Southern

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

BOARD OF GOVERNORS

APRIL 24, 2007
AGENDA

Members

Linda Q. Akers, Chair
James R. Sheatsley, Vice Chair
Jada Hunter, Secretary
Kevin N. Fowler
Shelley Huffman
George Kostas

Dr. David R. Pierce
Dr. Anne M. Seaver
Michael Baldwin
Elston Johnson
George Morrison

Joanne Jaeger Tomblin
President

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
ROOM 111 — LOGAN CAMPUS
APRIL 24, 2007
AMENDED AGENDA

Board of Governors Agenda
Meeting of April 24, 2007

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 24, 2007
AMENDED Agenda Items for Action

Board Members Present: Linda Akers, Shelley Huffman, Jada Hunter, David Pierce, James Sheatsley, Anne Seaver, Kevin Fowler, George Kostas, Michael Baldwin, George Morrison, Elston Johnson

Board Members Absent: None

Administrative Staff: President Joanne Jaeger Tomblin, Merle Dempsey, Cathy Smith-Cox, Sam Litteral, Allyn Sue Barker, James Owens, Pam Alderman, Ron Lemon, Cindy Crigger, Patricia Clay, Ron Hamilton, Randy Skeens, David Lord, Emma Baisden

Classified Staff Council: Pete Parsons, Tina Kinser, and Chris Gray (Advisory Council of Classified Employees Representative).

1.   Call to Order:
Chair, Linda Akers, declared a quorum present and convened the meeting at 6:10 p.m.

2.   Classified Staff Council Annual Presentation:
As prescribed in West Virginia Code §18B-6-4b, the Classified Staff Council held its annual meeting with the Governing Board to discuss matters affecting classified employees. Mr. Chris Gray, Advisory Council of Classified Employees Representative, introduced Classified Staff members present, Tina Kinser and Pete Parsons, presented a PowerPoint Presentation to the Board on issues of concern that impact classified employees.

3.   President's Report:
Before updating the Board on pertinent institutional developments, President Joanne Jaeger Tomblin commended the Classified Staff Council on a job well done.

1.   President Tomblin introduced to the group Mr. Sam Litteral, Chief Financial Officer, and Mr. David Lord, Wyoming/McDowell Director of Campus Operations.

2.   Senate Bill 442 is a new grievance procedure introduced in the legislature. It reforms the procedure as it reduces the number of steps.

3.   SCP-2125, College-wide Employee/Personnel Policy is on hold for review. The Human Resources department is developing a new employee handbook that will incorporate the information from the policy.

4.   The final structure for academic reorganization was presented to all Southern employees at the January 8, 2007 All College Day assembly. The structural changes are designed to develop leaders within the faculty ranks and to better reflect our programs and mission. Position descriptions have been developed and new positions will be advertised in-house during February and March. The new structure is effective July 1, 2007.

5.　　President Tomblin received the final report from the President's Blue Ribbon Task Force on Recruitment, Retention and Graduation on January 31, 2007. She met with the entire committee on February 15 to discuss their findings and next steps. An Implementation Team will be created to address the issues that are barriers to student success.

6.　　High school visits continue this semester.

7.　　Harmony Week activities are ongoing. The culmination luncheon featuring The Drum Café will be held on March 2 beginning at 11:00 a.m. at the Earl Ray Tomblin Convention Center.

8.　　The Academy for Mine Training and Energy Technologies that officially opened on September 7, 2006 has become a focal point. To date the Academy has served 645 persons. President Tomblin plans to ask Carl Baisden, Academy Director, to speak at the June 19 Board meeting.

9.　　Vision 2020 Major Gifts Campaign is going extremely well. Our goal is to reach $7,000,000 by 2010. Since the September 7, 2006-kickoff, contributions and pledges are approximately $5,000,000. This is approximately 70% of our 2010 goal.

10.　　Higher Education Day at the Legislature was held on February 13, 2007.

11.　　Renovations are currently underway at Madison and Williamson to house new programs in Cosmetology and Respiratory Care. A new Survey Technology program will be provided in the Center for Allied Health and Technology currently under construction at Logan. The contractor for the new facility has requested a 45-day extension. Most likely, classes will be held in the facility Spring 2008.

12.　　The Committee on Faculty Responsibilities completed its work and submitted a recommendation. President Tomblin and Executive Vice President Dempsey will review the recommendation and determine the next steps.

13.　　The Beckley Higher Education Center is scheduled to open Fall 2007.

14.　　The Lincoln County Board of Education, Lincoln County Friends of the Arts, Tamarack Foundation, and Southern WV Community and Technical College are exploring an opportunity to create a crafts school in Lincoln County.

15.　　Twelve students are currently enrolled in Southern's Nursing Program provided at Eastern West Virginia Community and Technical College. Southern officials have reviewed program cost and determined the program is not cost effective nor financially feasible at that location. The Nursing Coordinator and Administrative Assistant at the Eastern site have resigned. Dean of Allied Health, Pamela Alderman, and Nursing Program Coordinator, Barbara Donahue, is traveling on a week-by-week basis to Moorefield to complete the program this semester. Of the

twelve students enrolled, four have secured employment at a Nursing home. The area hospital does not need additional Registered Nurses. Also, clinical affiliations are difficult to obtain.

4.   **Action Items:**

1.   **Appointment of Board of Governors Self-Assessment Review Committee**
Chair Akers appointed the following Board members to serve on a committee to review the Board's self-assessment tool: Chair, Linda Akers, George Morrison, Shelley Huffman, Jada Hunter, James Sheatsley and Michael Baldwin.

2.   **Approval of November 28, 2006, Minutes**
MOTION: Shelley Huffman moved to accept the meeting minutes as presented.

ACTION: James Sheatsley seconded the motion. The motion carried unanimously.

3.   **Final Approval of Proposed Policies:**
1. **SCP-2375, Home Campus Assignment and Campus Requirements for Faculty, and**
2. **SCP-4710, Academic Dishonesty**

MOTION: Jada Hunter moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of the aforementioned policies as presented following the 30-day comment period.

ACTION: Shelley Huffman seconded the motion.   The motion carried unanimously.

3. **SCP-5260, Meeting Financial Exigencies**

MOTION: Shelley Huffman moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of the aforementioned policy as presented following the 30-day comment period.

ACTION: David Pierce seconded the motion. The motion carried unanimously.

4. **SCP-5780, Travel Regulations**

MOTION: Kevin Fowler moved the adoption of the following resolution:
RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of the aforementioned policy as presented following the 30-day comment period.

ACTION: Shelley Huffman seconded the motion. The motion carried unanimously.

4. **Proposed Policy for 30-day Public Comment Period**
   1. **SCP-1735, Solicitation Policy**

   MOTION: Kevin Fowler moved the adoption of the following resolution:

   RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

   ACTION: Shelley Huffman seconded the motion. The motion carried unanimously.

   2. **SCP-2156, Drugs in the Workplace**

   MOTION: Shelley Huffman moved the adoption of the following resolution:

   RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

   ACTION: Jada Hunter seconded the motion. The motion carried unanimously.

   3. **SCP-2250, Hiring Adjunct Faculty**

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

   RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

   ACTION: James Sheatsley seconded the motion. The motion unanimously carried.

   4. **SCP-2254, Hiring Process**

   MOTION: Kevin Fowler moved the adoption of the following resolution:

   RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the

recommendation for recision of the aforementioned policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

ACTION: Elston Johnson seconded the motion. The motion unanimously carried.

5. **SCP-3100, Full-time Faculty Responsibilities for Academic Advising of Students**

MOTION: Mike Baldwin moved the adoption of the following resolution:

RESOLVED, That the Southern WV Community and Technical College Board of Governors grant approval for the distribution of the aforementioned draft policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

ACTION: Kevin Fowler seconded the motion. The motion carried unanimously.

6. **SCP-3551, Meeting Scheduled Classes**

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

ACTION: James Sheatsley seconded the motion. They motion unanimously carried.

5. **Discussion Items:**
   1. **Board of Governors Committee on Core Values Report**
      On January 17, 2007, the Board of Governors Committee on Core Values, conducted an open meeting to review the list of Core Values established by the Board and compiled by Mr. Tom Heywood during the October 20, 2006 Board Retreat. Committee members present were Shelley T. Huffman, Committee Chair; Mike Baldwin, Anne Seaver and Jada Hunter. The committee presented the following recommendation to the full Board:

   1. Eliminate the "Our Core Values" list (attached – page 142 of November 28, 2006 Board of Governors Agenda Book).

   2. Adopt: 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.
- Bringing passion and compassion to our every task.
- Being leaders by encouraging and supporting lifelong learning.
- Embracing change through bold actions.
- Being creative and innovative at all levels.
- Creating opportunities for the community.
- Celebrating success.

The Board unanimously agreed to send the list out for a 30-day comment period and bring back to the Board for adoption at its April 24 meeting.

2. **Board of Governors Committee on Strategic Goals Report**
On February 1, 2007, the Board of Governors Committee on Strategic Goals conducted an open meeting to develop the 2006-2007 Goals for the Board. Along with Chair Akers, members of the committee present were George Kostas, George Morrison, Kevin Fowler, David Pierce, and Jim Sheatsley. The committee recommends the following for consideration by the full Board and will bring this item forward for action at its April 24 meeting:
1. One hundred percent participation in the Vision 2020 Major Gifts Campaign.
2. Increase Board participation at College activities and events. Each Board member will try to attend a minimum of three events annually.
3. Finalize Strategic Goals for the College.
4. Board members will participate in professional development and training at the state and national levels when available.

3. **Board of Governors Salary Planning Committee Report**
On February 9, 2007, the Board of Governors Salary Planning Committee conducted an open meeting with full-time faculty to share progress made in developing a recommendation for a salary plan. Along with President Tomblin, members of the committee present were Kevin Fowler, Committee Chair; George Morrison, Faculty Representative to the Board; Linda Akers, Board Chair; and Board of Governors members Shelly Huffman and Jim Sheatsley. Also present was staff members' Sam Litteral, Chief Financial Officer; Merle Dempsey, Executive Vice President; and Patricia Clay, Human Resources Administrator.

After an introduction of the members present and a statement as to the purpose of the committee, President Tomblin turned the meeting over to Mr. Fowler and Mr. Morrison, both of whom made brief remarks about what the committee had accomplished to date and to ask for input from the faculty on the salary plan. Following the remarks by Mr. Fowler and Mr. Morrison, Patricia Clay gave a brief overview of the process the committee had used to arrive at the current market for salaries among community colleges using data from a variety of sources. Ms. Clay also presented a comparison of current faculty salaries at Southern with those of the established market. A "draft" salary schedule with a minimum, midpoint, and maximum salary for each faculty rank was presented for consideration. Ms. Clay provided handouts and an oral explanation of the data contained in the draft.

President Tomblin will send the handouts to all faculty via e-mail. Mr. Fowler opened the floor for questions and comments from the faculty present. The faculty submitted many comments and questions.

President Tomblin concluded the meeting by asking that faculty provide any suggestions, questions, and/or comments via e-mail or in writing to Mr. Morrison by February 28. Mr. Morrison will use the input from faculty to present a recommendation to the subcommittee at its next meeting. Mr. Fowler concluded by stating that funding resources are limited and this is a challenging project.

7. Adjournment:
There being no further business, Chair Akers declared the meeting adjourned at 7:30 p.m. The next Board meeting is scheduled for April 24, 2007.

_____   Chair
       Linda Q. Akers

_____   Vice Chair
       James R. Sheatsley

_____   Secretary
       Jada Hunter

_____   Professional Board Staff
       Emma L. Baisden

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 24, 2007

Item: Academic Program Review and
                                                   Continuance of Existing Academic
                                                   Programs

Recommended Resolution: *RESOLVED,* That the Southern West
                                                   Virginia Community and Technical College
                                                   Board of Governors approve the
                                                   continuance of the Early Childhood
                                                   Development, Associate in Applied Science
                                                   degree program with corrective action in
                                                   accordance with the provisions of the West
                                                   Virginia Council for Community and
                                                   Technical College Education (Community
                                                   and Technical College System Council) and
                                                   the West Virginia Higher Education Policy
                                                   Commission (HEPC), Joint Procedural Rule,
                                                   Series 10, *Policy Regarding Program
                                                   Review.*

Staff Member: Dr. Cindy McCoy
                                                   Ms. Cathy Smith-Cox

Rationale for the Recommendation:

The recommended curriculum changes are designed to ensure the curriculum partnerships with
other institutions within the state of West Virginia and will guarantee this program meets the
requirements for national accreditation concerning the Early Childhood Development programs.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs <u>Without</u> Specialized Accreditation

Program: <u>Early Childhood Development</u>

Institutional Recommendation

The Board of Governors recommends:

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

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

    _____ 3. Identification of the program for further development;

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

         5. Discontinuance of the program in accordance with provisions of the Higher Education
    _____   Policy Commission policy on approval and discontinuance of programs.

Rationale for the recommendation: The recommended curriculum changes are designed to ensure the curriculum partnerships with other institutions within the state of West Virginia and will guarantee this program meets the requirements for national accreditation concerning the Early Childhood Development Programs.

Division Chair	**Date**
Chief Academic Officer	**Date**
President	**Date**
Chairman, Board of Governors	**Date**

Program Review Recommendation Form
November 2001

Southern West Virginia Community and Technical College
Early Childhood Development
Associate in Applied Science
Program Review Summary

Self Study Components

Adequacy:

- The curriculum has adequate requirements that meet the needs of business and college transfer; however, the curriculum needs to be revised and the program requirements must change in order to reflect the ongoing changes in the area of early childhood education.

- The entrance requirements for students are consistent with West Virginia community college standards.

- The Early Childhood Development Program maintains a valid assessment plan.

- The adjunct faculty in the Early Childhood Development Program meet the educational requirements set by the North Central Association for college faculty.

Conclusion: The program meets minimum adequacy requirements.

Viability:

- The number of students graduating in the Early Childhood Development Program is acceptable and is expected to continue through the next assessment period.

- Enrollment trends indicate a positive student interest in area of early childhood development.

Conclusion: The program meets the minimum requirements for viability as a major with recommended changes.

Necessity:

- The Early Childhood Development Program meets both an educational and employment need.

- The indications show that within the next few years a Head Start worker will need a BA to teach in the state of West Virginia.

Conclusion: The Early Childhood Development Program meets the necessity requirements.

Consistency with mission:

- The Early Childhood Development Program supports the mission and the vision of the institution.

- The program core supports the institutional compact and there is a limited impact on other programs.

Conclusion: The program is consistent with the mission of the college.

Early Childhood Development, A.A.S., Program Review   1

Southern West Virginia Community and Technical College
Early Childhood Development
Associate in Applied Science
Program Review

I.   Program Title and Brief Description:

The Early Childhood Development Program is designed to give students classroom and practical understanding of the intellectual, physical, social, and emotional principles that are crucial when working with the pre-school child. This non-transfer program is designed for career-oriented students who desire to enter the job market as child care providers.

The program is currently offered on all campuses and all program courses are offered every semester, which includes the summer term, at Southern West Virginia Community and Technical College. All courses needed for the Early Childhood Program have been developed as web-based courses and are available to every student enrolled at any of the service area sites. The web-based course curriculum is also accessible to every institution in the state of West Virginia and other colleges and universities that need our early childhood curriculum for their related programs.

The last post audit review was completed in 2001.

II.   Self Study Components:

A. Adequacy:
** 1. <u>Curriculum:</u>**

The curriculum developed for the Early Childhood Development degree in Applied Science consists of 65 semester hours. 20 hours are established in the general core curriculum established by the Southern West Virginia Community and Technical College Compact. Currently, several of the core course requirements, as well as the early childhood courses are available on the web. (Appendix I)

The Early Childhood Development Program students must participate in the WorkKeys exam. The exam is part of Southern West Virginia Community and Technical College's college-wide assessment activity. (Appendix II)

The courses in the Early Childhood Education Program are taught by the following instructors:

Instructor	Course
Pamela Bailey	Music
Kathleen Bolt	Education
John Branch	Education
Riley Browning	Education
Brenda Bunch	Education
Larry Cooper	Music
Helen Curry	Education & Psychology
Robert Foit	Music
James Guy	Education
Mary Hamilton	Education & Psychology
Rita Roberson	Education
Glenna Hatfield	Nutrition
Gordon Hensley	Psychology
Mary Holstein	Education
James Hunt	Education
Raymond Justice	Education
Peggy Epling	Education
James Mosley	Education
Ginny Shirley	Education
Linda Stewart	Psychology
Kathryn Krasse	Psychology
Theodore Williams	Psychology
Charles Wood	Education & Psychology

2. **Advisory Committee:**

The Early Childhood Development Program has an active advisory committee which was established in the spring of 2000. The committee consists of professionals in the field of early childhood development. Many of the advisory committee members are as faculty within the program; therefore, the members have firsthand knowledge of the program's strengths and weaknesses. The advisory committee has met annually since the year 2001.

The members of the committee are listed below:

Mary Hamilton
John Branch
Riley Browning
James Hunt
Tara Winfree
Charles Wood
Gordon Hensley
Robin Porter
Raymond Justice

3. **Strengths/Weaknesses:**

   Strengths:

   Availability of the program
   Student opportunities for employment
   Web-based curriculum
   Highly competent and committed faculty

   Weaknesses:

   State requirement changes in the field of day care worker education
   No full-time faculty
   Curriculum redundancy

B. **Viability:**
   1. Number of majors per year for the last 5 years
      Fall 2002   49
      Fall 2003   48
      Fall 2004   44
      Fall 2005   59
      Fall 2006   36

   2. **Enrollment trends:**

      According to new information from the EOC office, within the next few years Head Start workers will be required to have a BA in order to teach in the state of West Virginia. This increase in higher education requirements by the state and the program agreement with Marshall University in elementary education mean that no student will be accepted into the Elementary Education Program who does not hold an Associate Degree. This shows an increasing trend for the need of the early childhood development courses.

      The number of graduates from the Early Childhood Program over the last 5 years are as listed below:

Year	Number of Graduates
2002	9
2003	13
2004	4
2005	20 (all program courses on the web)
2006	14

C. Faculty:

The Early Childhood Development faculty is in the Humanities and Social Sciences Division. Currently, this division does not have any full-time Early Childhood Development faculty. Therefore, this utilizes part-time faculty to teach the entire program with the specific courses needed for the program. The program is staffed with qualified adjunct faculty from every service area of Southern West Virginia Community and Technical College. The credit hour production from Fall 2000 to Fall 2005 is listed below:

Instructor	Number of Courses	Total CHP
Charles Wood	32	1,517
Gordon Hensley	10	732
Pamela Bailey	2	69
Kathleen Bolt	2	81
John Branch	20	1,018
Mary Beth Holstein	1	24
Helen Curry	2	111
Robert Foit	2	96
Theodore Williams	2	168
James Hunt	10	454
Raymond Justice	9	732
Ginny Shirley	17	70
Brenda Bunch	1	66
Larry Cooper	1	66
Rita Roberson	1	66
Peggy Epling	3	159
James Guy	7	369
James Mosley	1	93
Glenna Hatfield	2	54
Kathryn Krasse	1	72
Linda Stewart	2	93
Mary Hamilton	2	72
Riley Browning	2	111

Total CHP: 6, 932

D. Students:

1. Entrance Abilities:

The Early Childhood Development Program is an open-admission program in accordance with the open-door admission's policy of Southern West Virginia Community and Technical College. Students entering the program must have a high school diploma or GED.

Early Childhood Development, A.A.S., Program Review
5

2. **Graduate Data:**

   Most of the graduates in the Early Childhood Development Program were employed prior to entering the program and needed the college level course work in order to remain working in the day care field. The student information indicates that both our students and their employers have a high level of satisfaction.

3. **Assessment Information:**

   The Early Childhood Development Program has a variety of assessment measures. The Early Childhood Development Program faculty has been working on a department developed exit exam for each of the web-based courses. To date, the general assessment is based on course exams and web-based assignments.

III.   Recommendations:

1. Southern West Virginia Community and Technical College needs to hire a full-time faculty member in the area of education.

2. The College needs to revise the curriculum to reduce the courses that are redundant in the current program core and increase the general education core to ensure student transferability. (Appendix III).

3. The upcoming changes are in response to the senate bill – No Child Left Behind that was passed in 2001. The deadline of 2012 was set for the state to fully meet early childhood education needs. (Appendix IV)

The Early Childhood Development Program should be continued with some revisions to the curriculum.

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 24, 2007

Item: Academic Program Review and
                                         Continuance of Existing Academic
                                         Programs

Recommended Resolution: *RESOLVED,* That the Southern West
                                         Virginia Community and Technical College
                                         Board of Governors approve the
                                         discontinuance of the
                                         Computer Information Systems, Associate
                                         in Applied Science degree program in
                                         accordance with the provisions of the West
                                         Virginia Council for Community and
                                         Technical College Education (Community
                                         and Technical College System Council) and
                                         the West Virginia Higher Education Policy
                                         Commission (HEPC), Joint Procedural Rule,
                                         Series 10, *Policy Regarding Program
                                         Review.*

Staff Member: Carol Howerton
                                         Cathy Smith-Cox

Rationale for the Recommendation:

 The request is for discontinuance as a stand-alone program and for the program to combine with
the Information Technology (IT) program under the IT program title and CIP code. The
Computer Information Systems (CIS) curriculum is duplicated in the Information Technology
program. Over the years the programs have merged to a common curriculum. The IT program
has been previously offered only on the Boone and Wyoming campus locations while the CIS
program was offered on the Logan and Williamson campus locations. The CIS program has
sufficient enrollment at the Logan campus to warrant continuation; however, the content in the
current CIS program is more applicable to the Information Technology program title and CIP
code. The IT program title is also more identifiable with students at the Logan and Williamson
campus who already believe they are in the Information Technology program based on listed
major. The combination of the programs and the more identifiable name should yield sufficient
enrollment for continuation of the IT program which will give the students the same opportunity
to achieve educational goals as this program.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs <u>Without</u> Specialized Accreditation

Program: <u>Computer Information Systems, Associate in Applied Science</u>

Institutional Recommendation

The Board of Governors recommends:

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

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

_____ 3.   Identification of the program for further development;

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

_X_ 5.   Discontinuance of the program in accordance with provisions of the Higher Education Policy Commission policy on approval and discontinuance of programs.

Rationale for the recommendation:

The request is for discontinuance as a stand-alone program and for the program to combine with the Information Technology (IT) program under the IT program title and CIP code. The Computer Information Systems (CIS) curriculum is duplicated in the Information Technology program. Over the years the programs have merged to a common curriculum. The IT program has been previously offered only on the Boone and Wyoming campus locations while the CIS program was offered on the Logan and Williamson campus locations. The CIS program has sufficient enrollment at the Logan campus to warrant continuation; however, the content in the current CIS program is more applicable to the Information Technology program title and CIP code. The IT program title is also more identifiable with students at the Logan and Williamson campus who already believe they are in the Information Technology program based on listed major. The combination of the programs and the more identifiable name should yield sufficient enrollment for continuation of the IT program which will give the students the same opportunity to achieve educational goals as this program.

_____ _____
Division Chair   Date

_____ _____
Chief Academic Officer   Date

_____ _____
President   Date

_____ _____
Chairman, Board of Governors   Date

Southern West Virginia Community and Technical College
Computer Information Systems
Associate in Applied Science
Program Review Summary

I. Self Study Components

A. Adequacy
- The curriculum has adequate requirements that meet the needs of business and industry.
- Entrance abilities for the students are within community college standards
- Graduate placement, student satisfaction, and employer satisfaction information is not available.
- Labs have current, up-to-date equipment.
- Program maintains a valid assessment plan.
- Current faculty members assigned to the Computer Information Systems program are adequately trained to instruct the program.

Conclusion: Program meets minimum adequacy requirements

B. Viability
- The number of students enrolled as majors is acceptable for Logan campus. Williamson campus needs to be evaluated again in one year.
- Enrollment trends indicate future students seeking the degree as recommended will remain steady.
- Number of graduates is low but expected to increase with recent curriculum changes.

Conclusion: The program meets the minimum requirements for viability as a major with the recommended changes.

C. Necessity:
- The program meets a validated industry demand.
- The program is duplicated by the Information Technology program.

Conclusion: The program is NOT a necessity.

D. Consistency with Mission:
- The program does support the mission and vision of the institution.
- The program and core courses support the compact.
- There is limited impact on other programs.

Conclusion: The program is consistent with the mission of the college.

Southern West Virginia Community and Technical College
Computer Information Systems
Associate in Applied Science
Program Review

I. **Program Title and Brief Description**

The Computer Information Systems associate in applied science degree program is primarily designed as non-transfer for career-oriented students who desire to enter the job market after completion of the program. It is designed to develop knowledge and skills that will enable the student to seek entry-level employment and perform efficiently in the IT industry workforce. The program offers opportunities for individuals already in the job market to expand their skills and knowledge to include computers. Students will develop those attitudes, understandings, and traits that will allow them to accept responsible positions and will create within them an appreciation for the impact of computerization upon every facet of the business world.   The last program review was conducted in 2002.

II. **Self Study Components**

A. **Adequacy**

1. **Curriculum:**

The curriculum for the associate in applied science degree program in Computer Information Systems consists of 64 semester hours. These include 19 credit hours in a general education core, 20 credit hours in a technical core including the CompTIA A+ Service Technician Certification, 22 credit hours in either a networking or web design specialization, and 3 credit hours in on-the-job training skills.   The required hours are broken down over 4 semesters (a 2-year period) with hours per semester ranging from 15 to 18 credit hours. A complete listing of courses in each category is included in Appendix I.

During the past five years the program has transformed from a data processing/data entry curriculum featuring Microsoft Office User Specialist curriculum to a more hardware/computer support centered curriculum. The program now features A+ Computer Repair, networking, and web design concepts. This program is currently offered on the Logan and Williamson campus locations with each campus dedicated to a specialization. The Logan campus maintains the networking specialization while the Williamson campus maintains the web design specialization.

2. **Faculty:**

The Computer Information Systems program utilizes full-time faulty to

teach the general education course requirements. The program also utilizes three full time faculty members - (Timothy Weaver, Matthew Payne, and Rick Thompson) and two full-time instructional staff members - (Debbie Fields and Erica Farley). The program also utilized Carol Howerton who serves as the division chairperson and part-time instructor for the program.   The full-time instructional staff members staff the introductory courses used by other programs. The full-time faculty members staff the core courses used by the Computer Information Systems program, Information Technology program, and the Technical Studies-Information Systems program. Tim Weaver holds a masters degree in technical education along with various certifications in networking and programming. Matthew Payne holds a bachelor degree in Management Information Systems along with various certifications in networking. Rick Thompson holds a masters degree in Management Information Systems along with various certifications in computer repair and networking. Carol Howerton holds a masters degree in Management Information Systems along with various certifications in networking, programming, and computer repair.

3. **Students:**
   A. **Entrance Abilities**

      The program is an open admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College. Students entering the program must have a high school diploma or GED.

      There are no program specific entrance abilities required of students. Those enrolling in college-level English and math general education courses are required to meet minimum scores on the ACT or Accuplacer exam prior to enrolling in these courses or must successfully complete Transitional Studies courses to remediate deficiencies.

   B. **Exit Abilities**

      All Computer Information System courses are competency based. The student must successfully perform each of the specified competencies for each course. Students must successfully complete all technical, general education, and elective course requirements to receive an A.A.S. degree.

      Specific Exit Abilities
      • Exhibit ethical, responsible, and dependable behavior
      • Communicate effectively with employees and customers
      • Write effective business documents

- Appreciate the need for lifelong learning
- Use problem solving strategies to think critically
- Provide outstanding customer service
- Understand a variety of system architectures
- Install and use a variety of operating systems
- Use basic programming constructs
- Install, configure, and diagnose hardware and application software
- Understand basic network and telecommunication concepts
- Master CompTIA A+ certification objectives

C. **Graduate Follow-up data (placement rates, salary ranges, in-state/out-of-state placement ratios, etc.)**

Only two surveys of graduates were returned. No information is available on placement rates and salary ranges. Personal contact was attempted with the graduates, with only two graduates being reachable at the listed numbers. Those two graduates are employed within the state.

D. **Graduate and Employer Satisfaction:**
One of the two reachable graduates' employers was satisfied with the students' abilities.

4. **Assessment Information:**
The Computer Information Systems program utilizes a variety of assessment measures. Students must pass a capstone course which includes a program assessment exam and requires passage of at least two nationally-recognized vendor certifications. The majority of courses also utilize a pre/post course exam. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment for such courses/programs. Students in the Computer Information Systems program must take the WorkKeys exam.

Until the 2006-2007 academic year, students had to pass a minimum of two vendor certifications to qualify for graduation. During the 2006-2007 academic year, this requirement was removed due to financial issues with the exams. Many of the potential graduate candidates chose not to graduate when required to take the certification exams. Graduates had 100% passage rate on all exams attempted.

5. **Advisory Committee:**
The Computer Information System program utilizes the advisory council

established and used by the Information Technology program. The committee consist of members representing various aspects of the IT industry and represents multiple regions of the state. The committee was responsible for the actual design of the curriculum as currently offered and has shown tremendous support of the program. The council formally meets annually. Minutes are available in the office of the Division Chair for Technology and Engineering. In addition to the formal annual meeting, council member interact on a regular basis with the program faculty and provide input on a regular basis to course and curriculum content.

6. **Strengths/Weaknesses:**
    Strengths
    - Advisory Committee
    - Dedicated and experienced faculty
    - Current and adequate lab equipment
    - Institutional support

    Weaknesses:
    - Student graduation rate
    - Enrollment at Williamson campus
    - Limited marketing
    - Student skills/commitment

B. **Viability**
1. **Number of Majors per year for previous 5 years**

Year	Enrollment	
2001-2002	1	* This is what was reported by computer services. This is incorrect from examining class rosters for the year but the correct number can not be computed.
2002-2003	31	
2003-2004	27	
2004-2005	31	
2005-2006	33	

2. **Enrollment Trends for Previous 5 years**
    The program has had a constant enrollment for the past five years. The Logan campus maintains the majority of students enrolled in the program. The core courses at Williamson have been cancelled due to no enrollment for the past four semesters. The limited number of students enrolled at Williamson have been traveling to Logan. This may be the result of instructor turnover at the Williamson campus and is currently being reviewed.

3. **Number of Graduates for Previous 5 years**

Year	Graduates
2001-2002	4
2002-2003	2
2003-2004	8
2004-2005	6
2005-2006	2

4. **Enrollment Projections**
   Based on the current enrollment trends, enrollment should remain steady. Program requirements have changed by removing the requirement of vendor certifications. This change should increase the number of graduates.

5. **Articulation Agreements (2+2 etc.)**
   No articulation agreements exist at the baccalaureate level. Course-by-course articulation agreements exist with local vocational/career and technical centers.

C.   Necessity:
There is an identified need for IT professionals within the state and especially the surrounding regions. Information Technology is one of the fastest growing professions. This program provides an essential opportunity for students within the college's service district. Jobs remain unfilled in the local area due to the lack of qualified candidates. However, the program curriculum is duplicated by the Information Technology curriculum. The Information Technology title is more identifiable by both industry and students. Both programs are not a necessity.

D.   Consistency with Mission:
This program directly supports the institution's compact and mission in a variety of areas. Major areas of support for the compact include the following:

- Courses are offered as dual credit at a number of locations. This supports Goal I.B.3.

- Articulation agreements exist with each of the vocational/career centers that offer comparable courses. This supports a number of goals including I.C.3, III.A.1, and III.D.1.

- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports goal I.D.2.

- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports goals II.A.2. and IV.A.1.

- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports goal III.E.

III. Recommendation

Discontinuance of the program in accordance with provisions of the Higher Education Policy Commission policy on approval and discontinuance of programs.

Rationale for the recommendation:

The request is for discontinuance as a stand-alone program and for the program to combine with the Information Technology (IT) program under the IT program title and CIP code. The Computer Information Systems (CIS) curriculum is duplicated in the Information Technology program. Over the years the programs have merged to a common curriculum. The IT program has been previously offered only on the Boone and Wyoming campus locations while the CIS program was offered on the Logan and Williamson campus locations. The CIS program has sufficient enrollment at the Logan campus to warrant continuation; however, the content in the current CIS program is more applicable to the Information Technology program title and CIP code. The IT program title is also more identifiable with students at the Logan and Williamson campus who already believe they are in the Information Technology program based on listed major. The combination of the programs and the more identifiable name should yield sufficient enrollment for continuation of the IT program which will give the students the same opportunity to achieve educational goals as this program.

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 24, 2007

Item: Academic Program Review and
                                         Continuance of Existing Academic
                                         Programs

Recommended Resolution: *RESOLVED,* That the Southern West
                                         Virginia Community and Technical College
                                         Board of Governors approve the
                                         discontinuance of the
                                         Technical Studies -- Information Systems
                                         Associate in Applied Science degree
                                         program in accordance with the provisions
                                         of the West Virginia Council for
                                         Community and Technical College
                                         Education (Community and Technical
                                         College System Council) and the West
                                         Virginia Higher Education Policy
                                         Commission (HEPC), Joint Procedural Rule,
                                         Series 10, *Policy Regarding Program
                                         Review.*

Staff Member: Carol Howerton
                                         Cathy Smith-Cox

Rationale for the Recommendation:

This program is duplicated in the Information Technology and Computer Information Systems
program. The students will still have the opportunity to take a similar curriculum to meet
educational goals. The courses previously available online through the statewide Information
Technology (IT) curriculum program (WV-ExcITE) will still be available in the Information
Technology program.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs <u>Without</u> Specialized Accreditation

Program: <u>Technical Studies - Information Systems</u>

Institutional Recommendation

The Board of Governors recommends:

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

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

_____ 3.   Identification of the program for further development;

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

__X__ 5.   Discontinuance of the program in accordance with provisions of the Higher Education Policy Commission policy on approval and discontinuance of programs.

Rationale for the recommendation:

This program is duplicated in the Information Technology and Computer Information Systems program. The students will still have the opportunity to take a similar curriculum to meet educational goals. The courses previously available online through the statewide Information Technology (IT) curriculum program (WV-ExcITE) will still be available in the Information Technology program.

_____   _____
Division Chair   Date

_____   _____
Chief Academic Officer   Date

_____   _____
President   Date

_____   _____
Chairman, Board of Governors   Date

Southern West Virginia Community and Technical College
Technical Studies - Information Systems
Associate in Applied Science
Program Review Summary

I. **Self Study Components**
    A. **Adequacy**
        •   The curriculum had adequate requirements that meet the needs of business and industry.
        •   Entrance abilities for the students are within community college standards.
        •   Graduate placement, student satisfaction, and employer satisfaction are adequate.
        •   Labs have current up-to-date equipment.
        •   Program maintains a valid assessment plan.
        •   Current faculty assigned to the Computer Information Systems program are adequately trained to instruct the program.

        Conclusion: Program meets minimum adequacy requirements

    B. **Viability**
        •   The number of students is not sufficient to warrant need.
        •   Enrollment trends indicate future students seeking the degree as recommended will not increase.
        •   There are no graduates for the program.

        Conclusion: The program does NOT meet the minimum requirements for viability as a major.

    C. **Necessity:**
        •   The program meets a validated industry demand.
        •   The program is duplicated within the college.

        Conclusion: The program does NOT meet the minimum requirements for necessity.

    D. **Consistency with Mission:**
        •   The program does support the mission and vision of the institution.
        •   The program and core courses support the compact.
        •   There is limited impact on other programs.

        Conclusion: The program is consistent with the mission of the college.

Southern West Virginia Community and Technical College
Technical Studies - Information Systems
Associate in Applied Science
Program Review

I. **Program Title and Brief Description**

The Technical Studies in Information Systems degree program was developed as part of a statewide Information Technology (IT) curriculum program (WV-ExcITE) which was funded through a grant from the National Science Foundation. The program responds to the region, state, and national need for Information Technology workers. The program offers students a solid background in computer technology complemented by a full array of nationally recognized vendor certification training choices. The program is partially developed for a web delivery format and will be delivered throughout the state at each of the community colleges. Students have the opportunity to take courses both locally and via the web.

II. **Self Study Components**

A. **Adequacy**

1. **Curriculum:** (See Appendix I)

The curriculum for the associate in applied science degree program in Technical Studies - Information Systems Technology consists of 65 semester hours. It follows the model for Technical Studies and utilizes the four component areas. Component I - General Education requires a minimum of 21 hours. This component gives the students the skills necessary to achieve a broad based general background including communications, math, and interpersonal skills. Component II - Technical Core requires a minimum of 21 credit hours. This component gives students a solid foundation in computer technology and the background necessary to succeed in any computer technology profession. Component III - Certification Specialty requires a minimum of 21 credit hours. Students choose one or more specialization areas. Component IV-OJT requires a minimum of 3 credit hours of On-The-Job training.

2. **Faculty:**

The Technical Studies - Information Systems program utilizes full-time faculty to teach the general education and elective course requirements. There are no full time faculty assigned to teach the technical courses. The program utilizes faculty and courses from the Computer Information Systems and Information Technology programs as well as faculty from other institutions as part of statewide program.

3. **Students:**
   a). **Entrance Abilities**
   The Technical Studies - Information Systems program is an open admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College. Students entering the program must have a high school diploma or GED.

   There are no program specific entrance abilities required of students. Those enrolling in college-level English and math general education courses are required to meet minimum scores on the ACT or Accuplacer exam prior to enrolling in these courses or must successfully complete a development program of courses to remediate deficiencies.

   b). **Exit Abilities**
   All information system technical courses are competency based. Students must pass a minimum of two vendor certifications to meet graduation requirements.

   c). **Graduate Follow-up data (placement rates, salary ranges, in-state/out-of state placement ratios, etc.)**
   There are no graduates at this time.

4. **Graduate and Employer Satisfaction:**
   There are no graduates.

5. **Assessment Information:**
   The Technical Studies - Information Systems program utilizes a variety of assessment measures. The majority of information technology courses utilize a pre/post course exam. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment for such courses/programs. Students in the program must participate in the Work Key's Exam.

6. **Advisory Committee:**
   The Technical Studies - Information Systems program utilizes the statewide Information Technology advisory council. The advisory council is made up of representatives from the computer/information technology industry across the state. The council provides input into curriculum design and course content.

7. **Strengths/Weaknesses:**
    a). <u>**Strengths**</u>
    - Shared Resources
    - Minimal Cost
    - Availability of the Program
    - Access opportunities for students
    - Based on nationally recognized vendor certifications

    <u>**b).**</u> <u>**Weaknesses**</u>
    - Possible scheduling difficulties
    - Coordination among all the community colleges

B. **Viability**
1. **Number of Majors per year for previous 5 years**

2001-2002	0
2002-2003	0
2003-2004	1
2004-2005	1
2005-2006	1

2. **Enrollment Trends for previous 5 years**
    Enrollment remains limited. The program is duplicated in the Information Technology and Computer Information System programs. Only those students with travel limitations have enrolled in the program.

3. **Number of Graduates for previous 5 years**
    None

4. **Enrollment Projections**
    The program does not anticipate any increase in enrollment.

5. **Articulation Agreements (2+2 etc.)**
    No articulation agreements exist for this program at this time.

C. **Necessity:**
    This program offers place bound and time constrained students an opportunity to complete an associate degree in an area of high job demand. It is a cooperative program among all the state's community colleges. However, the same opportunities are available in the Information Technology program.

D.   Consistency with Mission:
This program directly supports the institution's compact and mission in a variety of areas. Major areas of support include the following:

- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports goal I.D.2.

- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports goals II.A.2. and IV.A.1.

- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports goal III.E.

- Courses are provided via the internet. This supports Goal I. Access to Higher Education in a variety of areas especially to place bound individuals.

III.   Recommendation
Discontinuance of the program in accordance with provisions of the Higher Education Policy Commission policy on approval and discontinuance of programs.

Rationale for Recommendation
This program is duplicated in the Information Technology and Computer Information Systems program. The students will still have the opportunity to take a similar curriculum to meet educational goals. The courses previously available online through the statewide Information Technology (IT) curriculum program (WV-ExcITE) will still be available in the Information Technology program.

Technical Studies, Information Systems, A.A.S. Program Review   5

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 24, 2007

Item: Academic Program Review and
                                                 Continuance of Existing Academic
                                                 Programs

Recommended Resolution: *RESOLVED,* That the Southern West Virginia
                                                 Community and Technical College Board of
                                                 Governors approve the continuance of the
                                                 Information Technology Associate in
                                                 Applied Science degree program with
                                                 corrective action in accordance with the
                                                 provisions of the West Virginia Council for
                                                 Community and Technical College
                                                 Education (Community and Technical
                                                 College System Council) and the West
                                                 Virginia Higher Education Policy
                                                 Commission (HEPC), Joint Procedural Rule,
                                                 Series 10, *Policy Regarding Program
                                                 Review.*

Staff Member: Cathy Smith-Cox, Carol Howerton

Rationale for the Recommendation:

Over the years the programs have merged to a common curriculum. The Information Technology
program has been offered only on the Boone and Wyoming campus locations where enrollment is and
will continue to be limited. The Computer Information Systems program has sufficient enrollment at the
Logan campus to warrant continuation; however the content in that curriculum is more applicable to the
Information Technology program title and CIP code. Its name is also more identifiable with students at
the Logan and Williamson campus who already believe they are in the Information Technology program
based on listed major. The combination of the programs and the more identifiable name should yield
sufficient enrollment for continuation of the program. The Williamson enrollment has been limited
(highest enrollment of 6) and the program should be restricted like the Boone and Wyoming campus
locations; however, since it is a topic of concern for the Williamson Campus Review Task Force, the
recommendation is to wait another year before restricting the program access at Williamson.

Program: <u>Information Technology, Associate in Applied Science</u>

Institutional Recommendation

The Board of Governors recommends:

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

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

____ 3. Identification of the program for further development;

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

____ 5. Discontinuance of the program in accordance with provisions of the Higher Education Policy Commission policy on approval and discontinuance of programs.

Corrective Action:
• Combine all the various programs (Computer Information Systems, Technical Studies-Information Systems, and Information Technology) into the Information Technology Program.
• Expand the program to the Logan and Williamson campus locations.
• Limit the program to general education and some core courses at the Wyoming and Boone campuses.
• The Williamson campus will need to be reviewed for continuation of the full program in the upcoming year.
• Change the title of the instructors currently assigned to all the above programs to Information Technology.

Rationale for the recommendation:
Over the years the programs have merged to a common curriculum. The Information Technology program has been offered only on the Boone and Wyoming campus locations where enrollment is and will continue to be limited. The Computer Information Systems program has sufficient enrollment at the Logan campus to warrant continuation; however the content in that curriculum is more applicable to the Information Technology program title and CIP code. Its name is also more identifiable with students at the Logan and Williamson campus who already believe they are in the Information Technology program based on listed major. The combination of the programs and the more identifiable name should yield sufficient enrollment for continuation of the program. The Williamson enrollment has been limited (highest enrollment of 6) and the program should be restricted like the Boone and Wyoming campus locations; however, since it is a topic of concern for the Williamson Campus Review Task Force, the recommendation is to wait another year before restricting the program access at Williamson.

_____   _____
Division Chair   Date

_____   _____
Chief Academic Officer   Date

_____   _____
President   Date

_____   _____
Chairman, Board of Governors   Date

Southern West Virginia Community and Technical College
Information Technology
Associate in Applied Science
Program Review Summary

I.   **Self Study Components**
   A.   **Adequacy**
   - The curriculum has adequate requirements that meet the needs of business and industry.
   - Entrance abilities for the students are within community college standards.
   - Graduate placement, student satisfaction, and employer satisfaction are adequate.
   - Labs have current, up-to-date equipment.
   - Program maintains a valid assessment plan.
   - Current faculty members assigned to the program are adequately trained to instruct the program.

   Conclusion: Program meets minimum adequacy requirements

   B.   **Viability**
   - The number of students enrolled as majors is misleading and will increase to acceptable ranges with the proposed recommendations.
   - Enrollment trends indicate future students seeking the degree as recommended will remain steady.
   - Number of graduates is low but expected to increase with recent curriculum changes.

   Conclusion: The program meets the minimum requirements for viability as a major with the recommended changes.

   C.   **Necessity:**
   - The program meets a validated industry demand.
   - There is no other program within the immediate area.

   Conclusion: The program is necessary.

   D.   **Consistency with Mission:**
   - The program does support the mission and vision of the institution.
   - The program and core courses support the compact.
   - There is limited impact on other programs.

   Conclusion: The program is consistent with the mission of the college.

Southern West Virginia Community and Technical College
Information Technology
Associate in Applied Science
Program Review

I.   **Program Title and Brief Description**

The Information Technology associate in applied science degree program was developed in response to state and national needs for highly qualified IT professionals who can fill the workforce gap. The program provides a flexible curriculum that can adapt quickly to provide the ultimate in technical training. It is designed as non-transfer for career oriented students who seek advanced positions in the IT industry workforce after completion of the program. It is designed to provide a thorough and integrated study of technology with a focus on nationally-recognized vendor certifications followed by practical experience through internships.

This program is currently limited to full program offerings at the Wyoming and Boone campus locations. It was originally offered only in Boone and expanded to Wyoming in 2005 to allow for flexibility and expand enrollment.

II.   **Self Study Components**
   A.   **Adequacy**
      1.   **Curriculum:**

The curriculum for the associate in applied science degree program in Information Technology consists of 61 semester hours. These include 20 credit hours in a general education core, 19 credit hours in a technical core including the CompTIA A+ Service Technician Certification, 19 credit hours in an IT Focus Specialization, and 3 credit hours in on-the-job training skills.   The required hours are broken down over 4 semesters (a 2-year period) with hours per semester ranging from 15 to 18 credit hours. A complete listing of courses in each category is included in Appendix I.

The program provides flexibility through the use of the IT focus electives. Specific elective choices are offered based on industry demand and student interest at the time of the offering. The flexibility of the focus electives allows the program to rotate versions of the program's course offerings. In 2005, the Computer Information System and Technical Studies - Information Systems programs were modified to follow the same core as the Information Technology program. Each campus was made a speciality location. The Logan and Williamson campus locations offer the Computer Information System program with a focus on networking for Logan and web design for Williamson. The Boone and Wyoming campus locations offer the Information Technology program which utilizes the flexible curriculum and vary the offerings to meet industry need.

2.   **Faculty:**
The Information Technology program utilizes full-time faulty to teach the general education course requirements. The program also utilizes three full time faculty members - (Timothy Weaver, Matthew Payne, and Rick Thompson) and two full-time instructional staff members - (Debbie Fields and Erica Farley). The program also utilized Carol Howerton who serves as the division chairperson and part-time instructor for the program.   The full-time instructional staff members staff the introductory courses used by other programs. The full-time faculty members staff the core courses used by the Computer Information Systems program, Information Technology program, and the Technical Studies-Information Systems program. Tim Weaver holds a masters degree in technical education along with various certifications in networking and programming. Matthew Payne holds a bachelor degree in Management Information Systems along with various certifications in networking. Rick Thompson holds a masters degree in Management Information Systems along with various certifications in computer repair and networking. Carol Howerton holds a masters degree in Management Information Systems along with various certifications in networking, programming, and computer repair. Until fall 2006, the program also utilized a full-time Technology Instructional Specialist staff member to teach the Information Technology courses. In August 2006, the full-time staff member, Dara Fann, resigned and was not replaced. See appendix II for faculty/staff data sheets.

3.   **Students:**
   A.   **Entrance Abilities**
   In 2002, the program was changed to an open-admission program. Any student may sign up for courses offered in the program. The program assumes general computer skills. Those not having basic computer skills may take the CS 102 Computer Literacy course to gain the skills. Those enrolling in college-level English and math general education courses are required to meet minimum scores on the ACT or Accuplacer exam prior to enrolling in these courses or must successfully complete Transitional Studies courses to remediate deficiencies.

   B.   **Exit Abilities**
   All Information Technology courses are competency based. The student must successfully perform each of the specified competencies for each course. Students must successfully complete all technical, general education, and elective course requirements to receive an A.A.S. degree.

Specific Exit Abilities
- Exhibit ethical, responsible, and dependable behavior
- Communicate effectively with employees and customers
- Write effective business documents
- Appreciate the need for lifelong learning
- Use problem solving strategies to think critically
- Provide outstanding customer service
- Understand a variety of system architectures
- Install and use a variety of operating systems
- Use basic programming constructs
- Install, configure, and diagnose hardware and application software
- Understand basic network and telecommunication concepts
- Master CompTIA A+ certification objectives
- Master one or more other vendor certifications as offered.

C.   **Graduate Follow-up data (placement rates, salary ranges, in-state/out-of-state placement ratios, etc.)**

Placement Rates: 100% of graduates of the program have been successfully placed at in-state locations.

Salary Ranges: Salaries range from $18,000 to $27,000. Average Salary: $23,000

4.   **Graduate and Employer Satisfaction:**
With the limited student graduates at this point, all data collection has been qualitative and informal. Students remain in close contact with the program as well as their current employers. At this time employers have expressed a high degree of satisfaction with graduate/employee performance. Several use Southern as their contact for new hires and continue to request additional students. Students also express their high degree of satisfaction with the program and continue to maintain close contact with the faculty.

5.   **Assessment Information:**
The Information Technology program utilizes a variety of assessment measures. Students must pass a capstone course which includes a program assessment exam and requires passage of at least two nationally-recognized vendor certifications. The majority of Information Technology courses also utilize a pre/post course exam. Student achievement in the general education and support courses is assessed in accordance with the

institution's plan for assessment for such courses/programs.   Students in the Information Technology program must take the WorkKeys Exam.

Until the 2006-2007 academic year, students had to pass a minimum of 3 vendor certifications to qualify for graduation. During the 2006-2007 academic year, this requirement was removed due to financial issues with the exams. Graduates maintained a 100% passage rate on exams attempted.

6.   **Advisory Committee:**
The Information Technology program utilizes an active advisory committee. The committee consist of members representing various aspects of the IT industry and represents multiple regions of the state. The committee was responsible for the actual design of the curriculum as currently offered and has shown tremendous support of the program. The council formally meets annually. Minutes are available in the office of the Division Chair for Technology and Engineering. In addition to the formal annual meeting, council member interact on a regular basis with the program faculty and provide input on a regular basis to course and curriculum content.

7.   **Strengths/Weaknesses:**
Strengths
- •   Advisory Committee
- •   Curriculum and Schedule Flexibility
- •   Institutional support

Weaknesses:
- •   Limited capacity/lab space - Boone and Wyoming campus locations only
- •   Low enrollments
- •   Limited marketing
- •   Changeover of instructors

B.   **Viability**
1.   **Number of Majors per year for previous 5 years**

Year	Enrollment	Maximum Allowed
2001-2002	18	20 (Boone only)
2002-2003	12	20 (Boone only)
2003-2004	5 (2/3)	35 (Boone/Wyoming only)
2004-2005	5 (2/3)	35 (Boone/Wyoming only)
2005-2006	2 (0/2)	35 (Boone/Wyoming only)

Information Technology, A.A.S., Program Review   6

2.   Enrollment Trends for Previous 5 years
The program has had a steady decline during the past five years. Enrollment in the program was restricted to the Boone campus during the 2001-2003 time frame and had a maximum capacity of 20 students with an enrollment near capacity. During the 2003-2004 semester, the program was expanded to the Wyoming campus. The program also experienced a change in instructors during the 2002-2003 semester which may have played a part in the decline of enrollment. Prior to the 2002-2003 semester, enrollment in the program was at its maximum enrollment of 20 students. None of the new students from 2003-2004 graduated with the Information Technology degree; instead, all the new degree-seeking students from the Boone campus chose to transfer to the Computer Information System program on the Logan campus. Information Technology courses for the past three years at Boone and Wyoming campus locations were cancelled due to lack of enrollment.

3.   Number of Graduates for Previous 5 years

Year	Graduates
2001-2002	14 (First year of program for true graduates)
2002-2003	7
2003-2004	5 (should have graduated with the 2002-2003 class)
2004-2005	2 (should have graduated with the 2002-2003 class)
2005-2006	0

The program started in 2000 with 2002 being the first possible graduating class. Core math deficiencies resulted in graduates from subsequent classes from graduating as a cohort group. Enrollment declined in the 2004 year resulting in the low graduation rate.

4.   Enrollment Projections
Based on the current enrollment trends at the Boone and Wyoming campus locations, the program is not expected to have any significant enrollment as currently offered. Enrollment is expected to meet capacity at the Logan campus with the name change from Computer Information Systems to Information Technology at that location. Williamson campus enrollment is projected to be limited and is a cause for concern.

5.   Articulation Agreements (2+2 etc.)
No articulation agreements exist at the baccalaureate level. Course-by-course articulation agreements exist with local vocational/career and technical centers.

C. **Necessity:**
There is a identified need for IT professionals within the state and especially the surrounding regions. Information Technology is one of the fastest growing professions. This program provides an essential opportunity for students within the college's service district. Jobs remain unfilled in the local area due to the lack of qualified candidates.

D. **Consistency with Mission:**
This program directly supports the institution's compact and mission in a variety of areas. Major areas of support for the compact include the following:

- Courses are offered as dual credit at a number of locations. This supports Goal I.B.3.

- Articulation agreements exist with each of the vocational/career centers that offer comparable courses. This supports a number of goals including I.C.3, III.A.1, and III.D.1.

- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports goal I.D.2.

- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports goals II.A.2. and IV.A.1.

- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports goal III.E.

III. **Recommendation**
Continuation of program with corrective action.

Corrective Actions:
- Combine all the various programs (Computer Information Systems, Technical Studies-Information Systems, and Information Technology) into the Information Technology Program. Expand the program to the Logan and Williamson campus locations.
- Limit the program to general education and some core courses at the Wyoming and Boone campus locations.
- The Williamson campus will need to be reviewed for continuation of the full program in the upcoming year.
- Change the title of the instructors currently assigned to all the above programs to Information Technology.

Rationale for the recommendation:
Over the years the programs have merged to a common curriculum. The Information Technology program has been offered only on the Boone and Wyoming campus locations where enrollment is and will continue to be limited. The Computer Information Systems program has sufficient enrollment at the Logan campus to warrant continuation; however the content in that curriculum is more applicable to the Information Technology program title and CIP code. Its name is also more identifiable with students at the Logan and Williamson campus who already believe they are in the Information Technology program based on the students official listed major. The combination of the programs and the more identifiable name should yield sufficient enrollment for continuation of the program. The Williamson enrollment has been limited (highest enrollment of 6) and the program should be restricted like the Boone and Wyoming campus locations; however, since it is a topic of concern for the Williamson Campus Review Task Force, the recommendation is to wait another year before restricting the program access at Williamson.

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 24, 2007

Item: Academic Program Review and
                                             Continuance of Existing Academic
                                             Programs

Recommended Resolution: *RESOLVED,* That the Southern West
                                             Virginia Community and Technical College
                                             Board of Governors approve the
                                             continuance of the
                                             Electrical Engineering Technology
                                             Associate in Applied Science degree
                                             program in accordance with the provisions
                                             of the West Virginia Council for
                                             Community and Technical College
                                             Education (Community and Technical
                                             College System Council) and the West
                                             Virginia Higher Education Policy
                                             Commission (HEPC), Joint Procedural Rule,
                                             Series 10, *Policy Regarding Program
                                             Review.*

Staff Member: Carol Howerton
                                             Cathy Smith-Cox

Rationale for the Recommendation:

The program meets a need in the community and has sufficient enrollment to be a viable
program. The program meets the needs of students and provides a valuable opportunity for
students as well.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs <u>Without</u> Specialized Accreditation

Program: <u>Electrical Engineering Technology</u>

Institutional Recommendation

The Board of Governors recommends:

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

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

_____ 3. Identification of the program for further development;

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

_____ 5. Discontinuance of the program in accordance with provisions of the Higher Education Policy Commission policy on approval and discontinuance of programs.

Rationale for the recommendation:
    The program meets a need in the community and has sufficient enrollment to be a viable program. The program meets the needs of students and provides a valuable opportunity for students.

_____   _____
Division Chair   Date

_____   _____
Chief Academic Officer   Date

_____   _____
President   Date

_____   _____
Chairman, Board of Governors   Date

Program Review Recommendation Form.wpd
November 2001

Southern West Virginia Community and Technical College
Electrical Engineering Technology
Associate in Applied Science
Program Review Summary

I. **Self Study Components**
   A. **Adequacy**
   - The curriculum has adequate requirements that meet the needs of business and industry.
   - Entrance abilities for the students are within community college standards.
   - Graduate placement, student satisfaction, and employer satisfaction are adequate.
   - Labs need updated Equipment.
   - Program maintains a valid assessment plan but lacks implementation.
   - Current faculty member is adequately trained to instruct the program.
   - There are no significant weaknesses that impact the program.

   Conclusion: Program meets minimum adequacy requirements

   B. **Viability**
   - The number of students enrolled as majors is sufficient for the program.
   - Enrollment trends indicate future students seeking the degree will remain steady.
   - Number of graduates, while low, is within guidelines.
   - Number of graduates is expected to increase.

   Conclusion: **The program does meet the minimum requirements for viability as a major.**

   C. **Necessity:**
   - The program meets a validated industry demand.
   - There is no other program within the immediate area.

   Conclusion: **The program does meet the minimum requirements for necessity.**

   D. **Consistency with Mission:**
   - The program does support the mission and vision of the institution.
   - The program and core courses support the compact.

   Conclusion: **The program is consistent with the mission of the college.**

Electrical Engineering Technology, A.A.S. Program Review   2

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs <u>Without</u> Specialized Accreditation

Program: <u>Electrical Engineering Technology, Associate in Applied Science</u>

I.   Program Title and Brief Description

The Electrical Engineering Technology (EET) Program is a broadly based technical program. The program has been in existence at Southern since fall 1993. The last program review was conducted in 2002. The program's mission is to provide students with an academic and technical education with sequential/practical instruction for the development of the student as a mature, responsible engineering technician who is eligible to take the examination for the National Institute for Certification in Engineering Technologies or International Certification of Engineering Technologies (NICET or ICET). These exams measure the degree of theoretical knowledge and technical proficiency of practicing engineering technicians. The curriculum incorporates basic and advanced courses in electricity, electronics and electrical machinery. In addition, students are encouraged to take technical electives in fields that are of particular interest to them. Technical electives are used to form a background in a second area of interest or specialization such as power systems or mining electricity.

II.   Self Study Components
A.   Adequacy
1.   Curriculum
The curriculum for the associate in applied science degree program in Electrical Engineering Technology currently consist of 64 credit hours. These include 19 credit hours in a general education core, 23 credit hours in a technical core, 20 credit hours in a specialization choice of electrical technician or mining technician, and 2 credit hours in on-the-job training. The curriculum was expanded during 2005-2006 to include a mining electrician concentration. The program is a broad-based study of electronics and is a result of assessment of our community employer's skilled worker requirements.   Material is taught from a practical view and blends theory and academics into the program. The objective of this instruction is to prepare students for entry level positions in our local job market while including options of employment within industries with similar job requirements. All electronics courses in the technical core have a laboratory as an integral component and incorporate a hands-on philosophy within all the core courses. These laboratories provide hands-on experience in constructing, testing, analyzing and troubleshooting circuits and systems.   The curriculum is included in appendix I.

2.   Faculty
The program utilizes full-time faculty to teach the general education course requirements. In addition, the program utilizes one full time

faculty member for all of the technical courses.   The program has suffered problems due to faculty turnover but is currently experiencing an all time high enrollment. In the fall 2004 semester the program was moved to the Logan campus in an attempt to increase enrollment. At that time, long time instructor, Les Estep retired. Due to the timing of the resignation adjuncts were utilized for the fall 2004 semester. During the spring 2005 semester, Harry Ruloff was hired as the instructor. Unfortunately, Mr. Ruloff suffered a heart attack at the end of the fall 2005 semester. Student schedules were adjusted to allow for the lack of an instructor during the spring 2006 semester. Mr. Ruloff resigned during the spring 2006 semester. Adjunct Richard Evans was used for the fall 2006 semester. Ryan Patrick was hired as the full-time instructor for the spring 2007 semester. Mr. Patrick holds a bachelor degree in Electrical Engineering from WVU Tech. The faculty data sheets are included in appendix II.

3. **Students**
  A. **Entrance Abilities**

      Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern. All entering students must satisfy a general math and English requirement or take Transitional Studies courses to bring their skills to prerequisite levels of performance. The ACT test can be used to evaluate student placement or performance or the ACCUPLACER test can be taken on campus. Students are expected to start college level math during their first semester. Students requiring transitional studies math will require additional semesters to graduate.

  B. **Exit Abilities**

      Upon completion of the degree requirements, students will have acquired the necessary skills to qualify for most entry level positions in the electronics industry that require a 2-year degree. Students leave the program with an understanding of the need to continually upgrade their skills and further their knowledge and abilities through on-the-job training, continuing education, seminars, and advanced studies. The breadth of the program of instruction allows individuals to be able to move from jobs in one area of electrical engineering to another without the need of comprehensive retraining. Job specific needs and knowledge can quickly be associated from previous knowledge, and further learning can be self-taught because of their educational background.

      Specific Exit Abilities of Graduates include:
      - exhibit ethical, responsible and dependable behavior

- communicate effectively with employees and customers
- work cooperatively with others in a team environment
- analyze, construct and test DC circuits using both fundamental and advanced techniques
- analyze, construct and test AC circuits using both fundamental and advanced techniques
- use computer programs to model, analyze and design electronic and electrical circuits
- analyze, construct and test electrical circuits utilizing skills gained through course work and instruction
- analyze, design and construct fundamental semiconductor circuits
- calculate and analyze power industry circuits and recommend potential solutions for power system problems
- analyze, construct and design fundamental digital circuits
- use skills to critically analyze practical troubleshooting problems and situations
- incorporate various aspects of a well-rounded academic background into workplace situations
- pass the NICET or ICET exam

C.   Graduate Follow-up Data

Graduate follow-up data is limited. Tracking the majors and graduates is a concern for the program. Computer center reports do not match capstone course information and the turnover of instructors has hampered correct knowledge of the graduates to allow appropriate follow-up.   Many of the students in the program, during the internship and capstone phase of the program, are already employed in the industry and the majority continued on to further education. Of the six graduates on the report, two are still enrolled in additional educational programs and two are employed. At least four other graduates not listed on the supplied reports are known to have gone on to WVU Tech, including the current instructor, Mr. Patrick.

4.   **Graduate and Employer Satisfaction**

There is no feedback on employer satisfaction. The majority of the students went on to further their education and provided positive feedback on the program when the instructors were full-time faculty members. The negative feedback is directly reflected on the times adjuncts were used. This is also reflected in the attrition of students during those semesters. Given the limited number of graduates and the issues with the "official graduate list" no conclusions can be made on satisfaction of graduates or employers.

5. **Assessment Information**

The EET program utilizes a variety of assessment measures. Students must pass a capstone course which includes a program assessment exam. The majority of technical core courses also utilize a pre/post course exam. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment for such courses/programs. Students in the Electrical Engineering Technology program must take the WorkKeys exam. However, due to the turnover of instructors the assessment plan has not been fully implemented and no valid assessment data is available.

6. **Advisory Committee**

The advisory committee has become non-existent since 2003. The constant turnover of faculty has made it difficult to maintain and follow industry contacts for the program. The 2002 advisory council members were highly involved in reviewing the curriculum and designing the current curriculum. It is a goal of the new instructor and the division to rebuild the advisory committee.

7. **Strengths and Weaknesses**

STRENGTHS
- Student interest as evidenced by enrollment increase
- Solid, hands-on curriculum
- Transfer opportunities

WEAKNESSES
- Advisory committee needs to be expanded throughout the service area. There are too few members and few willing to commit.
- Equipment holdings are minimal and outdated
- Program computers and simulation software are outdated.
- Lack of support by local employers.
- Turnover of faculty members

B. **Viability**

1. **Number of Majors per year for previous 5 years**

Year	Enrollment
2001-2002	5
2002-2003	7
2003-2004	8
2004-2005	11
2005-2006	6
2006-2007	18

2. **Enrollment Trends for previous 5 years**
    Program enrollment has fluctuated over the past five years and can be
    directly related to the turnover of faculty members. During the 2001-2003
    academic years, the program was based in Williamson and had limited
    enrollment. In fall 2004 the program was moved to the Logan campus in
    an attempt to increase enrollment. The fall 2004 semester had one of the
    highest enrollments in the introductory courses with 15 students enrolled
    in first-year courses. At that time, long time instructor, Les Estep retired.
    As a result, adjuncts were used during the fall semester to cover the
    courses and many students subsequently withdrew from the program.
    During the spring 2005 semester, Harry Ruloff was hired as the instructor.
    Mr. Ruloff began the process of rebuilding the program. Unfortunately,
    Mr. Ruloff had to take medical leave during the spring 2006 semester and
    subsequently resigned. During this time enrollment once again dropped
    and courses were cancelled. Adjunct, Richard Evans was used for the fall
    2006 semester when the enrollment jumped to 18 students. Ryan Patrick
    was hired as the full-time instructor for the current spring 2007 semester.
    While no concrete evidence is available for the jump in enrollment for the
    fall 2006 semester, it is believed the recent developments and employment
    needs in the mining industry is leading to the increase in enrollment. In
    addition, Mr. Ruloff had also conducted a significant recruitment
    campaign at the local high schools during the 2005-2006 year prior to his
    departure which may have attracted new high school students.

3. **Number of Graduates for previous 5 years**

Year	Graduates
2001-2002	1
2002-2003	4
2003-2004	5
2004-2005	3
2005-2006	1

    Due to the lack of instructor provided information on students and follow-
    up with graduates, no conclusion can be drawn on the graduate
    information. Several students chose to transfer and complete a bachelor
    degree program without completing the associate degree first. Some
    simply did not return.

    Graduates have obtained high quality jobs that pay good wages and have
    reasonable benefits. They are diversely employed in service companies
    and the coal industry. Average starting salary is approximately $40, 000
    in the mining industry with the other industries listed within $25,000 to
    $30,000 range.

4.   **Enrollment Projections**
     Although we cannot predict large increases in enrollment in the future, there is a community employment need delivered by this program which we believe drives enrollment. Area job markets indicate a high need for electricians, especially in the mining emphasis. At present all graduates of the EET program can find employment within the local mining community, if they so desire. Projections for the future based on the current enrollment and student interest indicate the program will meet or exceed program expectations and capabilities of 15-20 students per cohort. Enrollment often declines within each cohort due to academic difficulties.

5.   **Articulation Agreements (2+2 etc.)**
     Although we have no signed agreement as such with West Virginia University Institute of Technology (WVUIT), we negotiated an informal agreement in 1995. WVUIT agreed to take up to 72 hours of our class work and electives into their 4 year Bachelors in Science Electrical Engineering Technology program. Southern's EET program was modeled after WVUIT's program with similar course numbering and text books. Meetings have been held with Bluefield State and Fairmont State to create specific 2+2 agreements.   These agreements are still under development.

C.   Necessity
The recent resurgence of the coal industry has generated much interest in our current electrical program. Presently, our region has only one major industry, Coal, for regional employment and economic growth in the electrical industry. We must be receptive to the coal industry needs for the future. Presently the coal business needs quality maintenance workers as discussed at advisory meetings for the mining program and as evidenced in local help wanted ads. One of the major criteria for employment for electricians in the coal industry is the miner's electrical certification.   Most of our graduates are working in the service region of the college.

D.   Consistency with Our Mission
This program directly supports the institution's compact and mission in a variety of areas. Major areas of support for the compact include the following:

- Courses are offered as dual credit at a number of locations. This supports compact Goal I.B.3.

- Articulation agreements exist with each of the vocational/career centers that offer comparable courses. This supports a number of compact goals including I.C.3, III.A.1, and III.D.1.

- This program provides scholarship opportunities to qualified students

through the WV Science Engineering and Technology Scholarship. This supports compact goal I.D.2.

- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports compact goals II.A.2. and IV.A.1.

- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports compact goal III.E.

III. Recommendation

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. The program meets a need in the community and has sufficient enrollment to be a viable program.

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 24, 2007

Item: Academic Program Review and
                                               Continuance of Existing Academic
                                               Programs

Recommended Resolution: *RESOLVED,* That the Southern West
                                               Virginia Community and Technical College
                                               Board of Governors approve the
                                               continuance of the Technical Studies –
                                               Applied Technology Associate in Applied
                                               Science degree program in accordance with
                                               the provisions of the West Virginia Council
                                               for Community and Technical College
                                               Education (Community and Technical
                                               College System Council) and the West
                                               Virginia Higher Education Policy
                                               Commission (HEPC), Joint Procedural Rule,
                                               Series 10, *Policy Regarding Program
                                               Review.*

Staff Member: Carol Howerton
                                               Cathy Smith-Cox

Rationale for the Recommendation:

The program meets the needs of the students and provides a valuable avenue for educational
advancement at no cost to the institution.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Program: Technical Studies - Applied Technology

Institutional Recommendation

The Board of Governors recommends:

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

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

_____ 3.   Identification of the program for further development;

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

_____ 5.   Discontinuance of the program in accordance with provisions of the Higher
               Education Policy Commission policy on approval and discontinuance of
               programs.

Rationale for the recommendation:
The program meets the needs of students and provides a valuable avenue for educational
advancement at no cost to the institution.

_____   _____
Division Chair   Date

_____   _____
Chief Academic Officer   Date

_____   _____
President   Date

_____   _____
Chairman, Board of Governors   Date

Program Review Recommendation Form.wpd
November 2001

Southern West Virginia Community and Technical College
Technical Studies - Applied Technology
Associate in Applied Science
Program Review Summary

I. **Self Study Components**
    A. **Adequacy**
        •   The curriculum has adequate requirements that meet the needs of business and industry.
        •   Entrance abilities for the students are within community college standards.
        •   Graduate placement, student satisfaction, and employer satisfaction are adequate.

        Conclusion: Program meets minimum adequacy requirements

    B. **Viability**
        •   The number of students is sufficient to warrant need.
        •   Enrollment trends indicate future students seeking the degree will increase.
        •   There are no graduates for the program.

        Conclusion: The program does meet the minimum requirements for viability as a major.

    C. **Necessity:**
        •   The program meets a validated industry demand.

        Conclusion: The program does meet the minimum requirements for necessity.

    D. **Consistency with Mission:**
        •   The program does support the mission and vision of the institution.
        •   The program and core courses support the compact.
        •   There is limited impact on other programs.

        Conclusion: The program is consistent with the mission of the college.

Technical Studies, A.A.S., Program Review   1

Southern West Virginia Community and Technical College
Technical Studies - Applied Technology
Associate in Applied Science
Program Review

I. **Program Title and Brief Description**
    The Technical Studies in Applied Technology degree program was developed as a non-transfer program for students completing an occupation specialization. It utilizes partnerships with career/vocational schools and other providers for the delivery of the occupational core. It provides students with a management background to complement the vocational/occupational specialization.

II. **Self Study Components**
    A. **Adequacy**
        1. **Curriculum:**
            The curriculum for the associate in applied science degree program in Technical Studies - Applied Technology consists of 61semester hours. It follows the model for Technical Studies and utilizes 4component areas. Component I - General Education requires a minimum of 20 credit hours. This component gives the students the skills necessary to achieve a broad based general background including communications, math, and interpersonal skills. Component II - Technical Core requires a minimum of 12 credit hours with 6 credit hours required in management courses. This component gives students a foundation in management, computers and business law. Component III - Specialization requires a minimum of 28 hours. Students choose 1 of the specializations from articulated program through the vocational schools or campus-based offerings provided by other partners. Component IV- OJT requires a 1 credit hour capstone course to evaluate the program outcomes. A complete listing of courses in each category is included in Appendix I.

        2. **Faculty:**
            The Technical Studies - Applied Technology program utilizes full-time faculty members to teach the general education and elective course requirements. It utilizes the full-time Business faculty members and Computer Information Systems faculty members to teach the technical core. There are no full time faculty assigned to teach the technical specialization courses. The program utilizes faculty and courses from the local career/vocational centers and other partners.

3. **Students:**
   a). **Entrance Abilities**
   The Technical Studies - Applied Technology program is an open admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College. Students entering the program must have a high school diploma or GED.

   There are no program-specific entrance abilities required of students. Those enrolling in college-level English and math general education courses are required to meet minimum scores on the ACT or Accuplacer exam prior to enrolling in these courses or must successfully complete Transitional Studies courses to remediate deficiencies.

   b). **Exit Abilities**
   Exit abilities vary based on the specialization chosen by the student. All students have basic management and computer skills. Specializations at the vocational centers are based on various industry certifications such as ASE automotive certification or CDL Truck Drivers License.

   c). **Graduate Follow-up data (placement rates, salary ranges, in-state/out-of-state placement ratios, etc.)**
   There are no graduates at this time.

4. **Graduate and Employer Satisfaction:**
   There are no graduates.

5. **Assessment Information:**
   The Technical Studies - Applied Technology program utilizes a variety of assessment measures. Assessment varies based on the specialization area. Assessment is limited due to the third-party delivery of the majority of the program. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment for such courses/programs. Students in the program must take the WorkKeys exam.

6. **Advisory Committee:**
   The Technical Studies - Applied Technology program does not maintain a separate advisory council. The program does utilize the Tech Prep Consortium in an advisory capacity. The Tech Prep Consortium includes directors of each of the local career centers or their designees. This provides feedback and input into the curriculum and the programs available at the career schools.

7. **Strengths/Weaknesses:**
   a). **Strengths**
   - Shared resources
   - Minimal cost
   - Availability of the program
   - Access opportunities for students

   b). **Weaknesses**
   - No control over the specialization courses
   - Possible scheduling difficulties
   - Coordination among all the career centers

B. Viability

1. **Number of Majors per year for previous 5 years**

2001-2002	Not available
2002-2003	3
2003-2004	1
2004-2005	11
2005-2006	15

2. **Enrollment Trends for previous 5 years**
   Enrollment in the past two years has had a constant growth. Marketing by the career centers and the college has been a significant factor in enrollment trends. Also in 2004 the truck driving academy option was added to the program. The majority of students have been enrolled in the truck driving academy.

3. **Number of Graduates for previous 5 years**
   None. The first true group of available graduates for the associate degree will be in the current year. The certificate option of the program has had several graduates.

4. **Enrollment Projections**
   It is anticipated the enrollment in the program will continue to grow. The marketing by the vocational/career centers and the college is expanding and special grant projects should result in growth.

5. **Articulation Agreements (2+2 etc.)**
   Articulation agreements with the local vocational/career centers exist for each of the career specializations.

C. Necessity:

This program offers an opportunity for educational advancement in speciality areas that the college can not provide the initial training. It is a cooperative program among all the local vocational/career centers and the college.

D.   Consistency with Mission:
This program directly supports the institution's compact and mission in a variety of areas. Major areas of support include the following:

- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports goal I.D.2.

- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports goals II.A.2. and IV.A.1.

- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports goal III.E.

III.   Recommendation
Continuation of the program at the current level of activity without corrective action.

Rationale for Recommendation
This program provides a vital service to students and is a no cost program to the college.

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 24, 2007

Item: Academic Program Review and
                                               Continuance of Existing Academic
                                               Programs

Recommended Resolution: *RESOLVED,* That the Southern West
                                               Virginia Community and Technical College
                                               Board of Governors approve the
                                               continuance of the
                                               Technical Studies – Applied Technology
                                               certificate program in accordance with the
                                               provisions of the West Virginia Council for
                                               Community and Technical College
                                               Education (Community and Technical
                                               College System Council) and the West
                                               Virginia Higher Education Policy
                                               Commission (HEPC), Joint Procedural Rule,
                                               Series 10, *Policy Regarding Program
                                               Review.*

Staff Member: Carol Howerton
                                               Cathy Smith-Cox

Rationale for the Recommendation:

The program meets the needs of the students and provides a valuable avenue for educational
advancement at no cost to the institution.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs <u>Without</u> Specialized Accreditation

Program: <u>Technical Studies - Applied Technology</u> - Certificate Program

Institutional Recommendation

The Board of Governors recommends:

<u> X </u> 1.   Continuation of the program at the current level of activity without corrective action;

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

_____ 3.   Identification of the program for further development;

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

_____ 5.   Discontinuance of the program in accordance with provisions of the Higher Education Policy Commission policy on approval and discontinuance of programs.

Rationale for the recommendation:
The program meets the needs of students and provides a valuable avenue for educational advancement at no cost to the institution.

_____   _____
Division Chair   Date

_____   _____
Chief Academic Officer   Date

_____   _____
President   Date

_____   _____
Chairman, Board of Governors   Date

Southern West Virginia Community and Technical College
Technical Studies - Applied Technology
Certificate
Program Review Summary

I. **Self Study Components**
    A. **Adequacy**
- The curriculum has adequate requirements that meet the needs of business and industry.
- Entrance abilities for the students are within community college standards.
- Graduate placement, student satisfaction, and employer satisfaction are adequate.

    Conclusion: Program meets minimum adequacy requirements

    B. **Viability**
- The number of students is sufficient to warrant need.
- Enrollment trends indicate future students seeking the degree will increase.
- Graduation rates are minimal however successful completes (graduates and employed students) are adequate for viability.

    Conclusion: The program does meet the minimum requirements for viability as a major.

    C. **Necessity:**
- The program meets a validated industry demand.

    Conclusion: The program does meet the minimum requirements for necessity.

    D. **Consistency with Mission:**
- The program does support the mission and vision of the institution.
- The program and core courses support the compact.
- There is limited impact on other programs.

    Conclusion: The program is consistent with the mission of the college.

Technical Studies, Applied Technology, Certificate, Program Review

Southern West Virginia Community and Technical College
Technical Studies - Applied Technology
Certificate Program
Program Review

I. **Program Title and Brief Description**

The Technical Studies in Applied Technology degree program was developed as a non-transfer program for students completing an occupation specialization. It utilizes partnerships with career/vocational schools and other providers for the delivery of the occupational core. It provides students with the general education knowledge and technical competencies necessary for employment in a variety of trade skills occupations.

II. **Self Study Components**

  A. **Adequacy**

    1. **Curriculum:**

      The curriculum for the certificate program in Technical Studies - Applied Technology consists of 30 semester hours. It follows the model for Technical Studies and utilizes 2 component areas. Component I - General Education requires a minimum of 16 credit hours. This component gives the students the skills necessary to achieve a broad based general background including communications, math, computer, and social skills. Component II - Specialization requires a minimum of 14 hours. Students choose 1 of the specializations from articulated program through the vocational schools or campus-based offerings provided by other partners. A complete listing of courses in each category is included in Appendix I.

    2. **Faculty:**

      The Technical Studies - Applied Technology program utilizes full-time faculty members to teach the general education and elective course requirements. There are no full time faculty assigned to teach the technical specialization courses. The program utilizes faculty and courses from the local career/vocational centers and other partners.

    3. **Students:**

      a). **Entrance Abilities**

        The Technical Studies - Applied Technology program is an open admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College. Students entering the program must have a high school diploma or GED.

        There are no program-specific entrance abilities required of

students. Those enrolling in college-level English and math general education courses are required to meet minimum scores on the ACT or Accuplacer exam prior to enrolling in these courses or must successfully complete Transitional Studies courses to remediate deficiencies.

b). **Exit Abilities**
Exit abilities vary based on the specialization chosen by the student. All students have basic management and computer skills. Specializations at the vocational centers are based on various industry certifications such as ASE automotive certification or CDL Truck Drivers License.

c). **Graduate Follow-up data (placement rates, salary ranges, in-state/out-of-state placement ratios, etc.)**
There are only two graduates from the program at this time. Both graduates are still enrolled and are continuing on to complete the Applied Technology - Associate in Applied Science degree. A significant portion of the students are enrolled in the truck driving option. Upon completion of their CDL license these students are entering the workforce instead of completing the degree.

4. **Graduate and Employer Satisfaction:**
The three graduates are pleased with the program and have chosen to continue to get their associate in the program. Non-completers were contacted to gain employment status. Two of them were reachable. These students expressed satisfaction with the program and their opportunity to obtain good paying careers. Discussions with the truck driving academy director indicated that many of the completes of the courses had obtained employment and were on the road. No specific numbers were available.

5. **Assessment Information:**
The Technical Studies - Applied Technology program utilizes a variety of assessment measures.   Assessment varies based on the specialization area. Assessment is limited due to the third-party delivery of the majority of the program. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment for such courses/programs.

6. **Advisory Committee:**
The Technical Studies - Applied Technology program does not maintain a separate advisory council. The program does utilize the Tech Prep Consortium in an advisory capacity. The Tech Prep Consortium includes directors of each of the local career centers or their designees. This provides feedback and input into the curriculum and the programs

available at the career schools.

7. Strengths/Weaknesses:

a). <u>Strengths</u>
- Shared resources
- Minimal cost
- Availability of the program
- Access opportunities for students

b). <u>Weaknesses</u>
- No control over the specialization courses
- Possible scheduling difficulties
- Coordination among all the career centers
- Math skills of entering students.
- Completion rates

The students articulating from the vocational centers have significant math deficiencies. To date, 100% of the students have required transitional courses in math and English. This deficiency has created problems in completion rates.

B. Viability

1. Number of Majors per year for previous 5 years

2001-2002	Not available
2002-2003	3
2003-2004	1
2004-2005	11
2005-2006	10
Fall 2007	9

2. Enrollment Trends for previous 5 years
Enrollment in the past two years has had a constant level. Marketing by the career centers and the college has been a significant factor in enrollment trends. Also in 2004 the truck driving academy option was added to the program. The majority of students have been enrolled in the truck driving academy. The numbers listed above are for the associate in applied science degree. Students indicating their ultimate goal of an associate are not identified as certificate programs. All of the students obtaining the certificate program are listed as associate degree seeking students.

3. Number of Graduates for previous 5 years

2001-2002	Not available
2002-2003	0
2003-2004	1

Technical Studies, Applied Technology, Certificate, Program Review 3

2004-2005	1
2005-2006	1

Students enrolling in the truck driving option are listed as program majors however, none of these have continued on with the program after completion of the core course work. These students are going on into employment after obtaining their drivers license. Skill set certificates have been awarded to 100% of the students enrolled in the program.

4. Enrollment Projections
It is anticipated the enrollment in the program will continue to remain constant or grow. The marketing by the vocational/career centers and the college is expanding and special grant projects could result in growth.

5. Articulation Agreements (2+2 etc.)
Articulation agreements with the local vocational/career centers exist for each of the career specializations.

C. Necessity:
This program offers an opportunity for educational advancement in speciality areas that the college can not provide the initial training. It is a cooperative program among all the local vocational/career centers and the college.

D. Consistency with Mission:
This program directly supports the institution's compact and mission in a variety of areas. Major areas of support include the following:

- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports goal I.D.2.

- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports goals II.A.2. and IV.A.1.

- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports goal III.E.

III. Recommendation
Continuation of the program at the current level of activity without corrective action.

Rationale for Recommendation
This program provides a vital service to students and is a no cost program to the college.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 24, 2007

ITEM: Approval to Terminate Pharmacy Technology
                                                   Associate in Applied Science Program

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia
                                                   Community and Technical College Board of
                                                   Governors grant approval to terminate the
                                                   Pharmacy Technology Associate in Applied
                                                   Science Program.

STAFF MEMBER: Pamela L. Alderman

BACKGROUND:

The Pharmacy Technology Associate in Applied Science program admitted the last
group of students in August 2001. Three students graduated in May 2003.

Due to low enrollment, lack of employment opportunities, and low wages of previous
graduates, a new class was not admitted in the fall of 2003, nor has a class been
admitted since 2001. This program did not have a full-time instructor. Adjuncts were
used to teach the Pharmacy Technology courses.

Based upon the previous information, it is the recommendation of the Division of Allied
Health to terminate the Pharmacy Technology Associate in Applied Science Program.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 24,2007

ITEM: Approval   of   Course   Fees   for   Salon
                                           Management/Cosmetology,   Respiratory   Care
                                           Technology, and Surveying Technology Programs.

RECOMMENDED RESOLUTION: *RESOLVED*,   That the Southern West Virginia
                                           Community   and   Technical   College   Board   of
                                           Governors grant approval for special course-related
                                           fees for the new Salon Management/Cosmetology,
                                           Respiratory   Care   Technology,   and   Surveying
                                           Technology Programs to be effective July 1, 2007.

STAFF MEMBER: Sam Litteral

BACKGROUND:

During the November 28, 2006 meeting, the Board of Governors for Southern West Virginia Community and Technical College approved a resident tuition and fee increase request of 4.75% and that special course-related fees remain at the current level for the 2007-2008 academic year effective July 1, 2007. Subsequent to that approval, and based on the goals of the President's Vision 2020 Plan, the College secured grant funds to begin new programs in Salon Management/Cosmetology, Respiratory Care Technology, and Surveying Technology. Special course fees to support these programs were not included in those fees presented to and approved by the Board in November.

It is the recommendation of the administration that course-related fees for courses in each of the new programs be set as follows:

      Salon Management/Cosmetology (CM) courses = $15 per credit hour

      Respiratory Care Technology (RC) courses = $15 per credit hour

      Surveying Technology (SU) courses = $5 per credit hour

These course-related fees are consistent with those charged for similar programs within the academic divisions providing the instruction.

ITEM:	SCP-1735, Solicitation Policy and SCP-1735.A, Attachment A– On Campus Solicitation Request Form
RECOMMENDED RESOLUTION:	*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of the aforementioned policy and attachment as presented following the 30-day comment period.
STAFF MEMBER:	James P. Owens
BACKGROUND:	

The purpose of this policy is to establish and communicate the procedure for the right to permit or prohibit sales and solicitation activities on college property and to protect the campus community from sales and solicitation activities that are intrusive, unrelated to our educational purpose, or incompatible with normal operations. The policy was scheduled for review this year by the Student Services Department.

The Student Services Unit began work on the policy in November 2006. The revised policy was then presented to the Executive Council in December 2006 and again in January 2007. After this review, we recommend that the aforementioned revised policy be advanced for a 30-day comment period.

At its February 20, 2007 meeting, the Southern West Virginia Community and Technical College Board of Governors approved the distribution of this policy and attachment for a 30-day comment period that expired March 23, 2007. At the end of the comment period, the following comment was received:

Comment #1:
"I have a comment about the proposed solicitation policy: The attachment, solicitation request form on campus – is it to be used if a student organization does a car wash off campus? ... Sell T-shirts at a state professional conference?

I suggest that the policy/form state that the Director of Campus Operations and VP of Student Services notify the organization within one week of form submission as to the status of approval or denial. Email or phone preferably. Thus add line for form for email & phone contact info."

Response:

Section 2 - Scope and Applicability in SCP-1735 states:

> "This policy applies to solicitation activities conducted on the grounds or within buildings under the control of Southern West Virginia Community and Technical College, including solicitation using Southern's electronic mail network (e-mail)."

Based upon this statement, it is the opinion of the administration that activities such as those outlined in the comment (i.e., a car wash off campus . . . sell T-shirts at a state professional conference) would not fall under the authority of this policy. Therefore, no change is recommended to the policy or its accompanying form.

The comment also included a suggestion that the policy and form require the Director of Campus Operations and the Vice President for Student Services to notify the requesting organization of the approval or denial of the request within one week of the form being submitted. This suggestion appears on the surface to be reasonable. However, depending upon the nature of the request, it might be necessary for the Director and/or Vice President to conduct research that would require more than one week to complete. It is the intent of the administration that any request to conduct a solicitation activity on college property is responded to in a timely manner. The Vice President for Student Services is charged with the responsibility to see that timely responses are provided. We recommend no change to the policy as proposed.

S O U T H E R N   W E S T   V I R G I N I A
COMMUNITY AND TECHNICAL COLLEGE
B O A R D   O F   G O V E R N O R S

Number:	**SCP-1735**
Origination:	**June 2004**
Effective:	**June 15, 2004**
Reviewed:	**January 2, 2007**

SUBJECT: Solicitation Policy

REFERENCE: **West Virginia Code §18B-14-10**

1.   PURPOSE

Southern West Virginia Community and Technical College ("Southern" or the "College") has the duty and responsibility to maintain a safe and healthy work and learning environment conducive to its principal mission of education while respecting the constitutional protection of free speech as well as the individuals right to privacy. Accordingly, the College hereby adopts this solicitation policy for the purposes of: (1) preserving the College's right to permit or prohibit sales and solicitation activities on college property, and (2) to protect the campus community from sales and solicitation activities that are intrusive, unrelated to our educational purpose, or incompatible with normal operations. This policy is not intended to constrain solicitation of the College, which may be directed to appropriate employees solely in their capacities as employees or agents of the College, in the normal operation of college purchasing or contracting.

2.   SCOPE AND APPLICABILITY

This policy applies to solicitation activities conducted on the grounds or within buildings under the control of Southern West Virginia Community and Technical College, including solicitation using Southern's electronic mail network ("e-mail").

3.   DEFINITIONS

The term "solicitation" as used here means the sale, lease, rental or offer for sale, of any property, product, merchandise, publication, or service, whether for immediate or future delivery; the distribution or display of printed material, merchandise, or products that are designed to encourage the purchase, use, or rental of any property, product, merchandise, publication, or service; or the oral or written appeal or request to support or join an organization other than a registered student, faculty, or staff organization. Solicitation further means the activity or process of seeking to obtain the support of an individual for a cause, movement, doctrine, or commercial product through persuasion or formal application.

4.   POLICY

Solicitation of employees and students and/or distribution of literature for solicitation purposes is prohibited unless approved and conducted in accordance with the content, requirements and restrictions of this policy. To receive approval, the On Campus Solicitation Request Form (SCP–1735.A) will be submitted at least two weeks prior to the event. Proper approval must be obtained prior to the event being scheduled. The College reserves the right to withhold approval for any solicitation activities on property under its jurisdiction, and to regulate the time, place, manner and duration of approved solicitation. The College makes no warranty regarding the truth of any representation made in any written materials posted or distributed or other information provided as part of any solicitation activity engaged in pursuant to this policy.

A.   Sales and solicitation by non-college organizations:

SCP-1735, Solicitation Policy   Page 1 of 3

There shall be no sales and/or solicitation conducted on college property except by vendors with whom the college has contracted for the sale, lease, rental, or offer of said goods and services. Specifically prohibited by this policy is the solicitation of students of Southern West Virginia Community and Technical College by financial institutions, organizations, businesses, companies, establishments, or individuals for credit cards and/or credit services.

B. **Sales and solicitation by official college organizations including student organizations:**
Solicitation for the sale, lease, rental, or offer of goods, services, and/or products on college property shall only be conducted by student organizations, faculty, or staff officially recognized and authorized by Southern West Virginia Community and Technical College or by legally authorized representatives of companies with whom the college has signed an official contract for the sale, lease, rental, or offer of said goods and services.

C. **Sales limitations:**
Sales may not be conducted in competition with the products and services normally provided by the College.

D. **Solicitation by employees:**
Solicitation by employees for purposes other than direct college related business during regularly scheduled work hours is prohibited. Solicitation during non-work hours (lunch or other break times) by employees is subject to other applicable sections of this policy.

E. **Solicitation by students:**
Solicitation and/or sales by students or student organizations on college property are prohibited without the express written consent of the Vice President for Student Services.

F. **Use of college mail and e-mail:**
Use of the college mail and e-mail systems for solicitation or sales is limited to official college business only. No other use of college mail or e-mail services and/or equipment is permitted.

5. **BACKGROUND OR EXCLUSIONS**

None.

6. **GENERAL PROVISIONS**

Any organization or person who posts or distributes any tangible materials as any part of a solicitation activity shall be responsible for removing and properly disposing of all such materials at the conclusion of the solicitation period. Students and employees violating the terms and conditions of this policy shall be subject to disciplinary action deemed appropriate by the President and the Vice President for Student Services. Any individual, organization, or entity found in violation of this policy will be subject to available sanctions and/or civil action.

7. **RESPONSIBILITIES AND PROCEDURES**

The solicitation policy falls under the responsibility of the Vice President for Student Services.

8. **CANCELLATION**

None.

9.   REVIEW STATEMENT

This policy shall be reviewed on a three-year cycle by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed. SCP-1735 is scheduled for review during the 2009-2010 academic year.

10.   SIGNATURES

_____

Board of Governors Chair   Date

_____

President   Date

Attachments: SCP– 1735.A On Campus Solicitation Request Form

Distribution: Board of Governors (12 members)
Office of the President
Office of the Executive Vice President
Office of the Vice President for Academic Affairs
Office of the Chief Financial Officer
Office of the Vice President for Economic, Workforce and Community Development
Office of the Vice President for Student Services
Office of the Chief Technology Officer
Office of the Human Resources Administrator
Office of the Deans
Faculty Senate Chair
Classified Staff Council Chair
Libraries (Harless and Williamson Campus)
Office of the Directors of Campus Operations (Boone, Logan, Williamson, Wyoming)
www.southern.wvnet.edu

Revision Notes: January 2007 – Revisions provide clarity, streamlining, and a more formalized method for solicitation requests. (SCP-1735.A - Attachment A - On Campus Solicitation Request Form).

S O U T H E R N   W E S T   V I R G I N I A
COMMUNITY AND TECHNICAL COLLEGE
B O A R D   O F   G O V E R N O R S

Number:	**SCP-1735.A**
Origination:	**January 2, 2007**
Effective:	**DRAFT**
Reviewed:	

SUBJECT: **Attachment A– On Campus Solicitation Request Form**

REFERENCE: **SCP– 1735, Solicitation Policy**

On Campus Solicitation Request Form

Date: _____

Name of Organization: _____

Date(s) of Event: _____
(Form must be submitted at least two weeks prior to the event.)

Type of Solicitation (What is proposed and how it will benefit the institution, students, or employees?)**:**

_____
_____
_____
_____
_____
_____
_____

Location of the Event: _____

Has this been cleared with the Director of Campus Operations? ___ Yes   ___ No

_____
Signature   Date

_____❏ Approved ❏ Denied
Director of Campus Operations   Date

_____❏ Approved ❏ Denied
Vice President for Student Services   Date

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 24, 2007

Item: SCP-2250, *Hiring Adjunct Faculty*

Recommended Resolution: *RESOLVED*, That the Southern West Virginia
                                             Community and Technical College Board of Governors
                                             grant final approval of the aforementioned policy as
                                             presented following the 30-day comment period.

Staff Member: Cathy Smith-Cox

Background:

In 2005-2006, Executive Vice President Merle Dempsey, charged the Academic Affairs
Management Council with review of SCP-2250, *Hiring Adjunct Faculty.* The committee
began work in Spring 2006, and continued work until the committee of the whole approved
the policy that was revised to reflect current practice. Mrs. Smith-Cox then presented the
policies to the Executive Council for review on January 5, 2007. That body reviewed the
policies and suggested additional changes. All changes have been incorporated into the
policy.

At its February 20, 2007 meeting, the Southern West Virginia Community and Technical
College Board of Governors approved the distribution of this policy for a 30-day comment
period that expired March 23, 2007. At the end of the comment period, comments were
received from Bruce Walker, General Counsel to the Council for Community and Technical
College Education regarding this policy. His comments were restricted to grammatical and
technical corrections related to the references cited. These corrections do not change the
policy and do not require resubmitting the policy for additional public comment. The
administration recommends the policy with the technical corrections be approved.

SUBJECT: **Hiring Adjunct Faculty**

REFERENCE: **West Virginia Council for Community and Technical College Education, Title 135, Series 9,** *Academic Freedom, Professional Responsibility, Promotion and Tenure*, **West Virginia Code 18-7A-35b (e), SCP-2580,** *Part-time Employees: Classified Staff and Adjunct Faculty*

1. **PURPOSE**

    To establish a procedure for hiring part time (adjunct) faculty.

2. **SCOPE AND APPLICABILITY**

    This policy applies to all academic supervisory personnel in employing part-time (adjunct) faculty.

3. **DEFINITIONS**

    Adjunct faculty are defined in SCP-2580 as part-time, non-tenure track faculty who do not meet the definition of full-time, temporary, or term appointment faculty as defined in Title 135 Procedural Rule, West Virginia Council for Community and Technical College Education, Series 9, *Academic Freedom, Professional Responsibility, Promotion and Tenure.*

4. **POLICY**

    A.   The assignment of adjunct faculty members shall be made by the Division Chairs subject to review and approval by the Vice President for Academic Affairs. All adjunct faculty shall be selected through a systematic process designed to employ the most qualified person while adhering to affirmative action and minimum qualification guidelines.

    B.   Adjunct faculty shall be used to supplement, not supplant, a full-time instructional staff.

5. **BACKGROUND OR EXCLUSIONS**

    None.

6. **GENERAL PROVISIONS**

    A.   Adjunct faculty may teach a maximum of nine (9) credit hours per semester.

    B.   "Early Incentive Retirees" (retired between 4/1/88 and 6/30/89) from the WV Consolidated Public Retirement Board Programs may teach a maximum of twelve (12) credit hours per semester without temporary loss of retirement benefits. This provision is provided in WV Code

for only adjunct instructors at Southern and West Virginia Northern Community College. The statute does not apply to any other retirees.

7.   **RESPONSIBILITIES AND PROCEDURES**

   A.   The following steps are required for the selection and assignment of adjunct faculty:

      1.   The Vice President for Academic Affairs, working with the appropriate Division Chair shall determine if full-time faculty and instructional staff are being fully utilized prior to hiring adjunct faculty to teach any specific course(s).

      2.   If the full-time faculty member is not available, then the Vice President for Academic Affairs, working with the Division Chair, shall solicit applications, using prescribed guidelines as to affirmative action and pre-established minimum qualifications.

      3.   Upon receiving the applications, the Human Resources Office shall forward these to the Vice President for Academic Affairs and the Division Chairs who shall confer with the Vice President Academic Affairs to select the person(s) best qualified to instruct the course(s).

      4.   A letter of assignment shall be developed and given to the adjunct faculty member by the Division Chair. Conditions relative to the number of class meetings required, dates, and remuneration shall be explained in the letter. Signed copies shall be retained in the adjunct faculty member's file, located in the Human Resources Office.

      5.   Division Chairpersons shall be responsible for having the instructor complete the Personnel Data Sheet (PDS), the I-9 Employment Verification form, and the IRS Personal Withholding Certificate (W-4 Form) which shall become part of the adjunct faculty member's file.

      6.   The standard rate of pay for adjunct faculty shall be consistent for all adjunct faculty. This rate shall be based on the assumption that the instructor will meet all sessions of the assigned class during the semester of employment.

      7.   Exceptions to the standard rate of pay are:

         a.   Reduction in salary for class sessions canceled because of instructors absence.

         b.   Reduction in salary for courses that do not meet enrollment standards.

         c.   Reduction in salary for not meeting the terms of the letter of assignment.

         d.   Increase in salary if extenuating circumstance's warrant (e.g., excessive travel).

      8.   The Vice President for Academic Affairs shall adjudicate salary rates.

      9.   Division Chairpersons shall (1) collect PDS's for all adjunct faculty, (2) collect IRS Withholding Certificates, (3) collect copies of the letters of assignment and insure their completeness, (4) transmit accompanying memoranda of rate of pay for each person, (5) complete adjunct faculty payroll sheets, and (6) forward completed forms to the Human Resources Office. These data must be received no later than two weeks following the first day of classes. The Vice President for Academic Affairs will approve and sign all

adjunct contracts.

10. The Human Resources Administrator shall direct the Payroll Representative to use the information provided to generate the adjunct payroll.

11. When the payroll is received, the Business Offices at each location shall release the final check to each adjunct faculty member only after (1) he/she returns all borrowed materials to the Division Chair, and (2) he/she submits all final grade sheets to the appropriate office. The business office will then be notified to release the payroll check.

8. **CANCELLATION**

None.

9.   REVIEW STATEMENT

This policy shall be reviewed on a three-year cycle by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed. SCP-2250 is scheduled for review during the 2009-2010 academic year.

10.   SIGNATURES

Board of Governors Chair   **Date**

President   **Date**

Attachments: **None.**

Distribution: **Board of Governors (12 members)**
Office of the President
Office of the Executive Vice President
Office of the Vice President for Academic Affairs
Office of the Vice President for Finance
Office of the Vice President for Economic, Workforce and Community Development
Office of the Vice President for Student Services
Office of the Chief Technology Officer
Office of the Human Resources Administrator
Office of the Academic Division Chairpersons (6 members)
Faculty Senate Chair
Classified Staff Council Chair
Libraries (Harless and Williamson Campus)
Office of the Campus Directors/Managers (Boone, Logan, Williamson, Wyoming)
www.southern.wvnet.edu

Revision Notes: January 2007 — Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in organizational structure.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 24, 2007

Item: SCP-2254, Hiring Process

Recommended Resolution: *RESOLVED,* That the Southern West Virginia Community and Technical College Board of Governors grant approval to rescind this policy following the 30-day comment period.

Staff Member: Patricia Clay

Background:

This policy was created in September 2000 during the conversion of all formats of older institutional policies to the MAP system we currently use. In September 2000, the policy replaced two older policies "Hiring Full Time Employees" (1/15/85) and "Hiring Full-Time Faculty" (7/1/84). All these descriptions of the hiring process were and are contained in the institutional "Affirmative Action Plan."   The Human Resources Office refers to The Affirmative Action Plan, as the current active source of direction for the hiring supervisor and screening committee.

At its February 20, 2007 meeting, the Southern West Virginia Community and Technical College Board of Governors approved the distribution of this policy for a 30-day comment period that expired March 23, 2007. At the end of the comment period, the administration received comments from Bruce Walker, General Counsel to the Council for Community and Technical College Education regarding this policy. His comments were grammatical and related to technical corrections only.   However, since the recommendation of the administration is that this policy be rescinded, these grammatical and technical corrections are not relevant.

		Number:	SCP-2254
	SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE	**Origination:**	**September 2000**
		Effective:	**September 2000**
		Reviewed:	**January 2007**

SUBJECT: **Hiring Process**

REFERENCE: Title 131 BOD Series 62 Section 2, Series 31 Section 5, Series 36, Southern West Virginia Community and Technical College SCI 2321 (2/93) Title 128 Legislative Rule BOD Series 45, Southern West Virginia Community and Technical College's Affirmative Action Plan 7-1-97 Sections 1.2 and 1.3.

1.   **PURPOSE**

To establish procedures and guidelines related to hiring faculty and staff for Southern West Virginia Community and Technical College.

2.   **SCOPE AND APPLICABILITY**

This policy applies to all classified and non-classified staff and faculty of Southern West Virginia Community and Technical College.

3.   **DEFINITIONS**

4.   **POLICY**

All full-time and part-time regular vacancies will be solicited through advertising. Interviewing and hiring will be conducted in accordance with the Equal Employment Opportunity Policy, Affirmative Action Plan and Americans With Disabilities Act.

5.   **BACKGROUND OR EXCLUSIONS**

Excluded from this process are:

A.   Adjunct faculty.

B   Temporary employees hired through in-house temporary service Southern Temps.

C.   Contractors.

D.   Casual employees.

E.   Student employees.

6.   **GENERAL PROVISIONS**

7.   **RESPONSIBILITIES AND PROCEDURES**

A.   Posting of Vacancies

Southern West Virginia
Community and Technical College

Number: **SCP-2254**
Origination: **September 2000**
Effective: **September 2000**
Reviewed: **January 2007**

The posting of vacancies will follow the procedures developed by the Human Resources Department:

1. When a position vacancy occurs the hiring supervisor must complete a *Request to Advertise* form from Human Resources Unit and obtain all required signatures. For classified positions a current PIQ must be submitted with the request form.

2. All position vacancies will be reviewed and evaluated by the Human Resources Unit and approved by the President prior to recruitment.

3. All recruitment literature and job announcements will carry statements of Equal Opportunity Policy and will be distributed to recognized sources of minority groups and women applicants

B. Screening Committee

1. For every position vacancy, a screening committee will be used to select candidates for interview. A screening committee will consist of a minimum of seven persons and be appointed when possible at the time the vacancy is advertised. Examples of the make-up of screening committee appointments can be found in the Affirmative Action Plan 1.3.2 (A) 7. The Screening Process can be found in the Affirmative Action Plan 1.3.2 (B).

2. The hiring supervisor will participate on the screening committee to provide technical, job specific or other information to the committee. The supervisor shall be included in the voting to nominate finalists for interview.

C. Screening Process

See AA Plan/EEO Policy for specific make up and responsibilities of screening committees.

A representative from the Human Resources Unit will convene the first screening committee meeting to deliver the committee's charge and to provide explanation of the process.

D. Interviewing and Hiring

See AA Plan/EEO Policy for specific rules regarding interviewing and hiring.

1. Hiring practices of Southern are in compliance with Series 31 procedural Rule of the State College system of West Virginia Board of Directors, Section 5.1. which states "Pursuant to WV Code 18B-7-1 (d), non-exempt classified employees who apply for and meet the minimum qualifications as determined by the institutional human resources director or other designee of the president for a posted non-exempt position within an institution and are currently employed at the institution shall be hired to the posted position prior to hiring someone from outside the institution." If this situation does not exist, the following steps will be taken.

2. The hiring supervisor will interview a minimum of three of the candidates recommended by the screening committee. H/she has the option to ask the members of the screening committee to

Southern West Virginia
Community and Technical College

Number: **SCP-2254**
Origination: **September 2000**
Effective: **September 2000**
Reviewed: **January 2007**

participate in the interviews.

3. The supervisor will recommend the top two candidates to the Vice President for his/her respective area. If the applicants referred by the screening committee prove unsuitable, the supervisor may request the committee to reconvene to review the applicant pool for additional recommendation of qualified candidates.

4. If additional applicants are unavailable or also prove unsuitable, the supervisor may recommend to the Vice President that a new search be initiated. If approved, a new *Request to Advertise* must be completed and submitted to the Human Resources Unit with a letter of justification for reopening the search.

5. A recommendation of the two top candidates interviewed along with screening committee reports, reference and interview forms, application packet and *Request for Personnel Action* form will be sent to the respective area Vice President.

6. The Vice President has the option to either interview the two final candidates or to review the above paperwork (4.) and recommend the candidate of choice to the President. If no candidate is proven suitable, a new search may be initiated by the Vice President.

7. Upon the President's approval of the candidate of choice, offers of employment will be made by the Human Resources Unit. If the recommended candidates prove unsuitable, the President may initiate a new search.

E. Pre-Employment Testing

1. Standardized and job related tests will be administered only by the Human Resources Unit to provide an indication of an applicant's potential. Test scores serve as only one component of the total applicant interview process. No pre-employment test may be given by any other unit of the college unless authorized by the Human Resources Unit.

2. Pre-employment testing will be administered to all clerical/secretarial applicants selected for interview and other applicants requested for testing by the hiring supervisor.

3. Any minimum test score requirements will be specified in the job description. There shall be no passing or failing grades assigned on any pre-employment test unless the scores are specified in the job description.

F. Reference Evaluation

References can be checked before or after the interviews take place. Reference evaluations are to be documented in writing and submitted with the application and other required paperwork to the area Vice President. Oral, written or telephone reference checks concerning an applicant shall be made with former employers, schools or others prior to recommending a candidate to the President for approval to hire. Reference evaluations are generally conducted by the hiring supervisor or the supervisor may request the

Southern West Virginia
Community and Technical College

Number:	**SCP-2254**
Origination:	**September 2000**
Effective:	**September 2000**
Reviewed:	**January 2007**

Human Resources Unit to conduct reference checks. If the Human Resources Unit is requested to perform reference evaluations, copies of the applications for candidates selected for interview must be submitted to the Human Resource Unit by a written request.

G.   <u>Orientation</u>

The Human Resources Unit representative will provide institutional orientation to newly hired full-time faculty and classified and non-classified staff. The immediate supervisor is responsible for departmental orientation.

8.   CANCELLATION

WV Administrative Regulations Southern West Virginia Community and Technical College: Procedures for Hiring Full-Time Employees 1/15/85 <u>and</u> Hiring Full-Time Faculty eff. 7/1/84.

9.   <u>SIGNATURE</u>

_____

President   Date

Attachments
    Request for Personnel Action form SCP 2254.A
    Request to Advertise form SCP 2254.B

Distribution
    All Employees

Revision Date: September 1, 2000

SOUTHERN **W**EST **V**IRGINIA **C**OMMUNITY AND **T**ECHNICAL **C**OLLEGE
BOARD OF **G**OVERNORS
MEETING OF **A**PRIL **24, 2007**

Item:

SCP-3100, *Full-time Faculty Responsibilities for Academic Advising of Students*

Recommended Resolution:

RESOLVED, That the Southern WV Community and Technical College Board of Governors grant final approval of the aforementioned policy as presented following a 30-day comment period.

Staff Member:

Cathy Smith-Cox

Background:

In 2005-2006, Executive Vice President Merle Dempsey, charged the Academic Affairs Management Council with review of SCP-3100, *Full-time Faculty Responsibilities for Academic Advising of Students.* The committee began work in Spring 2006, and after careful review, recommended no changes to the current policy. Mrs. Smith-Cox then presented the policy to the Executive Council for review on January 5, 2007. That body reviewed the policy and concurred that no change was needed.

At its February 20, 2007 meeting, the Southern West Virginia Community and Technical College Board of Governors approved the distribution of this policy for a 30-day comment period that expired March 23, 2007. No comments were received at the end of the comment period. It is recommended, therefore, that the Board of Governors adopt the policy as presented.

SUBJECT: **Full-time Faculty Responsibilities for Academic Advising of Students**

REFERENCE:

1. PURPOSE

To communicate full-time faculty responsibility for student academic advising.

2. SCOPE AND APPLICABILITY

All full-time faculty members.

3. DEFINITIONS

None.

4. POLICY

All full-time faculty members shall participate in the academic advising program.

5. BACKGROUND OR EXCLUSIONS

Newly hired full-time faculty should be exempt from advising responsibilities during the first semester of employment. The Division Chairperson/Dean of Allied Health will determine the timetable and method by which the new faculty members are acclimated to the academic advising process.

6. GENERAL PROVISIONS

None.

7. RESPONSIBILITIES AND PROCEDURES

A. The advising system shall be the responsibility of the Vice President for Academic Affairs.

B. Procedures:

    1. Faculty members shall be assigned advising duties by the Division Chairperson/Dean of Allied Health.

    2. An adequate number of full-time faculty shall be available for academic advising of students during scheduled office hours throughout the semester and during regular registration periods prior to the beginning of the semester. The Division Chairperson/Dean of Allied Health will assign full-time faculty to schedule time during general registration for academic advisement of students.

3. The Division Chairperson/Dean of Allied Health has the responsibility to see that faculty members within the division comply with this policy.

8.   CANCELLATION

None.

9.   REVIEW STATEMENT

This policy shall be reviewed on a three-year cycle by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed. SCP-3100 is scheduled for review during the 2009-2010 academic year.

10.   SIGNATURES

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<tr><td>**Board of Governors Chair**</td><td>**Date**</td></tr>
</table>

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<tr><td></td><td></td></tr>
<tr><td>**President**</td><td>**Date**</td></tr>
</table>

Attachments: None.

Distribution: Board of Governors (12 members)
Office of the President
Office of the Executive Vice President
Office of the Vice President for Academic Affairs
Office of the Chief Financial Officer
Office of the Vice President for Economic, Workforce and Community Development
Office of the Vice President for Student Services
Office of the Chief Technology Officer
Office of the Human Resources Administrator
Office of the Academic Division Chairpersons (6 members)
Faculty Senate Chair
Classified Staff Council Chair
Libraries (Harless and Williamson Campus)
Office of the Director of Campus Operations (Boone, Logan, Williamson, Wyoming)
www.southern.wvnet.edu

Revision Notes: Reviewed January 2007.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 24, 2007

Items: SCP-3551, *Meeting Scheduled Classes*

Recommended Resolution: *RESOLVED*, That the Southern West Virginia
                                                Community and Technical College Board of Governors
                                                grant final approval of the aforementioned policy as
                                                presented following the 30-day comment period.

Staff Member: Cathy Smith-Cox

Background:

In 2005-2006, Executive Vice President Merle Dempsey, charged the Academic Affairs
Management Council with review of SCP-3551, *Meeting Scheduled Classes.* The
committee began work in Spring 2006, and continued work until the committee of the whole
approved the policy that was revised to reflect current practice. Mrs. Smith-Cox then
presented the policies to the Executive Council for review on January 5, 2007. That body
reviewed the policies and suggested additional changes. All changes have been
incorporated into the draft policies.

At its February 20, 2007 meeting, the Southern West Virginia Community and Technical
College Board of Governors approved the distribution of this policy for a 30-day comment
period that expired March 23, 2007. At the end of the comment period, the following
comments were received:

Comment #1:
"In response to the review of the policy SCP-1435, *Inclement Weather and Emergency
Situation Policy* [Comments were actually intended for SCP-3551-Meeting Scheduled
Classes] that was approved for 30-day comment by the BOG, the Faculty Senate has the
following suggestions.

Under number seven (responsibilities and procedures), article 2, we recommend the
elimination of the first sentence. Also, under article 2.1 in the same section, we recommend
the removal of "obtain the permission of" and replace it with "notify" the Division
Chairperson and so on. Lastly under article 2.3, we recommend the elimination of "If
permission to cancel class is granted."

We believe instructors are quite aware that they should meet their classes, and that they
are already contractually bound to do so. Just the wording itself, "under no circumstances"
and permission," seems to imply that faculty members are not dedicated professionals, who
are here for the purpose of meeting their classes. I would hope this is not the intention of
the wording of this policy.

These recommendations were approved at the last meeting of the Faculty Senate, and they were presented to the Division of Humanities and Social Sciences, where they were approved also. Please review these changes to this policy, and if you have any questions, don't hesitate to contact me as soon as possible. It is of the utmost importance that we work together to make these policies practical for all those affected by them."

Response:

As is stated by the individual presenting the comments in paragraph 3 above, the administration believes all employees of the institution are dedicated professionals. Every employee understands that he/she performs duties and responsibilities that are essential to fulfilling the institution's mission. However, performance expectations are necessary and are better expressed in official policy statements rather than left to individual interpretation. To outline the procedures for cancellation of a specific class or classes by an individual faculty member is no less important than to specify the procedures the administration is to follow in closing a campus or the entire College when circumstances warrant such action.

The recommended revisions to the policy under review are primarily a matter of organizing the current requirements of the policy in a different order. The policy previously contained a requirement that faculty obtain the permission of the Division Chair or Program Coordinator when instances arise necessitating cancellation of a class session. This requirement is continued under the revisions recommended. The Vice President for Academic Affairs and the current Division Chairs generated the recommended revisions to the policy and are supportive of its requirements. It is the understanding of the administration that the implementation of this policy as it currently exists has not created any major hardship on faculty. The reordering of the requirements should not create any as well.

There is no intention in the wording of this policy to imply that faculty are not dedicated professionals who are here for the purpose of providing effective classroom instruction and not simply meeting their classes. It is the recommendation of the administration that the policy be approved in its present form.

Comment #2:

"I don't really want to comment publicly on this policy unless it becomes necessary, but I think the wording needs to be left as is. The current division chairs take their responsibility to supervise faculty members seriously. I agree that the majority of faculty members would never fail to meet a class—but a minority would definitely take advantage of the opportunity to make class cancellation decisions independently. (Ironically, the ones I know of are in the Humanities and Social Sciences Division, the division where the recommendations were reviewed!) Also, regular faculty members tend to forget that policies involve adjunct faculty as well. We all need supervisors, no matter whether we are professionals or not; anarchy can be the result of no supervision."

Response:

The administration's response to the first comment on this policy addresses the points made in this comment.

SOUTHERN WEST VIRGINIA
COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS

Number:	**SCP-3551**
Origination:	**January 1, 1985**
Effective:	**January 1985**
Reviewed:	**January 5, 2007**

SUBJECT: **Meeting Scheduled Classes**

REFERENCE: **SCP-1435,** *Inclement Weather and Emergency Situation Policy*

1.   PURPOSE

To establish institutional policy on meeting scheduled classes.

2.   SCOPE AND APPLICABILITY

This policy applies to all classes scheduled through Southern West Virginia Community and Technical College.

3.   DEFINITIONS

None.

4.   POLICY

Faculty, lab managers, and adjunct faculty must meet all scheduled classes. Unless approved by the supervisor, no permanent change in class location, meeting time, or meeting duration is authorized. The Division Chair or Site Coordinator (if applicable) must be notified of instances where classes will be meeting at times or locations other than those assigned.

5.   BACKGROUND OR EXCLUSIONS

This policy does not refer to situations requiring closing of an entire campus; please refer to SCP-1435, *Inclement Weather and Emergency Situation Policy*, for this situation.

6.   GENERAL PROVISIONS

Lack of students is never to be considered a reason for canceling class. Those few students attending may have come a great distance under poor conditions to attend the class session and they deserve the education they seek. The instructor must make every effort to conduct a meaningful academic session regardless of the number of students attending.

7.   RESPONSIBILITIES AND PROCEDURES

A. Responsibilities for Class Cancellation/Early Dismissal

   1. The first-line responsibility for canceling classes lies with the Division Chairperson/Site Coordinator. If the Division Chairperson/Site Coordinator is not available after being contacted via the secretary,

the Vice President for Academic Affairs will be contacted. Division Chairperson/Site Coordinator will notify the appropriate individuals of any class cancellations.

2. Under no circumstances are individual instructors authorized to cancel any class session. If instances arise which require cancellation of a class session, the options of substitute instruction or make-up sessions should be explored if time allows. If an instructor is not going to meet the class, for any reason, it is the responsibility of the instructor to:

   a. Obtain the permission of the Division Chairperson/Campus Coordinator/ or the permission of the Vice President for Academic Affairs if unable to contact the appropriate individual via the secretary.

   b. If permission to cancel the class is granted, the supervisor or designee will make a good faith effort to notify each student in advance of the class session that class will not be held.

   c. Complete a faculty absence form and send it to the appropriate Division Chairperson.

3. Early dismissal or shortening of class sessions for other than emergency reasons should be an extremely rare occurrence. The respective Division Chairperson/Campus Coordinator should be contacted as soon as possible should such an emergency occur.

4. It is the responsibility of the Chairperson/Site Coordinator to:

   a. Review the request and grant or deny permission.

   b. If granted, assure that the division secretary or designee contacts each student.

   c. Notify the Vice President for Academic Affairs in writing, that a class will not be held.

   d. Assure that someone meets the class at the proper time to communicate the cancellation to those students not reached earlier.

5. All employees who plan to attend meetings, conferences, and/or workshops requiring changes in their normal teaching schedule must receive approval in advance from their supervisor.

8. CANCELLATION

None.

9. REVIEW STATEMENT

This policy shall be reviewed on a three-year cycle by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed. SCP-3551 is scheduled for review during the 2009-2010 academic year.

10.   SIGNATURES

Board of Governors Chair	**Date**

President	**Date**

Attachments:

Distribution: Board of Governors (12 members)
Office of the President
Office of the Executive Vice President
Office of the Vice President for Academic Affairs
Office of the Vice President for Finance
Office of the Vice President for Economic, Workforce and Community Development
Office of the Vice President for Student Services
Office of the Chief Technology Officer
Office of the Human Resources Administrator
Office of the Academic Division Chairpersons (6 members)
Faculty Senate Chair
Classified Staff Council Chair
Libraries (Harless and Williamson Campus)
Office of the Campus Directors/Managers (Boone, Logan, Williamson, Wyoming)
www.southern.wvnet.edu

Revision Notes: January 2007 — Revisions reflect no substantial changes in procedure or documentation
requirements. Revisions provide clarity and reflect current practice.

ITEM: SCP-2156, Drug~~s in the Workplace~~ and Alcohol Policy

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for this policy to be resubmitted its September 2007 Board of Governors meeting following additional revision for an additional 30-day comment period.

STAFF MEMBER: Patricia Clay

BACKGROUND:

This policy is written according to the requirements of the 1989 amendments to the *Drug-Free Schools and Communities Act*, as articulated in the *Education Department General Administrative Regulations* (EDGAR) Part 86 (the Drug-Free Schools and Campuses Regulations). Part 86 pertains to "Drug and Alcohol Abuse Prevention."

At its February 20, 2007 meeting, the Southern West Virginia Community and Technical College Board of Governors approved the distribution of this policy for a 30-day comment period that expired March 23, 2007. At the end of the comment period, the following comments were received:

Comment #1:

"The following is a comment on the "Drugs and Alcohol Policy" (SCP-2156), which the Board of Governors approved for thirty day comment.

I feel that the first sentence in Section 7-B, Responsibilities and Procedures, should be revised. The faculty, of course, agrees that the abuse of drugs is a serious problem in society, and we certainly agree with the basic intent of the policy. The first part of the sentence in question is quite reasonable: "As a condition of employment, college employees agree to abide by the terms of this policy."

The second part of the sentence, however, is unnecessary, unenforceable, and poses a potential for violation of privacy that could very well be challenged on constitutional grounds. For one thing, the phrase "criminal drug conviction" could be interpreted as meaning anything from selling cocaine to students to having an open beer can on a beach in South Carolina. In any event, there should not be even an unenforceable requirement that the "Human Resources Administrator" be notified about anything in an employee's personal life that is unrelated to his or her performance at the College.

I showed this policy to both the Faculty Senate and the Division of Humanities and Social

Sciences. Both groups unanimously passed resolutions asking that the notification provision be taken out of the policy.

I would suggest simply that Section 7-B read as follows: "As a condition of employment, College employees agree to abide by the terms of this policy." If the Board feels that a form of notification provision should remain, then some language such as the original wording referring to "a violation occurring in the workplace" could be reinserted.

If approved, the proposed wording in the draft might lie dormant forever as just another example of outside bureaucrats dictating our policies to us, but the growing power of "Big Brother" in society is just as dangerous as any vice that we might want to eliminate, and we don't need to contribute to his power through our own policies--benign as they might seem."

Response:
The administration conferred with attorneys from Bowles, Rice, McDavid, Graff & Love to ascertain the specific requirements of each of the referenced federal regulations (Drug Free Workplace/Anti Drug Abuse Act and the Drug-Free Schools and Communities Act) regarding reporting of convictions by employees and students. The following quotation is taken from a written response from Attorney Greg Bailey:

> "Drug Free Workplace requirements are applicable to entities that are recipients of Federal grants. Because most institutions of higher education fall into this category, it is common for Drug-Free Workplace policies to be in place. **The provision that employees report drug related convictions is included with Drug-Free Workplace requirements, but not the Drug-Free Schools and Communities Act.**"

Based upon this information and in view of the fact that Southern West Virginia Community and Technical College is a recipient of federal funds through a variety of sources, it is the opinion of the administration that the policy must include a statement requiring an employee convicted of a drug related crime to report any conviction occurring while the individual is employed by the College to the Human Resources Administrator within five working days of the conviction.

The attorneys from Bowles, Rice, McDavid, Graff & Love did, however, provide additional comment regarding other aspects of the policy under review. The attorneys indicate that statements pertaining to certification requirements, annual distribution of the policy to employees and students, a process for biennial review of the policy and the retention of records requirements must be included. Based on these recommendations, the administration recommends the policy be revised to include the necessary changes and that it be resubmitted at the September 2007 Board of Governors meeting for approval of an additional 30-day comment period.

Additional Comments:
Comments were also received regarding minor typographical errors in SCP-2156.

Response:
The typographical errors will be corrected and included in the revised policy when it is resubmitted.

SUBJECT: **Drugs ~~in the Workplace~~ and Alcohol Policy**

REFERENCE: ~~Drug-Free Workplace Act of 1988, Drug-Free Schools and Communities Act of 1989, the Federal Register 34 CFR Part 86 , US Code Title 21§802(6) Chapter 13, and Title 131 Procedural Rule State College System of WV BOD Series 42~~ This policy is written in compliance with the requirements of the 1989 amendments to the *Drug-Free Schools and Communities Act*, as articulated in the *Education Department General Administrative Regulations* (EDGAR) Part 86 (the Drug-Free Schools and Campuses Regulations). Part 86 pertains to "Drug and Alcohol Abuse Prevention." These regulations can be reviewed in the Federal Register, Vol. 55, No. 159, Aug. 16, 1990, pp. 33580-33601, or online at www.ed.gov/policy/fund/reg/edgarReg/edlite-part86a.html.

1. PURPOSE

Southern West Virginia Community and Technical College recognizes the importance of a safe, efficient and healthy work and educational environment. Being under the influence of any illegal drugs or alcohol on ~~the job~~ campus or at college sponsored functions poses serious risks to a person's health and safety, and jeopardizes public trust that has been placed in the institution. In recognition of the serious effects of alcohol and drug abuse on the safety and performance of students and employees, this policy provides standards of conduct and clearly prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.

2. SCOPE AND APPLICABILITY

Southern recognizes its employees and students as being adults and expects them to obey the law and to take personal responsibility for their conduct. This policy applies to the college community, including faculty, staff, administrators, students, and visitors to the campuses, including contractors, sub-contractors, and service providers.

3. DEFINITIONS

"Illegal drugs" means controlled substances defined by ~~Section 802(6) of title 21 of the United States Code, the possession of which is unlawful under Chapter 13 of that Title.~~ any state or federal regulatory body authorized to designate substances as such.

4. POLICY

A. The unlawful manufacture, distribution, sale, dispensing, possession, or use of ~~a controlled substance~~ illegal drugs and the use of alcohol on Southern West Virginia Community and Technical College property or as a part of any college sponsored function is prohibited. Reporting to work, class, or any college sponsored function under the influence of alcohol or illegal drugs is prohibited.

B. Legally prescribed medications taken properly are excluded from prohibition and permitted only to the extent that such medications do not adversely affect a person's work ability, job performance, or the safety of others.

C. Any person who violates the policy shall be subject to disciplinary action. ~~up to and including termination.~~ The College will impose disciplinary sanctions on students and employees consistent with institutional policies, and local, state, ~~and~~ or federal laws for violation of the standards of conduct outlined above. All persons should be aware that violations could result in expulsion from school, termination of employment, or referral for prosecution. Sanctions may include, but are not limited to a requirement that the person participate in a drug abuse assistance or rehabilitation program. College sanctions will be imposed consistent with procedures used in disciplinary actions for students and employees. ~~If convicted of a violation the College is required by law to notify its funding sources.~~

5. **BACKGROUND OR EXCLUSIONS**

None

(Move this information to Section 6.B)
~~**Counseling and Assistance:** For students, A assistance and information concerning substance abuse and its treatment may be obtained from the counselors' offices at each of the college's campuses. Employees may obtain assistance and information from the Human Resources Office. Also available to employees, students and others are services from the following agencies:~~

~~**Logan-Mingo Area Mental Health, Inc.**~~
~~(304) 792-7130 Logan Co.~~
~~(304) 23502954 Mingo Co.~~

~~**Family Service of Kanawha County**~~
~~922 Quarrier Street~~
~~Charleston, WV 25301~~
~~(304) 340-3676~~

~~**Shawnee Hills Mental Health**~~
~~511 Morris Street~~
~~Charleston, WV 25301~~
~~(304) 345-4800~~

~~**Disclaimer:** Southern West Virginia Community and Technical College, in providing the list of counseling, treatment, and rehabilitation programs, is in no way affiliated with these agencies. Southern cannot accept liability for any services, treatment, or counseling provided by these agencies or their employees or any acts of misfeasance, nonfeasance, or malfeasance by same. The individual and his/her parents or guardian should conduct checks or reviews of these agencies to determine if they will meet the needs of the individual.~~

6. **GENERAL PROVISIONS**

A. Criminal Sanctions:
1. Federal Trafficking Penalties include substantial fines and imprisonment up to life. For the most recent and complete Federal Trafficking Penalties information, visit the Web site of the U. S. Drug Enforcement Administration at www.dea.gov/agency/peanlties.htm.

2. West Virginia Law provides penalties dependent upon the classification of the controlled substance, the particular activity involved, and whether multiple convictions are involved. ~~Under WV law, the most severe penalties for drug violations are for possession with intent to sell. On a first offense conviction, one may receive a fine of up to $25,000 and/or imprisonment for 15~~

~~years. Sanctions for violations of state alcohol laws vary according to the severity of the offense, with the minimum vehicular violation calling for imprisonment in the county jail for 24 hours, and a $500 fine.~~ West Virginia Code §60A-4-401 contains penalties for prohibited acts involving scheduled substances. For the most recent and complete West Virginia penalties for prohibited acts involving controlled substances, visit the Web site of the West Virginia Legislature at **http://www.legis.state.wv.us/.**

B. Counseling and Treatment Resources: ~~**Counseling and Assistance:**~~
1. For students, ~~A~~ assistance and information concerning substance abuse and its treatment may be obtained from the counselors' offices at each of the college's campuses.

2. Employees may obtain assistance and information from the Human Resources Office.

3. ~~**Disclaimer:**~~ Southern West Virginia Community and Technical College, in providing any ~~the~~ list of counseling, treatment, and rehabilitation programs, is in no way affiliated with these agencies. Southern cannot accept liability for any services, treatment, or counseling provided by these agencies or their employees or any acts of misfeasance, nonfeasance, or malfeasance by same. The individual and his/her parents or guardian should conduct checks or reviews of these agencies to determine if they will meet the needs of the individual.

C. Health Risks:

Substance abuse and drug dependency are problems of staggering proportions in our society today. They are the leading causes of preventable illness, disability, and death in the United States. Alcohol/chemical dependency is a disease that affects not only individuals, but every component of the family system, workplace, and the community. Chemical abuse not only includes alcohol and illegal drugs, but also prescription drugs such as tranquilizers, pain killers, sleeping pills, etc.

1. Individual Health Risks:
    a. Alcoholism and other drug dependencies are diseases with identifiable symptoms. These symptoms include changes in alcohol/drug tolerance, blackouts (permanent, chemically induced memory loss), denial (refusal to admit that chemical use is a problem), mood swings, behavior changes, and loss of control (inability to stop and/or limit chemical consumption). The disease injures the person economically, socially, physically, psychologically, and spiritually; relationships break down, work performance is impaired, depression often occurs, and behavior often goes against values.

    b. Persons who suffer from chemical dependency are victims of a progressive, fatal disease. Alcoholism/addiction affects people of all ages, economic levels, and races. The National Institute on Drug Abuse reports that ninety-seven percent of chemically-dependent people have responsible jobs, a home, and a family.

    c. Alcoholism is a disorder that has profound psychological and biological patterns: 1.) Regular daily intoxication, 2.) Drinking large amounts of alcohol at specific times, and 3.) Periods of sobriety interspersed with periods of heavy daily drinking. The course of the disorder is usually progressive and physical dependence can develop. If this happens, serious symptoms, sometimes life threatening, can develop when alcohol is withdrawn. Short term effects of alcohol use can include depression, gastritis, liver disease and automobile accidents, and domestic violence. Chronic alcohol abuse can produce irreversible changes, including dementia, sexual impotence, cirrhosis of the liver, and heart disease. Death can occur either as a complication of one of these chronic problems, or acutely, secondary to alcohol intoxication by poisoning or aspiration of

vomitus or as the result of an automobile accident while driving intoxicated.

2. Impact on Family/Friends
    a. Families are gravely affected by a chemical abusing member. Some of the effects on the family include: feelings of insecurity, guilt, fear, isolation, anger, and resentment. As the chemically dependent person's disease progresses, the effects on the family worsen. As a very direct, physiological consequence, the infants of alcohol and cocaine abusing mothers often have low birth weight and may suffer from malformations and a variety of developmental problems. Children are often the most vulnerable to the effects of chemical dependency. Growing up in families where their developmental needs do not get met, children may face a variety of problems; low self-esteem, inability to trust others, teenage pregnancy, and high risks for chemical use/abuse, dependency.

    b. The lifestyle of the abuser often affects the economic well-being of their families due to their inability to hold down a job. In some cases, the abuser will steal from relatives, which reduces the family's financial means and stability. In may cases, substance abuse leads to violence at home.

    c. Chemical dependency is treatable. With an understanding of the disease and its impact on lives, family members and friends can take steps to help reduce enabling behaviors. Very often, the family's intervention with the user and his or her problem is an essential step which encourages the abusing member to seek treatment. Support groups for family members, such as Al-Anon, as well as family therapy can provide needed assistance to families as they grapple with the destructive effects of the user's addiction.

7. RESPONSIBILITIES AND PROCEDURES

A. Because work sites provide day-to-day supervision for persons at the College, supervisors and unit administrators will be required to assume primary responsibility for the enforcement of this policy and to take appropriate personnel action.

B. As a condition of employment, college employees agree to abide by the terms of this policy and to notify the Human Resources Administrator or designee of any criminal drug conviction no later than five (5) working days after the conviction. All employees must notify the HR Unit in writing of any criminal drug or alcohol conviction for a violation occurring in the workplace no later than five (5) days after such conviction.

C. Any student must notify the VP Vice President of Student Services of any criminal drug or alcohol conviction for a violation occurring in the workplace on college campus or during college functions no later than five (5) days after such conviction. The VP Vice President of Student Services will notify the HR Unit immediately upon notification.

D. After review of the reported incidents and determination of reporting requirements, Tthe appropriate unit administrator will notify the federal granting agency within ten (10) days after receiving notice of a conviction from an employee or student or otherwise receiving actual notice of such conviction.

E. The Human Resources Administrator and the Vice President of Student Services are responsible for development and communication of drug and alcohol prevention programs for employees and students, respectively.

8. CANCELLATION

None

9. <u>REVIEW STATEMENT</u>

<u>This policy shall be reviewed on a three year cycle by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed. SCP-2156 is scheduled for review during the 2009-2010 academic year.</u>

10. SIGNATURE

Board of Governors Chair	**Date**

President	**Date**

Attachments   <u>None</u>

Distribution   Board of Governors (12 members)
Office of the President
Office of the Executive Vice President
Office of the Vice President for Academic Affairs
Office of the Vice President for Finance
Office of the Vice President for Economic, Workforce and Community Development
Office of the Vice President for Student Services
Office of the Chief Technology Officer
Office of the Human Resources Administrator
Office of the Academic Division Chairpersons (6 members)
Faculty Senate Chair
Classified Staff Council Chair
Libraries (Harless and Williamson Campus)
Office of the Campus Directors/Managers (Boone, Logan, Williamson, Wyoming)
www.southern.wvnet.edu

<u>Revision Notes:</u>   <u>January 2007 — Policy revised to comply with federal regulations requiring inclusion of specifics on criminal sanctions and health risks. Other minor changes for clarity were also made.</u>

SCP-2156, Drug~~s in the Workplace~~ <u>and Alcohol</u> Policy   Page 5 of 5

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF April 24,2007

ITEM: Approval of Faculty Salary Schedule

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community
                                        and Technical College Board of Governors grant approval
                                        of the proposed Faculty Salary Schedule as
                                        recommended by the Board appointed Salary Planning
                                        Committee.   BE IT FURTHER RESOLVED, that the
                                        Faculty Salary Schedule be made effective as of July 1,
                                        2007; and that this salary schedule be used to apply any
                                        salary increases as funding is made available regardless
                                        of the source of such funding; and that salary increases
                                        only be provided as funding designated for such purposes
                                        is made available.

STAFF MEMBER: Patricia Clay

BACKGROUND:

At its September 11, 2001, meeting, the Board of Governors for Southern West Virginia
Community and Technical College approved a salary plan for the institution. This plan was
subsequently approved by the Chancellor of the Higher Education Policy Commission. The
plan included the stipulation that a market driven salary schedule be developed for facutly.

Using this mandate, the Salary Planning Committee, appointed by the Board of Governors on
September 26, 2007, conducted a series of meetings of the committee and with the faculty to
develop a Faculty Salary Schedule to present to the full Board for approval.   As part of the
process, Patricia Clay, Human Resources Administrator, researched salary data from a
variety of state, regional, and national sources to establish "the market" for faculty at
Southern in each of the current academic ranks. Based upon this data and input from the
faculty, a proposed salary schedule is presented for approval. It is also recommended that
this salary schedule be utilized to apply any salary increases awarded to faculty regardless
of the source(s) of such funding and to include the stipulation that no salary increases are
to be considered "automatic" and faculty salary increases will only be awarded as funding
is made available for this purpose.

Patricia Clay, Human Resources Administrator, will provide additional information regarding
the data used in developing the salary schedule and clarifying information as to how it will
be applied.

Faculty Salary Structure
Effective July 1, 2007

Step	Instructor	Assistant Professor	Associate Professor	Professor
0	$31,533			
1	$32,479			
2	$33,453			
3	$34,457			
4	$35,491			
5	$36,555	$35,585		
6	$37,652	$36,653		
7	$38,782	$37,752		
8	$39,363	$38,885		
9	$39,954	$40,051		
10	$40,553	$41,253	$41,215	
11		$42,490	$42,451	
12		$43,765	$43,725	
13		$44,422	$45,037	
14		$45,088	$46,388	
15		$45,764	$47,779	$46,846
16			$49,213	$48,251
17			$50,689	$49,699
18			$51,450	$51,190
19			$52,221	$52,726
20			$53,005	$54,307
21				$55,937
22				$57,615
23				$58,479
24				$59,356
25				$60,246
26				$61,150
27				$62,067
28				$62,998
29				$63,943
30				$64,902
31				$65,876
32				$66,864
33				$67,867
34				$68,885
35				$69,918

Market salaries are highlighted.

Faculty Compensation Program
Effective July 1, 2007

Pay Strategy:

Southern West Virginia Community and Technical College needs highly talented faculty to attain the teaching and learning goals outlined in our institutional commitments in support of our mission. Our faculty compensation system is designed to attract, retain and reward individuals who can help us be a successful institution of higher learning.

Market Competitiveness:

The Faculty Compensation Program is well positioned against our external market. Southern needs to be able to compete with other higher education institutions to attract individuals with the education, knowledge, skills and abilities necessary to deliver quality instruction. We also need to retain high performance faculty and remove pay as a leading reason to leave our institution. At the same time, we recognize the limitations of being a state-supported institution in a depressed economic region. However, it is important that Southern attempt to maintain a competitive wage rate for all ranks of faculty.

The July 1, 2007 salary structure is based on competitive market analysis, conducted in November 2006, of Fall 2005 salary levels modified to reflect the 2006 wage progression of 3.55%. The market used for development of this structure and the preliminary salary structure showing the market competitive wage rates for the four faculty ranks are identified in the attachment titled, "Faculty Salary Market Sources and Rates."

Faculty Salary Funding:

A faculty member's progression through the salary ranges will be determined based on availability of funding, the effect of promotions on salary, and other criteria as may be determined in the future. It is the goal of this institution to allocate salary funding available for faculty in accordance with this salary structure. The ultimate goal is to achieve market competitive salary levels for all faculty members.

Program Administration and Maintenance:

The president has final authority for decisions related to hiring faculty, compensation strategy or the salary plan. The faculty compensation program will be maintained by the

Human Resources Unit which includes initial placement of individuals in the program and facilitating progression through the ranges. At a minimum of every three years, Human Resources will collect market data and make recommendations regarding adjustments to the plan.

The administration is responsible for ensuring that the compensation strategy and plan continue to advance the College's operational needs and strategic goals, and will play a vital role in maintaining the integrity of the plan by adhering to its objectives.

Faculty Compensation Program:

Based on the guiding principles outlined above, faculty positions will be placed into a system of pay ranges. The size and shape of the pay ranges are determined by the market data collected and faculty feedback regarding the design of the structure. The salary ranges are based on the median salaries for each rank in our market.

Step Pay Structure Design and Definition:

This is not a "years of service" pay structure.

The step salary structure represents a framework for salary administration for faculty of Southern West Virginia Community and Technical College. The structure contains "steps" representing a 3% increase for each level from the entry salary in each rank to the market level salary of the rank. After the market level salary is achieved, salary progression slows to a rate of 1.5% between steps until the maximum in the rank is reached. As funding becomes available, salaries may be progressed one step each year, or two steps, or any percentage of one or more steps. A step salary structure does not guarantee salary increases each year.

All salaries represented in the data collected for development of this faculty compensation program, as well as consideration for placement on the structure, are based on nine month base salaries. Years of service increments, overload pay, stipends, and any other incentive pay was not included in the calculations.

Maximum Salary in Rank:

The maximum in rank is the maximum salary an individual holding that rank can receive. Once a faculty member's salary reaches maximum in rank, his/her salary will be "red-lined" and he/she will not receive general pay increases until one of the following situations occurs:

a. The faculty member is promoted to the next higher rank.
b. The structure is revised based on new market figures and the maximums are increased to a level higher than the faculty member's salary.
c. A minimum increase in pay for all employees is mandated by the legislature or the Board of Governors of Southern West Virginia Community and Technical College.
d. Payment above maximum in the professor rank may be possible upon the implementation of a faculty merit pay program. Once a program is established, a faculty member whose salary is at or above the maximum in rank may receive a lump sum merit payment if he/she is approved for merit based on criteria of the program. A lump sum merit payment will not become part of the faculty member's base salary and could be awarded in addition to or separate from any mandated increases by the legislature or Board of Governors.

Salary Funding Priorities:

Once all faculty are placed on the appropriate schedule step, the first priority for funding is to bring all salaries to at least the minimum in rank. The second priority is to fund placement on steps. Finally, any remaining funds (or future funding for faculty salaries) will be applied to progression along the steps of the salary schedule.

Placement on the Salary Schedule:

Placement of individual faculty positions on the salary schedule will be done by assigning the existing salary for each faculty member at the step closest to his or her existing base salary. The resulting step number will be the point at which the faculty member begins progression through the salary schedule.

Example #1: Mary Morgan holds the rank of Assistant Professor. Her current nine-month base salary is $39,462. Mary's assignment on the schedule is at the Assistant Professor rank in Step 8. Her salary stays at $39,462 until funding is available for further progression on the salary schedule. Here is how the step assignment is determined:

Mary's salary of $39,462 falls between the Step 8 salary of $38,885 and the Step 9 salary of $40,051. The midway point between these two salary levels is $39,468. Calculation of the midway point between the two steps is: ((40,051 - 38,885)/2) + 38,885 = 39,468. Mary's salary falls below this level, so her salary is closest to the Step 8 salary, therefore her starting step is Step 8. Her salary will remain $39,462

for implementation of the salary program.

Example #2:   Robert Mills holds the rank of Associate Professor with a nine-month base salary of $40,173. Robert's assignment on the schedule is at the Associate Professor rank at Step 10. The salary for Step 10 is the entry salary level for the Associate Professor rank or $41,215.   The first priority for funding faculty salaries will provide all or some portion of the $1,042 to bring Robert's salary to the entry level of the Associate Professor rank.

Example #3: Jerome Hatfield is a Professor with a nine-month base salary of $50,985. Jerome's assignment on the schedule is at the Professor rank at Step 18. Notice Step 18 shows a salary higher than Jerome's. The Step 18 salary is $51,190. The difference of $205 is needed for funding the "placement on step." This increase, or some portion thereof, represents the second priority for funding the salary schedule.

Equity Funding:

Equity funding is where the first faculty salary dollars will be applied toward funding the schedule. Faculty who have salaries below the minimum in rank will receive the first available salary dollars to bring about an equity level of funding to implement the salary schedule. The second example (Robert Mills) above provides an example of "equity funding."

Funding for Placement on Step:

Individuals whose salary is closest to the higher step, are placed on schedule at the higher step. This creates a funding need for "placement on step."   The second round of funding will be applied to "placement on step," bringing these individuals' salary levels to the amount shown on his or her respective step. The Jerome Hatfield example demonstrates the second priority for implementing the schedule, or funding for "placement on step."

Salary Progression Using a Step Pay Structure:

Once initial implementation funding has been provided, the step pay structure will be the guide for salary increases for faculty at Southern West Virginia Community and Technical College. As funding becomes available, faculty salary increases will be provided in accordance with this schedule.

Salary increases may be provided by funding a full step progression, or a partial step progression. The total dollar amount available for faculty salary schedule funding will

determine the amount of progression on the schedule.

A full step increase would represent a 3% salary progression if the faculty member's salary is below the market salary for his/her rank. If the faculty member's salary is at a level above the market level, a full step increase would represent a 1.5% movement on the schedule. A full step progression is not the only manner in which salary increases may be provided.

A partial step progression exists when funding is available to provide only a portion or percentage of a step. For example, if $101,000 is needed to provide a one step progression on the schedule, and the amount of funding available for faculty salary increases is only $42,000, the institution would be able to provide an increase that represents 41.5% of a one step progression. This approach is referred to as a "percent of the difference" approach. We can calculate the amount necessary for a one step progression. This amount would represent a target salary for each faculty member. Based on the money available for funding salaries, it would be possible to fund a "percentage of the difference" between where the current salaries levels stand and the amount necessary to fund salary schedule target levels.

Based on the design of the schedule, faculty whose salaries are below market would receive higher salary increases than those who have salaries that are above the market level salary for his or her rank. This method provides a more rapid progression to market, but does not ignore long service faculty who may be paid at levels above the identified market salary.

Questions:

Questions regarding the market analysis, design of the structure, placement on the structure, pay program administration and funding priorities may be directed to the Human Resources Administrator. The HR Administrator will be available on each campus for individual appointments to discuss and answer questions about the new faculty compensation program. The location schedule will be provided via email to all faculty.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 24, 2007

ITEM:	Ratification of Board of Governors Goals
RECOMMENDED RESOLUTION:	*RESOLVED,* that the Southern West Virginia Community and Technical College Board of Governors adopt the Board of Governors goals as presented.
STAFF MEMBER:	Linda Q. Akers
BACKGROUND:	

At its February 20, 2007 meeting, Chair Linda Akers, presented the following strategic goals developed by the Board of Governors Committee on Strategic Goals to the full Board for review and consideration for adoption.

1. One hundred percent participation in the Vision 2020 Major Gifts Campaign.
2. Increase Board participation at College activities and events. Each Board member will try to attend a minimum of three events annually.
3. Finalize Strategic Goals for the College
4. Board members will participate in professional development and training at the state and national levels when available.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 24, 2007

ITEM: Approval of Institutional Core Values

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of the proposed Institutional Core Values as recommended by the Board appointed Core Values Review Committee.

STAFF MEMBER: Dr. Anne M. Seaver

BACKGROUND:

At its February 20, 2007 meeting, the Board of Governors approved a recommendation from the Committee on Core Values for distribution of the institutional core values for a 30-day public comment period that ended March 23, 2007. At the end of the comment period, comments received were restricted to grammatical and technical corrections. These corrections do not change the content of the document and do not require resubmitting the instrument for additional public comment. The Core Values Committee recommends the following list of institutional core values with the technical corrections for approval by the full Board.

1. Eliminate the "Our Core Values" list (attached – page 142 of November 28, 2006 Board of Governors Agenda Book).
2. Adopt: 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.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 24, 2007

ITEM: Approval of Fiscal Year 2007-2008 Budget

RECOMMENDED RESOLUTION: RESOLVED, that the Southern West Virginia
                                           Community and Technical College Board of
                                           Governors accept the filing of the budget for
                                           the fiscal year starting July 1, 2007.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

Southern West Virginia Community and Technical College is requesting that the Board
of Governors approve the budget proposal as presented for FY 2008.

Southern West Virginia Community and Technical College
Proposed Budget for 2007-08

	2006-07	2007-08	Difference
Revenue Sources			
General Revenue (State Funds)	$ 8,053,214	$ 8,386,234	$ 333,020
Lottery	-	-	-
Tuition	2,641,200	2,930,173	288,973
Fees	255,852	104,000	(151,852)
Foundation endowment yield	-	-	-
Major gifts campaigns	-	96,000	96,000
Miscellaneous revenue	410,000	540,000	130,000
Auxiliary enterprises	1,121,000	1,177,580	56,580
State grants and contracts	2,800,000	3,340,575	540,575
Private gifts, grants, and contracts	10,000	110,000	100,000
Federal programs	2,320,000	2,228,858	(91,142)
State scholarship program	760,000	-	(760,000)
Carryover from prior years	1,300,000	765,000	(535,000)
Total Revenue	19,671,266	19,678,420	7,154
Salaries and benefits			
Personal services	9,150,000	9,342,837	(192,837)
Employee benefits	2,561,835	2,772,359	(210,524)
	11,711,835	12,115,196	(403,361)
Operating expenses			
Current expenses	5,439,082	5,523,503	(84,421)
Utilities	517,957	578,599	(60,642)
Auxiliary non-personnel costs	770,165	785,568	(15,403)
Repairs and alterations	198,632	144,167	54,465
Equipment	502,850	502,330	520
Contingency	300,000	-	300,000
	7,728,686	7,534,167	194,519
Total expenditures	19,440,521	19,649,363	(208,842)
Total revenues over expenditures	$ 230,745	$ 29,057	$ 215,996

Summary of cash carryover

Amount carried forward from prior year	2,983,936	1,914,681
Amount used to balance budget	(1,300,000)	(765,000)
Each year's surplus	230,745	29,057
Amount to carry forward to next year	1,914,681	1,178,738

	Phase I & II Master Plan	Completed Projects	Additional Costs	2006-07	2007-08	2008-09	2009-10	2010-11
Wyoming/McDowell Campus								
Renovate classrooms, snackbar, offices, etc	561,600	(279,100)			282,500			
Provide signs & install an intercom.	39,900				39,900			
Completion of projects	88,000						88,000	
Landscape & provide adequate drainage along entry road	180,000	(16,000)			164,000			
Install more lighting for parking area & improve landscaping	120,000				120,000			
Install emergency call boxes.	80,511					80,511		
Completion of projects	26,837						26,837	
Various repairs	283,152							283,152
Campus Total	1,380,000	(295,100)	-	-	606,400	80,511	114,837	283,152
Boone/Lincoln Campus								
Enlarge bookstore, create student space, & a new science lab	1,110,230	-			1,110,230			
Renovate admin. area, install intercom, upgrade HVAC system	939,694	-			939,694			
Completion of projects	30,876	-					30,876	
Upgrade landscaping, provide new fencing and signage.	135,680	-			135,680			
Install more lighting for parking area & improve landscaping	135,680	-			135,680			
Install emergency call boxes.	50,880	-				50,880		
Completion of projects	16,960	-					16,960	
Various repairs	75,000	-						75,000
Boone Campus Total	2,495,000	-	-	-	2,321,284	50,880	47,836	75,000
Lincoln County Site (not in 2004 CMP)	1,500,000	(1,500,000)						
Boone/Lincoln Total	3,995,000	(1,500,000)		-	2,321,284	50,880	47,836	75,000
Logan Campus, District Office & Annex								
Build and equip Technology and Allied Health Building	6,575,532	(6,575,532)	(695,220)	3,742,000				
Build & renovate classroom space & television studio	1,432,900	-			1,432,900			
Annex payoff		-	(141,000)					
Install intercom system in classrooms.	103,310	-				103,310		
Completion of projects	143,258	-					143,258	
Purchase property and cost to re-route Dempsey Branch Rd.	600,000	(600,000)	(550,000)					
Repair parking lots and install a traffic light	600,000	-			600,000			
Install additional outdoor lighting & emergency call boxes	225,000	-				225,000		
Completion of projects	75,000	-					75,000	
Various repairs	200,000	(182,000)						18,000
Campus Total	9,955,000	(7,357,532)	(1,386,220)	3,742,000	2,032,900	328,310	218,258	18,000
Williamson Campus (Phase III added for Armory)								
Install new HVAC unit		-	(865,000)					
Install new elevator		-	(192,000)					
Purchase & renovate Armory Building and provide signs	1,451,930	-				1,451,930		
Upgrade restrooms, classrooms, & furniture in faculty offices	1,828,514	-			1,828,514			
Upgrade signage, landscape, improve parking lots, and	400,000	-			400,000			
Install emergency call boxes	100,000	-			100,000			
Completion of projects	41,486	-					41,486	
Various Repairs	150,000	(146,500)						3,500
Campus Total	3,971,930	(146,500)	(1,057,000)	-	2,328,514	1,451,930	41,486	3,500
College Totals	19,301,930	(9,299,132)	(2,443,220)	3,742,000	7,289,098	1,911,631	422,417	379,652
Lottery bond funds	9,600,000	(7,704,660)	(1,556,000)	-	(339,340)			
Funding requested from state appropriations and bonds, private sources, and federal government resources	13,405,458			3,742,000	6,949,758	1,911,631	422,417	379,652

**Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 24, 2007
Agenda Items for Information**

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 24, 2007

Item: Institutional and Consortium Compact Strategy
                                       Update 2007-2008

Recommended Resolution: For Information Only

Staff Member: Merle Dempsey

Background:

As required by West Virginia Code §18B-1A-2, each community and technical college is to present a six-year institutional compact to the West Virginia Council for Community and Technical College Education (Council). Each institution is the required to provide an annual update to the Chancellor's office listing the Compact strategies and activities that have been completed, those that are to be continued, and any new strategies planned for the coming year. In addition to the institutional compact update, the College is also responsible for facilitating the development, implementation and annual update of the Compact for the Southern Mountains District Consortium.

Previously, updates for both the institutional and consortium compacts were due by November 1st of each year. Last year, the due date was changed to May 15. This year, the updates are due on April 27. The administrative staff will share the compact update as an information item at the April meeting of the Board of Governors.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 24, 2007

Item: Five-year Financial Plan

Recommended Resolution: For Information Only

Staff Member: Samuel Litteral

Background:

Southern West Virginia Community and Technical College
Five Year Financial Plan

	Approved Budget 2006-07	Proposed Budget 2007-08	Projected Budget 2008-09	Projected Budget 2009-10	Projected Budget 2010-11	Projected Budget 2011-12
Revenue Sources						
General Revenue (State Funds)	$ 8,053,214	$ 8,386,234	$ 8,386,234	$ 8,386,234	$ 8,386,234	$ 8,386,234
Lottery	0	0	0	0	0	0
Tuition	2,641,200	2,930,173	3,116,103	3,332,323	3,562,054	3,806,090
Fees	255,852	104,000	106,080	108,202	110,366	112,573
Foundation endowment yield	0	0	10,457	12,475	14,621	16,346
Major gifts campaigns	0	96,000	100,000	125,000	125,000	125,000
Miscellaneous revenue	410,000	540,000	550,800	521,816	532,252	542,897
Auxiliary enterprises	1,121,000	1,177,580	1,201,132	1,225,154	1,249,657	1,274,650
State grants and contracts	2,800,000	3,340,575	3,440,792	3,544,016	3,650,336	3,759,847
Private gifts, grants, and contracts	10,000	110,000	10,000	10,000	10,000	10,000
Federal programs	2,320,000	2,228,858	2,284,579	2,341,694	2,400,236	2,460,242
State scholarship program	760,000	0	0	0	0	0
Carryover from prior years	1,300,000	765,000	650,000	400,000	250,000	200,000
Total Revenue	19,671,266	19,678,420	19,856,178	20,006,914	20,290,757	20,693,880
Salaries and benefits						
Personal services	9,150,000	9,342,837	9,389,551	9,436,499	9,483,681	9,531,099
Employee benefits	2,561,835	2,772,359	2,816,865	2,830,950	2,845,104	2,859,330
	11,711,835	12,115,196	12,206,416	12,267,448	12,328,785	12,390,429
Operating expenses						
Current expenses	5,439,082	5,523,503	5,578,738	5,634,526	5,690,871	5,747,779
Utilities	517,957	578,599	584,385	590,229	596,131	602,093
Auxiliary non-personnel costs	770,165	785,568	793,424	801,358	809,372	817,466
Repairs and alterations	198,632	144,167	145,609	147,065	148,536	150,021
Equipment	502,850	502,330	502,330	502,330	502,330	502,330
Contingency	300,000	0	0	0	0	0
	7,728,686	7,534,168	7,604,486	7,675,508	7,747,239	7,819,688
Total expenditures	19,440,522	19,649,363	19,810,902	19,942,956	20,076,025	20,210,118
Total revenues over expenditures	$ 230,744	$ 29,057	$ 45,276	$ 63,959	$ 214,733	$ 483,762
	-	-	-	-	-	-
Summary of cash carryover						
Amount carried forward from prior year	2,983,936	1,914,680	1,178,737	574,013	237,971	202,704
Amount used to balance budget	(1,300,000)	(765,000)	(650,000)	(400,000)	(250,000)	(200,000)
Each year's surplus	230,744	29,057	45,276	63,959	214,733	483,762
Amount to carry forward to next year	1,914,680	1,178,737	574,013	237,971	202,704	486,466

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 24, 2007

Item: Report on the Progress of Assessment Efforts

Recommended Resolution: For Information Only

Staff Member: Cathy Smith-Cox

Background:

In compliance with The Higher Learning Commission of the North Central Association of Colleges and Schools, the administration submits the following report on the progress of assessment efforts at Southern West Virginia Community and Technical College.

A Report on the Progress of Assessment Efforts at Southern West Virginia Community and Technical College

For

The Higher Learning Commission of the North Central Association of Colleges and Schools

March, 2007

Table of Contents

Assessment of student learning has a long history at Southern West Virginia Community and Technical College. That history has been both positive and negative. The Higher Learning Commission of the North Central Association has made three visits addressing assessment—an accreditation site visit in 1997, a focused visit on assessment in 2000, and another accreditation site visit in 2003. The assessment process, plan and implementation have undergone major revisions since 1997 when the findings of the North Central Association of Colleges and Schools (NCA) evaluators' report stated *"assessment plan and its implementation are more than inadequate and indicate a weak faculty and institutional commitment to assessment"*. The consultant evaluators who wrote that statement would be pleased with the advances that Southern has made. In 2000, the results of a NCA focused visit on assessment were very positive with Southern having "adequately addressed the issue for this focused visit—assessment of student academic achievement". What a difference three years makes!

Not an institution that rests on its laurels as far as student achievement is concerned, Southern participated in a statewide external review of the assessment of student academic achievement in 2002. The external review was conducted by the National Center for Higher Education Management Systems (NCHEMS) and the review team consisted of Peter Ewell, Vice President of NCHEMS, Karen Paulson, Senior Associate NCHEMS, and Peg Miller, President Emerita of American Association for Higher Education and faculty member at the University of Virginia. The resulting report made reference to the exemplary practices in assessment at Southern and rated Southern as "good" based on a scale of good, okay+, okay, or unsatisfactory. Southern was one of two public colleges in West Virginia that received the top rating.

In 2003, another accreditation team of consultant evaluators from HLC/NCA conducted a full accreditation site visit at Southern. As a result of the site visit, five concerns were raised regarding assessment and are addressed in the following progress report. This committee believed that these five areas had not been completely addressed during the 2000 focused visit, though the evaluators in 2000 were very positive about the strides Southern had made. Due to the progress Southern has made in its assessment efforts since 2003, the Institution believes that all concerns have been adequately addressed.

Concerns Expressed in Assurance Section by the 2003 Visiting Committee

The following expectations and concerns were expressed and the findings of the 2003 Visiting Committee are listed below.

<center>Commission Follow-Up
Progress Report Required:
By May 1, 2007, a progress report filed on assessment.</center>

It is the expectation of the Commission that a well established assessment program will:
1.   *Establish connections between the community college indicators, program and general education outcomes, goal statements, and objectives in division plans, the syllabi competencies, the matrices and assessment tools.*

2.   Write a clear plan with a timetable for assessment activities, including when various tools are to be used and analyzed, then prioritize and select appropriate and manageable samples representative of the entire institution.

3.   Coordinate the results of various assessment activities—assessment committee recommendations, writing rubric committee discussions and grading sessions, and faculty data days to ensure that faculty and administrators effectively use the data to make budgetary and planning decisions.

4.   Continue to rely on faculty leaders to proclaim the benefits of assessment as part of an ongoing process for assuring quality learning.

5   As more faculty-designed program data become available, demonstrate the use of data to improve student learning.

6.   Continue to be vigilant about ensuring coherency of general education curriculum across all programs.

A number of concerns identified in the 2000 Focused Visit have yet to be completely addressed: 1) reliance on standardized tests such as the Collegiate Assessment of Academic Proficiency (CAAP), WorkKeys and licensure/certification results; 2) the need for a coherent assessment plan with a timeline and connections between outcomes, objectives, goals and assessment tools; 3) broader implementation across all campuses and involvement of students; 4) unified and coordinated assessment of general education in all programs (Division faculty have identified program and general education outcomes; however, the connections of these to the assessment tools which measure these outcomes is unclear) and 5) effective use of data to improve student learning with clear, "user friendly" data reports.

Each of the expectations can be tied to a concern. The first concern expressed is related to expectation three. The second concern expressed is related to expectation two and the third concern can be tied to expectation four. Concern four can be linked to expectations four and six and the final concern can be related to expectation five.

Southern's efforts to address these concerns and expectations on a point by point basis follow.

Concern #1/ Expectation #3
Concern: "Reliance on standardized tests such as CAAP, WorkKeys and licensure/certification results"
Expectation: "Coordinate the results of various assessment activities—assessment committee recommendations, writing rubric committee discussions and grading sessions, and faculty data days to ensure that faculty and administrators effectively use the data to make budgetary and planning decisions."

Response: Southern does rely on standardized measures to provide information on student learning and programmatic effectiveness. This reliance is, however, only one component of the total assessment process. Each division has its own assessment plan that is updated regularly. One of the components of each of the plans is the use of WorkKeys for career programs and Measure of Academic Proficiency and Progress (MAPP) or CAAP for university transfer students. All divisional plans are a part of the overall college plan. The graphic that follows illustrates the interrelationships of the formal pieces of the assessment process.

Institutional Assessment Plan

Program Review

Divisional Assessment Plans

CAAP, MAPP, WorkKeys
Writing Rubric, Math Rubric, Licensure
Exams

Programmatic Assessment Plans
Program Goal Matrices

Classroom Assessment Plans
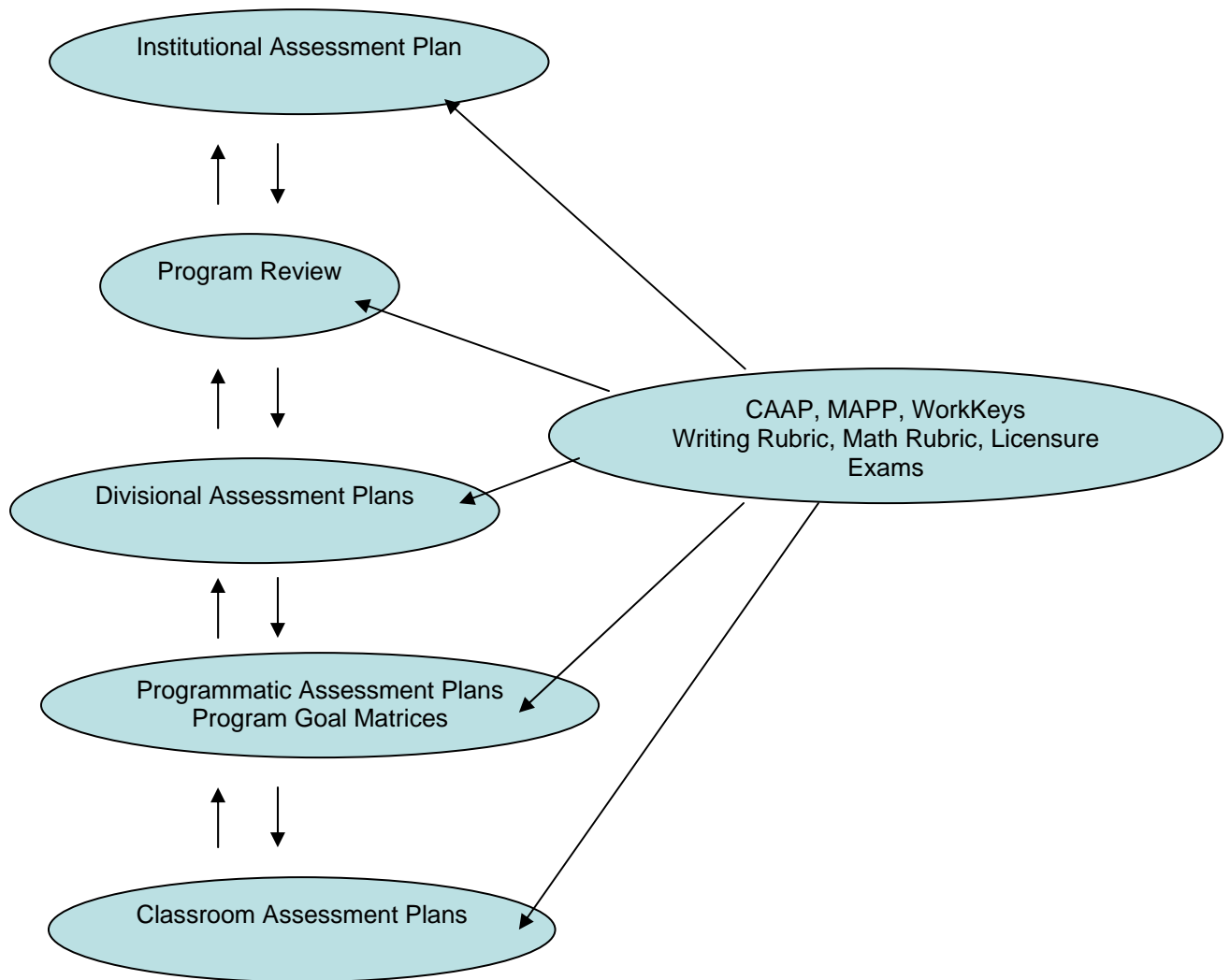
Information gained through the implementation of each plan is used to improve student learning at all levels. The information flows in both directions. A detailed flowchart of the total assessment process is included in Appendix A.

The use of CAAP, MAPP, WorkKeys and the results of the writing and math rubrics provides a basis for further investigation into areas that appear to be challenges for students.   Assessment reports detailing performance on these measures are presented each year to the faculty during a session at All College Day prior to the beginning of the fall semester. All College Day is a day set aside for meetings for all faculty and staff at the beginning of the fall and spring semesters and is used as a data day. This session is dedicated to the discussion of the report and plans for improvement. Discussion of programmatic and divisional plans also begins at these sessions and continues during monthly division meetings. Assessment data reports for 2003-2004, 2004-2005 and 2005-2006 are included in Appendix B of this report.

Using the results of CAAP or MAPP and rubric scoring, faculty in the university transfer programs identify areas to be strengthened through general education courses. WorkKeys and rubric scoring results are used by faculty in the technical areas to identify programs that are not meeting state

standard scores. Plans of improvement are devised and implemented and become part of the classroom assessment, programmatic or divisional plans for the year.   For those career technical programs whose performance on WorkKeys is below state guidelines, plans of improvement are formulated. These plans are sent to the state and progress reported the following year.

The program review process incorporates all the data from assessment and other sources and assesses the effectiveness of programs. Each program is reviewed on a five year cycle and twenty percent of programs are reviewed annually. As a part of the process to determine the viability of a program the following are evaluated: 1) need; 2) assessment information related to expected student learning outcomes and the achievement of the program's objectives; 3) plans to improve the quality and productivity of the program; and 4) five year trend data on enrollment and degrees awarded.

The use of licensure/certification results for assessment of student learning is also an ongoing practice (Appendix C). Southern's record of achievement on these exams is stellar but when weak areas are found, they are addressed by the parent division in an attempt to strengthen the program and its graduates. The number of students who attain certification is a good measure of programmatic effectiveness. This number is not the only measure used, however. All students who attain licensure or certification also take WorkKeys. To assure that participants in technical programs are obtaining a general education, students in these programs are required by state policy (Appendix D) to take a specified number of general education courses.

Faculty have also developed assessments for individual programs and for courses. These assessments were developed by program or division and are used on all campuses. The following chart lists the non-standardized assessment measures used in each division/program, what each assessment measures, and how the results of the measures are used to improve student learning.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Allied Health/ Surgical Technology	Laboratory Skills Competency	Student capable of performing operating room skills before entering OR.	Student may need review with instructor one-on-one.
	Clinical Competency	Student shows competency of performing in the OR as a surgical technologist in different cases.	Student placed in same assignment until comfortable with performing as a surgical technologist in that case.
	Case Studies	Student is knowledgeable of OR case, supplies, instruments and equipment used.	May need to review case with discussion focused on area of need.
	Program Assessment Exam (PAE)	The program objective areas. A&P, Asepsis, Case Prep, Micro., Pharm., Terminology, Surgical Procedures.	Scored by the AST (Asso. Of ST). Shows strengths/weakness of program.
	Self Assessment Exam (SAE)	Same as above. Students may choose to take this exam before certification exam to determine how they may do on the certification exam.	Identifies strength/weakness of student and areas they need to focus on more.
	Graduate Surveys	Students rate the education they received and if it prepared them for work.	Feedback is of value to the instructor. Revisions will be made as needed in areas identified.
	Employer Surveys	Employers rate the knowledge/skills of the student as they enter the workforce.	Any weakness identified in the feedback will result in revisions in areas as needed.
	Job Placement	The needs of the service in the community.	The number of students enrolled and acceptance of students annually or every two years.
	Facility Evaluations	Facilities provide a learning environment for the student.	Facilities may be added or deleted as a clinical site.
Allied Health/Medical Laboratory Assistant	Student Perception of Instruction	The student evaluation is an assessment of how the student perceives the instructor, materials and presentation of instruction in the MLA courses.	This data is used by the instructor to change or improve any areas of weakness as perceived by a majority of the students.
Allied Health/Dental Hygiene	Clinical Competency	Ability to perform clinical dental hygiene.	Will be used to increase clinic times, if necessary.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Allied Health/Medical Laboratory Technology	Graduate Surveys	Graduate surveys provide the graduates' perceptions of how well the MLT program prepared the MLT graduate in relation to various aspects of the programs	This data is used by the MLT Program Coordinator to change or improve any areas of weakness as perceived by a majority of the graduates.
	Employer Surveys	Employer surveys provide the employers' perceptions of how well the MLT program prepared the MLT graduate in relation to various aspects of the program.	This data is used by the MLT Program Coordinator to change or improve any areas of weakness as perceived by a majority of the graduate employers.
	Job Placement	Job placement rates of MLT graduates.	This data is used to determine program viability and need.
	Student Perception of Instruction	The student evaluation is an assessment of how the student perceives the instructor, materials and presentation of instruction in the MLT courses.	This data is used by the instructor to change or improve any areas of weakness as perceived by a majority of the students.
	Case Studies	Evaluate student MLT knowledge and critical thinking skills.	This data is used to help determine the effectiveness of instructional methods throughout the MLT program.
Allied Health/Electrocardiography	Certification Exams	Measures student base of knowledge according to nationwide standards. Provides a method for graduate certification in a field of study recognized nationwide.	1. Provides a method for graduate certification in their field of study. 2. Provides an assessment of success of program curriculum and instruction based on national standards.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Allied Health/Nursing	HESI Tests	Course content and end of program readiness to take licensure exam.	1. Revision of course content. 2. Change teaching techniques. 3. Include other resources in course (ex. NCLEX-RN computer programs). 4. Individual student advisement for improvement.
Allied Health/Nursing	Clinical Competency	Nursing courses except NU210 have a clinical component of the course in addition to the theory. Measures: 1. clinical skills 2. nursing knowledge 3. assessment 4. medication administration 5. professionalism 6. preparedness for experience 7. ability to collaborate with others 8. critical thinking	1. Determine safety and clinical competency of students/graduates in caring for clients of various ages in a variety of settings. 2. Determines pass/fail of course or portion thereof. 3. Determines if graduate is ready for application for licensure as independent practitioner.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
	Retention Rates	Measures number of students who remain in the program from original number admitted. Reviews reasons for attrition.	1. Development of strategy to help students be successful in the program (ex. financial assistance, critical thinking/test taking instruction). 2. In past has been used to review the academic preparedness of students admitted who did not progress and to determine a level on Pre-RN that indicates student has the ability to be successful.
Allied Health/Nursing	Facility Evaluations	Measures student perception of facility's ability to provide a meaningful clinical experience.	1. Faculty members review student responses to facility evaluation in addition to their own to determine whether a facility will continue to be used for clinical experience. 2. Results are shared with each facility and in the past a facility has changed how they relate to students, parking, and other resources available for their use.

	NLN Evaluation Plan	NLNAC accreditation requirement.	1. Provides ongoing evaluation of all accreditation criteria components. 2. Depending on results of data, a course, curriculum, or teaching may be revised.
Allied Health/Nursing	Math Competency Exam	Measures the ability of the student to complete drug calculations safety and effectively.	1. Determines the safety of the student in calculating drug dosage. 2. Determines the pass/fail of a student in a particular course where the assessment of drug calculation occurs.
Allied Health/Radiologic Technology	Site Supervisor Assessment	Communication, psychomotor & affective performance; radiation protection, judgment, patient care, ability to follow through, adaptability, ability to take criticism, etc.	Changes to associated courses are made based on students' progress of criteria. Introduction module was added in fall 2006 to increase students' knowledge of radiation protection before clinical rotations.
	Case Studies	Critical thinking, ethical decision making.	In class discussions allow instructor to discern if critical thinking steps need reviewed.
	Peer Evaluation	Communication (written and oral).	Changes to assignment may be made.
	Clinical Competency Evaluations	Competency/performance and image evaluation.	Review of course content and structure of lab portion may need revised, additional study may be warranted; format of class may be revised to include different types of learning activities.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
	Exit Interview form	Entrance expectations, preparation for ARRT registry and workforce, suggest changes.	Explanation of expectation may need revised or restated in handbook. May add job shadowing before admission as an option.
	Graduate Survey	Preparedness for national ARRT registry and workforce.	Changes to RA 225 may be necessary; also, employment preparedness workshops could be discussed by advisory board for suggestions.
	Presentations	Verbal communication.	Encourage students to continue to improve verbal and non-verbal skills; give feedback to those needing to improve.
Allied Health/Radiologic Technology	Common exams	Course content - cognitive and affective.	Changes in course outcomes and delivery may be necessary.
Technology and Engineering/All Programs	Capstone Course	Overall program goals, certification obtainment, writing, ethics.	Program curriculum review – checks program requirements and completion of goals. Also measures satisfaction of students.
	Pre/post testing	Knowledge gained percentage, weak areas of instruction, and overall student competencies.	Change in instructional materials and concepts where needed.
	Common Exams	Knowledge gained, weak areas of instruction by course and instructor, student competencies.	Identification of instructor weakness and professional development in those areas.
	Hands-on Labs	Course competencies.	Change in instructional activities and material.
	Challenge Activities for Critical Thinking	Course competencies.	Change in instructional activities and material.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Business and Public Administration/ All Programs	Pre/post-testing	This assessment gives us a starting point in the student's knowledge base and then a measurement of what value has been added.	These techniques are also used on a class-by-class basis. Provides faculty member feedback on student reactions/interactions to content and delivery. Also provides for revision of content, text, scheduling, etc.
	Critical Thinking Exercises	These techniques, normally the applications of principles /concepts, such as scenarios, case problems, message analysis, etc., serve as indicators of how successful the student has been in comprehending/retaining principles/concepts that have been presented.	Instructors will identify those principles/concepts that are weak and reteach to strengthen understanding. The reteach process may involve a different delivery style or an applications approach.
	Chapter testing at the end of each chapter	This assessment indicates the knowledge gained.	On the basis of test results, either the chapter is revisited or move on to next chapter.
	Open discussion about current affairs relevant to chapter.	This assessment is indicative of critical thinking skills, based on chapters covered in the class.	If there is weakness, the chapter is revisited with relevant examples from current affairs.
	Oral quizzes related to chapter with real life applications.	Indicates critical thinking skills.	If there is weakness, the chapter is revisited with relevant examples from current affairs.
Natural Science and Mathematics/All Programs	Math Rubric Scoring	Basic math skills in general education.	Results are shared with all faculty and especially discussed by college-level math and transitional studies faculty.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Natural Science and Mathematics/All Programs	Common Final Exams in MT 123, Intermediate Algebra	How well students meet the stated goals of the course (goals are common college-wide).	The answers to questions addressing the most crucial goals are evaluated by the math rubric scoring committee and results shared with math faculty (most of whom serve on the math rubric scoring committee).
	Common Final Exams in MT 128, Algebra for Allied Health	How well students meet the stated goals of the course (goals are common college-wide).	Student performance is evaluated and shared by and among instructors who teach the course.
	Common Final Exams in MT 130, College Algebra	How well students meet the stated goals of the course (goals are common college-wide).	The answers to questions addressing the most crucial goals are evaluated by the math rubric scoring committee and results shared with math faculty (most of whom serve on the math rubric scoring committee).
	Common Final Exam in CH 203, Fundamentals of General, Organic, and Biological Chemistry I (ACS standardized final exam)	How well students meet the stated goals of the course (goals are common college-wide).	Student performance is evaluated and shared by and among instructors who teach the course.
Natural Science and Mathematics/All Programs	Common Final Exam in CH 213 & 214, Principles of Chemistry I & II (ACS standardized final exam)	How well students meet the stated goals of the course (goals are common college-wide).	Student performance is evaluated and shared by and among instructors who teach the course.
Humanities and Social Sciences/ All Programs	Writing Rubric Scoring	No Data Submitted.	No Data Submitted.
	Common finals in Psych	No Data Submitted.	No Data Submitted.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Transitional Studies/All Areas	Oral Assessment	Mastery of course competencies Positive attitude and confidence Good study skills, learning styles, and work habits.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Diagnostic/Exit Exams (written)	Mastery of course competencies.	This technique is used to assess student learning. However, if students are having difficulty with a concept, it is emphasized more in future semesters.
	Classroom Assessment Techniques (assessment of instruction)	Effectiveness of instruction. Positive attitude and confidence.	This is the technique focused on improving instruction. Teachers use the feedback to strengthen weak areas of teaching and understanding.
	Assessment of Oral Presentations using Rubrics	Mastery of course competencies. Awareness of college procedures and resources.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Informal Observation by the instructor	Mastery of course competencies. Positive attitude and confidence. Faithful attendance.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Transitional Studies/All Areas	Written tests, quizzes, mid-terms, lab assignments	Mastery of course competencies. Faithful attendance.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Group Participation	Positive attitude and confidence. Good study skills, learning styles, and work habits. Faithful attendance. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Collaborative Learning Assessment with rubric	Positive attitude and confidence. Good study skills, learning styles, and work habits. Faithful attendance.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Evaluation of Reading (EN 090) & Writing (EN 099) Journals	Mastery of course competencies. Good study skills, learning styles, and work habits. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Math – Write in words how to solve problems and also solve them	Mastery of course competencies.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Transitional Studies/All Areas	Math – Students do problems on the board with group input	Mastery of course competencies. Positive attitude and confidence. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Homework	Mastery of course competencies. Good study skills, learning styles, and work habits.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Work Sheets and/or in-book assignments – individual and group	Mastery of course competencies. Good study skills, learning styles, and work habits. Positive attitude and confidence.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Peer Editing	Mastery of course competencies. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Group assessment of individual student work	Mastery of course competencies. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.

Division/Program	What types of assessments are used?	What do these assessments measure?	How are results used to improve instruction?
Transitional Studies/All Areas	Small group and pair assessment of individual student work	Mastery of course competencies. Participation in a sense of community.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.
	Writing students send their first drafts to SMARTHINKING	Mastery of course competencies. Good study skills, learning styles, and work habits.	This technique is used to assess student learning and other division goals, not to improve instruction. However, if students are having difficulty with a concept, it is re-taught.

As can be gleaned from the extensive information in the preceding chart, Southern no longer relies on standardized measures as the sole source of assessment of student learning. Assessments of student learning take place frequently, not once a year, and courses or programs are refined based on the results.

Even more significantly, assessment data now drive planning and budgetary decisions at Southern. For example, the Division of Natural Sciences and Mathematics determined that students were not mastering course/programmatic goals in Anatomy and Physiology courses necessary not only for general education in University Transfer programs but also for courses in the Allied Health AAS and Certificate programs. They determined that outdated lab equipment and supplies were one of the factors in this deficiency. As a result, this division requested more money in its annual budget to support these goals. The College went far beyond this request in actually revising its student fee structure to make a permanent commitment to fund improved lab facilities and supplies. Each year, academic divisions now plan for improvements based upon assessment and then tie these plans to budget requests to support them.

Concern #2/ Expectation #2
Concern: "The need for a coherent assessment plan with a timeline and connections between outcomes, objectives, goals and assessment tools"
Expectation: "Write a clear plan with a timetable for assessment activities, including when various tools are to be used and analyzed, then prioritize and select appropriate and manageable samples representative of the entire institution."

Response: A seemingly elegant plan has little value without implementation. A viable assessment program requires implementation. The current assessment <u>program</u> is built around a living plan and contains a timeline, reporting structure, information sharing methodologies and other components that facilitate implementation.

As evidence that Southern's plan is a living document, the Assessment Plan was reviewed at All College Day in August of 2006. The resulting plan builds upon the original plan submitted in 2003, revising the types of assessments used and updating the matrices that are parts of each division's plan. The plan also now includes the completion of the "Assessment Matrix for Measuring Program Goals" (Appendix E). Each fall, program faculty identify one or more program goals for study of student attainment of that goal in-depth. At that time faculty identify the evaluation method to be used, when the assessment will be conducted and who will be responsible for conducting the assessment. Each spring, program faculty compile the results of the assessments, determine the audience for the results and decide how the results will be used. All changes that are made as a product of the study are to be shared at All College Day and all matrices included in the annual assessment report. This process is currently in the pilot stages and will be fully implemented in Fall, 2007. Examples of completed matrices to date are also included in Appendix E.

The following Assessment timeline has been developed and is included in the revised Assessment Plan:

Annual Assessment Timeline

January

    All College Day Discussions

    Assessment Committee Meeting

    Division meeting assessment discussion

    Assessment materials ordered for Assessment Day

    WV Community and Technical College System contacted regarding WorkKeys
    administration

    List of students requested who have earned 60 or more semester hours and have not
    taken WorkKeys or CAPP/MAPP previously for test administration on Assessment Day

    Syllabi distributed to students in all classes; general education outcomes included in course
    evaluation section; electronic copy sent to Chief Academic Officer (CAO)

    Incentives for Assessment Day solicited

    Programmatic or course pretests administered

February

    Letters for Assessment Day compiled

    Faculty trained for Assessment Day proctoring

    Letters mailed to students regarding Assessment Day

    All constituents notified of Assessment Day plans

    Formal and informal assessments conducted per matrix

    Assessment Committee meeting

    Division meeting assessment discussion

    Samples for Writing and Math Scoring Teams solicited

    Budget request drafted and sent to Finance

March

    Final preparation made for Assessment Day

    Distribution of materials (MAPP or CAAP, WorkKeys)

    Reminders sent to proctors

    Assessment Day

        Administration of MAPP to all seeking AA or AS; WorkKeys to all seeking AAS
        using criteria identified

        Math Rubric scoring by faculty scoring team

        Writing Rubric scoring by faculty scoring team

    MAPP and WorkKeys Materials returned for scoring

    Remaining columns on "Assessment Matrix for Measuring Program Goals" (columns 3-6)
    completed

    Assessment Committee meeting

    Community College Survey of Student Engagement (CCSSE) administered every third
    year

    Division meeting assessment discussion

April

    Student Perception of Instruction (SPI) administered

    Scoring Reports Received from WorkKeys, MAPP

    Scores mailed to participating students

Assessment Report compiled that includes "Assessment Matrix for Measuring Program Goals"
Budget recommendations based on assessment results made to administration
Assessment Report shared with Assessment Committee
Graduating students scoring above the mean in all areas tested on Assessment Day identified for recognition at graduation
Assessment Committee meeting
Advisory Committee meetings
Division meeting assessment discussion

May

Formal Assessment using common end of course finals
Recognition of graduating students scoring above the mean in all areas tested on Assessment Day
Results distributed from Spring SPI to faculty and administration

June

Perkins Report completed (WorkKeys results included)
Appointments made to Assessment Committee
Assessment presentation made at Administrative Retreat

August

All College Day Discussions
Presentation of assessment results from prior academic year to college community
Small group discussion of utilization of results
Divisional Plans for Improvement drafted if indicated by scores or state
Distribution of syllabi in all classes; general education outcomes included in course evaluation section; electronic copy sent to CAO
Assessment Committee meeting
Division Meetings held that include discussion of informal and formal assessment efforts
Programmatic or course pretests administered
Completion of the planning columns of the "Assessment Matrix for Measuring Program Goals" (columns 1-3)

September

Divisional and programmatic general education matrices updated
Assessment Committee meeting
Final draft of Perkins Indicator Report submitted
Formal and informal assessments per matrix conducted
Division meeting assessment discussion

October

Assessment Committee meeting
Formal and informal assessments per matrix conducted
Division meeting assessment discussion
Faculty coverage established for Assessment Day, both day and evening; chart completed for all campuses
Samples for Writing and Math Scoring Teams solicited

November
>   SPI administered
>   Assessment Committee meeting
>   Formal and informal assessments per matrix conducted
>   Initial organization of scoring teams for Math and Writing Rubrics
>   Advisory Committee meetings
>   Division meeting assessment discussion

December
>   Formal Assessment using common end of course finals
>   Assessment Committee meeting
>   Division meeting assessment discussion
>   Results distributed from Fall SPI to faculty and administration

The matrices, syllabi and timeline provide the connections between the various methods of assessment used at Southern. All are used to improve student learning and lend themselves to a coherent assessment plan.

Concern #3/ Expectation #4
Concern: "Broader implementation across all campuses and involvement of students"
Expectation: "Continue to rely on faculty leaders to proclaim the benefits of assessment as part of an ongoing process for assuring quality learning."

Response: All faculty members attend All College Day activities at the beginning of each semester. The sessions addressing assessment are mandatory for all faculty. Assessment reports and assessment materials are provided to each faculty member on an annual basis.

Adjunct faculty members are also encouraged to participate in assessment activities. The CAO attends adjunct faculty meetings held on each campus and addresses general education in her comments to provide a general overview of Southern's program. Adjunct faculty members are directed to seek more information from their Division Chairs. Information on assessment is also included in the faculty handbook and all adjunct faculty receive a copy. In addition, adjunct faculty members receive a letter prior to Assessment Day each year (Appendix F). That letter emphasizes the importance of student participation in Assessment Day and student performance on the measures administered. It asks adjuncts to encourage students to participate in Assessment Day activities and to do their best. Finally, adjuncts use a master syllabus for each course they teach. This is supplied by the division and includes goals and objectives that are standard for the course. The master syllabus also includes the general education goals taught and assessed in the course.

Students are involved at all levels. In each course, assessment and general education are topics when the syllabus is discussed with students. Assessments of outcomes are explained at that time also. The college catalog, a contract between the institution and students, contains information related to general education and assessment and the student's obligation to participate. Any student who has completed 60 hours or more is required to take either WorkKeys or CAAP/MAPP. The test administered is determined by declared major. Students receive letters before each Assessment Day giving the purpose for the assessment and information on the logistics of the day (Appendix F). Papers and problems are collected by faculty each semester for evaluation on Assessment Day using the Math and Writing rubrics developed by the faculty (Appendix G). Students, whose papers or

problems are evaluated, are informed that this is done and why it is done. In addition, Assessment Day is held on all campuses and classes are not held on that day. Students are given their choice of testing sites and may choose either day or evening testing sessions. Faculty also administer both formal and informal assessments regularly to provide students with feedback, change teaching methods or reteach topics as needed.

Faculty, students, classified staff and administrators serve on the Assessment Committee. Two representatives from each of the six academic divisions (elected by their divisions), the past chair of the assessment committee, the Vice President of Academic Affairs, a career development representative, the Director of Transitional Studies, a representative from Economic, Workforce and Community Development and a student representative make up the committee. This group leads the assessment efforts at the institution, promoting assessment in division meetings and in their classes. As leaders of the assessment efforts, the group makes all important decisions related to assessment and compiles the program goal matrices at the beginning of each academic year. The Assessment Committee is a standing governance committee. Minutes of each meeting (Appendix H) are distributed to all constituents.

In addition, to meet the expectation of "Continue to rely on faculty leaders to proclaim the benefits of assessment as part of an ongoing process for assuring quality learning", the Assessment Committee surveyed the faculty in the spring of 2007 using the *Assessment of Student Academic Achievement: Assessment Culture Matrix* that was adapted by Cecilia Lopez from Richard Floral's work. The results were compiled and compared to the results from the original Floral survey done in 2000. The resulting comparison revealed that faculty felt that assessment efforts had improved at the Institution. The following is an analysis of that survey data.

Pattern	2000 Converted Mean*	2007 Mean
Institutional Culture		
a. Collective/shared values	5	6.58
b. Mission	5.42	7.03
Shared Responsibility		
a. Faculty	5.41	6.75
b. Administration and Board	5	6.41
c. Students	2.39	5.57
Institutional Support		
a. Structures	5.44	5.79
b. Resources	5.38	6.7
Efficacy of Assessment	2.21	6.41

*Conversion of scale from 3 categories
with scale of 1-3 to 3 categories
scaled 1-3, 4-6, and 7-9.

An increase in mean score in all areas indicates fell that the institution is making progress in the implementation of most areas measured by the survey. All responses are now mid-range and above. Perhaps most telling, however are the written rationales for the ratings. Many faculty respondents indicate that the institution has recognized the value of assessment and that progress has been made.

Concern #4/ Expectation #1; Expectation #6

Concern: "Unified and coordinated assessment of general education in all programs (Division faculty have identified program and general education outcomes; however, the connections of these to the assessment tools which measure these outcomes is unclear)."

Expectation: "Establish connections between the community college indicators, program and general education outcomes, goal statements, and objectives in division plans, the syllabi competencies, the matrices and assessment tools."

Expectation: "Continue to be vigilant about ensuring coherency of general education curriculum across all programs."

Response: Using the matrices developed for degrees and programs, syllabi now reflect the general education outcomes taught and assessed in courses. Students are introduced to general education in this way. A definition of a generally educated student has also been developed and accepted. The definition is included in Southern General Education Policy --SCP 3637 (Appendix I) and is as follows: *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.*

In addition to the existing divisional matrices, general education outcomes have been identified at the program level through use of a program matrix. The "Assessment Matrix for Measuring Program Goals" focuses on program goals which may be related to general education or specifically to course content.

Courses that comprise the general education core have been identified at the institution and state levels. Title 135, Series 7—Standards for Degree Designations and General Education Requirement for Community and Technical College Degrees dictates that students who receive degrees or certificates within the system must enroll in general education courses (Appendix D). The policy specifies the minimum number of general education courses for each degree or certificate. General education courses are identified by each institution and these courses can be included on the statewide Core Coursework Transfer Agreement.

The program review process also involves assessment. As a consequence of the most recent program review for university transfer program, the general education core for both the Associate in Science and the Associate in Arts has changed (Appendix J). One of the findings of the program review process was that concentrations in each degree detracted from the general education core. As a result of the finding, concentrations were eliminated and the number of hours in the general education core increased.

As a consequence of discussions within the faculty, general education outcomes were revised in 2004. Minutes of the Assessment Committee meetings reflect the change process (Appendix H). Currently the general education goals adopted by the institution are as follows:
- Critical Thinking Skills
  Students will demonstrate their ability to think critically by analyzing and synthesizing material.
- Oral and Written Communication
  Students will demonstrate their oral and written communication skills by reading, writing, and speaking effectively.

- <u>Mathematical Skills/Competencies</u>
  Students will demonstrate their abilities to think mathematically by using problem-solving skills which include estimation, computation, analysis, assimilation, application, and transference, as well as implementation of appropriate technology.
- <u>Information and Communication Technology Skills</u>
  Students will demonstrate their information and communication technology skills by using technology, communications tools, and/or networks to access, retrieve, process, and communicate information.
- <u>Scientific Inquiry/Reasoning Skills</u>
  Students will demonstrate their scientific inquiry/reasoning skills by using resources and methods appropriate to the program's curriculum.
- <u>A Cultural/Artistic/Global Perspective</u>
  Students will demonstrate their awareness of a cultural/artistic/global perspective by discussing the quality, value, and significance of cultural/artistic artifacts and/or by discussing political, historical, economic, and social issues from a global perspective.

Several of the programs further assess general education through common finals. Common finals are used in mathematics and chemistry in the Natural Science and Mathematics division. Allied Health administers common finals in all of the courses in its purview. The results of common finals are evaluated and shared and discussed with appropriate instructors to be used to improve student learning. Many discussions on the differences of student groups have occurred as a result of this longitudinal data. Course content has been changed in some instances.

The faculty also have expressed optimism with the implementation of the MAPP. Since MAPP is both norm and criterion referenced, they believe that connections can be made between test results and programmatic instruction. Using item analysis and making connections between that analysis and the performance of identified student groups may prove to be beneficial. The previous product, CAAP, made no connection between individual outcomes and skills. The faculty believe that MAPP results allow for those connections to be made.

Students are also given the Community College Survey of Student Engagement (CCSSE) to complete on a three year cycle. The results of the latest survey, done in 2005, revealed that students' scores were above the mean in the "Educational and Personal Growth" section when prompted on questions pertaining to general education. Southern students responded that they believed they were acquiring a broad general education. In that same administration, Southern's benchmark scores in all areas were higher than those of the state consortium and the other colleges that administered the CCSSE survey in 2005.

Concern #5/ Expectation #5
Concern: "Effective use of data to improve student learning with clear, 'user friendly' data reports"
Expectation: "As more faculty-designed program data becomes available, demonstrate the use of data to improve student learning."

Response: Data are currently reported in a "user friendly" manner. All faculty receive reports annually. Copies of the reports are found in Appendix A. The reports are also posted on Southern's website at http://www.southern.wvnet.edu/assessment/assmnt_data.htm. An explanation section has recently been added to assist the novice with interpretation of the scores on

the CAAP, MAPP and WorkKeys assessments. The explanation is included in an appendix in each of the reports. Writing and Mathematics rubric scores are included in the report. Copies of the rubrics used for both Mathematics and Writing are included in Appendix G.

Statistical data reported are percentages, means and, in some cases, z scores. When z scores are included, an explanation of the score is also given in an appendix. Most would agree that the most basic statistical processes have been used to facilitate understanding. The reports are also discussed at length in the Assessment Committee, President's Cabinet/Executive Council and in a formal assessment meeting on All College Day. Recommendations for change are solicited and opportunity for questions is given.

In 2005, concerns with the CAAP test and the usefulness of CAAP results were discussed in the Assessment Committee. The committee decided to look at other standardized measures of general education to find an instrument that would give a more detailed score report. After much discussion, the committee determined that development of an in-house test was too time intensive and that the validity and reliability of an in-house test could be questioned. Another alternative to CAAP was sought. After a demonstration of MAAP and a faculty evaluation of the instrument, MAPP was adopted to replace CAAP. The test is both norm and criterion referenced and the information gained from the testing was deemed more valuable by the faculty. MAPP was used to assess general education of University Transfer students in March, 2006. The 2006 assessment report includes the results for this group of students. A faculty member has been given release time to interpret the data and produce more user friendly data reports for the MAPP and WorkKeys tests. These have been included in the most recent assessment report in the MAPP section.

Students who take CAAP, MAPP or WorkKeys are sent individual score reports with an explanation of the scores. If students have questions they are directed through the cover letter to call or email the Vice President of Academic Affairs. Several have called and asked for further information regarding their scores. Beginning with the 2007 WorkKeys administration, students will be issued gold, silver or bronze certificates of achievement based on their performance on WorkKeys. These certificates can be used in job searches or for employment purposes. This is a joint effort among Academic Affairs, Workforce and Community Development and the local Workforce Investment Agency.

Changes in curriculum must also be supported by assessment data. In 2007, all curriculum forms were changed to reflect the use of assessment data in the decision-making process (Appendix K). For each new course or program, a statement must be included regarding the assessment data that supports the inclusion of the course or program in the college's offerings. An assessment statement must also be included for a course to be changed or deleted from the curriculum.

Future Directions for Assessment at Southern

It is the desire of the faculty at Southern that the assessment of student academic achievement will continue to grow and become an even greater part of Southern's culture. To that end, several provisions have been made.

First, as a part of academic reorganization, the position of academic dean has been created. One of the duties listed in the job description is "The Dean will take a lead role in assisting department chairs, program coordinators, and faculty in the development and implementation of an effective

assessment plan. He/she monitors the development and revision of curriculum, course outlines, syllabi, instructional methodologies, and textbook adoption based upon assessment data." This adds additional checkpoints to assure that the assessment process is viable. Also, as a part of the same reorganization, the position of department chair has been created. The department chair will hold the first line of responsibility for assessment. Included in that job description is "Under the direction of the Vice President of Academic Affairs and the Academic Dean, the Department Chair leads departmental faculty in developing and implementing an effective plan for assessing course, program specific, and general education goals, as well as student academic achievement. Data derived through such assessment will be utilized to improve teaching and learning". These changes are to be implemented July, 2007 and will increase accountability for assessment at the faculty leadership level.

As a part of the "living" assessment plan, the faculty will choose measures that give usable and easily accessible information. Experience has allowed the faculty to refine expectations of the measures used. An example of the use of this experience is the change from CAAP to MAPP. The ability to articulate this change of direction is evidence of the institution's deeper understanding of assessment. It represents a shift in emphasis from norm to criterion referenced measures to better assess student achievement of programmatic and course goals. Faculty will constantly strive to find instruments that better assess general education for Southern's students and provide usable data that will lead to improved teaching and learning.

Data from the new assessment techniques and instruments will be included in the annual assessment report. Feedback will be solicited from users and will be incorporated into future reports. Inclusion of the program goal matrices will facilitate faculty discussion of assessment and the changes that authentic assessment brings.

Student participation in assessment efforts is somewhat limited by the nature of the community college population. In an effort to get more students involved, Southern will hold its first colloquium on assessment for students during Assessment Day in March, 2008. This session will give students information on the assessment efforts at Southern and will provide an additional avenue for student input on the process. Also, assessment of student achievement will be introduced in the mandatory orientation course that is to be implemented in Fall, 2007.

Summary

In summary, assessment of student academic achievement is flourishing at Southern West Virginia Community and Technical College. Assessment is the vehicle for data driven decisions for all facets of academic affairs. All constituents are involved: students, faculty, staff and administration.

Many changes have taken place in recent history and each of the five concerns stated initially in this report have been adequately addressed. First, assessments are varied in nature. Southern continues to use standardized tests such as MAPP and WorkKeys, but it also employs a variety of programmatic and in-course assessments, as well as faculty-led initiatives such as the math and writing scoring projects using faculty-developed rubrics. The faculty uses the results of assessment to make course and programmatic changes. Assessment data drive not only planning decisions, but also budget decisions.

In addition, the assessment plan is a living document, undergoing revision as needed. Connections have been made between outcomes, objectives, goals and assessment tools and faculty are aware of the connections. A timeline for assessment has been published and is now part of the institutional assessment plan, and matrices have been developed and are being used by faculty members to manage assessment activities, tools, and outcomes.

Efforts to draw more faculty and students into assessment discussions continue, through faculty assemblies, membership on the college Assessment Committee or math or writing scoring teams, participation in proctoring for Assessment Day, and work with division programmatic and course assessment efforts. This year, for the first time ever, students not selected to participate in MAPP and WorkKeys testing asked faculty members to be allowed to participate. With the new student colloquiums, the College expects to have an even greater student understanding of the importance of assessment. Of course, faculty members continue to perform course and programmatic assessments, as they always have, but now they can link these assessments to a larger picture and articulate a process of planning and change as a result. The entire culture of assessment at Southern has changed from the perception that assessment is an odd requirement of accreditation to the mindset that assessment is a given, something every responsible faculty member performs as a matter of improving student success.

In addition, with the leadership of the Assessment Committee, Southern has worked to unify and coordinate assessment at the program level. The group began with the evaluation and revision of the general education outcomes, and then progressed through development of general education matrices to link general education assessment, program assessment and course assessment into a unified process. Faculty divisions identified where general education goals were addressed in programs, where program goals should be met, and what tools would assess these goals in particular courses or areas. They specified this information in course syllabi and in general education matrices that have become part of each division's assessment program. They learned to follow through and articulate the use of assessment results and set up a cycle to make sure the process continues.

Finally, assessment reports are now more user-friendly, with explanations included, and they incorporate faculty-developed measures such as math and writing scoring initiatives in addition to standardized testing information. Most importantly, decisions are made as a result of data collected from the assessment process, which has now become truly a program at Southern rather than a plan.

Southern has made great strides in improving the assessment of student academic achievement and, in improving student outcomes, has improved as an institution. The faculty, staff and administration are committed to improving student learning through the assessment of student outcomes.

M E M O R A N D U M

TO: **Debbie C. Dingess, Chair**
             Classified Staff Council

FROM: **Joanne Jaeger Tomblin, President**

DATE: **March 20, 2007**

SUBJECT: **Proposed Holiday Schedule for FY 2007-2008**

I have reviewed and approve the Holiday Schedule for fiscal year 2007-2008 for Southern West Virginia Community and Technical College as presented by the Classified Staff Council. The schedule meets Title 133, Procedural Rule, Series 14–-*Holidays*, West Virginia Higher Education Policy Commission, the rules and policies of the West Virginia Council for Community and Technical College Education, Southern's academic calendar, the State of West Virginia's Holiday Schedule, and the West Virginia Code. Please distribute it to all employees accordingly.

If the Governor should grant state employees additional days off during the Thanksgiving or Christmas holidays, we will add those to the Christmas holiday break. If you have any additional questions, please contact my office.

JJT:elb

Attachment

pc: Merle Dempsey, Executive Vice President
       Samuel Litteral, Chief Financial Officer
       Cathy Smith-Cox, Vice President for Academic Affairs
       James Skidmore, Chancellor, WV Council for Community and Technical College Education
       Margaret Buttrick, Human Resources Administrator, WV Higher Education Policy Commission
       Henry Blossner, Director, WVNET

Southern West Virginia Community and Technical College
Holiday Schedule
Fiscal Year 2007-2008

July 4, 2007 *(Wednesday)*   * Independence Day

September 3, 2007 *(Monday)*   * Labor Day

November 22, 2007 *(Thursday)*   * Thanksgiving

November 23, 2007 *(Friday)*   Alternate

December 24, 2007 *(Monday)*   Alternate

December 25, 2007 *(Tuesday)*   * Christmas

December 26, 2007 *(Wednesday)*   Alternate

December 27, 2007 *(Thursday)*   Alternate

December 28, 2007 *(Friday)*   Alternate

December 31, 2007 *(Monday)*   Alternate

January 1, 2008 *(Tuesday)*   * New Year's

January 21, 2008 *(Monday)*   * Martin Luther King's Birthday

March 21, 2008 *(Friday)*   Alternate

May 26, 2008 *(Monday)*   Alternate

*As designated by West Virginia Code § 2-2-1