-16
- SCP-3637, General Education Philosophy and Goals 2013-04-16 (page number 2)
- Series 11, Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Program, Title 135, WVCCTCE
- Sticks, Spring 2017
- Survey of Student Perception of Instruction and Course Evaluation Questions

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 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. 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.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1 Southern has a sufficient number of faculty to carry out both the classroom and non-classroom roles essential to meeting the mission of the college. In Fall 2016, the [Employee Roster](#) was comprised of 70 full-time faculty, 39 adjunct faculty, 82 full-time classified staff, 3 part-time classified staff, and 19 non-classified staff employees. Southern's Employee Roster shows that more than 50 percent of the [full-time faculty](#) have been employed by the College ten or more years. This demonstrates that Southern has continuity of faculty members needed to carry out the non-classroom roles of faculty such as oversight of the curriculum and expectations for student performance, establishing academic credentials for instructional staff, and involvement in assessment of student learning.

Full-time faculty represent the following general education disciplines: English (including transitional studies); mathematics (including transitional studies); natural science; speech; computer information systems and information technology; economics; history and political science; and psychology and social science. For 2016-2017, excluding the two general education faculty whose primary responsibility was administrative, the number of full-time faculty teaching primarily general education courses by discipline is as follows:

Discipline	Faculty
English	6
Math	7
Natural Science	5
Speech	2
Computer Information Systems and Information Technology	3

Economics	2
History and Political Science	2
Psychology and Social Science	2

According to the [2016 West Virginia Higher Education Report Card](#), the institution's headcount experienced a decline of 18% from fall 2013 to fall 2015 while the roster of full-time faculty experienced a 1.4% increase from [fall 2013](#) to [fall 2015](#). The institution staffs a wide variety of course offerings by maintaining a diverse and highly qualified faculty. Through reassignment, more efficient scheduling that offers fewer, more heavily populated sections, and use of the interactive closed-circuit television equipped classroom (ICR) for lower enrollment courses in less heavily populated campuses and sites, the institution has been able to continue to serve the needs of students enrolled.

[Full-time faculty](#) are assigned to teach a course load of 15 credit hours per semester, a maximum of 30 credits per academic year. Full-time instructional specialist course loads are 18 credit hours per fall and spring semesters, and 6 credit hours during the summer semester.

Additionally, Southern relies on a cadre of highly credentialed, dedicated part-time faculty to meet program delivery needs. According to Human Resource's data and the [Adjunct Faculty course listings data](#) of 2013-2016, the number of part-time faculty, including dual credit faculty, teaching three to nine credit hours ranged from 54 in [fall 2013](#) to 45 in [fall 2015](#). An IPEDS comparison of fall headcount to full-time and part-time faculty for 2013 to 2015 shows a [student-to-faculty ratio](#) that averages 13:1, allowing for smaller class sizes and more personalized attention for students.

Faculty are heavily involved in the governance process. Faculty representation is present on all governance committees. Institutional governance committee information provides the roster of representation which identifies [65 committee memberships filled by faculty](#). Varying numbers of faculty serve on each of the nine standing governance committees.

Faculty are at the front line of course level assessment of student learning, but are also involved at the program and institutional level. Assessment is faculty-owned and faculty driven as demonstrated by the membership of the [Assessment Committee](#). Eleven of the twelve members of the committee are faculty. The lone non-faculty membership is reserved for a student representative and is currently vacant. Faculty are the primary driving force of the [Curriculum and Instruction Committee](#). Eight of nine committee members are faculty; the lone non-faculty committee membership is held by the Interim Registrar. The Assessment Committee is responsible for writing and enacting the assessment plan for the institution.

The faculty as a whole participates in an [Assessment Showcase Week](#). During Assessment Showcase Week, samples of student learning submitted by faculty from each division are on display at all campuses and the Lincoln Location. Faculty participate in assessment of student learning through the activities the Math and English Rubric Scoring Team. The scoring teams look at samples of student work in both mathematics and in writing. These samples are collected throughout the year from various classes in anticipation of these assessment efforts. From these samples, the scoring teams hypothesize about the entire student population's skills in the areas of math and writing. This committee is responsible reviewing and enacting the College's Assessment Plan.

The Curriculum and Instruction Committee is charged with oversight of program curricula. The committee reviews all recommended changes in program requirements, course prerequisites and

descriptions, course deletions, and new course and program implementations. The committee's recommendation accompanies the request for change through the remainder of the governance process and is in accordance with the [Curriculum and Instruction Committee's purpose](#). All curriculum changes must go through the Curriculum and Instruction committee. Furthermore, every academic division has representation on the committee. Curriculum changes are faculty driven, and originate at the department or discipline level and must be signed by the appropriate Division Head before moving to the Curriculum and Instruction Committee for consideration.

[Recommendations](#) of the Curriculum and Instruction Committee are forwarded to the Management Council of Academic Affairs and Student Services (MCAS). This Council is comprised of the Chair of each Academic School, the Director of Student Financial Assistance, the Interim Registrar, the Director of Enrollment Management and Student Engagement, the Director of Disability and Adult Services, the Associate Vice President for Academic Affairs, and is chaired by the Vice President for Academic Affairs. The recommendations of MCAS proceed to Executive Council in a similar manner before being considered by the President's Cabinet. The President's Cabinet then approves or rejects the recommendations as presented.

3.C.2 [SCP-2171, Professional and Educational Requirements for Faculty](#), demonstrates that Southern is in compliance with the Higher Learning Commission. General Education instructors are required to hold a Master's degree in the field in which they teach, or in certain cases, a Master's degree with a minimum of 18 graduate credit hours in the discipline in which they teach is acceptable. Career and Technical Education faculty must hold a Bachelor's degree in the field and/or a combination of education, training and tested work experience. Non-degree and certificate program instructors must hold an Associate degree and documented experience. Co-curricular math and English instructors who provide developmental-level supplementary instruction must hold a minimum of a Bachelor's degree in the field in which they teach (English, reading, or mathematics). Southern holds the same minimum qualifications for both full-time and part-time faculty members.

[Faculty Data sheets](#) which provide information on the qualifications, education, experience, and courses taught for each full-time and part-time faculty member utilized to deliver a given program are included in the standard template used when preparing a Program Review and/or Post-Audit Review for an academic program. The Faculty Data Sheets ensure continual assessment of the qualifications of faculty relevant to their programs and are included as an appendix to each Program Review.

Southern lists all of the required credentials with every [faculty job announcement](#). Candidates who do not meet minimum requirements for posted positions are not considered. As with all Southern institutional policies, SCP-2171, *Professional and Educational Requirements for Faculty*, is regularly reviewed and as part of that review process, the faculty have the opportunity to provide input toward the revisions of the policy. MCAS and Faculty Senate also review policies as a group. Additionally, there is a [30-day open comment period](#) in which anyone can provide input regarding an existing policy.

The Human Resources department maintains records of all job postings, job applications, copies of transcripts submitted, etc. All divisions must provide a copy of the official [SCP-2171.A, Faculty Credentials Certification Form](#), for each faculty member in the division, including full time, adjunct, and dual-credit instructors.

3.C.3 Instructors are evaluated annually by their academic supervisor according to the provisions outlined in [SCP-2218, Evaluation of Full-Time Faculty](#). As a component of this evaluation, the Division Head or other academic supervisor must conduct a classroom observation twice annually during the first three years of employment and annually thereafter depending on the rank held by the

faculty.

According to SCP-2218, *Evaluation of Full-Time Faculty*, faculty prepare an [evaluation planning document](#) annually. This document is submitted to their Division Head or other academic supervisor prior to October 1. It is used to drive their professional development activities and provides information concerning the areas of service available for consideration and inclusion in promotion packets.

Faculty document activities planned in the areas of instructional and curriculum development, professional growth, service to the college, service to the profession, service to the community, and research and publication. In addition to evaluation on “classroom teaching performance” and “advising and student relations,” faculty members and academic supervisors use the contents of the evaluation planning document to identify the three “additional criteria” on which faculty members will be evaluated at the end of the academic year.

Prior to March 15 annually, faculty are required to prepare a [self-evaluation](#) of their performance. This self-evaluation parallels the construction of the evaluation planning document. This analysis then becomes a part of the overall end of year evaluation report. A comprehensive evaluation is then prepared by the department chair and is discussed in a one on one meeting. The faculty member has the opportunity to provide a written response to the evaluation. An annual comprehensive evaluation packet is submitted for each faculty to the Human Resource department prior to June 30 and is maintained as part of the employment file for the faculty.

Faculty are also evaluated by their students, as required by [SIP-2220, Course Feedback](#). Prior to the end of each semester, the [course feedback form](#) is made available to all students through a link sent to their student email accounts. During the last four weeks of the semester, students may access and complete the course feedback form using the online records and registration portal, MySouthern. Student anonymity is maintained through this process as the faculty member is not allowed to be present while the students complete the evaluation. The results of the evaluation are provided to the unit Academic Chair and each individual instructor. [Course Feedback results](#) are then a part of the faculty evaluation, and are also used in promotion application materials.

3.C.4. [SCP-2624, Employee Development](#), clearly states the significance of professional development to the College:

“Southern West Virginia Community and Technical College [recognizes](#) the general and specific benefits derived from efforts to improve employees’ personal and professional effectiveness. Students rely on current, knowledgeable, and relevant instruction and benefit from research that improves teaching skill and knowledge. The people and economy of West Virginia benefit from new applications of knowledge and technology that enable more and better jobs, a higher standard of living, and enhanced knowledge and quality of life. Employees, especially individual faculty members, benefit from being able to teach, acquire a new knowledge, serve public needs, and perform institutional and professional roles more effectively. The College benefits from enhanced capacity and flexibility to carry out its mission in an era where it is more practical to enhance or renew skills and knowledge of existing employees.”

Additionally, the policy outlines the [requirements and steps](#) for professional development funding.

More than one-third of Southern’s faculty participated in a two-day [Student Engagement Workshop](#) provided in May 2014. Multiple day long sessions have been conducted over the past three years focusing on Assessment. Particular topics of these assessment workshops have included

reviews of Southern's general education goals and application of those goals within specific courses.

Faculty have also participated in extensive professional development for online learning. [Governance Day Training Sessions](#) have focused on best practices in pedagogy, technology usage issues, and implementation of the Quality Matters and Blackboard.

Funding is made available for faculty in support of outside professional development opportunities through various grant sources and an [incentive pay program](#) supported through institutional resources to reward the faculty for exemplary performance and completion of projects which meet the needs of the institution by achieving or moving toward the goals of the Institutional Compact and Master Plan. These opportunities include attending conferences, completing additional graduate courses, participating in webinars, and completing training's in simulation and applications to their fields of study. Grant source funding is project-based, aligned to grant goals, and approved by the appropriate administrator. Faculty may also access institutional [professional development funding](#) through an application process. Decisions regarding the awarding of these funds are made by the Faculty Senate at the start of each semester.

"Governance Days" are held on Friday's four times throughout the academic year at Southern's Logan Campus to enable committees, councils, and units to meet. The [Master Calendar for Governance Days](#) is managed through the President's Office and is provided to all Southern employees. During Governance Days, of which all employees are required to participate, [professional development sessions](#) are made available to faculty and staff. Sessions are offered on the use of technology in the classroom and in the office, as well as Microsoft Office, smoking cessation, stress management, and special interest workshops are frequently available. Annually, employees are provided training on Campus Safety, Addressing Sexual Harassment, Sexual Misconduct, and Compliance with Title IX.

3.C.5. Southern's [SCP-2875, Workload Requirements for Full-Time Faculty](#), outline the measures taken to provide maximum accessibility to students.

In accordance with the policy, all faculty maintain 7.5 office hours per week. Faculty post their class and office hours schedule prior to the start of each semester on the door of their office as well as on Southern's online learning platform, if applicable. This schedule is presented to the appropriate Division Head for review and approval. A copy of the approved class and office schedule is maintained on file each semester in the office of the unit Chairperson, the Office of the Vice President for Academic Affairs, and the Office of the President. Many faculty choose to maintain additional office hours beyond the minimum required. Communal office space is also made available to adjunct instructors.

Recognizing that many students choose to communicate online, Southern established campus e-mail as the official method of communication between faculty, staff, and students. All students, faculty, and staff given an official Southern e-mail account in accordance with [SCP-7000, E-mail Established as an Official Form of Communication](#). This ensures that e-mail messages from the College directed to faculty, staff, and students are delivered and accessible to the intended recipient, and assures that faculty are readily accessible to student inquiry.

3.C.6. Southern has a large [student services staff](#). As stated in 3.C.1, Southern currently employs 82 full-time classified staff, 3 part-time classified staff, and 19 non-classified staff employees.

All staff members providing student support services are appropriately qualified, trained, and supported in their professional development. Candidates hired for student support services positions are required to hold degrees and certifications, and have experience relevant to their positions. All

staff positions have [specific job descriptions](#) which identifies the duties, expectations, experience, education, and qualifications for the position.

For staff professional development, just as with faculty professional development, the College offers [training sessions](#) for all employees during "Governance Days" and encourages participation. Student Support staff regularly attend conferences and training sessions. All student services personnel have recently been trained on basic financial aid information, and all financial aid department personnel have tested and passed the examinations for four of the possible 16 certifications through the National Association of Student Financial Aid Administrators.

Continuing education for employees is encouraged by offering tuition waivers to all full-time employees at the institution, which enhances professional skills and development. Additionally, staff members are eligible for tuition waivers at participating in-state colleges and universities. Staff requests for [professional development funding](#) are considered by the Classified Staff Council.

[SCP-1091, Classified Staff Council Constitution](#) establishes the Classified Staff Council, an elected body whose purpose is to, "represent classified staff, to consider and recommend policy regarding staff welfare, and individual staff suggestions and problems." The 16-member body represents staff from each campus and each facet of the college. The Staff Council meets monthly and deliberates on work related issues, taking any concerns or requests to the administration. The Classified Staff exists to support staff employees in a collaborative, productive manner.

Staff members undergo an annual performance evaluation during which time they may express accomplishments of job duties/goals, identify professional development opportunities, and establish new goals for the upcoming year.

Sources

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- Employee Listing by Classification by Fiscal Year Fall 2013 through Spring 2017 (page number 23)
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- SCP-7000, Email Established as an Official Form of Communication 2012-07-26
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- Student Profile Analysis, Fall 2013 - Fall 2016 (page number 89)
- WV Higher Education Report Card 2016
- WV Higher Education Report Card 2016 (page number 66)

3.D - Core Component 3.D

The institution provides support for student learning and 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 programs 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, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1. Southern has an open admission policy, as stipulated in [SCP-4000, Basic Guidelines and Standards for Admission](#). This is designed to encourage many types of students to apply, which is appropriate in Appalachia where so many students are non-traditional and/or come from low income families. Southern continues to serve both a traditional and non-traditional student population.

A variety of student support services are provided to meet the needs of Southern's student body. Guidance with financial assistance services is provided through personnel whose financial aid offices are on the Logan and Williamson Campuses. Representatives from the department serve students with financial assistance needs on the Wyoming/McDowell and Boone/Lincoln Campuses and the Lincoln location through phone conferences, use of Skype for Business, or by prearranged appointments in which the Southern personnel meet with the student in-person on the student's home campus. Veteran students who need assistance with registration, financial assistance, or academic guidance can find help with our Veteran's Coordinator.

Certain Southern students in lower economic brackets qualify for additional assistance and mentoring by a Student Services Specialist. This program is available to students through a partnership between [Southern and the West Virginia Department of Health and Human Resources](#) (DHHR) uniquely designed for individuals receiving Temporary Assistance for Needy Families (TANF). This is an important service in an economically depressed region like the Appalachian coalfields. The ultimate goal of TANF is to move more individuals and families toward achieving self-sufficiency.

Initial [TANF program statistics](#) reveal that more than 85% of students successfully completed their first semester of coursework with more than 70% of those achieving grade point averages greater than 2.0. During the first three semesters of implementation, over 80% of program participants completed the courses for which they were registered. The TANF program's first graduate earned a degree in Associate in Arts in fall 2016. As a part of the TANF program, Southern also employs two Student Service Specialists, housed on the Logan and Williamson Campuses respectively. These Specialists are available to students at other locations by phone or in-person by appointment, the counselors provide career counseling with personal, and sometimes financial, issues.

Students who self-identify as in need of special services or accommodations due to a physical or learning disability are served by the Director of Disability Services. [Contact information](#) for appropriate personnel is provided in every course syllabi. Services provided through the [Office of Disability Services](#) include supplying students with assistive technology, note-takers, as well as meeting any needs for physically impaired or handicapped individuals.

The [Program Coordinator of Veteran's Services](#) assists students who identify as veterans or dependents of veterans with the development of educational plans and registration for classes. Acting as a mentor and advocate, the Veteran's Coordinator serves as a liaison between the students and other departments of the college and, at the student's request, serves to facilitate communication with external agencies as needed.

3.D.2. Learning support and preparatory instruction are especially important to meet the needs of Southern's student population.

[Procedural Rule, Series 21, of the West Virginia Council for Community and Technical College Education](#) (Council) prescribes minimum scores for a variety of nationally normed tests, including the ACCUPLACER, COMPASS, ACT, and SAT as required for direct entry into college-level mathematics and English. First-time students are encouraged to take the ACCUPLACER exam. These test scores determine the placement of students. Students can also provide the College with ACT or SAT scores to facilitate placement directly into college-level mathematics and English courses. All entering students are provided with the opportunity to enroll in college-level mathematics and English courses, regardless of placement scores.

Students not eligible for direct entry into freshman-level gateway mathematics and/or English courses are placed into paired [co-curricular developmental and college-level courses](#) in mathematics and/or English. Co-curricular pairings require students to participate in mandatory supplementary instruction which provides students with instruction in needed pre-requisite skills, development of basic concepts, and pinpointed re-teaching of crucial goals. Students enrolled in the course with supplementary instruction receive their college-level course instruction co-mingled with those whose placement scores allow direct entry into the college-level course.

Full implementation of the co-curricular model of delivery which pairs developmental and college-level instruction for mathematics occurred in fall 2014. Only 20.7% of entering freshmen in the 2013 cohort of students enrolled in developmental education in mathematics successfully completed a college-level mathematics course within two years. The percentage of first time freshmen enrolled in co-curricular delivery of developmental and college-level mathematics who successfully completed the college-level mathematics course jumped to 52.6% with the 2014 cohort per the [2016 Higher Education Report Card](#). Per this report card, the percentage of first time freshmen enrolled in co-curricular delivery of developmental and college-level English/writing who successfully completed the college-level English course in 2015 was 48.6%.

Full implementation of the [co-curricular model of delivery of English](#) occurred in fall 2015. During the first semester of implementation 69.0% of those enrolled in the co-curricular freshman composition course, EN 101A, successfully completed the course. Full results regarding this metric for the first cohort will be available with publication of the 2017 Higher Education Report Card.

More than 80 hours of [tutoring service](#) is available weekly during and between academic terms. Service is available in-person through appointment at all campuses and locations. Some service to campuses with smaller student populations is provided through use of technology. The Center tracks tutoring usage through a variety of reports, such as the [TAACCCT Grant Bridging the Gap Monthly](#)

[Report of Activities](#) and the [Perkins Tutoring Report](#).

Free tutoring is also available to the entire student population 24/7 through a virtual tutoring service, [Brainfuse](#). The service is accessed by [students through a link](#) on the homepage of the learning management system used by the college and found by visiting the college's [website](#).

In addition to the tutoring services provided to students, the college provides free workshops for test preparation for [ACT](#), [Nursing Admission Exams](#), [ACCUPLACER Placement Exams](#) as well as math readiness and [career preparedness workshops](#) for current and potential students in support of student academic success. The Allied Health and Nursing programs provide workshops and review seminars in preparation for licensure exams at the conclusion of each semester.

[Procedural Rule, Series 21, of the Council](#), balanced with the general education requirements described earlier, helps to establish course sequences for students and programs alike. Programs and courses that require certain skills feature the necessary prerequisites. Faculty members regularly evaluate the prerequisites for every course during program review.

In addition to enrollment in courses with no prerequisites and co-curricular courses in developmental and college-level courses in English and/or mathematics, students may be referred to their home county's Adult Education (AE) program if they demonstrate very low ability in math, reading, or composition. Each county in West Virginia has an AE program. In [Logan](#) and [Mingo](#) counties, AE classrooms are located on Southern's campuses. In Boone, Wyoming, and Lincoln counties, the facility is within reasonable distance from the campus. The Chair for the School of Arts and Sciences and the Program Coordinator for the tutoring program serve on various county AE Advisory Committees and attend annual regional AE meetings.

3.D.3. Southern's policy, [Full-time Faculty Responsibilities for Academic Advising of Students](#), (SCP-3100), defines academic advising as follows:

“Academic advising includes but is not limited to the following: educational plan development and revision, career counseling, student schedule construction and adjustment, and assistance with placement testing.”

Full-time faculty make themselves available for academic advising of students during scheduled office hours throughout each academic term and during regular registration periods prior to the beginning of each academic term. The Department Chairperson or designee assigns full-time faculty to duties during [general registration](#) for academic advisement of students. Faculty take an active part in student registration every semester, which is emphasized as a key element of student advising.

According to the most recent [Community College Survey of Student Engagement \(CCSSE\) 2014 Key Findings](#), 39.9% of students surveyed talked about career plans with an instructor or advisor often or very often as compared to 29.7% of 2014 cohort respondents. In an effort to increase the number of students who fully understand graduation requirements, Southern adopted the use of [DegreeWorks](#). This advising software suite allows students and advisors to see transcripts and plan their pathway to degree completion. Through the use of this tool, it is hoped that retention, completion rates, and completion time will improve. [Current statistics](#) demonstrate that full-time students earn an associate degree in an average of 4.2 years while part time students earn an associate degree in an average of 5.7 years.

First time students are required to meet with a Student Service Specialist; during subsequent semesters of attendance, students may meet with a Student Service Specialist or a faculty advisor by

their preference and program of study. Available on all four campuses, [Student Service Specialists](#) assist students with developing their educational plans and registering for classes. Each campus has a Student Services Specialist who is knowledgeable of each program offered by Southern. The Student Services Specialist is well versed concerning program requirements and career opportunities provided by each credential the College offers.

Student Service Specialists also work with students to facilitate graduation. At the Lincoln location, students are served by a designated college representative trained to provide similar services. Students admitted to an Allied Health or Nursing program are required to meet with a faculty advisor who teaches in the specific field of study. Similarly, most career and technical program students are advised by faculty who teach within the student's program of choice.

3.D.4. Southern's infrastructure is designed to meet the needs of the college, the students, the community, and fulfill the Mission of the college.

Resources are available to assist students with research and other appropriate academic endeavors on all campus locations. Full library facilities are available at the Logan and Williamson Campuses. Students on the Boone and Wyoming Campuses and the Lincoln location can use library services through inter-campus loans or by visiting a small resource center located in or near the main office at each location. Beginning Fall 2017, students will have access to more diverse library resources than ever before due to a new partnership called [CODEC of WV](#) (COLlegiate DatabasE Consortium). This partnership is between the WV Library Commission and West Virginia's community and technical colleges. The partnership assures students that no matter which community college they choose they will have consistent and reliable access to information and digital resources.

Additionally, the institution's Department of Library Services provides all students with access to multiple [research databases](#) via links on Southern's website. The Director of Libraries and three Library Technical Assistants provide guidance concerning effective use of information resources to students and faculty in support of learning and instruction. There are two main libraries at Southern with special collections that provide valuable research tools for students, faculty, and the general public. Each year, the Director of Library Services provides a [Library Accomplishments Report](#) cataloguing library attendance, circulation, computer usage, library orientation data, and other pertinent information, including the status of the facilities. Such reports led to the [purchase and installation of new shelving](#) in the Harless Library.

Southern's Logan Campus Harless Library houses the West Virginia collection of books and materials on the Appalachian area. This collection includes local history and genealogical materials, National Archive Census tapes for all counties in West Virginia, and Logan Banner on microfilm. The Williamson Campus library is home to the Appalachian Collection, the Children's Collection, and is the repository for the State of West Virginia government publications.

Performance spaces are available on the Logan Campus, which features the Savas-Kostas Theatre, and the Boone Campus, which houses a small stage. Every campus and the Lincoln location have appropriately equipped scientific laboratories.

The Allied Health and Nursing programs have access to multiple appropriately equipped laboratories, including laboratories featuring advanced medical simulation equipment. The programs also coordinate with many [local hospitals and health care facilities](#) to provide students with opportunities for clinical experience.

Multiple Interactive Classrooms (ICR) available at each campus and the Lincoln location provide the

opportunity to make classes available at all campuses and locations simultaneously. [Updates to the ICR system in 2016](#) resulted in standardization of equipment, increased flexibility in scheduling mechanisms, and expansion of the maximum number of sections which could be scheduled simultaneously. Installation of additional equipment resulted in the availability of at least one additional Interactive Classroom on each campus and the Lincoln location.

The Applied Technology Center at the Williamson Campus features extensive laboratory equipment to facilitate instruction in the Welding, Mechatronics, and Electromechanical Instrumentation programs. Plans are under development for possible additional laboratory facilities to be made available at the recently acquired National Guard Armory building located beside the Williamson campus. Finally, computer labs are available for instructional use by scheduled classes of students as well as by individual students outside of class time at each campus and the Lincoln location. The [Technology Strategic Plan](#) provides a schedule of updates and replacements for all technology resources and training plans to acclimate faculty to new types of technology utilized by the college.

3.D.5. Every academic program at the College requires EN 101/EN 101A, English Composition I. In this class students learn effective research techniques and are required to write a research paper. The [course syllabus and catalog description for EN 101/EN 101A](#) describes the requirements designed to teach such techniques. All sections of EN 101 use a standard set of policies regarding research requirements. The library staff is available to assist students with necessary research.

Students are given the most thorough guidance in information resource services through two one-hour credit orientation courses: OR 105, Orientation to Technical Programs, and OR 110, Introduction to College. As found in the [Academic Catalog](#), the course descriptions are as follows:

OR 105, *Orientation to Technical Programs*, is designed to build skills for success in college and introduce the student to the job opportunities and various fields involved in the world of technology. Critical thinking skills will be introduced along with writing and speaking skills to prepare thoughts, ideas, insights, and discoveries in oral and written form. Students will prepare an educational plan along with a Life Vision Portfolio.

OR 110, *Introduction to College*, increases student success in college by developing skills and imparting information necessary to reach educational objectives. Topics include college policies and procedures, college resources, career and academic planning, and student success skills.

All incoming students in the technical programs are required to take OR 105 while all incoming students in the Associate of Arts or Associate of Science degrees must take OR 110. Incoming students in the Associate of Arts or Science programs with more than thirty credit hours from a regionally accredited institution may not be required to take this course. Students enrolled in the Nursing Program must attend a two day non-credit [Nursing Orientation](#).

These courses and the non-credit orientation for Nursing equip our incoming students with the guidance they need for the effective use of research and information resources.

Sources

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- Adult Education Class Site List (page number 13)

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- Brainfuse Link
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- Office of Disability Services Accommodation
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- Tutoring Statistics
- VA Educational Benefits
- WV Higher Education Report Card 2016
- WV Higher Education Report Card 2016 (page number 80)

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Southern is committed to providing its students and community with varied opportunities for enrichment through academic offerings, cultural, and skill-building activities, workshops, and events.

3.E.1. In support of the general education goal related to developing a cultural, artistic, and global perspective, courses have been introduced into the curricula of transfer, career, and technical programs. These courses include

- EN 230, Western World Literature,
- [EN 231, Non-Western World Literature](#),
- [HS 115, World History to 1500](#),
- [HS 120, World History since 1500](#),
- [RL 115, Religions of the World](#), and, beginning in summer 2017,
- [FA 112, Fine Arts Appreciation](#).

More detailed information on these courses is provided in Criterion 1.C.

Specific course assignments and projects help further these goals. As an experience in cultural diversity for a primarily Judeo-Christian student population, students at the Wyoming Campus enrolled in EN 230, *Western World Literature*, learned about cultural and religious diversity through a [lesson unit](#) which involved reading from the Koran, participating in Ramadan fasting, and concluding with a feast featuring Middle Eastern cuisine.

Southern continues to provide students at the Williamson Campus with the opportunity to apply for and participate in the Appalachian Leadership Academy, in partnership with the Appalachian Leadership Education Foundation and Cotiga Development Company (COTIGA). Students who have been accepted into the program receive a scholarship from COTIGA. The [Appalachian Leadership Academy](#) is based on the Williamson Campus. For 2017, the Leadership Academy has proposed a community service project, the [Williamson Beautification Project](#). This project involves restoring and painting a local water tower, a historic monument, and constructing a painted mural in West Williamson.

Various other academic departments provide co-curricular activities such as service projects within the psychology and sociology curricula and [free computer tune-up services](#) provided to students and the community by students enrolled in the Information Technology program.

Each campus of Southern West Virginia Community and Technical College has a Student

Government Association (SGA) made up of elected officers and representatives and other appointed members. Among other responsibilities, the SGA is designed to supplement student activities for the college community. Activities sponsored by the SGA often include game shows, dances, Red Cross Blood drives, comedians, karaoke, and guest speakers. Southern also encourages the formation of student organized governments and clubs.

3.E.2. The institution is committed to hosting a variety of academic enrichment events.

In 2014, the Division of University Transfer, with financial support from the Southern Foundation, initiated the first annual Meet the Author event. The Meet the Author Event is faculty-sponsored. Each year, an English team faculty takes the leadership responsibility for organizing and hosting the event on the faculty's home campus. Team members provide support for the event. Past organizing faculty include Vicky Evans, Williamson Campus, and Jamie Lyn Smith, Wyoming Campus. Held each spring and hosted at different campuses on a rotating basis, the event features readings and discussion from an author of note from the region, faculty, and students nominated by their instructors. Featured regional authors have included Tom E. Dotson, *The Hatfield & McCoy Feud after Kevin Costner: Rescuing History*, and [Lee Martin, *The Bright Forever*](#). Faculty who have read from their published works have included Anna James, Brandon Kirk, and Emily Kohler. This year's Meet the Author Event is hosted by Larry D'Angelo, Boone Campus, and features [Mesha Marin, *Sugar Run*](#).

As an extension of this event, English faculty, Lillie Teeters and Abigail Michelini, have formed an editorial board for a new literary magazine, [Sticks](#). With a first publication date of late spring 2017, Sticks features submissions by students, faculty, and other community members.

The College provides students with many opportunities to be creative and express ideas through Assessment Week activities. The activities feature presentations which include posters, Adobe Photoshop projects, recordings of persuasive speeches, advertisements for student created mobile applications, PowerPoint slideshows, and theatrical performances. During [Assessment Showcase](#) week, students in Allied Health and Nursing perform a mock simulation of a healthcare crisis to which multiple departments must respond. Review of the results of student performance is used to assess learning and revise curriculum.

Other activities open to students and the community we serve include:

- The annual [Carrie Ann Scott Memorial Scholarship Little Coal River Float](#), [Mike McGraw Memorial Scholarship Golf Classic](#), and the [Southern Harvest Half Marathon and 5K](#) whose proceeds support various scholarships,
- Informational seminars about the Americans with Disabilities Act, blood drives, regional events for [middle and high school students](#), annual Boy Scouts of America Merit Badge College events, resume writing workshops, mock job interviewing seminars, [job fairs](#), transfer day fairs, [ACT workshops](#), [math boot camps](#), [healthcare test prep workshops](#), and various entrepreneurship workshops, including [Women in Entrepreneurship](#).
- Students considering application for admission into the Surgical Technology or Radiologic Technology Programs are provided with opportunities for structured job shadowing experiences prior to acceptance into those programs. Students enrolled in Radiologic Technology, Welding, or Information Technology participate in annual career day outreach activities at local middle schools. Photos of the various creative activities have been featured on the College's blog, Facebook account, and [Twitter account](#).

Southern hosts over 300 non-credit courses that are available online through the third party vendor

[Ed2Go](#). These courses range from personal enrichment courses to workforce skill development courses and certification preparation courses. Marketing of the availability of these opportunities may be disseminated through Southern's social media footprint and web-site to draw a wider awareness of the availability.

Home to the Savas-Kostas Performing Arts Center, the Logan Campus has hosted a diverse sampling of cultural and community interest enrichment opportunities. Students, faculty, and our community have benefited from theatrical performances of [The Little Shop of Horrors](#) and [Golden Horseshoe the Musical](#) by the Aracoma Story to musical performances by author and folk singer, [David LaMotte](#). Open to the public, the theater has also been home to performances by the Appalachian Children's Chorus and students of The Dance Studio.

Additionally, students in Surgical Technology and other allied health programs are provided with the opportunity to attend state conferences focused on their fields of study. Welding, Salon Management/Cosmetology, and Mechatronics Program students participate in statewide and regional [SkillsUSA](#) competitions. SkillsUSA is a national partnership of students, faculty, and industry professionals working in coordination to provide a skilled workforce in the United States. Welding students competing at the state level in SkillsUSA in spring 2016 won team and individual awards of silver and bronze. In March and April 2017, Southern students participated in a SkillsUSA competition in the categories of welding, mechatronics in prepared speech, and cosmetology.

Finally, Southern provides opportunities for cultural and educational enrichment for career and technical students through participation in various statewide competitions and particular assignments within the curriculum of specific courses and programs. Students in the Medical Laboratory Technology and Radiologic Technology programs participate in annual [state quiz bowl competitions](#) at which the groups frequently place in the top three. Students in the Radiologic Technology program attend an annual conference hosted by the [West Virginia Society of Radiologic Technologists](#) which includes continuing education for technologists and presentations geared to students. At the conference, the students compete through submissions of research papers and poster presentations.

Sources

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- Assessment Showcase
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- David LaMotte Flyer 2016
- Ed2Go
- EN 230 Assignment
- EN 231, Non-Western World Literature
- FA 112, Fine Arts Appreciation
- Free Computer Tune Up 2017 Flyer
- Golden Horseshoe the Musical
- Healthcare Test Prep
- HS 115, World History to 1500, Fall 2016
- HS 120, World History Since 1500

- Job Fair and Transfer Opportunity Day Flyer
- Lee Martin, The Bright Forever
- Little Shop of Horrors Discount
- Mesha Marin Sugar Run
- Radiologic Technology Students to Compete
- RL 115, Religions of the World, Summer 2017
- Secondary School Workshop
- SkillsUSA
- Southern Harvest Half Marathon Flyer 2016
- Sticks, Spring 2017
- Twitter Account
- Women's Entrepreneurship Day Brochure
- WV Society for Rad-Techs

3.S - Criterion 3 - Summary

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

Summary

Southern offers programs leading to Skill Sets, Certificates, and Associate in Arts, Associate in Science, and Associate in Applied Science degrees. In total, the College offers 30 Associate Degrees, 14 Certificate Programs, and 14 Skill Sets.

Many of Southern's students take advantage of transfer opportunities. Southern transfer rates, as compiled by the WV Higher Education Policy Commission, show that they have been comparable with the transfer rates of the three nearest neighboring community colleges within the state.

Southern offers courses in a wide variety of delivery modes. This includes classroom teaching, interactive closed-circuit television equipped classrooms (ICR), fully online and hybrid courses, and dual credit courses for high school students. For all delivery modes, the College requires that each section of each course follow a course syllabus and that the syllabus be distributed within the first week of class.

All of Southern's online courses use Blackboard as its content management system. Consistency in the layout and presentation of the course is assured by growing adherence to the Quality Matters standards and the growing use of a consistent template for all web-based courses.

Southern is committed to providing students with a strong foundation in general education. To that end, the institution articulates the purpose and philosophy of general education to current and prospective students which lead directly to a set of general education goals designed to help students develop qualities and skills associated with college educated adults.

Southern embeds its general education goals into each of its programs. The Associate in Arts and Associate in Science degrees are organized in a framework that clearly identify which of the courses in the curriculum are designed to fully address each of the general education goals. The core requirements of each degree program offered at the college ensure that each student will advance in knowledge, modes of intellectual inquiry, and adaptable skills in a changing world.

Southern has a sufficient number of faculty to carry out both the classroom and non-classroom roles essential to meeting the mission of the college. Additionally, Southern relies on a cadre of highly credentialed, dedicated part-time faculty to meet program delivery needs.

All candidates hired for support of student services are required to hold degrees and have experience relevant to the position. All staff members providing student services support are appropriately qualified, trained, and supported in their professional development.

Southern has an open admission policy designed to encourage many types of students to apply, which is appropriate in Appalachia where so many students are non-traditional and/or come from low income families. Southern continues to serve both a traditional and non-traditional student population.

In an effort to increase the number of students who fully understand graduation requirements,

Southern adopted the use of DegreeWorks. Students are able to easily see their new education plan and identify the percentage of requirements remaining if they switch majors. DegreeWorks is a particularly helpful tool for those students who opt to self-advise.

Southern's infrastructure is designed to meet the needs of the college, the students, the community, and fulfill the Mission of the College. Resources are available to assist students with research and other appropriate academic endeavors on all campus locations.

Southern is committed to providing its students and community with varied opportunities for enrichment through academic offerings, cultural, and skill-building activities, workshops, and events.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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 assure 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 assures 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 assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1. Southern West Virginia Community and Technical College assumes responsibility for the quality of its educational programs through regularly occurring program reviews. In compliance with WV State Code, each program is reviewed on a five-year cycle.

As discussed in 3.A.1, all degree and certificate programs undergo an extensive review process on a [five-year review cycle](#). Southern's program review process is guided by the Council's [Title 135 Procedural Rule, Series 10, Policy Regarding Program Review, SCP-3620, Policy Regarding Program Review, SCP-3625, University Program Evaluation Model](#), and [SCP-3625.A, University Transfer Program Evaluation Model Guidelines](#). During the Academic Program Review process, an in-depth evaluation is conducted to address the viability, adequacy, necessity, and consistency with the mission of the programs to the institutional compact, the institutional master plan, and the education and workforce needs of the service district.

Additionally, all new occupational degree and certificate programs implemented under [Title 135 Procedural Rule, Series 37, Increased Flexibility for Community and Technical Colleges](#), of the

Council must undergo an initial Post-Audit Review three years after the date of the program's implementation. Every five years following an approved post-audit, program reviews are conducted to ensure the curriculum, program content, delivery, and equipment remain relevant and current for the targeted occupation.

In accordance with Series 10, the college drafts a self-study of the program using the templates for [Program Review without Special Accreditation](#) or the templates for [Program Review with Special Accreditation](#). Each academic department is responsible for the preparation of the self-study and a recommendation for action. Throughout the process, the program review progresses to the Management Council of Academic Affairs and Student Services (MCAS), the Executive Council, the President's Cabinet, and, finally, to the governing board. The Board may, at any time, request special program reviews for a given purpose. By May 31, the governing board reports to the Chancellor the results of the program reviews conducted each academic year with a recommendation of continuation or discontinuation, accompanied by a rationale for observation and evaluation, for each program reviewed. The Community and Technical College Council, through its staff or other appropriate entities, reviews the program review actions reported, and may modify any institutional action consistent with its authority for review of academic programs.

In the 2014-2015 academic year, the following academic programs were reviewed as stipulated below:

Academic Program Review

- Criminal Justice, Associate in Applied Science
- Criminal Justice, Certificate
- Health Care Professional, Associate in Applied Science
- Medical Laboratory Technology, Associate in Applied Science
- Nursing, Associate in Applied Science
- Radiologic Technology, Associate in Applied Science
- Salon Management/Cosmetology, Associate in Applied Science

Post-Audit Review

- Medical Assisting, Associate in Applied Science

Post-Audit Review Follow-up Reports

- Addiction Counseling, Associate in Applied Science and Certificate Programs
- Forensic Psychology and Investigation, Associate in Applied Science and Certificate Programs
- Homeland Security and Emergency Services, Associate in Applied Science

In the 2015-2016 academic review year, the following programs were reviewed:

Academic Program Review

- Mine Management, Associate in Applied Science
- University Transfer, Associate in Arts and Associate in Science

Post-Audit Review

- General Studies, Certificate of Applied Science

As of the 2016-2017 academic review year, ten programs were reviewed:

Academic Program Review

- Central Sterile Supply Technician, Certificate Program
- Early Childhood Development, Associate in Applied Science
- Electrical Engineering Technology, Certificate Program
- Electrical Engineering Technology, Associate in Applied Science
- Forensic Psychology and Investigation, Associate in Applied Science and Certificate Programs
- Information Technology, Certificate Program
- Information Technology, Associate in Applied Science
- Respiratory Care Technology, Associate in Applied Science
- Technical Studies, Certificate Program
- Technical Studies, Associate in Applied Science

Post-Audit Review

- Industrial Technology, Certificate Program
- Management, Associate in Applied Science
- Mechatronics, Associate in Applied Science
- Paraprofessional Education, Certificate Program

Program reviews require thorough data collection and analysis to improve and access programs. In addition to addressing the viability, adequacy, necessity, and consistency with the Mission, program review templates require commentary on curriculum, a faculty data sheet with qualifications, courses taught, professional activities listed, and graduate follow-up data. Follow-up data includes looking at job placement, salary information (when available), and those who have transferred to other programs. The reviews must reference the previous program review and address how concerns have been met and what improvements have been made. The emphasis is on gathering complete and thorough data in an organized format which will help each program grow and improve.

4.A.2. The institution evaluates all the student credit that it transcripts, including what it accepts in transfer or awards for other forms of prior learning. This is evidenced through evaluation of transferred classes by transfer agreements, course substitutions, credit earned for life experiences, and volunteerism. [SCP-4786, Transfer Student Requirements and Credit Evaluation](#), is established in accordance with the Council's [Title 135, Procedural Rule, Series 17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities](#). This policy defines its compliance with federal standards:

“Southern is accredited by and follows standards set forth by the accrediting organization, The Higher Learning Commission, when evaluating and determining transfer credit. Southern will consider evaluation of transfer credit from any regionally accredited college or university recognized by the Council for Higher Education Accreditation (CHEA), and/or the U. S. Department of Education (USDE).”

Southern's Advanced Placement credit policy is expressed in [SCP-3214, College Board Advanced Placement Credit](#). Southern recognizes the examinations of the College Board Advanced Placement Program. Advanced Placement exams are prepared by the College Board and are graded by readers of the Educational Testing Service. Any high school student participating in the Advanced Placement Program may send Advanced Placement examination results to the Office of Admissions and Records for evaluation.

Courses for which credit is granted shall be listed on the official transcript with (AP) following the official course title. Grades for these courses shall be listed as “CR” and shall not be calculated when determining grade point average. There is no fee for recording Advanced Placement Credit. The College’s list of Advanced Placement tests, required scores, course equivalents, and credit hours granted are reviewed on an annual basis and are maintained by the state’s Central Office of the Council for Community and Technical College Education. The College’s list of Advanced Placement courses can be found on the Central Office’s website and in the [2016-2017 Advanced Placement Guide](#).

To improve upon the institution’s continuing evaluation of the credit it transcripts, [DegreeWorks](#) was implemented for student use in April 2015. This computer program helps students keep track of their own course completions and progress toward graduation. In addition, this tool helps identify potential problems early if a student’s transfer credit has not been properly transcribed. Solving problems early expedites student graduation and provides a better customer service experience.

Students may also reference the College’s Academic Catalog, in print form or online, for an explanation of the variety of ways credit can be earned, including advanced placement, and [alternative forms of academic credit](#).

At times, an alternate form of academic credit may better serve a student’s needs. At Southern we have various processes by which students can achieve or document this type of credit. This includes a course substitution or waiver, the Life Experience Assessment Program (LEAP), public school volunteerism, and challenging a course/credit.

To substitute a course, a [Class Substitution/Waiver Request](#) must be completed and a copy of the course description and syllabus attached. This information is evaluated by the coordinator, Division Head, and Vice President for Academic Affairs before submission to the Registrar.

Another method for alternative credit is the [Life Experience Assessment Program \(LEAP\)](#), the qualifications for which are expressed in SIP-3227, *Credit Based on Experience*. (16) This is a program that emphasizes the importance of what a student knows over how they acquired this knowledge. It allows the student the opportunity to earn credit by exhibiting what they know and/or what skills they possess in a particular field that correlates with the knowledge and/or skills that a college-educated student knows in the same field. LEAP credits must be approved by the Division Chair and the Vice President for Academic Affairs. No student may request LEAP credit based on experience for a course in which he or she has received a grade other than W or AU. The grade assigned for the course will be CR for credit allowed. Credit based upon experience is not included in the calculation of a student’s instructional load as applied to financial aid programs at the college. Additionally, credit allowed by experience at Southern may not be accepted into particular programs of study at other institutions. The student should contact the institution prior to applying to determine if a CR grade is acceptable. Credit based upon experience is also subject to the institutional policy on non-traditional credit.

In 2015, Southern entered a partnership with [South Western West Virginia Region 2 Workforce Investment Board](#). This agreement helps provide a way for those who have completed the EXCEL Simulated Work Readiness Program to earn college credit for Southern’s BU 120, *Business Software Applications* and fulfill the Computer Literacy requirement for Adult Degree Completion A.A.S.

Students who volunteer in public schools in certain capacities such as tutor, mentor, or student advisor may earn college credit at Southern in accordance with [SCP-3670, Public School Credit Program](#). Credit may be granted for service in public preschool, elementary, middle and secondary schools and

must have been performed in the last 24 months and documentation provided by the school district. Students who are enrolled in a post-secondary program may be awarded one credit hour for thirty hours of documented service up to a maximum of three credit hours. The Vice President for Academic Affairs oversees the procedures for awarding credit under this policy.

Students may also challenge a class. [SCP-3201, Challenge a Course/Credit by Examination](#) give pertinent information and procedures for writing, administering, and evaluating/reporting, challenging exams, and for assigning credit by examination.

4.A.3. All credit that the college accepts and reviews is governed by the Council's [Title 135, Procedural Rule, Series 17, Transferability of Credits and Grades at West Virginia Colleges and Universities](#). All of West Virginia's two-year and four-year colleges abide by this policy.

In compliance with Series 17, all transfer credit that is submitted for institution credit is evaluated by the Registrar. Series 17 further stipulates that at least 60 to a maximum of 72 hours of credits and grades completed are transferable to any public baccalaureate degree-granting institution in West Virginia.

The policy also addresses articulation agreements, students in the Board of Governors Associate in Applied Science Adult Degree Completion Program, and evaluation of credit for courses taken at an institution that is not regionally accredited. In addition, the policy addresses non-traditional credit – recognized academic credit from other educational and/or life experiences or programs that are not typically provided by a traditional college or university as academic credit. Military, apprenticeship, and workplace experiences are the most common form of this type of academic credit.

[The Core Coursework Transfer Agreement](#) between the Higher Education Policy Commission (HEPC) and the West Virginia Community and Technical College System is followed in the evaluation of students' core coursework transferring from a state university or college. Revised on July 1, 2016, the HEPC's Transfer Agreement ensures that "students who transfer from one state college or university to another will receive credit for specified general studies courses at the receiving institutions."

The Transfer Agreement sets guidelines and parameters that assure the quality of the credit Southern accepts. Such guidelines and parameters include: 1) hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements, 2) A list of specific courses which are transferable from each state college and university, and 3) A list of specific subjects (Literature, Social Sciences, Mathematics, etc.) and the number of transferable hours acceptable for each subject.

4.A.4. In order to provide a high standard of education for our students, this 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. Within the institution, program reviews, program development, and course development procedures provide oversight and enable the college to maintain appropriate rigor and standards for its courses.

The [Curriculum and Instruction Committee](#) oversees curricular matters within the college and serves as a key component of maintaining and improving the educational offerings at Southern. The Curriculum and Instruction Committee has established procedures for [creating a new course](#), [instigating a course change](#), [deleting a course](#), [creating a new program](#), and [issuing a program change](#). For any of these curricular changes to take effect, they must be approved by the relevant academic department, the Curriculum and Instruction Committee, MCAS, the Vice President for Academic

Affairs, and the President's Cabinet. This multi-layered process keeps course offerings current, continuously evaluates course standards, and ensures proper expectations for student learning.

As mentioned above, regular program reviews also play a key role in maintaining and improving course quality for the students. For example, in the 2017 program review for the [Electrical Engineering Technology Program, AAS](#) courses in the program were evaluated to see that they are consistent with the mission of the college and that the curriculum has adequate requirements that meet the needs of business and industry. Improvements come from these program reviews. The adoption of the co-curricular model for math is one change that has helped completion rates for students in the Electrical Engineering Technology Program, as the program review demonstrates. Additionally, the 2012 program review for the same program noted a lack of lab space for students, hindering access to learning resources. The college and department responded with the creation of a mechatronics lab on the Williamson Campus and adjusting schedules for the Logan Campus lab to give students more complete access to learning services. Every program and degree offered at Southern undergoes this review process, and by consequence, the courses and course contents are continuously evaluated and improved.

Within the State of West Virginia there is an ongoing process of [Course Equivalency Review](#) at the from the WV Higher Education Policy Commission and the Community and Technical College System to standardize course requirements for core courses to ensure transferability. Once all institutions have completed the faculty review, if an overall consensus is reached on the learning objectives, institutions will be asked to submit their course syllabi for review to the statewide faculty committee. Once vetted by the statewide faculty committee, approved courses are to appear on a course equivalency transfer list, similar to the [Core Coursework Transfer Agreement \(CCTA\)](#). While the CCTA is for general education credits, the [course equivalency](#) list is intended to serve as a true equivalency transfer agreement allowing students to use these courses as foundation courses for entry into a major. Courses included on the course equivalency list must include the learning objectives approved by all institutional faculty. In the Spring of 2017, Southern worked specifically on the following courses: Anatomy and Physiology, Health Care, Anatomy and Physiology, Majors, Fundamentals of Biology, Calculus, Early Transcendentals, and Calculus, Late Transcendentals.

[SCP-2171, Professional and Education Requirements for Faculty](#), set the appropriate professional standards for faculty qualifications, including both full-time and adjunct instructors. The [Faculty Credentials Certification Form](#) is used to ensure that all faculty are properly qualified. Annual faculty evaluations also track continuing education and professional development of faculty. Program reviews also reaffirm faculty qualifications within each program.

The college strives to assure 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. Dual credit instructors have the same standards and requirements as our on campus offerings. Learning outcomes for dual credit offerings have been quite successful. A [comparison of grade distribution](#) for dual credit courses and on campus courses in psychology, biology, and English show that dual credit students' success rates are quite comparable to those of on campus students.

4.A.5. The institution maintains specialized accreditation as it deems appropriate, with accreditation information posted on the institution's website. The following examples are programs that require specialized accreditation:

Medical Laboratory Technology

The Medical Laboratory Technology Program was granted the maximum possible accreditation of

seven years in 2006 and again in [April 2014](#) by the National Accrediting Agency for Clinical Laboratory Sciences.

Nursing

Accredited through Accreditation Commission for Education in Nursing (ACEN) and the West Virginia Board of Examiners for Registered Professional Nurses, the Nursing program was issued accreditation in October 2010. An onsite visit by the [Board of Nursing](#) in February, 2014 brought about full continuing program accreditation through 2018.

Paramedic Science

Accredited through the Committee on Accreditation for the Emergency Medical Services Professions (CoAEMSP), upon the recommendation of Commission on Accreditation of Allied Health Education Programs (CAAHEP), the program was issued [accreditation on September 19, 2014](#).

Radiologic Technology

The Radiologic Technology Program was granted [full accreditation in 2010](#) by the Joint Review Committee on Education in Radiologic Technology.

Respiratory Care Technology

The Respiratory Care Technology Program is accredited through the Commission on Accreditation for Respiratory Care (COARC). The program was [awarded full accreditation in 2015](#).

Surgical Technology

The Surgical Technology Program is accredited through the Commission on Accreditation for Allied Health Education Programs (CAAHEP). In [November 2014](#), the program was issued a 10-year accreditation status.

4.A.6. The institution continues to give graduate data to the West Virginia Higher Education Policy Commission (HEPC) as evidenced in the West Virginia Higher Education Report Card (39) and on the HEPC website. The institution affirms that those degree or certificate programs it represents are designed to prepare students for advanced study or employment.

During Academic Program Reviews, which occur [every five years](#), departments present data concerning the amount of majors, graduates in a given program, and number of graduates who have completed licensing or accreditation exams. Program Reviews also look for job market potential in the region for our graduates. For example, in the 2017 Program Review for [Respiratory Care Technology, Associate in Applied Science](#), data analysis shows that in Southern's service area 50% of the respiratory therapists will reach retirement age in the next ten years while the national data predicts that the field of respiratory care will increase in need by 19% over the next ten years. Citizens of Central Appalachia also have occupational lung injuries (such as Black Lung) and smoking usage higher than the national average, creating a strong need for respiratory care in the future. Understanding the regional data enables Southern to perpetually improve its programs as evidenced by the fact that 93% of graduates in Respiratory Care Technology have found employment in their field in the last four years. The complete data for each of the current reviews is available to the public on the college website.

[Graduate surveys](#) are also sent to all graduates in order to glean proper information about success

rates of former students. Both the student representatives to the Student Government Association (SGA) and the orientation classes in which new students are enrolled stress the importance of graduate feedback. [Graduate surveys for the Nursing Program](#), for example, compile statistics of employment, annual salaries, student completion rates, as well as comments on course work, clinical work, and how the program can be improved.

Sources

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- Advanced Placement Guide 2016-2017
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- C&I New Course Form
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- Class Substitution Waiver Request Form
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- Course Equivalency Review Form 2017-05
- Degree Works
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- Post Audit Review BOG Approval AY 2015-2016
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- Post Audit Review BOG Approvals AY 2014-2015
- Post Audit Review BOG Approvals AY 2016-2017
- Program Review Template with Accreditation
- Program Review Template without Accreditation
- Radiologic Technology Accreditation Certificate
- Respiratory Care Accreditation
- SCP-2171, Professional and Educational Requirements for Faculty and Instructional Specialists 09-16-2016
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09-16-2016 (page number 5)

- SCP-3201, Challenging A Course Credit By Examination Policy
- SCP-3214, College Board Advanced Placement Credit Policy
- SCP-3620, Policy Regarding Program Review 2014-07-17
- SCP-3625, University Transfer Program Evaluation Model 2015-01-09
- SCP-3625.A, University Transfer Program Evaluation Model Guidelines 2015-01-09
- SCP-3670, Public School Service Program 2016-03-16
- SCP-4786, Transfer Student Requirements and Credit Evaluation
- Series 10, Policy Regarding Program Review, Title 135, WVCCTCE
- Series 37, Increased Flexibility for Community and Technical Colleges
- Series17, Transferability of Credits and Grades at West Virginia Public Colleges and Universities 2015-11-30
- Surgical Technology Accreditation
- Workforce WV EXCEL Program Agreement

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1. Southern West Virginia Community and Technical College is dedicated to preparing its graduates with the skills and knowledge necessary for professional and personal success. Southern is committed to providing general education to help students develop the qualities and skills associated with college-educated adults. Southern's general education promotes the development of independent, critical, and conceptual thinking skills and those skills necessary for effective communication. Faculty are on the front lines of this process, as they are primarily responsible for educational process in the classroom.

The institution's goals for student learning are clearly stated and processes for assessment of student learning and achievement are effective. These six goals, Critical Thinking Skills, Oral and Written Communications, Mathematical Skills Competencies, Informational and Communication Technology Skills, Scientific Inquiry/Reasoning Skills, and Cultural/Artistic/Global Perspective are articulated in [SCP-3637, General Education Philosophy Goals](#). These goals can be found in the Academic Catalog and on the college website and are elaborated upon in Criterion 3.

At this time, the general education goals for the institution are continually evaluated by the Assessment Committee to determine if they are representative of the institution going forward.

Southern has addressed the concern of utilizing data in making recommendations for changes in academic programs by conducting an AA/AS degree program review in 2015-16 and revising and streamlining pathways to earning both degrees and improve graduation rates. There are now four different paths available (2) to earn an AS degree which will be implemented in the 2017-2018 academic year.

As previously stated, the Board of Governors (BOG) has the responsibility to review all programs offered at Southern every five years, in accordance with [SCP-3620, Policy Regarding Program Review](#). Additionally, the Board as part of the review, requires the College to conduct periodic surveys of graduates and their employers to determine placement levels and the effectiveness of the education/training experience. The West Virginia Council for Community and Technical College Education has the responsibility for review of academic degree programs, including the use of institutional missions as a template to assure the appropriateness of existing programs and the authority to implement needed changes.

Standards of academic progress for students is established in [SCP-3736, Student Standards of Academic Progress](#). Students at Southern must earn a cumulative grade point average of 2.00 or higher to complete certificate or degree program requirements. Failure to maintain this average during any semester involving credit hours attempted could jeopardize the student's progress toward meeting these requirements. If a student's grade point average falls below 1.50 then the student will be placed on academic probation. A consistent grade point average below 1.50 will result in academic suspension.

In response to federal and state mandates, all of Southern's associate degree programs are 60 credit hours unless additional hours are required by specialized accrediting agencies. In an effort to help students successfully complete their programs, Southern has adopted a co-curricular model to allow students to complete college-level Math and English to expedite graduation. With implementation of the [co-curricular model](#) in both math and English there are no stand-alone developmental courses. There are only two pathways available, those being an A (with helper course) or a non-A (without helper course) pathway depending on various assessments considered and given upon entry to Southern. Since full implementation of the co-curricular model in fall 2014, 341 students who would have previously been required to complete up to three consecutive developmental education math courses before entering their gateway math course have been able to successfully complete their math requirement in one semester, allowing them to accelerate time to program completion and graduation. This demonstrates that data driven changes in curriculum benefit students. Math faculty currently track completion of co-curricular classes and success rates. Multiple assessment measures at multiple times are now routinely considered and used by faculty. The full implementation of the co-curricular model has resulted in nearly double the number of student success rate in math coursework required in the program and enables students to graduate on time.

4.B.2. Southern assesses achievement of learning outcomes for its curricular and co-curricular programs. Annually the college produces an [Assessment Report](#), which is the main artery by which assessment information is evaluated and processed.

The most recent [Assessment Report](#) provides excellent examples for how the college assesses learning outcomes. Program goals were assessed for the Medical Laboratory Technology Program. Syllabus course objectives were reviewed. Comprehensive Finals for Math 121A were analyzed. Committee Reports were provided for Math and Writing Scoring. The progress of the Tutoring Center was evaluated. Reviews for Mine Management and University Transfer Associate in Arts were also included, as well as an overview of passage rates for Allied Health and Nursing.

The topics listed above show the range and scope of assessment, that it is an annual process, and that continual collection of data to evaluate learning outcomes is a part of the assessment.

Because faculty are the drivers of student learning and assessment, the Assessment Committee plays a crucial role. As demonstrated in the [Assessment Committee minutes](#), the Committee provides input regarding the assurance of quality and consistent teaching and learning through admissions and exit standards, prerequisite course or test score review, assessment of programs, and evaluation of the success of Southern students. The Committee is responsible for assuring that state, federal, and college assessment standards are reviewed, evaluated, and communicated to all parties concerned. The [Committee](#) is comprised of twelve members consisting of the Chairs of Math Rubric and Writing Rubric scoring teams, eight elected faculty members, the past assessment chair, and a student representative elected by the Student Government Association.

Southern utilizes a variety of different assessment methods, including standardized final exams in specific courses, the results of which are included in the yearly Assessment Reports. Additionally, the

[Perkins Core Indicators Report](#) provides yearly data for technical skill attainment, which is crucial to tracking the success rates of students in our technical programs.

4.B.3. Information gained from assessment is consistently used to improve learning. Most recently, Southern has used assessment information to improve learning and outcomes in English, Math, Biology, Physical Science, and Chemistry.

English

According to the [Writing Scoring Report](#), English scoring teams noted over the passage of several years (2009-2011) that plagiarism was on the rise:

“There is a significant, alarming increase in the number of essays earning an N score (not capable of being scored), due to blatant plagiarism or excessive paraphrasing, with little or no original content whatsoever. In 2011, 34/140 essays were incapable of being scored (24.29%), whereas this year, 51/140 were deemed incapable of being scored (36.43%).”

In order to truly determine the quality of Southern students' writing samples, they are now taken from in-class samples and both standard pre- and post-assessments are now given in both EN 101 and EN 101A sections. The college is now tracking the EN 102 students to see if the original achievement gaps have been closed. This is ongoing, but early indications from the Writing Scoring Report are encouraging as scores are improving.

Biology

In [General Biology 101 and 102](#), faculty changed course descriptions to accurately reflect what is being taught and assessed in both BS 101 and BS 102. Southern revised course specific objectives to reflect course descriptions and are assessing, through embedded common final exams and essays, that these goals are being met by our students. Because the college may need to re-evaluate the measures we are using to truly reflect an appropriate assessment of student learning, the process is ongoing.

Anatomy and Physiology

In [Anatomy and Physiology I and II](#) (BS 124/125), the college has revised course objectives and student learner outcomes. The college is also working on embedded assessments such as common finals and common research essays.

Math

An analysis of the [Math 121A Comprehensive Final](#) was prepared with the information from the fall 2015 semester. There were 161 students who were studied and 17 objectives were tested. The analysis determined which goals the students were excelling at and the goals that the students were having difficulty achieving.

Students excelled at the following goals:

1. Use, understand, and create graphical representations.
2. Interchange the order and simplify the decimal, fraction, and percentage expression of a quantity.
3. Use simple substitution to simplify and expression.
4. Demonstrate knowledge of simple rules of exponents.
5. Giving a graph students can determine if it is linear, quadratic, or exponential.

The analysis also revealed that students had difficulty achieving the following goals:

1. Add, subtract, multiply and divide all types of fractions.
2. Use order of operation with integers.
3. Solving linear, exponential, and radical equations.
4. Determining the slope and intercepts of a line.
5. Calculating the area, perimeter, surface area and volume of basic platonic solids.

Faculty use the information to determine the level of emphasis given to specific goals and skills. Some faculty have decided to give more practice in class and for homework, to use collaborative learning, and increase the volume of quizzes to determine the students' understanding of the goal.

Physical Science

In [Physical Science 1 and II](#) (SC 109/110), the college is working to improve and synchronize course goals. The college also working on developing a real math diagnostic to reflect what level of math skills are needed when students enter these courses.

Chemistry

In General Chemistry I and II (CH 213/214), several changes have been made to improve student learning. [The pre-requisites for CH 214](#) were changed (ACT up from 23 to 26 and MT 130 as a pre-req) to better reflect the math skills necessary to succeed in the course and improve passage rates. Course objectives were revised to reflect current goals and these are now also being evaluated state-wide to better ensure transferability from one program to the next. Student learner outcomes are tied to the new course specific objectives and every exam assesses these objectives in both CH 213 and CH 214.

4.B.4. Southern's Assessment methodologies and processes reflect good practice. Faculty and other instructional staff members participate substantially. Southern's Assessment Day, on which the ETS Proficiency Profile test was administered, has been transformed into an [Assessment Showcase](#), originally called Assessment Week, in which Southern's students' academic achievements are presented college-wide. Showcase preparation was begun in the 2015-16 school year and the Showcase held in April 2016. This is being continued while the Assessment committee discusses and re-evaluates nationally normed exams and other assessment methodologies.

The Assessment Committee has added the Chairs of the [Math and Writing Scoring](#) teams as regular voting members of the committee. English faculty currently evaluate students in all EN 101/101A courses at both the beginning and end of the semester. To gain value-added data, they will also begin tracking these students through the completion of EN 102 to see if the noted achievement gap has been closed.

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- Chemistry Course Objectives Change
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- Perkins Core Indicators
- Physical Science Course Goal Changes
- SCP-3620, Policy Regarding Program Review 2014-07-17
- SCP-3637, General Education Philosophy and Goals 2013-04-16
- SCP-3736, Student Standards of Academic Progress 2014-07-17
- Writing Rubric Team Assessment Results for the Writing Rubric Team 2016

4.C - Core Component 4.C

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

Argument

4.C.1. The West Virginia Community and Technical College System developed a new Master Plan, *Fulfilling the Vision: 2015-2020* which sets standards for retention, persistence, and completion. Southern adheres to the five-year plan in its commitment to educational improvement and submitted its [annual update](#) with set goals for the 2016-17 through 2019-20 Master Plan and Compact. The previous CTCS Master Plan, *Meeting the Challenge*, covered the period of 2009-10 through 2014-15. The final update for the 2009-10 through 2014-15 provided a [closeout report](#) that outlines completed and on-going strategies. The final report provided the basis for the new [Meeting the Challenge: Fulfilling the Vision 2016-17 through 2019-20 Master Plan and Compact](#).

Within the institution, the Master Plan/Compact is reviewed by the [Strategic Planning and Financial Review Committee](#), [Assessment Committee](#), and other Governance Committees prior to being approved by the [President's Cabinet](#) and [Board of Governors](#). This review process assures that Southern's targets and strategies adhere to its mission, vision, student body, and educational offerings. After the internal process is completed, the plan is then sent to the Chancellor for approval by Community and Technical College Council. The most recent [Master Plan and Compact](#) was approved in 2016.

4.C.2. Southern collects and analyzes information on student retention, persistence, and completion of programs. The college's [Annual Compact Updates](#) analyze pertinent data and provides explanations for targets.

Program and departmental reviews also record graduation rates, progress of students, and other information relating to student persistence, retention, and completion of programs. For example, the Nursing Program keeps detailed yearly records on [attrition rates](#), [graduation rates](#), and [employment rates for graduates](#). This collection and analysis of data has proven quite effective for Southern's Nursing Program, as nearly 100% of all graduates during the previous five years have found employment in their field after graduation.

Tutoring Centers on the Williamson and Logan Campuses make free tutoring available to every enrolled student and the [tutoring data](#) kept helps assess student performance and needs regarding completion rates and retention.

Southern now has a coordinator for veterans' support and has placed emphasis on working to provide the best educational opportunities possible for veterans. The Veteran's Coordinator [compiles data](#) on veterans enrolled, retention rates, graduations, and financial aid. The Veteran's Coordinator often works closely with veterans in person, via email, and over the phone to establish a strong connection with enrolled veterans and meet their educational needs and goals.

4.C.3. Information on student retention, persistence, and completion of programs allows the institution to improve the education process. These improvements may happen at the course, program, or institutional level. Rationale for making changes is documented on [Curriculum and Instruction forms](#), [Institutional Recommendation forms](#), and is reflected in the Strategic Goals and Enrollment Management Plan for the institution.

[Southern's existing Enrollment Management Plan](#) is currently under revision.

4.C.4. Southern uses standard definitions and measures to evaluate retention, persistence, and completion as defined by the [Integrated Postsecondary Education Data System](#) (IPEDS). The college makes use of retention and graduate data from both the West Virginia Community and Technical college system and IPEDS. These data are published on the college's website in accordance with the Student Right to Know Act. These sources also provide comparative data which allows the college to benchmark against peer institutions and inform planning and decision-making. Retention, persistence and completion are key components of program reviews completed by all programs.

Sources

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- Assessment Committee Minutes 2015-2016 (page number 39)
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- Enrollment Management Plan 2012-2015
- IPEDS
- Nursing Program Attrition Rates

- SWVCTC Compact Updates 2013-2014 thru 2015-2016
- Tutoring Statistics
- Veteran Statistics

4.S - Criterion 4 - Summary

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

Summary

Southern West Virginia Community and Technical College is dedicated to preparing its graduates with the skills and knowledge necessary for professional and personal success. Southern is committed to providing general education to help students develop the qualities and skills associated with college-educated adults. Southern's general education courses promote the development of independent, critical, and conceptual thinking skills and those skills necessary for effective communication.

Southern assumes responsibility for the quality of its educational programs through regularly occurring program reviews. In compliance with the WV State Code, each program is reviewed on a five year cycle.

Southern evaluates all the student credit that it transcripts, including what it accepts in transfer or awards for other forms of prior learning. To improve upon this process, DegreeWorks was implemented for student use.

In order to provide a high standard of education for our students, Southern 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. Southern maintains specialized program accreditation as it deems appropriate, with accreditation information posted on the institution's website.

Southern uses information gained from assessment to improve learning. Southern has used assessment information to improve learning and outcomes in English, Math, Biology, Physical Science, and Chemistry.

The Community and Technical College System Compact sets standards for retention, persistence, and completion. Southern continues to collect and analyze information on student retention, persistence, and completion of programs to provide Annual Compact Updates, to analyze pertinent data, and to provide explanations for targets.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1. Southern's resource base is sufficient to fulfill its Mission. Fiscal, human, and technology resources are maintained by the [Finance and Administration Unit](#) and oversight is provided by the Vice President for Finance and Administration/Chief Financial Officer (CFO). This unit addresses the administrative and business functions of the institution, including: budgeting, accounting, payroll, facilities management and maintenance including technology, purchasing, auxiliary enterprises, and human resources.

Fiscal

Southern continues to put forth due diligence in its devotion to maintaining strength of educational programs. This is partly accomplished through sound fiscal and resource management to support current program needs and provide for future growth. Recent adverse economic conditions throughout the state have resulted in cuts of state appropriations across all institutions of higher education. Despite cuts, Southern remains [one of the better funded](#) in-state community colleges and the institution adjusts spending priorities accordingly to ensure all programs are funded appropriately.

The CFO provides the Board of Governors (BOG) a balanced budget proposal for approval utilizing a variety of funds based on conservative estimates of enrollment, tuition and fees, and state allocations. The [summary chart of unrestricted revenues](#) provided \$12,875,928 representing unrestricted revenues from state appropriations (61%), tuition (30%), fees (4%), miscellaneous (4%) and auxiliary (1%). The 2014-2017 combined revenue maintains the same percentage distributions. In addition, Southern has no loan debt, and maintains a stable, growing reserve fund.

Each year the college receives [unqualified audit opinions](#) which are presented and accepted by the [Board of Governors](#). Southern has worked to adjust its finances appropriately due to a decline in enrollment from 2000 in Fall Semester 2013 to 1724 in the Fall Semester 2016.

Human

Southern maintains an adequate human resource base. As of May 22, 2017, this includes 66 current Faculty, 73 Classified Staff and 21 Non-classified Staff for a total of 160 full time employees as indicated in the [Active Employee List](#). An additional 11 positions, including 7 faculty, 1 Classified Staff, and 3 Non-Classified employees, are currently undergoing final screening and hiring processes. In addition to the full-time staff, Southern employs sufficient adjuncts to offer courses as needed. The [2014 Annual Personnel Report to LOCEA](#) reports a total of 174 employees with 68 Faculty, 83 Classified Staff, and 23 Non-Classified Staff. The [2015 Annual Personnel Report – HR Report Card](#) summary included 176 employees with 73 faculty, 85 Classified Staff, 18 Non-Classified Staff in full-time positions. The college closely monitors staffing levels and has been able to continue to function without eliminating any positions despite declining enrollment and population in the region. Vacated positions are evaluated for need and filled accordingly or key duties reassigned where feasible.

The institution has experienced a drastic turnover in key positions over the past four years with the retirement of President Joanne Tomblin in 2015, resignations of Vice President of Academic Affairs and Student Services in 2016, Director of Financial Aid, and two academic division leaders. All positions have since been filled or reassigned and stability in leadership reestablished. The new President was hired in January 2016. After the resignation of the Vice President for Academic Affairs and Student Services, the position was reevaluated and redesigned splitting the duties for academic affairs and student affairs into two separate units. The position of [Vice President for Academic Affairs](#) has been filled. The duties of the Vice President for Student Services were temporarily assigned to the Vice President for Workforce and Community Development who has experience leading the unit. The [new Vice President for Student Services](#) began July 25, 2017.

The position of [Associate Vice President for Academic Affairs](#) was created at Southern, in part, to enhance enrollment growth strategies utilizing distance education. This [office](#) oversees the administration of distance education and training for employees on the use of the learning management system, Blackboard. In addition to an administrator for distance education, a [National Science Foundation grant](#) was written and awarded to add an Instructional Designer and a Technical Trainer to assist with the development of online courses. A [professional development needs survey](#) was completed in 2014 and training established for [the top identified needs](#).

Under the direction of the new Vice President for Academic Affairs, the organizational structure of the academic divisions were realigned into three schools, new chairs hired, and programs realigned for the [School of Allied Health and Nursing](#), [School of Career and Technical Studies](#), and [School of Arts and Sciences](#).

The [Student Services Unit](#) has representation on each of the four campuses. Students have access to a Student Services Specialist on all campuses. Students on the Logan and Williamson campuses can meet with Financial Assistance personnel in person. A Financial Assistance representative travels to the Boone and Wyoming on a regular schedule. Additional phone support is provided 24/7 by the Ellucian help desk to assist with student questions on financial aid.

Southern recognizes the need to serve special populations, thus created the position of Veteran's Coordinator, who is assigned to assist veterans and their dependents in making a transition into higher education and support their daily needs. Southern was recognized in 2015 and 2016 as a Military

Friendly School, and in 2017 received WV's only [Gold level recognition](#) for Military Friendly Schools by Victoria Media. Southern was also one of two schools in WV to receive *Best for Vets* recognition in 2017 by *Military Times*, and receive recognition in 2016 and 2017 as Military Advanced Education and Transition Top Colleges by KMI Media.

Southern has also hired peer counselors to do intrusive advising and established a Tutoring Center staffed by a coordinator and two part-time tutors. The Tutoring Center is detailed in Criterion 3.

In order to improve outreach impact and effectiveness, a [new Media Director](#) was hired in 2016 to help aid in marketing of programs and offerings and is reflected in the organizational chart.

Physical

Southern maintains a [10-year Master Facilities Plan](#) (MFP) and provides facility improvement on a prioritized basis from the plan. Capital improvements are made on a regular basis to facilities utilizing a capital improvement funds as well as funds allocated from the WV Higher Education Policy Commission and the Community and Technical College System Council. The MFP provides the framework by which the college's physical facilities are maintained in order to fulfill the college's Mission.

A significant number of facilities improvements have been made over the past five years as outlined on the [improvements list](#) and include major facility completions of:

- Williamson Technology Building now houses new Welding Technology and Mechatronics programs along with Respiratory Care Technology.
- Acquisition of the Williamson National Guard Armory has been completed and renovations are underway to house the Academy for Mine Training and Energy Technologies and Agriculture program. Recent modification included a new [fire suppression system](#).
- [New roofs](#) on the two oldest buildings on the Logan campus and the Wyoming County facility were put in place in the last year.
- The Harless Library on the Logan Campus has also been renovated with [new shelves](#).
- Remodeling of the Logan Campus Student Services area is currently underway.

Technology

In 2010 Southern entered into a [contract](#) with SunGard (now Ellucian) to upgrade and maintain the college technology infrastructure. Significant improvements have been completed and Southern hired a new Chief Information Officer to transition to college ran leadership and services.

The [Office of Information Technology Reports](#) provided by Ellucian list their goals and activities. Some of the major notable modifications include:

- Network services overhauled
- Interactive classroom upgraded
- [Development of Technology Plan](#)
- Transition to using Banner - AR process to automate student billing and financial aid
- Argos and Blackboard Analytics for effective reporting
- Online Student evaluation mechanisms and reports
- Processes and reports to assist with student verification
- Training for employees including weekly Tech Tips
- [24/7 Help Desk](#) service for students and employees

- Blackboard integration for distance education
- Security and backup procedures
- Consultant to assist with the development of new comprehensive strategic plan (in progress)

Southern also utilizes the services of the WV Network (WVNET) for hosting services for the student information system (BANNER) through Memorandums of Understanding (MOU) for [Banner Hosted Services](#) and [Support Services Banner Hosted](#). WVNET also host the learning management system (Blackboard) through a [MOU for Blackboard Premium Hosting](#) and an additional [MOU for a Digital Learning Resource Package](#) to allow lecture capture storage and streaming and video chat rooms. These MOU's allow Southern to take advantage of statewide pricing discounts and expertise technical support to maintain quality of services with minimal cost.

5.A.2. Southern is a public institution of higher education and has no "subordinate entities." All sources of revenue (state support, tuition/fees, grants, etc.) are allocated to support the fulfillment of the college's Mission and Vision.

The budgeting process places emphasis on the six Institutional Commitments derived from the Mission Statement. The College does financially support "non-credit" workforce development, continuing education, training and community interest programming. However, these activities are included in the Institutional Commitment to support economic development in the institution's service district and the State of West Virginia.

5.A.3. The College's Mission, as stated and elaborated upon in Criterion 1.A, clearly defines the goals of the institution. All facets of the college, including the fiscal, human resources, physical, and technology, as explained in Criterion 5.A.1. are driven by the Mission Statement.

Accompanying the Mission Statement and Institutional Commitments are the Vision Statement and Core Values, all of which reflect a realistic understanding of the college's organization, resources, and opportunities, while supporting our goals and values.

5.A.4. To ensure all employees are appropriately qualified and trained the college utilizes a variety of methods including:

- Established hiring procedures
- Procedures for evaluating faculty and staff
- Professional Development opportunities.

[SCP-2171, Professional and Educational Requirements for Faculty and Instructional Specialists](#), outlines the required credentials for faculty. Qualifications are established through a conference with the position's supervisor and the director of Human Resources. A [Position Information Questionnaire \(PIQ\)](#) is completed for each position to outline qualifications.

Performance appraisals are used to help identify levels of employee performance and areas which may need improvement. Southern has successfully worked to improve the level of completion of performance appraisals. Since 2013, all supervisors have been required to attend [supervisor training sessions](#). Such training has been offered during the college's scheduled [Governance Days](#). Supervisors are contacted by human resources when evaluations are not completed.

To assist in the effective and easily accessible evaluation of faculty, the process for student evaluation was updated to provide students with an [electronic form](#) accessible within their MySouthern accounts. [Evaluation reminder emails](#) to students are delivered to remind students when evaluations

have not been completed.

Southern also offers a variety of internal professional development opportunities to employees. In 2013 a Professional Development Training Center was established on the Logan Campus and in 2014-2015 a [Center](#) was established on the Williamson Campus. These Centers are equipped with a variety of instructional technologies.

As previously mentioned in Criterion 5.A.1, a Needs Survey was completed to help employees self-identify training needs and a schedule of training was provided to identify the top needs. All mandatory Governance Day Meetings have allocated time blocks for professional development activities and provide employees with a variety of training activities throughout the year. Additional training activities are scheduled at various times throughout the year by individual units based need and/or demand. A [budget presentation](#) is made to employees each year on the budget status and budget process to help increase transparency in the budgeting process.

In addition to internally provided professional development opportunities, the Faculty Senate and the Classified Staff Senate are provided professional development funds to distribute according to the needs of their respective areas through application using the [Faculty Professional Development Request Form](#) or the [Staff Professional Development Request Form](#).

5.A.5. As mentioned above, the Financial Affairs Unit of the College is under the direction of the Vice President for Finance and Administration. [Budget request forms](#) are completed by each unit and presented at yearly budget hearings to determine the level of funding and are awarded accordingly to best fulfill the college's Mission.

Regarding its financial resources, accounting procedures and auditing process, the College follows all laws and regulations promulgated by the state legislature, WVCTCS, the Department of Finance and Administration, Higher Education Purchasing, the State Auditor's Office, and the Federal Government. Southern adheres to accepted accounting principles and procedures, and reports are based on those supported by the National Association of College and University Business Officers (NACUBO). Financial statements are in compliance with Government Accounting Standard Boards (GASB) 34/35. All Accounting data is entered into the BANNER Finance System. All payment documents and cash deposits are reconciled monthly with the state auditor's reports, and any appropriate corrections are made.

The College has a policy in place, [SCP-5260, Meeting Financial Exigencies](#), to ensure a cohesive plan of action in the event of financial exigency. As the region faces economic troubles and population decline, this policy is prudent in the event of potentially more difficult fiscal times.

Sources

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- Budget Request Form Sample Technology Budgets 2014-2018
- Campus Improvement List
- Change Order SWVCTC Fire Suppression System Guajot Armory
- CTC State Funding and Tuition Comparison Chart FY 17
- Ellucian Contract
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- Help Desk Information
- Library Shelving Style and Picture
- Logan Campus Roofing Bids with backup documents
- NSF Grant Project Description
- Organizational Chart 9-6-17
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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1. Southern is governed by a Board of Governors (BOG) which is a statutory body established by [WV Code, Chapter 18B, Article 2A](#). West Virginia's community and technical colleges governing boards consist of twelve members, of whom, nine are public members appointed by the Governor, by and with the consent of the State Senate. Individuals selected for the BOG have demonstrated a sincere interest in, and concern for, the welfare of the institution and are representative of its population and fields of study, ensuring effective leadership. A chairperson is elected from the citizen members.

From the institution, a full-time faculty member is elected by the faculty assembly, a member of the student body in good academic standing is elected by the student body, and a member of the classified staff is elected by the staff assembly to represent the interests and concerns of relevant constituents to the BOG. Lay Board members serve terms of four years and may serve no more than two consecutive terms. The student member serves for a term of one year, and the faculty and staff members serve for a term of two years. Each term begins on July 1. Faculty and staff members are eligible to succeed themselves for three additional terms, not to exceed a total of eight consecutive years. The powers of the board are outlined in [Section §18B-2A-4, Powers and duties of governing boards generally](#).

West Virginia Code, institutional policies [SCP-8600, Board of Governors Operational Guidelines Policy](#), [SCP-8600.A, Board of Governors Operational Guidelines](#), and Council's [Series 4, Rules and Administrative Procedures](#), clearly define the Board of Governors' duties and responsibilities in this system, including the necessity to maintain ongoing knowledge of the institution and work in collaboration with the institution's constituents. All board members are required to complete a total of six hours of training every two fiscal years. A new member, with the exception of the student member, must have three hours of training in their first year. In addition to formal training on board duties, board members are provided with informational sessions from each unit within the College to keep the board members abreast of events within the institution.

As reflected in the BOG minutes, the President provides a [President's Report](#) at each meeting highlighting recent and ongoing activities. The [Vice President for Finance and Administration](#) provides a Financial Report at each meeting to overview the financial status. All other areas provide annual updates on a rotating basis including [Academic Affairs Unit](#), [Development Unit](#), [Student Services Unit](#), [Workforce and Community Development Unit](#), [Institutional Effectiveness](#), [Technology](#)

[Services](#), [Classified Staff Council](#), and the [Faculty Senate](#). All Board of Governors meetings are open to the public. Board [meeting agenda and minutes](#) are posted on the college website as well as [notices of open meetings](#) distributed according to state guidelines.

The BOG is also charged with final approval of institutional policies. However, these policies can have many different points of origin. Southern's [Institutional Governance Handbook](#) outlines the philosophy, policies, and procedures that guide the College's shared governance system for all other internal constituents. Prior to the formal adoption of any institutional policy, a 30-day comment period is opened to the public. During this time, anyone can give input on any policy before the BOG votes on it.

In addition to policies, the BOG schedules and reviews academic programs on a [five-year rotation](#) and makes final recommendation on program continuance to the WV Community and Technical College Council.

5.B.2. Southern West Virginia Community and Technical College strives to maintain an internal decision-making process based on shared governance. Within that shared governance, opportunities for participation and consultation are provided for all constituent groups including administrators, faculty, classified staff, students, and district residents. This system of shared-governance is based upon an atmosphere of collegiality and mutual respect and is guided by the college's Mission and the principles of disclosure, responsiveness, and accountability. The Institutional Governance Handbook provides [general responsibilities and guiding principles](#), [Board of Governors information](#), [committee structures](#), [operational guidelines for committees](#), [recommendation form](#), and [meeting calendar](#).

The governance system includes a number of standing committees developed through input from all constituents. These committees include:

- Assessment, Curriculum and Instruction
- Distance Education
- Enrollment Management
- Executive Council
- Facilities and Safety
- Management Council for Academic Affairs and Student Services
- Strategic Planning and Financial Review
- Technology

Other facets of the governance system include:

- Classified Staff Council
- Faculty Senate
- President's Cabinet
- Student Government Associations
- Financial Exigency
- Promotion Committee

The Strategic Planning and Financial Review committee oversees modifications to the handbook and follows the established flow of recommendations to finalize updates. [Significant changes](#) to the original handbook [were made in 2015](#) to reflect a complete institutional governance reorganization. An additional [formal review](#) was completed in April 2017 with minor changes after a small organizational shift. Each review provided opportunity for all constituent groups to provide input. Minor updates such as reflecting organizational change in titles are made as necessary throughout the

year.

The college holds [four mandatory attendance](#) Governance Days which are provided in the Institutional Governance Handbook. These days provide specific time slots for standing committee and senate meetings, all employee sessions, professional development activities, and unit specific meeting times. Some committees have additional designated times reserved for meetings and all committees may call additional meetings as required to conduct committee business. The Management Council for Academic Affairs and Student Services along with the President's Cabinet meet on a monthly basis with additional meetings as necessary.

Recommendations are processed using an [Institutional Recommendation Form](#). This form was updated in 2015 to include budgetary information to address concerns from the facilities and finance areas. Additional conversations and planning sessions are now held between academic leaders and facility directors to improve coordination. Additional procedures to improve communication of the governance system were implemented in 2015 which requires committee recorders to send out a [synopsis of meetings](#) to the college community via e-mail as soon as possible following each meeting.

Promoting effective leadership in the community and supporting collaborative processes often lead to new policies. One example is the Tobacco and Smoke Free Campus Policy (SCP-1750), which will provide, "employees and students and environment free from the ill effects of tobacco products" and promote health and well-being on our campuses. Becoming effective on July, 1, 2017, SCP-1750 followed standard procedures of review, a comment period, and approval by the BOG. The [recommendation for approval and comments](#) are provided in the BOG Meeting Agenda Book for August 16, 2016.

5.B.3. As part of Southern's governance system, the Assessment Committee, Curriculum and Instruction Committee, and Distance Education Committee are specifically dedicated to academic matters. Each committee contains faculty representatives from each cognizant area along with staff representatives and appropriate ex-officio members. All but Curriculum and Instruction Committee also have student representation. All committees conduct regular open meetings and individuals are welcome to attend and voice their opinions.

As outlined in the [Governance Handbook](#), faculty originate curriculum changes and academic policy within these committees and forward recommendation to the Management Council for Academic Affairs and Student Services. Policies, procedures, and new program recommendations are then forwarded to the Executive Council for action then to the President's Cabinet.

Assessment event information and curriculum changes such as textbook or course description are forwarded and assessment events are shared with Executive Council as informational items. For example, the faculty within the Information Technology program area processed a program change request to modify program requirements. The change was presented to the Division of Applied and Industrial Technology for approval using the Institutional Recommendation Form. This was advanced to the Curriculum and Instruction Committee for consideration. The approved form was advanced to the Management Council for Academic Affairs and Student Services who also reviewed and approved the modification. The changes were shared with the Executive Council, and submitted for action to the President's Cabinet. [Academic Program Reviews](#) are processed similarly, but are given to Executive Council for action and approval instead of as an informational item.

The Assessment and the Curriculum and Instruction Committee have been in existence since the original governance handbook. The [Distance Education Committee](#) was established during the 2017

review and will begin full implementation in April 2017 with faculty elections to committees.

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- SCP-8600, Board of Governors Operational Guidelines Policy 2013-02-19
- SCP-8600.A, Board of Governors Operational Guidelines 2014-02-18
- Series 4, Rules and Administrative Procedures, Title 135, WVCCTCE
- WV Code Chapter 18B-2A Institutional Boards of Governors 2016-09-23
- WV Code Chapter 18B-2A Institutional Boards of Governors 2016-09-23 (page number 4)

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
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. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1. As stated in Criterion A.1, the mission and Institutional Commitments center on six key areas:

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

Each of the commitments are primarily tied to organizational units with commitments 1, 2, and 3 primarily covered by the Academic Affairs Unit, commitment 4 primarily covered by the Workforce Development Unit, commitment 5 primarily covered by the student services unit, and commitment 6 primarily covered by the Development Unit. Each unit receives an annual operating budget along with additional budgets for functional areas that support all commitments including, but not limited to, human resources, technology services, finance, and the President's Office. Each functional area submits a detailed [budget request form](#) along with justifications for items to their appropriate unit vice president. Budget hearings are held yearly and unit heads present their vision with funding request to the CFO and President. A final operating budget is balanced across revenue streams and provided to each unit. The [Operating Budget Summary by Org2](#) spreadsheet represents the 2017 operating budget for each unit. Salaries and benefits are included in separate budgets to allow for multiple funding streams including grants.

5.C.2. Annually each unit provides an evaluation of their activities toward the Compact and Master Plan and identify weaknesses that need specific attention. The Strategic Planning and Financial Review Committee conducts a special [meeting to review and approve updates to the Master Plan](#) which help drive planning for the upcoming year.

The expansion of distance education provides an example linking evaluation, operation, planning, and budgeting together. As the institution's expanded goals centered on distance education, careful attention was given to planning and budgeting. A plan was organized to train faculty in Quality Matters standards as well as verify Blackboard skills including an expansion of operational training facilities. A [budget for distance education](#) was established to allow personnel to participate in the WV Virtual Learning Network, maintain QM affiliation cost, and support department personnel. The [Memorandum of Understanding for Blackboard Hosting](#) has been maintained with an expansion planned to premium service for the 2017-2018 agreement. An additional [Memorandum of Understanding for Digital Learning Resources](#) was established with WVNET to expand services to include video streaming, interactive collaboration, and increased space.

The following two examples detail the process for evaluation of operations:

1. During the 2015 review of the Institutional Governance Handbook, [recommendation for changes were approved](#) to committee structures to reposition the review of finances from the Finance and Facilities Committee to the Strategic Planning Committee. This modification allowed the newly restructured Strategic Planning and Finance Committee to review financial needs together with the strategic goals of the institution. Efforts are still ongoing to provide greater oversight by the committee and incorporation of all plans into a cohesive strategic plan and remain inclusive of all constituent groups.
2. Due to acts of violence and shooting across college campuses nationwide, and due to extreme weather events such as floods and blizzards, the institution identified a need to improve safety and emergency preparedness. As a result the Facilities Committee was also restructured to include Safety as a key component. In addition to the standing committee, an ad-hoc committee on safety was developed and organized the development of the new [Emergency Preparedness Manual](#) and response teams.

5C3. Functional areas of the college develop and utilize planning guides. The Institutional Governance Committees originate and maintain their specific plans with the Strategic Planning and Financial Review Committee providing final review of the planning guides for overall inclusion and support of the mission and institutional commitments. Each committee has representatives from areas across the college and all employees are solicited input on plans.

For example, the Technology Committee is responsible for the Technology Plan. A steering committee as listed in the [Technology Plan Appendix A](#) was established to guide the overall development of the Technology Plan. Focus sessions were held allowing all employees an opportunity to provide input on technology needs. The plan was then streamlined into priorities and redistributed for review and additional feedback and ultimately reviewed by the Strategic Planning and Financial Review Committee.

Another example is the Compact and Master Plan as evidenced in C.2. Each functional unit is asked to provide input on specific strategies completed as well as new strategies for the upcoming year. The units include discussions with the external advisory councils to assist with strategies that support their goals. The Strategic Planning and Financial Review Committee reviews all suggestions from input and develops the final goals which are reviewed for correctness by each unit before submission to the West Virginia Community and Technical College Council.

The college is currently developing a new strategic vision to align with the direction of the new President, Dr. Robert E. Gunter, who was hired in January of 2016. Dr. Gunter began his new strategic vision after an in-depth review of the college and provided initial statements to a small group

of faculty, staff, and administrators. Feedback was then incorporated into the new strategic vision and [distributed college-wide for input](#) as well as to the Board of Governors and to [community members](#) across the service district. Once all groups have the opportunity to provide feedback, the vision will be given to the Strategic Planning and Review Committee for additional processing and development. The assistance of a consultant to guide conversation and development of a new overall strategic vision and plan is being reviewed. The consultant is included as part of the contract with Ellucian and previous use of an external consultant to develop the Technology Plan provided an excellent mechanism for comprehensive and unbiased development.

5.C.4. Southern develops budgets based on programmatic capabilities such as accreditation limits, lab and facility limitations, and full-time faculty needs and expectations. In addition to internal limits, Southern historically budgets tuition revenue on [conservative enrollments estimates](#) that provide a realistic attainment level and surplus funds when enrollments surpass estimates. State economic conditions and revenue predictions are also evaluated on an ongoing basis and drive tuition committee and pre-budget development discussions. The actual state revenue budget allocation is provided by the state budget bill prior final fiscal year budget approval. As outlined in 5.A, a balanced budget utilizing the approved state revenue and conservative tuition estimates is presented to the Board of Governors. The [revenue summary of unrestricted funds](#) shows the breakdown of revenue streams for the 2014-2017 fiscal years.

5.C.5. Despite the fact that coal mining activities have decreased in the service district, Southern's Academy for Mine Training and Energy Technologies (AMTET), through an [agreement](#) with Liu, Smith and Associates, was able to expand to include [global training](#) for Chinese persons working in the mining industry in China. Persons who enrolled for [safety training](#) at Southern through Liu, Smith and Associates were able to expand and improve their knowledge and awareness of safe mining practices for the Chinese coal mining industry.

In addition to globalizing AMTET, other programs were initiated in anticipation of the diversification of the current economy beyond coal mining. The goal is to provide opportunities for retraining a blue collar workforce in emerging industries. The college conducted community forums to explore concepts in agriculture and craft beer. The forums resulted in identifying a number of partnerships with state and community organizations working on developing reclaimed mine sites as agriculture sites with goals of diversifying the economy through agriculture. This resulted in support for a [Technical Program Development Grant for Agriculture](#) through the West Virginia Council for Community and Technical College Education. The new agriculture program will bring together partners throughout the district on agriculture related training including bees with Appalachian Headwaters, crops with Refresh Appalachia, and agriculture therapy with the Logan County Day Report Center.

Southern anticipates the need to expand in areas of tourism and entrepreneurialism, working closely with groups such as NACCE – National Association for Community College Entrepreneurship, Entre-ED K-14, The Hatfield McCoy Trails, and PRIDE, Inc. Each of these have been awarded Appalachian Regional Commission – POWER Initiative grants which included funding for Southern to develop and deliver entrepreneurial training. In addition to assisting local entrepreneurs with lodging and service training for the Hatfield McCoy Trail System, another need for a new [Powersports Technology Program](#) was identified to support the growing need for local providers for ATV (All-Terrain Vehicle) repair and maintenance.

Southern also continues to support and grow its Healthcare Programs to meet state and regional needs. New programs were developed for Health Information Management, Mechatronics, Welding, PowerSports Technology, and Electromechanical Instrumentation Technology have been added

to [Southern's degree inventory](#). An expansion of Respiratory Care Technology is in process, and expansion of Nursing is being reviewed for feasibility.

Sources

- 2016-03-24 Strategic Planning Financial Review Committee Minutes
- Agriculture Grant Award_TPD Contract
- Budget Request Form Sample Technology Budgets 2014-2018
- College-wide Email Seeking Input on Draft 2016-2020 Strategic Goals 2016-10-26
- Community Input Request Seeking Input on 2016-2020 Strategic Goals
- Distance Learning Budget 2017
- FTE Estimations for Budget
- Institutional_Governance_Handbook_2015-17_SPRC_12-14_Update_PC_Final_Approval_2015-01-26
- Institutional_Governance_Handbook_2015-17_SPRC_12-14_Update_PC_Final_Approval_2015-01-26 (page number 2)
- IR_Strategic_Planning_Recommendation_PC_Tabled_2014-04-10
- Mine Training of Chinese Students
- MOU for Mine Safety Training-Liu_Smith_and_Associates Endorsed 06-24-2013
- Operating Budget Summary by Org2 - 2017
- Powersports Technology_TPD_SWVCTC_and Award
- Revenue Summary Unrestricted Revenues
- SWVCTC Degree_Inventory as of 03-24-2017
- SWVCTC Emergency Plan 2017-06
- Technology Strategic Plan 2013-2016 - November 2015 Update
- Technology Strategic Plan 2013-2016 - November 2015 Update (page number 22)
- The China Challenge_WV Edge Magazine Article 2014
- The China Challenge_WV Edge Magazine Article 2014 (page number 3)
- WVNET MOU Banner Hosting Southern CTC FY 17 MOU upd Jun 20 2016
- WVNET MOU Digital Learning Resource Package Southern CTC FY 17 2016-10-18

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1. Southern effectively develops and documents evidence of performance of all its operations. To ensure effective data collection, Southern employs the Associate Vice President for Academic Affairs to work with institutional effectiveness. The college also receives services of a programmer specific for data collection and reporting through the Ellucian contract for technology services. Southern utilizes the Ellucian BANNER with modules for students, finance, human resources, and grants management to store and track data.

For reporting purposes Southern utilizes the ARGOS reporting software that is directly linked to BANNER and recently added Blackboard Analytics Reporting software which is linked to BANNER data on a one day delay. Both [ARGOS](#) and [Blackboard Analytics](#) have standing reports and dashboards which may be customized to document relevant performance data. Appropriate staff has received training to utilize dashboards within each program.

Southern participates in the [Community College Survey of Student Engagement](#) (CCSSE). The results are reviewed by the College and published on Southern's website. Findings from the survey are used to make adjustments in areas where challenges are found. These areas include improvements in support for veterans as mentioned in Criterion 5.A and the addition of peer counselors to provide intrusive advising as noted in Criterion 3, as well as, tutoring services likewise noted in Criterion 3. Additional services were contracted in 2016 with the Center for Entrepreneurial Studies and Development, Inc. (CESD) to provide an assessment regarding our attention and services to current and potential students. An Ad-Hoc Committee – Students First was established to review the findings and will make recommendations in the upcoming year. The College will use this information to guide a new Enrollment Management Plan.

5.D.2. As outlined in Criterion 4 on Teaching and Learning: Evaluation and Improvement, Southern uses feedback on assessment activities and program reviews to improve the teaching and the learning process. Academic programs follow a mandated program review format which requires programs to collect and analyze data in regards to majors, completion, and satisfaction which are reported to the Board of Governors and the WV Community and Technical College Council.

Southern continues to improve by learning from operational experiences in distance education. As outlined in Criterion 3, faculty teaching online are required to attend Quality Matters (QM) training on applying [QM Standards](#) for course design. In addition to standard training and internal course reviews, in-depth training was provided to two cohorts of faculty resulting in eleven courses being submitted for formal QM review as summarized on the [Summary Worksheet – QM Course Reviews](#). Faculty with the assistance of distance education staff review comments from [QM reviewers](#) and make adjustments to courses as recommended and resubmit for amended review. In addition to individual course results, recommendations for improvements have been utilized to improve a base

template for all new courses and existing courses are being updated systematically with new template information. In 2017 Southern applied for and was approved for membership in the [NC-SARA](#) to assist in meeting state reciprocity guidelines for delivery of distance education courses outside of West Virginia.

Verification of attendance data used by financial aid resulted in the development of new procedures for course verification by faculty and the disbursement of financial aid to students. Faculty are now required to verify student attendance and activity in classes during the first two weeks of class. ARGOS is used to generate an automated [Roster Verification Summary email](#) that is sent to members of the academic management as well as finance and business office personnel daily. A daily [Students Needing Roster Verification email](#) reminder is sent to faculty until all students on their rosters have been verified. Prior to disbursement of financial aid awards, a list of students not attending is provided to financial aid and funding is removed from the student award and the student notified.

All aspects of campus facilities are evaluated annually by the West Virginia Board of Risk and Insurance Management (BRIM) at each campus location. If deficiencies are found, BRIM provides the college with an annual [report of findings](#) and identifies needed changes. The Campus Directors work with campus maintenance staff to eliminate and/or improve findings and [report changes back to BRIM](#). Southern also provides BRIM an annual report using the [BRIM Loss/Control Questionnaire](#) to assist with identified safety issues. Campus Directors also complete a [Monthly Safety Checklist](#) as part of the response for annual report. Southern has a designated Safety Coordinator, David Lord who also serves as the Campus Director for the Wyoming Campus, to coordinate with BRIM on safety issues.

Sources

- Argos Reports Menu Dashboards
- Blackboard Analytics Dashboard
- Boone Campus_BRIM_Loss Prevention Report Dated 2017-05-10
- Boone Campus_Response to Loss Prevention Report Dated 2017-05-10
- BRIM Loss Control Questionnaire 06.27.17
- Community College Survey of Student Engagement (CCSE) 2014 Key Findings,
- Monthly Safety Inspection July 2017
- QM Reviewer Comments - SO 200 sample
- Quality Matters 2, Fifth Edition, 2014
- Sample Summary Roster Verifications Needed Report Spring 2017
- SARA Welcome Letter - Distance Education
- Students needing roster verification faculty email
- Summary Worksheet - QM Course Reviews

5.S - Criterion 5 - Summary

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

Summary

Southern's resource base is sufficient to fulfill its Mission. Fiscal, human, and technology resources are maintained by the Finance and Administration Unit and oversight is provided by the Vice President for Finance and Administration. This unit addresses the administrative and business functions of the institution, including: budgeting, accounting, payroll, facilities management and maintenance – including technology, purchasing, auxiliary enterprises, and human resources.

Southern maintains a 10-year Master Facilities Plan and provides facility improvement on a prioritized basis from the plan. Capital improvements are made on a regular basis to facilities utilizing a capital improvement funds as well as funds allocated from the WV HEPC and the CTC System.

Southern is a public institution of higher education and has no "subordinate entities." All sources of revenue are allocated to support the fulfillment of the College's Mission and Vision. The budgeting process places emphasis on the six Institutional Commitments derived from the Mission Statement. The College does financially support "non-credit" workforce training, continuing education, and community interest programming.

Southern is governed by a Board of Governors which is a statutory body established by WV State Code. West Virginia CTC Boards consist of twelve members, of whom, nine are public members appointed by the Governor, by and with the consent of the State Senate. Individuals selected for the Board have demonstrated a sincere interest in, and concern for, the welfare of the institution and are representative of its population and fields of study, ensuring effective leadership.

West Virginia Code, institutional policies and the Council's Series 4, *Rules and Administrative Procedures*, clearly define the Board of Governors' duties and responsibilities, including the necessity to maintain ongoing knowledge of the institution and work in collaboration with the institution's constituents. The Board schedules and reviews academic programs on a five-year rotation and makes final recommendation on program continuance to the Council.

Southern strives to maintain an internal decision-making process based on shared governance. Within that shared governance, opportunities for participation and consultation are provided for all constituent groups including administrators, faculty, classified staff, students, and district residents. This system of shared-governance is based upon an atmosphere of collegiality and mutual respect and is guided by the college's Mission and the principles of disclosure, responsiveness, and accountability.

Southern is currently developing a new strategic vision to align with the direction of the new President, Dr. Robert E. Gunter, who was hired in January of 2016. Once all feedback is obtained, the vision will be given to the Strategic Planning and Review Committee for additional processing and development.

All aspects of campus facilities are evaluated annually by the WV Board of Risk and Insurance Management at each campus location. Southern also provides BRIM an annual report using the BRIM Loss/Control Questionnaire to assist with identified safety issues.

Sources

There are no sources.