BOARD OF GOVERNORS

APRIL 21, 2009
MEETING AGENDA

Members

Kevin N. Fowler, Chair
Terry R. Sammons, Vice Chair
George Kostas, Secretary
Linda Q. Akers
Thomas A. Heywood
Shelley T. Huffman

Jada C. Hunter
Glenn T. Yost
Wilma J. Zigmond
Michael Baldwin
Robert Jude
George Morrison

Joanne Jaeger Tomblin
President

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS MEETING OF APRIL 21, 2009
ROOM 428 — CENTER FOR ALLIED HEALTH AND TECHNOLOGY

AGENDA

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 21, 2009
Agenda Items for Action

Southern West Virginia Community and Technical College Board of Governors
Board Conference Room, 428
Center for Allied Health and Technology
2900 Dempsey Branch Road, Mount Gay, WV
Meeting of February 17, 2009   *DRAFT*

Board Members Present: Kevin Fowler, Terry Sammons, George Kostas, Linda Akers, Jada Hunter, Glenn Yost, Michael Baldwin, George Morrison, Tom Heywood, Shelley Huffman

Board Members Absent: Robert Jude, Wilma Zigmond

Administrative Staff: President Joanne Jaeger Tomblin, Merle Dempsey, Samuel Litteral, Ron Hamilton, Chris Cobb, Darrell Taylor, Pam Alderman, Cathy Smith-Cox, Cindy McCoy, Prudence Barker, Cindy Crigger, Patricia Clay, Allyn Sue Barker, Emma Baisden

1. **Call to Order:**
   Chair, Kevin Fowler, declared a quorum present and convened the meeting at 6:05 p.m.

2. **President's Report:**
   1. Southern West Virginia Community and Technical College's Harmony Week activities are scheduled for February 15-26, 2009. The Revered Samuel "Billy" Kyles will be featured as the guest speaker on Thursday, February 26th in the Savas-Kostas Theater at the Logan Campus. Reverend Kyles was an eyewitness to the assassination of Dr. Martin Luther King, Jr. and is the only person still living to have spent the last hour with Dr. King. A culmination banquet will follow immediately in Room 111. Southern, in partnership with the local NAACP and the West Virginia Humanities Council, are sponsors of this program.
   2. The President's High School Visiting Team is scheduled to visit six area high schools during the Spring Semester.
   3. President Tomblin received the final report for the Technology Assessment from the consultant, Ms. Joanne Chabot. A copy of the report of findings will be provided to the Board at its April 21 meeting. Administration is evaluating the report to determine how the consultant's recommendations might be incorporated at the College. A plan to meet the current and future technology needs of the institution will be developed. This will be a very costly endeavor and it will take some time to move forward with its implementation.
   4. The Corridor G Regional Development Authority will host the 14th annual Southern Partners in Education and Economic Development (SPEED) Legislative Reception on February 19, 2009, at the Marriott Hotel in Charleston, WV. Southern is a cosponsor of the event.
   5. Southern's Emergency Plan is complete and has been issued. Telephones will

be installed in all classrooms by the end of February, and each campus will have a Crisis Management Team. Deskside flip charts containing emergency numbers and other vital information will be issued to all employees. We will provide emergency training for employees on All Governance Days.

6. President Tomblin will conduct FY 2010 budget hearing's February 23-25, 2009. She plans to bring an estimated budget before the Board for approval at its April 21 meeting.

7. Presidents of West Virginia's community and technical college's are waiting for Chancellor Skidmore to provide information on what higher education institutions will receive from the Economic Stimulus Package. Pell Grant awards and Federal Work Study appropriations will increase for fiscal year 2010. The Stabilization Fund can be used for education, general expenditures, and facilities modernization.

8. The State Budget for next fiscal year is flat. No salary increases will be provided.

9. Vision 2020 Major Gifts solicitation continues despite market conditions.

3. Financial Report:

Chief Financial Officer, Sam Litteral, provided the financial report dated January 31, 2009 to Board members. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures. These figures reflect the budgeted amount with actual year-to-date totals. Mr. Litteral informed Board members that the College's budget is on target for the budget approved by the Board in April 2008.

4. Action Items:

1. Approval of December 9, 2008 Minutes

MOTION: George Kostas moved to accept the December 9, 2008 minutes as presented.

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

2. Approval of Proposed Tuition and Fee Increase

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed revision to the resident tuition and fee increase of 9.5 percent per credit hour for the 2009-2010 academic year effective July 1, 2009.

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

3. Approval of Proposed Student Technology Fee

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed technology assessment fee of $100 per FTE per year beginning with the 2009-2010 fiscal year.

ACTION: George Kostas seconded the motion. The motion carried unanimously.

4. Institutional Policies for Final Approval
   1. SCP-1167, Emergency Procedures

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve cancellation of SCP-1167, Emergency Procedures, following the 30-day public comment period, and its reconstruction as a procedure for inclusion in the Finance Unit Procedures Manual.

ACTION: Glenn Yost seconded the motion. The motion carried unanimously.

   2. SCP-1233, First Aid

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve cancellation of SCP-1233, First Aid, following the 30-day public comment period, and its reconstruction as a procedure for inclusion in the Finance Unit Procedures Manual.

ACTION: Linda Akers seconded the motion. The motion carried unanimously.

   3. SCP-1375, Reports of Accidents/Incidents

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

RESOLVED, That the Southern WV Community and Technical College Board of Governors approve the aforementioned policy SCP-1375, and

attachments, SCP-1375.A and SCP-1375.B, following the 30-day public comment period.

ACTION: George Kostas seconded the motion. The motion carried unanimously.

5. Approval of Policies for 30-day Public Comment Period
1. SCP-7125, Computer Usage

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 policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a thirty-day public comment period.

ACTION: Mike Baldwin seconded the motion. The motion carried unanimously.

2. SCP-7720, Security of Management Information Systems

MOTION: Mike Baldwin 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 policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a thirty-day comment period.

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

5. Discussion Items:
1. June 2009 Meeting Date
Due to a scheduling conflict, the Board of Governors rescheduled its June business meeting for June 23rd. The meeting will be held at its regular meeting location, the Board of Governors Conference Room (428), in the Center for Allied Health and Technology at the Logan Campus.

2. 2009 Board of Governors Retreat Location and Date
The Southern West Virginia Community and Technical College Board of Governors will hold its annual retreat and business meeting at the Stonewall Resort and Conference Center in Roanoke, West Virginia, October 15-16, 2009.

9. Adjournment:
There being no further business, Chair Fowler declared the meeting adjourned at 6:45PM.

_____ Chair
     Kevin N. Fowler

_____ Assistant to the Governing Board
     Emma L. Baisden

Southern West Virginia Community and Technical College

Board of Governors

Meeting of April 21, 2009

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 Board of Governors Associate in Applied Science Adult Degree Completion program at the current level of activity in accordance with the provisions of the West Virginia Council for Community and Technical College Education Title 135, Series 10, *Policy Regarding Program Review.*
Staff Member:	Pamela Alderman

Background:

During the 2008-2009 academic year a program review was conducted by the Vice President of Academic Affairs of the Board of Governors Associate in Applied Science Adult Degree Completion degree program. The Vice President recommends the continuation of the program at the current level of activity without corrective action. The Executive Council, Academic Affairs Management Council and the Curriculum and Instruction committee concur with this recommendation. The program meets or exceeds all the standards set for program continuance by the Community and Technical College Council of the State of West Virginia.

PROGRAM REVIEW

SOUTHERN WEST VIRGINIA COMMUNITY

AND TECHNICAL COLLEGE

2008-2009

Board of Governors Associate in Applied Science

Program: _____Adult Degree Completion Program_____ **Date**: _23 FEB 09_____

INSTITUTIONAL RECOMMENDATION

The Board of Governors recommends:

__X_ 1. Continuation of the program at the current level of activity;

_____ 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);

_____ 3. Identification of the program for further development (Identify areas and provide a rationale in your request);

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

_____ 5. Discontinuation of the Program (See Policy 135, Series 10 and 11 of the Council for Community and Technical College Education).

Rationale for Recommendation: The Board of Governors Associate in Applied Science Adult Degree Completion program meets or exceeds all the standards set for program continuance by the Community and Technical College Council of the State of West Virginia.

Recommendation	Signature of Department Chair	Date
Recommendation	Signature of Dean	Date
Approved Recommendation	_Cathy L. Smith-Cox_ Signature of Vice President for Academic Affairs	_23FEB09_ Date
Recommendation	Signature of President	Date
Recommendation	Signature of Chair, Board of Governors	Date

Board of Governors

Associate in Applied Science

Program Review Summary

Program Review Components

    a.   Adequacy

        ·   The curriculum meets the needs of the adult population it was designed to serve.

        ·   Entrance abilities for the students are within community college standards.

        ·   Current resources are sufficient to sustain the program.

    Conclusion: The program exceeds the minimum adequacy requirements.

    B.   Viability

        ·   The number of students enrolled as majors are acceptable.

        ·   Enrollment trends indicate future students seeking the A.A.S. degree will remain acceptable.

        ·   The number of graduates is acceptable.

        ·   There are not any validated articulation agreements in place for this program.

    Conclusion: The program meets the requirements for viability.

    C.   Necessity

        ·   The program meets a validated need for a well educated adult population.

        ·   There is no other program within the immediate area.

    Conclusion: This is a necessary program.

    1.   Consistency with Mission

        ·   The program does support the institutional mission.

        ·   The program and/or core courses support the compact.

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

Recommendation

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

3

portfolio assessment)

3) Passing scores on standardized examinations, such as:

- CLEP (College Level Examination Program)
- DANTES (Defense Activity for Non-Traditional Education Support)
- Advanced Placement (AP)
- Excelsior College Examinations (ECE)
- Challenge Examinations

submission of a portfolio or standardized award specified by the State—See Appendix VII)

3) Credits awarded through standardized testing (CLEP, DANTES, etc.)

4) Traditional or distance courses offered through West Virginia's community and technical colleges.

When students choose the credit for life experience option, they enroll in EL 210, Portfolio Development. The course is staffed by an adjunct and is a combination of online and in person meetings held on four Saturdays during the regular term. After the portfolio is submitted, it is evaluated by a faculty member with expertise in the field and credit is granted or denied.

2. **Faculty:** There are no fulltime faculty assigned to this degree program. A specialized course in portfolio development, EL 210, is staffed by an adjunct (Appendix II).

3. **Students:** In addition to the institution's admission standards, students are eligible for admission to the program two years after high school graduation. Students must not hold a degree from an accredited institution nor be enrolled simultaneously in another degree program.

4. **Resources:**

   a. Financial: This program is funded through the College's general funding stream.

FY05	$16, 436
FY06	17,284
FY07	5, 219
FY08	1,527

   As shown by the budget allocation above, the program is steadily decreasing in cost. In FY 05 and FY 06, roughly half of the budget was spent to fund efforts to advertise and promote the new program. Currently, expenses are generally associated with recordkeeping and postage. A specialized course in portfolio development is staffed by an adjunct and is funded through the Transitional Studies budget.

   b. Facilities: No specialized facilities are required for this program.

5. **Assessment Information:** Little assessment data exists due to the transient nature of the population and the nature of the program itself. Since the degree is not intended to lead directly to employment, the WorkKeys test is not applicable, though recommended by virtue of the AAS designation.

5

6. **Previous Program Reviews:** This is the first program review for this degree.

7. **Advisory Committees:**

There is no local advisory committee for this program. A statewide committee of program directors meets semi-annually to discuss concerns.

8. **Strengths/Weaknesses:**

Strengths

The program is flexible and geared toward adults. Its primary focus is to increase the employability of individuals by providing them a credential and to assist working adults in meeting their individual educational goals.

There is little cost associated with this program.

Alternative avenues for college credit allow students to earn credit through nontraditional means.

Weaknesses

Little assessment data exists. A graduate survey will be sent to each graduate of the program to glean positive and negative program experiences. An effort will also be made to identify majors to participate in the WorkKeys testing on Assessment Day. Results will be included in the annual Assessment Report.

Currently, responsibility for the program lies with the Chief Academic Officer (CAO). Given the scope of the job responsibilities of the CAO, limited time is spent with this degree program. The students and the program would be better served by a coordinator that has fewer responsibilities.

B.   **Viability**

2. **Program Enrollment and Graduates:** The number of program graduates for the period specified below is 152.

	2005-06	2006-07	2007-08	TOTAL
Board of Governors Adult Completion Graduates	65	42	45	152
TOTAL	65	42	45	152

6

Number of Majors per Semester	
Fall 07	24
Spring 07	28
Fall 06	31
Spring 06	29
Fall 05	34
Spring 05	28
Fall 04	24
Spring 04	27

The number of majors meets the requirements for a viable program. As with other programs, however, there appears to be a disconnect between the number of majors and the number of graduates.

3. **Program Course Enrollment:** Due to the nature of this program, data is unavailable for courses other than EL 201, Portfolio Development. Those majors not seeking life experience credit through portfolio do not take this class. Twenty-four students have taken EL 201 since the course was developed. (Appendix IV)

3. **Service Courses:** No service courses are included in this program.

4. **Off-Campus/Distance Delivery Classes:** EL201 is a hybrid course. The majority of the course is online with five in person class meetings held on Saturdays during the term. (Appendix V)

5. **Articulation Agreements:** The Board of Governors Associate in Applied Science degree has no formal articulation agreements, though several students continue their education through the Regents Bachelor of Arts program. This program is offered at many of the four year universities in West Virginia.

C. **Necessity**

1. **Graduates:** Due to the nature of the program, no graduate follow-up data is currently available.

2. **Job Placement:** If students indicate an interest on the graduation application, a referral to Career Services is made (Appendix VIII). Since the majority of the degree recipients are already employed, many choose not to take advantage of this service.

Many students use the credential for job advancement. As an example

7

several students have completed the degree to qualify for raises in pay in the county school systems. This group includes aides and bus drivers.

D. Consistency with Mission

The Board of Governors Associate of Applied Science Degree Completion Program provides an avenue for working adults to gain a degree. This is in keeping with the College's mission statement--

> "Southern West Virginia Community and Technical College is a comprehensive community college located in a rural environment. The College strives to fulfill current and future higher educational and vocation/technical needs of southern West Virginia, its service area and beyond. Our College emphasizes student-oriented, transferable learning, enabling students to achieve work, career, and personal success."

> "Our College provides high-quality, affordable, student-friendly, and easily accessible educational services. We are highly effective and flexible in responding to state and community demands, and adapting to a global socio-economic system."

Each of the facets of the College's mission statement are addressed in the goals of the Board of Governor's Adult Degree Completion Program.

Upon completion of the Board of Governors A.A.S. degree, graduates will be able to:

1. Demonstrate their oral and written communication skills by reading, writing, and speaking effectively. (work, career and personal success)
2. Demonstrate their ability to think critically by analyzing and synthesizing material. (transferable learning)
3. 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. Demonstrate their information and communication technology skills by using technology, communications tools, and/or networks to access, retrieve, process, and communicate information. (work, career and personal success)
4. 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. (global socio-economic system)
5. Demonstrate analysis and evaluation of skill competencies derived from multiple sources including work, volunteer activities, hobbies, etc. (fulfill current and future higher educational and vocation/technical needs)
6. Develop long range vocational or transfer goals. (fulfill current and future higher educational and vocation/technical needs)

8

The program has no faculty, is of low cost, and is mandated by the Community and Technical College System of West Virginia. The student's degree program always consists of general education and electives that come out of the Career and Technical or University Transfer divisions. The program truly crosses traditional discipline lines and allows the student to develop his own educational plan within the guidelines established for the program.

E. **Recommendation:** The Chief Academic Officer recommends the continuation of the program at the current level of activity without corrective action. The Board of Governors AAS program is a viable program that provides a degree option for the working adults in our service area. There is adequate interest in the program as evidenced by the number of graduates and the number of majors. It is expected with the heightened level of emphasis placed on adult students from the College and the Council, that enrollment will continue to justify the program's viability and will meet the needs of individuals and employers.

9

APPENDIX I – Catalog Curriculum

NAME OF PROGRAM: Board of Governors Associate in Applied Science			
Catalog Number	**Course Title**	**Credit Hours**	**Contact Hours**
	General Education		
	Communication	6	
	Natural Science/Mathematics	6	
	Humanities/Social Science	6	
	Computer Literacy	3	
	Free Electives		
	Any Course at the 100 Level or Above		
Credit Hours Required: General Education .... Free Electives		21 39	
Total Credit Hours Required For Graduation:		60	

10

APPENDIX II – Faculty Data

Name   Lori Dalton   Rank

Check one: Full-time   Part-time   Adjunct   X

Highest Degree Earned
Masters + 15 hours
Date Degree Received

Conferred by
Area of Specialization

Professional registration/licensure
Years of employment at present institution
August 2006 Part Time
Years of employment in higher education
Unknown
Years of related experience outside higher education
Unknown
Non-teaching experience
Unknown

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 06	EL201	6
Spring 07	EL201	4
Fall 07	EL201	5
Spring 08	EL201	3
Fall 08	EL201	6

(b).   If degree is not in area of current assignment, explain.

(c).   Identify your professional development activities during the past five years.

11

APPENDIX II – Faculty Data

Name   <u>Peggy Epling</u>   Rank   <u>   </u>

Check one: Full-time <u>   </u>   Part-time <u>   </u>   Adjunct   <u> X </u>

Highest Degree Earned
Regents BA
Date Degree Received
May 15, 1993
Conferred by
Transcripts from Bluefield
State
Area of Specialization
Liberal Arts, WV Regents

Professional registration/licensure
Years of employment at present institution
April 22, 1985
Years of employment in higher education
Unknown
Years of related experience outside higher education
Unknown
Non-teaching experience
286 Months at Southern
To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 05	EL201	2

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

12

APPENDIX III – Program Enrollment and Graduates

	2005-06	2006-07	2007-08	TOTAL
Board of Governors Adult Completion Graduates	65	42	45	152
TOTAL	65	42	45	152

13

Major Student Demographics For Major Code 758
(Board of Gov-AAS)

1) Number of students in Major per Semester (5 year)

Semester	Number
Fall 07	24
Spring 07	28
Fall 06	31
Spring 06	29
Fall 05	34
Spring 05	28
Fall 04	24
Spring 04	27

2) Average Age of students in Major per Semester (5 year)

Semester	Average Age
Fall 07	34.9
Spring 07	39.5
Fall 06	40.9
Spring 06	39.8
Fall 05	40.1
Spring 05	41.2
Fall 04	44.1
Spring 04	35.6

3) Gender of students in Major per Semester (5 year)

Semester	Male	Female
Fall 07		
Spring 07	11	17
Fall 06	10	21
Spring 06	12	17
Fall 05	13	21
Spring 05	8	20
Fall 04	10	14
Spring 04		

4) Race of students in Major per Semester (5 year)

Semester	White	Black	Hispanic	Asian or Pacific Islander	American Indian
Fall 07					
Spring 07	27	1			
Fall 06	29	2			
Spring 06	29				
Fall 05	34				
Spring 05	28				
Fall 04	23	1			
Spring 04					

14

APPENDIX IV – Program Course Enrollment

Year/Semester	Course Number & Title	Enrollment
Fall 05	EL201	2
Fall 06	EL201	6
Spring 07	EL201	4
Fall 07	EL201	5
Spring 08	EL201	3
Fall 08	EL201	6

APPENDIX V – Service Courses

No service courses are included in this program.

16

APPENDIX VI – Off-Campus/Distance Delivery Classes

EL201 is a hybrid course. The majority of the course is online with five in person class meetings held on Saturdays during the term.

17

Appendix VII—Standardized Credit Awards

SUMMARY OF CREDIT AWARDS
FOR CERTIFIED CREDENTIALS

Board of Governors Associate of Applied Science Degree Program

I. ALLIED HEALTH CREDENTIAL	Recommending Institution	Lower Division	Upper Division	Date Developed/ Reviewed
A. Nursing: Hospital Diploma Programs (With Registry) (Appendix 1)				
1. Registered Nurse (RN)	FSU, WVU	30	15	1975 / 1996
2. Licensed Practical Nurse	FSU	15	0	1975 / 1996
3. Nurse Anesthetist 18 months 24 months	FSU	0	45 or 60	1975 / 1996
4. Pediatric Nurse Associate	FSU	0	24	1975 / 1996
5. Nursing Assistant (Appendix 32)	WVU-P	5	0	2006
B. Radiological Technologies				
1. X-Ray (Radiologic) Technology (ARRT) (Appendix 1)	FSU	55	0	1975 / 1994
2. Nuclear Medicine Technology (ARRT) (Appendix 2)	WVUIT	5+X-Ray Tech	30	1976 / 1992 / 2004
3. Radiation Therapist	WVU	5	30	1988 / 2004
4. Medical Diagnostic Ultra Sound (Appendix 3)	MU	5	30	1990 / 2004
5. Mammography (Appendix 4)	MU	3	17	1992 / 2004
6. CT Imaging (Appendix 4)	MU	3	17	1992 / 2004
7. MRI Imaging (Appendix 4)	MU	3	17	1992 / 2004
8. Cardiovascular Intervenial Technology (Appendix 5)	MU	3	17	1997 / 2004
9. Quality Management (Appendix 28)	WVU	3	17	2004
10. Bone Densitometry (Appendix 28)	WVU	3	17	2004

18

C. Respiratory Therapy (Appendix 6)				
1. Certified Respiratory Therapy Technician (CRTT)	WVSU	30	0	1983 / 1992 / 2000
2. Registered Respiratory Therapist (RRT)	WVSU	42	9	1983 / 1992 / 2000

I. ALLIED HEALTH CREDENTIAL (CONTINUED)	Recommending Institution	Lower Division	Upper Division	Date Developed/ Reviewed
D. Other Credentials				
1. Medical Laboratory Technologist	FSU	42	0	1990 / 1993
2. Emergency Medical Technician Training Program (before 1995)	WVSCTC	4	0	1994 / 2005
3. Emergency Medical Technician - Basic Course (Appendix 7)	WVSCTC	5-before 2003 7-after 2003	0	1985 / 2005
4. Standard First Aid (Red Cross 3207) – see Appendix 7 for list of courses covered	WVSCTC	1	0	1994 / 2005
5. Emergency Medical Technician – Mining (Appendix 7)	WVSCTC	4	0	2005
6. ARC First Aid – Responding to Emergencies 3215 (6-8 hour course)	WVSCTC	1	0	1994 / 2005
7. Responding to Emergencies Training Programs (EMS First Responder, Red Cross Emergency Response Training, Wilderness Advanced First Aid Training) 52 hour courses (Appendix 7)	WVSCTC	3	0	1985 / 2005
8. Paramedic I (MICP) – completion of DOT modules 1-6, 15 (Appendix 7) discontinued	WVSCTC	9	0	1994 / 2005
9. Paramedic II (NREMPT) – completion of all 15 DOT modules (Appendix 7) discontinued	WVSCTC	20	1	1994 / 2005
10. Cytotechnology (Appendix 8)	WVSU	0	30	1985
11. Water Safety Instructor	WVSU	0	2	1994
12. Basic Lifeguarding (Red Cross 3408 & 3416)	WVSU	1	0	1994

19

13. Certified Ophthalmic Technician (Appendix 9)	WVU	30	0	1998
14. Certified Ophthalmic Medical Technologist (Appendix 9)	WVU	0	15	1998
15. Pharmacy Technician (Appendix 27)	WVU	24	0	1998
16. Tumor Registry (Appendix 26)	WVU	30	0	2003
17. Massage Therapy (Appendix 33)	MCTC	40-42	0	2006

II. AVIATION SCIENCES	Recommending Institution	Lower Division	Upper Division	Date Developed/ Reviewed
A. FAA Training				
1. FAA Academy (Appendix 10)	FSU	40	20	1975 / 1996
2. FAA Management Training School (Appendix 10)	FSU	0	17	1975 / 1996
3. FAA Navigational Aide (Appendix 10)	FSU	See list of approved courses		1975 / 1996
4. FAA Radar/Communications (Appendix 10)	FSU	See list of approved courses		1975 / 1996
5. FAA Data Systems (Appendix 10)	FSU	See list of approved courses		1975 / 1996
6. Environmental Support (Appendix 10)	FSU	See list of approved courses		1975 / 1996
7. Journeyman Air Traffic Controller (Appendix 11)	SU	30	30	1985 / 1996

B. Licenses Pilots, Instructors, Maintenance* (WVU) (Appendix 12)	Ratings (Licenses)	Experience	Date Developed/ Reviewed
1. Private Pilot License	3 ld	3ld max (1 per 200 flight hours)**	1978 / 1996

20

2. Commercial Pilot License	3 ud	3ud max (1 per 200 flights hours)**	1978 / 1996
3. Instrument Pilot Flight and Ground Training	3 ud	3ud max (1 per 200 flights hours)**	1978 / 1996
4 Flight Instructor Airplane	3 ud	3ud max (1 per 10 private or 5 commercial successful License students)	1978 / 1996
5. Flight Instructor Instrument	3 ud	3ud max (1 per 5 successful License students)	1978 / 1996
6. Airline Transport Rating	3 ud	3ud (1 per 200 flight hours)	1978 / 1996
7. Glider Rating	3 ud		1978 / 1996
8. Multi-Engine Rating	2 ud		1978 / 1996
9. Air-Taxi Rating	2 ud		1978 / 1996
10. Helicopter	3 ud	3ud (1 per 200 flight hours)	1978/1996

II. AVIATION SCIENCES (CONTINUED)	Ratings (Licenses)	Experience	Date Developed/ Reviewed
11. Aviation Maintenance Technician (Air Frame Rating)	9 ud	6 ud max (1 per each year of journeyman experience)	1978 / 1996
12. Aviation Maintenance Technician (Powerplant Rating)	9 ud	6 ud max (1 per each year of journeyman experience non-overlapping with #11)	1978 / 1996
13 Flight Engineer	6 ud		1978 / 1996
** Flight hours not to overlap		ld = lower division – ud = upper division	

III. BUSINESS AREAS	Recommending Institution	Lower Division	Upper Division	Date Developed/ Reviewed
1. Chartered Life Underwriter (CLU) diploma (Appendix 13)	WLSC	15	15	1975 / 1996 / 2006

21

		Recommending Institution	Lower Division	Upper Division	Date Developed/ Reviewed
2.	Certified Administrative Manager (CAM) Professional diploma (Appendix 13)	WLSC	15	15	1975 / 1996 / 2006
3.	Certified Data Processing (CDP) Professional diploma (Appendix 13)	WLSC	15	15	1975 / 1996 / 2006
4.	Certified Management Accounting (CMA) (Appendix 13)	WLSC	12	18	1975 / 1996 / 2006
5.	Certified Professional Secretary (CPS) Diploma (Appendix 13) *Note: This award is applicable for diplomas awarded prior 1981. For diplomas received after 1981, please consult ACE Guide.*	WLSC	21	9-15	1975 / 1996 / 2006
6.	Certified Member, American Society of Traffic and Transportation (CM-ASTT): Certified Professional program (Appendix 14)	WLSC	9	12	1975 / 1996 / 2006
7.	National Association of Purchasing Management (NAPM) Certification program (Appendix 14)	WLSC	6	6	1975 / 1996 / 2006
8.	Society of Actuaries (Appendix 14) a. Associate Membership (19) b. Associateship (34) c. Fellowship (58)	WLSC	8 8 8	11 26 50	1975 / 1996 / 2006 1975 / 1996 / 2006 1975 / 1996 / 2006

III. BUSINESS AREAS (CONTINUED)	Recommending Institution	Lower Division	Upper Division	Date Developed/ Reviewed
9. Casualty Actuarial Society (CAS) Certified Professional Program (Appendix 14) a. Associate Membership (19) b. Associateship (49) c. Fellowship (67)	WLSC	8 8 8	71 41 59	1975 / 1996 / 2006 1975 / 1996 / 2006 1975 / 1996 / 2006

22

10. National Institute of Credit (NIC) (Appendix 14)
  a. Associate Award
  b. Fellow Award (6 years experience)
Note: This certified professional program is no longer offered.
	WLSC	15	6	1975 / 1996 / 2006

11. National Institute on Consumer Credit Management (Marquette) 6-year (Appendix 14) *Note: This certified professional program is no longer offered.*	WLSC	6-16	6	1975 / 1996 / 2006
12. National Installment Banking School (NIBS) Colorado 9-year (Appendix 14) *Note: This certified professional program is no longer offered.*	WLSC	9+9+3	6	1975 / 1997 / 2006
13. American Society for Quality Control: Quality Technician Certificate (Appendix 14)	WLSC	3	3	1975 / 1997 / 2006
14. Real Estate Salesperson – WV Licensure	WLSC	6	0	1996 / 2006
15. Real Estate Appraiser – WV Licensure	WLSC	3	0	1996 / 2006

16. Computer Information Technology Certifications (Appendix 25)
  a. CompTIA A+
  b. CompTIA Network+
  c. MCP, Microsoft Certified Professional Windows 2000 (MS Exam 70-210)
  d. MCP, Microsoft Certified Professional, Windows 2000 Server (MS Exam 70-215)
  e. MCP, Microsoft Certified Professional, Network Infrastructure (MS Exam 70-216)
  f. MCP, Microsoft Certified Professional, Directory Services Infrastructure (MS Exam 70-217)
  g. MCP, Microsoft Certified Professional, Network Security Design (MS Exam 70-220)
  h. MCP, Microsoft Certified Professional, Directory Services Design (MS Exam 70-219)
  i. MCP, Microsoft Certified Professional, Network Infrastructure Design (MS Exam 70-221)
	WVU – Parkersburg	1
		1
		1
		
		1
		
		1
			
			1
			
			1
			
			1
				Oct. 2002
				Oct. 2002
				Oct. 2002
				
				Oct. 2002
				
				Oct. 2002
				Oct. 2002
				
				Oct. 2002
				
				Oct. 2002

III. BUSINESS AREAS (CONTINUED)	Recommending Institution	Lower Division	Upper Division	Date Developed/ Reviewed
16. Computer Information Technology Certifications (Appendix 25) (Continued)	WVU – Parkersburg			
j. MCSE, Microsoft Certified Systems Engineer (Total of the above 7 individual Microsoft certification exams.)		3	4	Oct. 2002
k. CCNA, Cisco Certified Network Associate		3		Oct. 2002
l. Cisco Advanced Routing, First of four exams required to earn the CCNP, Cisco Certified Network Professional			2	Oct. 2002
m. Cisco Remote Access, Second of four exams required to earn the CCNP, Cisco Certified Network Professional			2	Oct. 2002
n. Cisco Multi-layer Switched Networks, Third of four exams required to earn the CCNP, Cisco Certified Network Professional			2	Oct. 2002
o. Cisco Advanced Inter-Network Troubleshooting, Fourth of four				

24

				2	Oct. 2002

Top row partial:

Credential					
exams required to earn the CCNP, Cisco Certified Network Professional				2	Oct. 2002

IV. MISCELLANEOUS Credential	Recommending Institution	Lower Division	Upper Division	Date Developed/ Reviewed
A. Criminal Justice Training Programs (Appendix 15)				

1. State Police Training Course
  a. After 1977
  b. Before 1976 (see appendix)
	WVSU / MU	13
		23-51
			18
			0
				1979 / 1996

2. Basic Police Training Course
  a. Before 1980
  b. 1980 and after
	WVSU	10
		20
			5
			0
				1979 / 1996

B. Mortuary Science Diploma plus licensure (Appendix 16)	MU	15 (Internship)	51	1977 / 1992
C. Credit from year one of selected Professional Schools (Law, Dentistry, Medicine, Veterinary Medicine, Podiatric Medicine, Optometry, Osteopathic Medicine, Chiropractic Education) for year four of RBA (Appendix 17)	WVU	0	38	1977
D. Magistrate Training Program (1984-2000 and 2002-present) (Appendix 18)		0 0	1.5 per session; 18 max.	1989 / 1991 / 2000 / 2001 / 2003

V. MISCELLANEOUS (CONTINUED) Credential	Recommending Institution	Lower Division	Upper Division	Date Developed/ Reviewed
E. Corrections Training (Appendix 20) *Awarded upon presentation of Academy Diploma, and internship certificate and upon completion of general education core (36 hrs) and additional 15 hrs. (See Appendix)*	WVUIT	30	0	2001
F. National Occupational Competency Testing Institute (NOCTI Exam) (Appendix 21)	WVUIT	15	15	1995
G. Certified Case Manager	WVU	0	12-18	1995

(Appendix 22)				
H. Graduate Record Examinations (GRE) Advanced Subject Tests (Appendix 24) *NOTE: Transcript should be reviewed by appropriate academic officer to avoid duplication of credit.*	WVUIT	3-12 *See Appendix*	0-18 *See Appendix*	1996
I. Fire Service Extension College Credit Manual (Appendix 29)	WVU	0-6 *See Appendix for specific course credits*	0-3 *See Appendix for specific course credits*	2004
J. Professional Land Surveying (Appendix 30)	GSC	44	0	2005
K. Mining Certifications (Appendix 31) *Surface or Apprentice Surface Miner* *Underground or Apprentice Underground Miner* *Certified Mine Electrician* *Prep-Plant Technician* *Coal Lab Technician* *Mine Foreman* *Foreman / Fireboss Certification* *Truck Driver* *Shot Firer* *Mine Rescue*	SWVCTC	3 5 6 3 2 6 6 1 1 1		2005

10/2006

26

Appendix VIII—Graduation Application

SOUTHERN WV COMMUNITY & TECHNICAL COLLEGE
SPRING 2009
GRADUATION APPLICATION
(PLEASE FILL IN COMPLETELY)

Please complete this form legibly and neatly to minimize errors. *The form is to be submitted to one of the campus Records Offices by* **November 3, 2008**. *If you miss this deadline, you will have to wait until the next year's graduation sequence.* If you have not provided all necessary information or satisfied all financial obligations, you will not graduate. This includes *official transcripts* from all previous colleges, library fines, bookstore fees, outgoing Southern transcript fees due, graduation application fee, etc.

		Southern ID#: **S**
First Name Middle Last Maiden	Birth Date:	
Mailing Address	Telephone:	
City State Zip Code	Email:	
Name to Appear on Diploma (**PRINT CLEARLY**):		
First Name Middle Last		

Program of Study	**List all previously Attended Colleges:**	**I will pick up my diploma at the:**
Degree/Certificate	1) *Southern WV Com Tech Coll*	____**Boone Campus**
to be awarded:	2)_____	____**Logan Campus**
____**Certificate**	3)_____	____**Williamson Campus**
____**Assoc Arts**	4)_____	____**Wyoming Campus**
____**Assoc Science**	5)_____	____**Eastern Campus**
____**Assoc App Science**	6)_____	____ **Kanawha Campus**

Are you interested in job placement services/job search skills? ___ Yes ___ No
If so, your name will be forwarded to Southern's Career Development Office; all information is kept confidential.

27

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 Associate in Applied
                                                 Science in Criminal Justice program at
                                                 the current level of activity in
                                                 accordance with the provisions of the
                                                 West Virginia Council for Community
                                                 and Technical College Education Title
                                                 135, Series 10, *Policy Regarding
                                                 Program Review.*

Staff Member: Charles "Donnie" Summers

Background:
During the 2008-2009 academic year a program review of the Associate in Applied
Science in Criminal Justice degree program was conducted by the Criminal Justice
Department. The department recommends the continuation of the program at the
current level of activity without corrective action. The Executive Council, Academic
Affairs Management Council and the Curriculum and Instruction committee concur with
this recommendation. The program meets or exceeds all the standards set for program
continuance by the Community and Technical College Council of the State of West
Virginia.

PROGRAM REVIEW
2008-2009
SOUTHERN WEST VIRGINIA COMMUNITY
AND TECHNICAL COLLEGE

Program: A.A.S. CRIMINAL JUSTICE   Date: January 16, 2009

INSTITUTIONAL RECOMMENDATION

Southern West Virginia Community and Technical College is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

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

_____ 2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs);

_____ 3. Identification of the program for further development (Identify areas and provide a rationale in your request);

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

_____ 5. Discontinuation of the program (See Policy 135, Series 10 and 11 of the Council for Community and Technical College Education).

Rationale for Recommendation: The Criminal Justice Associate in Applied Science degree program is a viable program that provides a quality education in the service area. There is adequate interest in the program, with graduates indicating strong satisfaction with the program, and a high rate of job placement. It is expected that enrollment will continue to justify the program's viability and that the demand for individuals in the criminal justice fields will continue to grow for student placement needs.

approved	*Charles D. Summers*	2-23-09
Recommendation:	Signature of Department Chair:	Date:
Approved	*Pamela L. Alderman*	2/23/09
Recommendation:	Signature of Dean:	Date:
accepted	*Cathy L. Smith-Cox*	23 FEB 09
Recommendation:	Signature of Vice President for Academic Affairs:	Date
Recommendation:	Signature of President:	Date
Recommendation:	Signature of Chair, Board of Governors:	Date

**Southern West Virginia Community and Technical College
Career and Technical Division, Criminal Justice Department
Criminal Justice, Associate in Applied Science Degree**

Program Review Summary

A.   Adequacy
- The curriculum adequately meets the required General Education Component; Criminal Justice courses meet the needs of area agencies.
- The program is adequately staffed with qualified faculty.
- The entrance requirements for students are consistent with Southern West Virginia Community and Technical College's standards.
- Graduates have been successful in the job market as well as pursuing the next educational level.
  Conclusion: Program meets and exceeds minimum adequacy requirements.

B.   Viability
- The number of students graduating from the program is acceptable and is expected to increase/continue through the next assessment period.
- Technology has been incorporated into the courses; use of the inter-active classroom to deliver courses college wide.
- Articulation agreements are in place for Criminal Justice program with West Virginia State University and Franklin University.
  Conclusion: The program meets minimum requirements for viability as a major.

C.   Necessity
- The Criminal Justice program meets both an educational and employment need.
  Conclusion: The program is a necessary program.
  Program Review Components

D.   Consistency with Mission
- The program does support the mission and vision of the institution.
- The program and/or core courses support *Southern's Compact.*
  Conclusion: The program is consistent with the Mission of the college.

Recommendation
  The Criminal Justice faculty recommends the continuation of the program at current level of activity without corrective action.

Southern West Virginia Community and Technical College
Career and Technical Division, Criminal Justice Department
Criminal Justice, Associate in Applied Science Degree

I. Program Title and Brief Description

The Criminal Justice Associate in Applied Science degree program has been a part of Southern West Virginia Community and Technical College's curricular offerings since the fall of 1976 when the degree program was first initiated at Southern. The program is designed to offer students who have little or no training or experience in criminal justice an opportunity to achieve skills and knowledge that will make them more marketable in the work force. In addition, it provides for those who are employed in the criminal justice field- - or would be helped by training in criminal justice- - an opportunity to increase their skills and knowledge. Classroom activities are planned to provide instruction related to the skills needed in the criminal justice field.

The criminal justice certificate option provides basic knowledge and training in the skills required for employment in the criminal justice field. This option is designed for persons who have little or no training or experience in law enforcement or corrections.

Knowledge and skills gained through this program typically prepare for, or upgrade persons in, the following occupations:

DOT Code	Description
375.263	Patrolman
377.263	Deputy Sheriff
189.167	Watchman/Guard
372.667	Corrections Officer
195.107	Parole/Probation Officer

II. SPECIALIZED ACCREDITATION INFORMATION

None

III. Program Statement on Adequacy, Viability, Necessity, and Consistency with

College Mission

A.   **Adequacy**
1.   **Curriculum (See Appendix I)**

The curriculum is a tailored blend of general education, career core, and program-specific criminal justice courses, arrived at through years of follow-up studies coupled with active Criminal Justice Advisory Committee review. The current program has two options: corrections and law enforcement.

Because of the new regional jails and proposed federal prison in the service area, the corrections option was upgraded and strengthened to provide students with the opportunity to acquire the qualifications and skills needed for these positions. Recent changes have strengthened the program by adding CJ 290, Internship in Criminal Justice to both the law enforcement and corrections options.

The structure of the program continues to meet the requirements of the various student populations regardless of post-graduation plans (e.g., immediate employment, pursuit of a bachelor's degree, etc.).

2.   **Faculty (See Appendix II)**

Two full-time program-specific faculty members and several adjunct faculty members accomplish the institutional mission within the Criminal Justice degree program. One full-time faculty member is tenured with 33 years of experience at Southern and 30 plus years of experience as a police officer, security officer, and private investigator. The other full-time faculty member is tenured with 11 years of experience at Southern. This faculty member has experience as an adjunct faculty member in Virginia, is a retired Virginia State Trooper, and has experience as a correctional officer in West Virginia. Nearly all the adjunct faculty members have experience in the criminal justice field as attorneys, police officers, private investigators, probation or parole officers, etc.

Academic rank of the full-time faculty includes one Associate Professor and one Assistant Professor. A vita is provided for each full-time faculty member in Appendix II. Also included with these is a semester listing for the last two years' faculty teaching load.

3.   **Students**
a.   Entrance Standards:
Institutional Standards:

Southern West Virginia Community and Technical College is an open-door admissions institution of higher education. This policy is based upon the recognized mission of the institution. Southern

admits as regular students those individuals with a GED or a high school diploma. Southern also admits as "conditional students" other persons who believe that they can benefit from a college education. All conditional students are evaluated individually by institutional officials and informed of the information required for admission to Southern.

All entering students must satisfy a General Math and English requirement or take transitional classes to bring their skills to prerequisite levels of performance. The ACT test can be used to evaluate student placement as can the ACCUPLACER test. The latter is available on each campus. (See Appendix III)

Student Abilities:
Students enter the Criminal Justice Program with varying degrees of ability. All applicants must submit a high school diploma or GED score report. Southern's Assessment program helps identify the students' strengths and weaknesses. Students must have scored at predefined levels on the ACT or on the ACCUPLACER to gain entrance into such classes as English 101 - English Composition and math courses. Some students have a criminal justice background through their work experience or at other colleges and others have no criminal justice background prior to enrolling at Southern. Students may have degrees in other fields and seek a career in criminal justice.

The following tables present the entrance ability statistics from three perspectives: High school GPA, GED scores, and ACT Results, and compares the entrance abilities of Criminal Justice students to all students at Southern.

Fall 2008	Total Students	High School GPA
Criminal Justice	45	2.70
SOUTHERN	3,333	2.89
Fall 2008	Total Students	GED Scores
Criminal Justice	2	46.50
SOUTHERN	31	50.29
Fall 2008	Total Students	ACT Results
Criminal Justice	45	16.47
SOUTHERN	3,464	18.77

Note: Most recent information available.

b. Exit Competencies:

Upon completion of the Criminal Justice program, the student will have an understanding of the criminal justice system and have acquired the various skills needed to work in law enforcement, corrections, or related fields.

Students are required to have an overall cumulative grade point average (CGPA) of 2.0, as well as a 2.0 CGPA within the Criminal Justice discipline. There are no required state or national qualifying exams required for graduates from this program. (No special certification exams are available.)

Upon completion of this program, all graduates will be able to:
- ✓ examine the functions of criminal law as it relates to the criminal justice system
- ✓ identify the various roles and functions of the professional in the criminal justice system
- ✓ describe the landmark cases that currently govern the rules of arrest, search, and seizure
- ✓ demonstrate basic skills in law enforcement/corrections
- ✓ apply current West Virginia law to various situations
- ✓ perform effective criminal justice techniques and methods
- ✓ demonstrate safe, effective use of weapons
- ✓ apply basic first aid techniques
- ✓ apply basic principles of human behavior
- ✓ investigate accident and crime scenes with proper documentation
- ✓ interview and interrogate suspects

4. **Resources:**

a. Financial:

The Criminal Justice program receives its funding through Southern's state appropriated funds and general revenue resources. The Criminal Justice program also receives funding from Perkins funds and the WIA program. The program does not have a special grant program.

b. Facilities:

Each campus provides a classroom equipped with tables and chairs that are conducive to criminal justice instruction. The Criminal Justice program uses interactive classroom to deliver instruction to all locations in the service area. The College has purchased investigative equipment and training videos for both the law enforcement and corrections options.

5. **Assessment Information: (See Appendix V Assessment Data)**

The Criminal Justice program has an approved Program Assessment Plan. The Plan includes a mission statement; goals and objectives;

linkage of goals and objectives to institutional commitments; assessment procedures to include a standard examination, assessment matrix, internship, employer surveys, and the WorkKeys examination. The assessment data is collected, evaluated, and conclusions drawn. The use of the results brings changes/revisions in courses, program curriculum, and assessment instruments where indicated.

Within the Criminal Justice program all evaluations are criterion referenced and instructional material is defined within the respective course syllabi. These documents are subject to annual departmental and advisory council review to ensure the validity of the criteria. Out-of-class assignments and examinations used as course-specific assessment devices are application oriented/simulations based upon the above referenced criteria.

The Criminal Justice program goals are assessed by the use of an assessment matrix tool. The tool allows each program goal to be assessed by evaluating student knowledge and abilities through in-class assignments and end of course projects. The success/failure of the students to complete Criminal Justice related functions is used to recommend changes in the course delivery process.

The ACT WorkKeys program provides an overall, normative referenced, achievement based, assessment instrument for students enrolled in occupational programs. Faculty members administer the test during the spring semester to all occupational program enrollees who have completed 60 or more semester credit hours, then forward the instruments to ACT for scoring. The instruments measure student attainment of academic proficiency in reading, writing, and math. The instrument was adopted for the 2000-2001 academic year. The Criminal Justice program began using a new assessment instrument - - The Criminal Justice Comprehensive Achievement Assessment - - which consists of an institutionally developed examination, targeted specifically at measuring program completion criteria in 2001. It is administered to all students enrolling in CJ 101 (first semester course of the curriculum) and again during the semester in which the student is a candidate for graduation. Tests are scored at the Department Chairperson level, and an item analysis performed to determine the content areas that prove most difficult for students. This information is evaluated and used to make changes to the Criminal Justice Program or course content.

The purpose and intent of the degree program is to prepare the student to enter directly into employment in a specific career. A proposal to require a West Virginia State Civil Service Exam as a graduation requirement is being considered at this time. The proposal would require that students take an entry level exam for a correctional officer or a police officer during the last semester of their course work. The goal of this test is to achieve

acceptance and place the student's name on the civil service register as an employment credential.

6. **Previous Program Review:**
The program was last reviewed for a five-year period in the Spring of 2004. After consideration of the preceding Criminal Justice Program Review, the following recommendation was put forward by the department and accepted by the college administration.

"Faculty recommended the continuation of the program at the current level of activity without corrective action. The Criminal Justice program is a viable program that provides a quality education in the service area. There is adequate student interest in the program, with graduates indicating strong satisfaction with the program and the placement rates are high. It is expected that enrollment will continue to justify the program's viability and that the demand for law enforcement and corrections officers will continue to grow for student placement needs."

7. **Advisory Committees:**
The Criminal Justice Advisory Committee has been active and has played an integral part in the development of the Criminal Justice Program at Southern. The committee meets annually. The meeting agenda is mailed in advance of the meeting, and members have an opportunity to make suggestions at the meeting, and at other times, prior to or after the scheduled meetings. Suggestions from, and critiques by this group have been instrumental in major or minor changes in the program through the years. In 2004, the advisory committee recommended adding CJ 290, Internship in Criminal Justice, as a required course for both the Law Enforcement and the Corrections option of the Criminal Justice Program. Members of the advisory committee have been among the most active recruiters of the program graduates.

8. **Strengths:**
   - A well satisfied graduate group
   - Success of graduates in the job market
   - Full-time faculty who are dedicated to program excellence
   - Access to electronic classrooms for all four campuses
   - Access to computer labs
   - Active and involved Advisory Committees
   - An experienced and qualified pool of adjunct instructors
   - An excellent source of internship work sites

   Weaknesses:
   - Low number of graduates compared to number declaring major
   - Lack of quantitative employer satisfaction data
   - Inability to track declared majors

9

These weaknesses are to be addressed in the following manner:

- ✓ The records of all students declaring Criminal Justice as a major will be reviewed:
    1. to determine if course offerings are at times that allow graduation within a reasonable time
    2. to identify part time students that would account for a later graduation date
    3. to maintain adequate records for the future that would insure moving students along at an adequate pace to graduate them at a faster rate if possible.

- ✓ An employer satisfaction survey has been developed and will be implemented with the next survey rotation.
- ✓ A tracking system will be developed to follow the Criminal Justice majors.

Graduate numbers over the past five years are reflected in the following chart:

CRIMINAL JUSTICE GRADUATES

YEAR	Certificate	A.A.S. Degree	Corrections*	Law Enforcement*
2003	15	20	7	13
2004	16	20	8	12
2005	17	22	11	11
2006	14	19	11	8
2007	12	13	5	8
Spring 2008	7	8	3	5
TOTALS	**81**	**102**	**45**	**57**

*Note: The 2008 numbers do not include the December 2008 Criminal Justice graduates.

B. **Viability:**
1. **Program Enrollments and Graduates: (See Appendix III** - Historical Enrollment Data)

The number of declared majors in the Criminal Justice program declined during this five-year cycle. This may be attributed to many variables, particularly the fluctuations in college-wide enrollments and regional population. However, the jobs outlook in the corrections area project an increase in demand for criminal justice graduates.

For each year, the Fall semester enrollments are historically higher than the Spring enrollments due to generally accepted variables (better weather, coincides with the beginning of the public school year, strong recruiting efforts, etc).

DECLARED CRIMINAL JUSTICE MAJORS

Year	Law Enforcement	Corrections	AAS	Certificate	Total
2003	30	17	11	3	61
2004	47	25	18	3	93
2005	46	27	5	0	78
2006	25	24	3	2	54
2007	20	25	0	1	46

Most recent information available

2. **Program Course Enrollment**: See Appendix IV – 5 years Enrollment Data by Course)
   Number of Graduates for Previous Five Years
   The number of program graduates has fluctuated over the five-year period but seems to have now leveled. The fluctuation is not, however, out of alignment with the variations in all programs which have occurred college-wide. Those completing the program seem to be about evenly divided as to the focus of their studies: 45 were Corrections; 57, Law Enforcement; and 81 completed the certificate program.

FIVE YEAR CRIMINAL JUSTICE COURSE ENROLLMENTS		
2003	Fall	275
2004	Spring	262
2004	Fall	286
2005	Spring	285
2005	Fall	288
2006	Spring	219
2006	Fall	204
2007	Spring	195
2007	Fall	199
2008	Spring	171
	5 year Total	2,384

3. **Program Course Enrollment**:
   Enrollment Projections: As the population forecast over the next five years is stable, college-wide enrollment is on the increase. The Criminal Justice

declared majors appear to have stabilized at around **66**. Interest in the program has increased at our two smaller campuses, and with the new federal correctional facility in McDowell/Wyoming due to open in January 2010, demand for correctional officers will increase.

Another factor that will help to increase enrollments is a need for trained individuals to work with the newly established Logan County Day Report Center, a new (to this area) concept incorporating alternative sentencing. The Day Reporting Center opened in Mingo County in 2008.

It is anticipated that the program will remain a successful program at the institution well into the future.   A positive influence on this program's health will be the national initiative of "Homeland Security" that has arisen because of the September 11, 2001 tragedy.

4.   **Service Courses:**
Criminal Justice courses are not currently required in any other major. However, two proposed programs (if approved) will require criminal justice courses. A Forensic Psychology program is included in the new Criminal Justice program. Also, the Business Department is working on a Para-legal program which will include several criminal justice courses.

5.   **Off-Campus/Distance Delivery Classes:**
At the present time criminal justice courses are offered at off-campus sites through the interactive classroom. The Criminal Justice Department is also in discussions with the Southwest Regional Jail to offer classes at the Holden facility.

6.   **Articulation Agreements (2+2, etc.)**
Currently, Southern's Criminal Justice program has a 2 + 2 formal articulation agreement with both West Virginia State University and Franklin University. These agreements are in addition to the existent statewide agreement for a course-by-course transfer of credit.

The West Virginia State University agreement is student driven.
The total number of hours required for the four-year degree is less than the traditional 128 - only 121. Franklin University offers the third year as a "bridge" between what the student has taken with us and what is needed with them. Those courses the student still needs may be taken with Southern. The last year is available to the student via Internet.

Because the North Central Association of Colleges and Schools Commission on Institutions of High Education accredits Southern West Virginia Community and Technical College, matriculating students find most courses are transferable to colleges within West Virginia and also to out-of-state institutions.

C.   Necessity:

According to the <u>U. S. Department of Labor's Bureau of Labor Statistics Occupational Outlook Handbook,</u> "the expected growth for police and detectives is expected to grow 11 percent over the 2006-16 decade, about as fast as the average for all occupations. A more security-conscience society and population growth will contribute to the increasing demand for police services.

Job prospects: Overall opportunities in local police departments will be <u>excellent</u> for individuals who meet the psychological, personal, and physical qualifications. In addition to openings from employment growth, many openings will be created by the need to replace workers who retire and those who leave local agencies for Federal jobs and private sector security jobs".

<u>The U.S. Department of Labor's Bureau of Labor Statistics Occupational Outlook Handbook</u> states, "Employment of correctional officers is expected to grow 16 percent between 2006 and 2016, faster than the average for all occupations. Increasing demand for correctional Officers will stem from population growth and rising rates of incarceration. Mandatory sentencing guidelines calling for longer sentences and reduced parole for inmates are a primary reason for historically increasing incarceration rates.

Job prospects: Job opportunities for correctional officers are expected to be <u>excellent</u>. The need to replace correctional officers who transfer to other occupations, retire, or leave the labor force, coupled with rising employment demand, will generate thousands of job openings each year".'

Further evidence of demand in the local job market is the need for qualified corrections officers in the state of West Virginia and the surrounding states. Demand for correctional officers is high in West Virginia and the surrounding states and is projected to remain that way for the future. New correctional facilities in southern West Virginia and eastern Kentucky have created a demand for correctional officers, and possible future new correctional facilities may increase the demand even more.

' Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2008-09 Edition, Police and Detective/Correctional Officer, on the internet at http://www.bls.gov/oco/ocos160.htm (visited September 29, 2008).

13

1. Graduates:
   Program graduates are in demand by area and regional criminal justice agencies, police departments, prisons, jails, substance abuse centers and other regulatory agencies. A new federal prison in McDowell/Wyoming County will need 214 correctional officers starting in 2010. On the latest Graduate Follow-up Survey only three students responded. All three are currently working, but not all are working in a criminal justice related field. Several recent criminal justice students are scheduled to graduate from a four-year college in December of 2008 and May of 2009. Annual salary ranges were: One less than $15,000; two $25,000 to 39,999. An informal tracking of students shows students are employed with the Logan County Sheriffs Department, Donald R. Kuhn Juvenile Center, Southwest Regional Jail, Logan Mingo Mental Health- Futures, Stevens Clinic Correctional Facility, Southern WV Physical Therapy and Sports Medicine, Marriott Hotels and Big Sandy Federal Prison in Inez, Kentucky.

2. Job Placement:
   While Southern does not have a formal placement office, one of the most positive aids to helping students find jobs that match their educational level is the program's required internship. Because of the quality of those experiences, students are able to seek the better paying positions for which they are qualified with greater confidence. Oftentimes, the internship experience turns into a job offer for the student.

D. **Consistency with Mission:**
    The Criminal Justice program supports the college's open door admission policy by admitting into the program any student who has college level skills in English and Math. The institution provides those students in need of remedial and transitional courses the services necessary to enable maximum student success.

    Another of Southern's mission statement relates to providing a path for students wishing to continue their education in pursuit of a higher degree. The Criminal Justice program provides student course work that can be applied toward baccalaureate degree at most four-year institutions. Several of our former students have obtained their bachelor's degree from several colleges and universities. Former students are working as police officers, probation and parole officers, as well as attorneys in West Virginia and Kentucky. Several recent graduates will receive their baccalaureate degree in May of 2009.

    Consistent with the college's mission, the Criminal Justice program curriculum prepares graduates for an extensive range of employment opportunities. Graduates historically experience considerable flexibility with regard to employment options as evidenced by the broad field of employers mentioned earlier. Often, students working in the Criminal Justice field will seek a degree in Criminal Justice to enhance their skills or position themselves for advancement with the agency for which they work.

Further compliance with the college's mission is effected via the program requirement relating to Humanities. Program requirements for written and oral communication skills necessitate an exposure to, and development of, fundamental sociological skills. Similarly, the requirement for cultural and behavioral coursework in sociology and psychology further broadens and enhances student's cultural consciousness.

Since the program was initiated in 1976, the Criminal Justice program has responded to the Criminal Justice Advisory Committee suggestions for skills needed for the various criminal justice agencies. Courses have been updated or revised and new courses added and older courses deleted in response to local needs.

The Criminal Justice program fulfills the Institution's Compact/Master Plan of Access to Higher Education by being the first step many students take toward a degree. Several area attorneys started their academic at Southern in the Criminal Justice program. Criminal Justice program faculty has participated in the Southern Mountains Regional Education Partnership Tech Prep (SMREP) Consortium and continues to work with the seamless curricula and Tech Prep programs. These efforts are directed at improving instructional programs in public schools and community colleges so students are better prepared for college or the world of work. The efforts also help coordinate the higher education delivery system, secondary school, and employment.

The Criminal Justice program participates in enhancing higher education teaching effectiveness and student learning through it's assessment program.

The Criminal Justice program is fulfilling the mission of making education and training accessible. The program now offers classes throughout the service area via the interactive classroom. The program has offered classes off-campus in McDowell County at the Stevens Clinic Correctional Facility in Welch, West Virginia. The program is in discussions with the Southwest Regional Jail about offering onsite classes at the jail.

Finally, the program incorporates elements of citizenship into its curricula. In the CJ 217 – Juvenile Justice – course students volunteer to help a youth group programs as a part of the course requirement.

Students are now provided the opportunity for internships, which place them in criminal justice agencies to smooth the transition from school to work, thereby coordinating even more the higher education delivery system.

The Criminal Justice program is highly visible in southern West Virginia. It is recognized by the community and businesses as a strong program.

Discontinuance of the Criminal Justice program would eliminate an important educational opportunity for students and would limit the institution's ability to fulfill its mission in southern West Virginia.

E. **Recommendation of Program Faculty and Division Faculty**
Faculty recommends the continuation of the program at the current level of activity without corrective action. The Criminal Justice program is a viable program that provides a quality education in the service area. There is adequate interest in the program, with graduates indicating strong satisfaction with the program, and a high rate of job placement. It is expected that enrollment will continue to justify the program's viability and that the demand for individuals in the criminal justice fields will continue to grow for student placement needs.

APPENDIX I
Curriculum

DEPARTMENT OF CRIMINAL JUSTICE
Associate in Applied Science
Minimum 67 Semester Hours

Purpose: The Division of Career and Technical Programs offers a Criminal Justice Program designed to prepare individuals for entry-level employment, and permit persons already employed in the field to upgrade their skills for advancement. Classroom activities are planned to provide instruction related to the skills needed in the criminal justice field. Knowledge and skills gained through this program typically prepare for, or upgrade persons in, the following occupations:

<div align="center">

Patrolman
Deputy Sheriff
Watchman/Guard
Corrections Officer
Parole/Probation Officer

</div>

All students in this program must complete a common general education core, a career support core, and an area of specialization. These are non-transfer programs designed for the career oriented student who desires to enter the job market after completion of the program or to enhance skills in his/her current employment. Southern has 2+2 transfer agreements with Franklin University and West Virginia State College. See your advisor of further transfer information.

CRIMINAL JUSTICE
CORRECTIONS OPTION
67 Semester Hours
Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course	No.	Title	Credit Hours
CJ	101		Criminal Justice Systems	3
CJ	102		Introduction to Corrections	3
CS	102		Computer Literacy	3
EN	101		English Composition I	3
MT			Math Elective	3
SO	200		Introduction to Sociology	3
OR	110		Introduction to College	1
			Total	**19**

FIRST YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours
CJ	217	Juvenile Justice & Delinquency	3
CJ	221	Community Corrections	3
EN	102	English Composition II	3
PY	201	General Psychology	3
SP	103	Speech Fundamentals	3
		Total	**15**

SECOND YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours
CJ	201	Criminal Procedure	3
CJ	223	Criminology	3
CJ	240	Correctional Procedure I	3
PS	201	American Government and Politics	3
		Restricted Elective	3
		Total	**15**

SECOND YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours
CJ	202	Criminal Law	3
CJ	241	Correctional Procedure II	3
CJ	250	Ethics in Criminal Justice	3
CJ	290	Internship in Criminal Justice	3
AH	124	CPR	1
AH	122	First Aid	2
		Restricted Elective	3
		Total	**18**
		Total Hours	**67**

Restricted Elective: Art, Biological Science, Chemistry, Communication in Business (BU 205), Criminal Justice, Music, Physical Science, Political Science, Psychology, Beginning Keyboarding (OA 103), Intermediate Keyboarding (OA 104), Spanish, or Sociology.

CRIMINAL JUSTICE
LAW ENFORCEMENT OPTION
67 Credit Hours
Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours
CJ	101	Criminal Justice Systems	3
CJ	103	Introduction to Law Enforcement	3
CS	102	Computer Literacy	3
EN	101	English Composition I	3
MT		Math Elective	3
SO	200	Introduction to Sociology	3
OR	110	Introduction to College	1
		Total	**19**

FIRST YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours
CJ	213	Criminal Investigation	3
CJ	280	Traffic Law and Enforcement	3
EN	102	English Composition II	3
PY	201	General Psychology	3
SP	103	Speech Fundamentals	3
		Total	**15**

SECOND YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours
CJ	201	Criminal Procedure	3
CJ	203	Criminal Evidence	3
CJ	223	Criminology	3
PS	201	American Government and Politics	3
		Restricted Elective	3
		Total	**15**

SECOND YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours
CJ	202	Criminal Law	3
CJ	230	Pistol and Personal Protection	3
CJ	250	Ethics in Criminal Justice	3
CJ	290	Internship in Criminal Justice	3
AH	124	CPR	1
AH	122	First Aid	2
		Restricted Elective	3
		Total	**18**
		Total Hours	**67**

*Restricted Elective: Art, Biological Science, Chemistry, Communication in Business (BU 205), Criminal Justice, Music, Physical Science, Political Science, Psychology, Beginning Keyboarding (OA 103), Intermediate Keyboarding (OA104), Spanish, or Sociology.

Criminal Justice Program

CJ 101 Criminal Justice Systems (F)
3 Semester Hours
EN 101 is highly recommended but not required.
Examines in detail the criminal justice system of the United States including the role of police, the judiciary, and correctional systems. Also involves an analysis of the agencies involved in the processes of administration of criminal justice. Examines the development of modern correctional concepts and standards dealing with correctional administration. The course will further examine the various correctional systems, with special emphasis on treatment and rehabilitation.

CJ 102 Introduction to Corrections (F)
3 Semester Hours
This course is a comprehensive course in Spread Sheets. Students will be prepared for the MOUS objectives for MS Excel. Emphasis is placed on student ability to understand the command and operations of the software. This course is not recommended for students who have no computer experience.

CJ 103 Introduction to Law Enforcement (F)
3 Semester Hours
EN 101 is highly recommended but not required.
Surveys law enforcement today: the role, history, development, and constitutional aspects of law enforcement and public safety. Emphasis is placed upon police functions and the techniques, purposes, objectives, and theories of police science.

CJ 201 Criminal Procedure (F)
3 Semester Hours
EN 101 is highly recommended but not required.
The Constitutional aspects of arrest, search and seizure are considered together with interrogation and confession, self- incrimination and right to counsel. Students will learn rules of evidence as these apply to law enforcement officers in the performance of their investigatory duties and testimony in court.

CJ 202 Criminal Law (S)
3 Semester Hours
EN 101 is highly recommended but not required.
An examination of the element of statutory felonies and misdemeanors, both state and federal, emphasizing West Virginia criminal status and procedures.

CJ 203 Criminal Evidence (F)
3 Semester Hours
EN 101 is highly recommended but not required.
This course is designed as an introductory course in criminal evidence. This course will help the student understand the requirements needed to admit evidence in a criminal court proceeding.

CJ 213 Criminal Investigation (S)
3 Semester Hours

EN 101 is highly recommended but not required.
Explores the fundamental principles and concepts of investigation. Method of investigation, search of the crime scene, collection and preservation of evidence. Interviews and interrogations, sources of information, techniques of surveillance, stakeouts and raids.

CJ 217 Juvenile Justice and Delinquency (S)
3 Semester Hours

EN 101 is highly recommended but not required. Explores the historical context of delinquency; the changing legal environment, including major court decisions that have transformed the juvenile justice system, including descriptions and discussions of juvenile delinquency prevention and control programs.

CJ 221 Community Corrections (F)
3 Semester Hours

EN 101 is highly recommended but not required.
Examination of community treatment in the correctional process; contemporary usage of presentence investigation, selection, supervision and release of probationers and parolees. Study of the process as related to both adults and juveniles.

CJ 223 Criminology (F)
3 Semester Hours

Prerequisite: SO 200. EN 101 is highly recommended but not required.
Investigates the theories of crime, including a review of the various types, causes, consequences, and controls of human behavior.

CJ 226/PY 226 Abnormal Psychology (F)
3 Semester Hours

Prerequisite: EN 090, EN 099 **OR** minimum acceptable test scores for placement in college-level English. This course will deal with the abnormal behavioral patterns found in individuals. This course will deal with the psychological and legal issues found in dealing with an individual who has abnormal behavior and/or an addictive behavior.

CJ 230 Pistol and Personal Protection (S)
3 Semester Hours

EN 101 is highly recommended but not required.
This course is open to all people, but is of special interest to those considering a career in law enforcement, corrections, security, or private investigation. This course will teach the basic attitudes, knowledge, and skills necessary to own, store, and use a firearm safely. The primary focus is handgun safety and the legal provisions, moral aspects, physical, and legal issues inherent in the philosophy of the use of deadly force will be addressed.

CJ 240 Correctional Procedure I (F)
3 Semester Hours
EN 101 is highly recommended but not required.
This course covers the procedures used to control and care for the correctional client at various security levels within a correctional institution. Topics include interior and exterior security, inmate and cell searches, contraband, cell extraction, and supervision of inmates.

CJ 241 Correctional Procedure II (S)
3 Semester Hours
Prerequisite: CJ 240.
A continuation of CJ 240. Topics include inmate discipline, handling of aggressive inmates, hostage situations, health issues, inmate tricks, suicidal inmates, and transportation of inmates.

CJ 250 Ethics in Criminal Justice (S)
3 Semester Hours
EN 101 is highly recommended but not required.
This course will discuss the philosophical and practical dilemmas surrounding the modern criminal justice system, including the police, courts, and correctional sub-systems.

CJ 275 Special Topics in Criminal Justice (O)
3 Semester Hours
Prerequisite: Permission of Department Chair. EN 101 is highly recommended but not required. Presents courses in Criminal Justice which the College expects to offer only once or occasionally in response to specific needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Criminal Justice.

CJ 280 Traffic Law and Enforcement (S)
3 Semester Hours
EN 101 is highly recommended but not required.
A course designed to evaluate the varied and complex traffic law system, emphasizing the West Virginia Traffic Code.

CJ 290 Internship in Criminal Justice (F/S)
3-12 Semester Hours
EN 101 is highly recommended but not required.
This course provides students an opportunity to work in a criminal justice agency and to observe the day-to-day operation of the agency. This internship will allow the student to relate formal classroom learning to an actual work experience.

APPENDIX II
Faculty

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Charles D. Summers   Rank: Associate Professor

Check one: Full-time X   Part-time_____   Adjunct_____
              Graduate Assistant_____
Highest degree earned   B. A.   Conferred by Marshall University_____
Date degree received May 1975   Area of specialization Social Studies_____

Professional registration/licensure_____NA_____
Years of employment at present institution____32_____
Years of employment in higher education ____32_____
Years of related experience outside higher education_____1_____
Non-teaching experience_____36_____
To determine compatibility of credentials with assignment:

   (a).   List courses you taught this year those you taught last year: (If you
           participated in team-taught course, indicate each of them and what
           percent of courses you taught.) For each course include year and
           semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment

                    (SEE ATTACHED SHEET)

   (b).   If degree is not in area of current assignment, explain. NA

           I have a teaching degree from Marshall University and 27 hours of
           graduate work at Marshall University and Morehead State University. I
           have 36 years of related experience as a police officer, security officer,
           and private investigator.

   (c).   Identify your professional development activities during the past five years.
           Pistol Qualification (October 2005)

   (d).   List awards/honors (including invitations to speak in your area of
           expertise) or special recognitions in the last five years.
           Appointed to the Logan Day Reporting Center Board of Advisors

   (e).   Indicate any other activities which have contributed to effective teaching.
           West Virginia Law Enforcement Officers Instructors Certificate.
           2003 Savas Outstanding Faculty Award

(f).   List professional books/papers published during the last five years.
Prepared study guide for CJ 240/241 –Correctional Procedure
Prepared a CJ 290 Internship Handbook.

(g).   List externally funded research (grants and contracts) during the last five
years. None

Southern West Virginia Community and Technical College
Criminal Justice Schedule
Donnie Summers, Associate Professor
Fall 2006 - Spring 2008

Year/Semester	Course #	Course Title	Enrollment
Fall 2006	CJ 101	Criminal Justice Systems	16
	CJ 103	Introduction to Law Enforcement	8
	CJ 201	Criminal Procedure	18
	CJ 203	Criminal Evidence	11
	CJ 223	Criminology	14
	CJ 290	Internship in Criminal Justice	10
			Total 77
Spring 2007	CJ 241	Correctional Procedures II	10
	CJ 202	Criminal Law	17
	CJ 213	Criminal Investigation	19
	CJ 217	Juvenile Delinquency	14
	CJ 280	Traffic Law & Enforcement	13
	CJ 290	Internship in Criminal Justice	6
			Total 79
Fall 2007	CJ 101	Criminal Justice Systems	15
	CJ 103	Introduction to Law Enforcement	12
	CJ 201	Criminal Procedure	14
	CJ 203	Criminal Evidence	14
	CJ 223	Criminology	9
	CJ 240	Correctional Procedures I	9
	CJ 290	Internship in Criminal Justice	3
			Total 76
Spring 2008	CJ 202	Criminal Law	12
	CJ 213	Criminal Investigation	14
	CJ 217	Juvenile Delinquency	11
	CJ 280	Traffic Law & Enforcement	10
	CJ 290	Internship in Criminal Justice	7
			Total 54

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Roy Bolen_____   Rank: Assistant   Professor

Check one: Full-time X_____   Part-time_____   Adjunct_____
          Graduate Assistant_____
Highest degree earned ___Ph.D.___   Conferred by Hamilton University_____
Date degree received _8/1/2002_____ Area of specialization Criminal Justice _____
                                                                Management_____

_____
Professional registration/licensure_____ Certified Police Officer/Licensed FAA _____
Helicopter/Airplane Pilot_____
Years of employment at present institution____11_____
Years of employment in higher education _____16_____
Years of related experience outside higher education_____27_____
Non-teaching experience_____27_____
To determine compatibility of credentials with assignment:

   (a).   List courses you taught this year those you taught last year: (If you
          participated in team-taught course, indicate each of them and what
          percent of courses you taught.) For each course include year and
          semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment

          (SEE ATTACHED SHEET)

   (b).   If degree is not in area of current assignment, explain. NA

   (c).   Identify your professional development activities during the past five years.
          Certified as a Magistrate/Judge by the Virginia Supreme Court for the 23rd
          Judicial District of Virginia.

   (d).   List awards/honors (including invitations to speak in your area of
          expertise) or special recognitions in the last five years.
          Member of the Community Advisory Board for the Federal Bureau of
          Prisons, Beckley Institution. Department of Defense "Legion of Merit"
          August 2006. Retired from US Army Reserves in June 2008 with a total of
          35 years of service as a Colonel, Master Aviator.

   (e).   Indicate any other activities which have contributed to effective teaching.
          Department of Justice Training Seminar in October 2007.

(f).   List professional books/papers published during the last five years. NA

(g).   List externally funded research (grants and contracts) during the last five years. NA

Southern West Virginia Community and Technical College
Criminal Justice Schedule
Roy Bolen, Assistant Professor
Fall 2006 - Spring 2008

Year/Semester	Course #	Course Title	Enrollment
Fall 2006	CJ 102	Introduction to Corrections	12
	CJ 223	Criminology	8
	CJ 240	Correctional Procedures I	21
	CJ 201	Criminal Procedure	8
	CJ 203	Criminal Evidence	13
	CJ 202	Criminal Law	1
			Total 63
Spring 2007	CJ 202	Criminal Law	21
	CJ 250	Ethics in Criminal Justice	26
	CJ 280	Traffic Law & Enforcement	11
	CJ 217	Juvenile Delinquency	5
	CJ 221	Community Corrections	3
	CJ 240	Correctional Procedures I	1
	CJ 290	Internship in Criminal Justice	2
			Total 69
Fall 2007	CJ 101	Criminal Justice Systems	21
	CJ 103	Introduction to Law Enforcement	2
	CJ 203	Criminal Evidence	12
	CJ 240	Correctional Procedures I	5
	CJ 290	Internship in Criminal Justice	3
	CJ 223	Criminology	9
			Total 52
Spring 2008	CJ 202	Criminal Law	10
	CJ 217	Juvenile Delinquency	13
	CJ 241	Correctional Procedures II	7
	CJ 250	Ethics in Criminal Justice	21
	CJ 280	Traffic Law & Enforcement	12
	CJ 290	Internship in Criminal Justice	4
			Total 67

Faculty Data

(No more than TWO pages per faculty member)

Name: Sabrina Amick_____   Rank:_Adjunct Faculty_____

Check one: Full-time ____   Part-time ____   Adjunct _X__
              Graduate Assistant_____
Highest degree earned ___J.D.___   Conferred by_____NA_____
Date degree received _____NA___   Area of specialization _____NA_____

Professional registration/licensure_____NA_____
Years of employment at present institution____NA_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_____NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

   (a).   List courses you taught this year those you taught last year: (If you
           participated in team-taught course, indicate each of them and what
           percent of courses you taught.) For each course include year and
           semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
              (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

   (b).   If degree is not in area of current assignment, explain. NA

   (c).   Identify your professional development activities during the past five years.
           NA
   (d).   List awards/honors (including invitations to speak in your area of
           expertise) or special recognitions in the last five years. NA

   (e).   Indicate any other activities which have contributed to effective teaching.
           NA
   (f).   List professional books/papers published during the last five years.
           NA
   (g).   List externally funded research (grants and contracts) during the last five
           years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Gregory Bishop   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct X__
            Graduate Assistant_____
Highest degree earned ___B.A.___   Conferred by_Marshall University____
Date degree received _Aug 18, 1989_____   Area of specialization Law Enforcement
                                                          and Psychology_

_____
Professional registration/licensure_____NA_____
Years of employment at present institution____NA_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_____NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

(a).   List courses you taught this year those you taught last year: (If you
        participated in team-taught course, indicate each of them and what
        percent of courses you taught.) For each course include year and
        semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment

            (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

(b).   If degree is not in area of current assignment, explain. NA

(c).   Identify your professional development activities during the past five years.
        NA
(d).   List awards/honors (including invitations to speak in your area of
        expertise) or special recognitions in the last five years. NA

(e).   Indicate any other activities which have contributed to effective teaching.
        NA
(f).   List professional books/papers published during the last five years.
        NA
(g).   List externally funded research (grants and contracts) during the last five
        years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Charles Brown____   Rank:____Adjunct Faculty_____

Check one: Full-time ___   Part-time___   Adjunct X__
            Graduate Assistant_____
Highest degree earned __M.A.__   Conferred by_____University of WV College__
                                                  ___of Graduate Studies_____
Date degree received ____May 12, 1990_____Area of specialization ____Arts_____

Professional registration/licensure_____NA_____
Years of employment at present institution____Adjunct Only_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

- (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
                (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

- (b).   If degree is not in area of current assignment, explain. NA

- (c).   Identify your professional development activities during the past five years. Director of Mason County Children's Home from 1981-1982.

- (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. NA

- (e).   Indicate any other activities which have contributed to effective teaching. Adult Probation Officer for Logan County for 65 to 75 adults. Protective Service Worker for Department of Human Services managing 35 to 45 families.

- (f).   List professional books/papers published during the last five years. NA

- (g).   List externally funded research (grants and contracts) during the last five years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: _____James Cadle_____   Rank: _Adjunct Faculty_____

Check one: Full-time ___   Part-time___   Adjunct _X__

        Graduate Assistant_____
Highest degree earned __M.A.__   Conferred by_Marshall University_____
Date degree received _Dep 15, 1998_____Area of specialization _Psychology_____
_____
Professional registration/licensure_____Psychologist_____
Years of employment at present institution____Adjunct only_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_12 years_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

    (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
        (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

    (b).   If degree is not in area of current assignment, explain. NA

    (c).   Identify your professional development activities during the past five years. Psychologist for Underwood & Associates
    (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
        NA
    (e).   Indicate any other activities which have contributed to effective teaching. Director of Substance Abuse Therapies for Krieg and Associates for Paul Weise, PHD. from 1997 to 1999.
    (f).   List professional books/papers published during the last five years.
        NA
    (g).   List externally funded research (grants and contracts) during the last five years. NA

APPENDIX II
Faculty Data
(No more than TWO pages per faculty member)

Name: Elizabeth Collier   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct X__

          Graduate Assistant_____
Highest degree earned ___M.A.___   Conferred by_____Marshall University___
Date degree received December 15, 1989   Area of specialization Sociology and____
                                                            Counseling_____

_____
Professional registration/licensure_____Professional Counselor # 881_____
                              Licensed Social Worker # 390652_____
Years of employment at present institution____Adjunct Only_____
Years of employment in higher education ____NA_____
Years of related experience outside higher education_____17 years_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

    (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
          (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

    (b).   If degree is not in area of current assignment, explain. NA

    (c).   Identify your professional development activities during the past five years.

    (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
Alpha Kappa Delta Honor Society (Sociology), Sigma Tau Delta Honor Society (Literature),Psi Chi Honor Society (Psychology), Chi Sigma Iota Honor Society (Counseling)

    (e).   Indicate any other activities which have contributed to effective teaching.
Skilled in Psychological research and program designs

    (f).   List professional books/papers published during the last five years.
My articles were published in lay audience magazines.

    (g).   List externally funded research (grants and contracts) during the last five years. NA

(No more than TWO pages per faculty member)

Name: Kathy Downey   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct _X__
            Graduate Assistant_____
Highest degree earned ___J.D.___   Conferred by_____NA_____
Date degree received ____NA____   Area of specialization ____NA_____

Professional registration/licensure_____NA_____
Years of employment at present institution____NA_____
Years of employment in higher education ____NA_____
Years of related experience outside higher education_____N A_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

   (a).   List courses you taught this year those you taught last year: (If you
          participated in team-taught course, indicate each of them and what
          percent of courses you taught.) For each course include year and
          semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
              (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

   (b).   If degree is not in area of current assignment, explain. NA

   (c).   Identify your professional development activities during the past five years.
          NA
   (d).   List awards/honors (including invitations to speak in your area of
          expertise) or special recognitions in the last five years.
          NA
   (e).   Indicate any other activities which have contributed to effective teaching.
          NA
   (f).   List professional books/papers published during the last five years.
          NA
   (g).   List externally funded research (grants and contracts) during the last five
          years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: <u>Theresa Ferguson Morgan</u>   Rank: <u>Adjunct Faculty</u>

Check one: Full-time <u>   </u>   Part-time<u>   </u>   Adjunct<u> X </u>
                  Graduate Assistant<u>   </u>
Highest degree earned <u>   M.A.   </u>   Conferred by<u> Marshall University   </u>
Date degree received <u>   May 9, 1998   </u>   Area of specialization <u>Correctional   </u>
                                                                                              <u>Counseling   </u>

<u>   </u>
Professional registration/licensure<u>   NA   </u>
Years of employment at present institution<u>   NA   </u>
Years of employment in higher education <u>   NA   </u>
Years of related experience outside higher education<u>   3 years   </u>
Non-teaching experience<u>   NA   </u>
To determine compatibility of credentials with assignment:

- (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>   <u>Course Number and Title</u>   <u>Enrollment</u>
                  (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

- (b).   If degree is not in area of current assignment, explain. NA

- (c).   Identify your professional development activities during the past five years. Correctional counseling for the Logan County public administration with juvenile and adult offenders.

- (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. NA

- (e).   Indicate any other activities which have contributed to effective teaching. Three years experience with Probation and Parole dealing with adult probationers and investigation reports.

- (f).   List professional books/papers published during the last five years. NA
- (g).   List externally funded research (grants and contracts) during the last five years. NA

(No more than TWO pages per faculty member)

Name: Mathew Maxwell Hatfield   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct__ X __

          Graduate Assistant_____
Highest degree earned ___J.D.___   Conferred by West Virginia University
Date degree received _2000_   Area of specialization ____Law____

Professional registration/licensure_____NA
Years of employment at present institution____NA
Years of employment in higher education ____NA
Years of related experience outside higher education_____NA
Non-teaching experience____NA
To determine compatibility of credentials with assignment:

(a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
          (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

(b).   If degree is not in area of current assignment, explain. NA

(c).   Identify your professional development activities during the past five years. NA

(d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
          Fall 1997 and Spring 2008 Book award for Legal Research and Writing from Ohio Northern University College of Law.

(e).   Indicate any other activities which have contributed to effective teaching.
          Earned a B.S Business Administration degree (Cum Laude), from the University of Charleston.

(f).   List professional books/papers published during the last five years.
          Eagle Scout Boy Scouts of America.

(g).   List externally funded research (grants and contracts) during the last five years. NA

Faculty Data

(No more than TWO pages per faculty member)

Name: _____Brady Keyser_____   Rank: _Adjunct Faculty_____

Check one: Full-time ___   Part-time___   Adjunct__X__

            Graduate Assistant_____
Highest degree earned ___A.A.S ._____Conferred by _Southern_____
Date degree received _May 13, 1995_____Area of specialization Criminal Justice___

_____
Professional registration/licensure_____National Rifle Association 1993___
Years of employment at present institution____NA_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

   (a).   List courses you taught this year those you taught last year: (If you
          participated in team-taught course, indicate each of them and what
          percent of courses you taught.) For each course include year and
          semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
                (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

   (b).   If degree is not in area of current assignment, explain. NA

   (c).   Identify your professional development activities during the past five years.
          NA
   (d).   List awards/honors (including invitations to speak in your area of
          expertise) or special recognitions in the last five years.
          NA
   (e).   Indicate any other activities which have contributed to effective teaching.
          NA
   (f).   List professional books/papers published during the last five years. NA

   (g).   List externally funded research (grants and contracts) during the last five
          years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: <u>Douglas Koscianski</u>   Rank:<u> Adjunct Faculty</u>

Check one: Full-time <u>   </u>   Part-time<u>   </u>   Adjunct<u> X </u>

          Graduate Assistant<u>   </u>
Highest degree earned <u> B.A. </u> Conferred by<u> Duquesne University   </u>
Date degree received <u> May 12, 1990   </u>Area of specialization <u>Arts and Science </u>

<u>   </u>
Professional registration/licensure<u>   NA   </u>
Years of employment at present institution<u>   NA   </u>
Years of employment in higher education <u>   NA   </u>
Years of related experience outside higher education<u>   NA   </u>
Non-teaching experience<u>   NA   </u>
To determine compatibility of credentials with assignment:

    (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>   <u>Course Number and Title</u>   <u>Enrollment</u>
          (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

    (b).   If degree is not in area of current assignment, explain. NA

    (c).   Identify your professional development activities during the past five years. NA

    (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. NA

    (e).   Indicate any other activities which have contributed to effective teaching. NA

    (f).   List professional books/papers published during the last five years. NA

    (g).   List externally funded research (grants and contracts) during the last five years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Wallace Looney   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct__X__

            Graduate Assistant_____
Highest degree earned ___B.A.___   Conferred by_____NA_____
Date degree received _____   Area of specialization _____

Professional registration/licensure_____NA_____
Years of employment at present institution_____NA_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_____NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
                (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

- (b). If degree is not in area of current assignment, explain. NA

- (c). Identify your professional development activities during the past five years. NA
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. NA

- (e). Indicate any other activities which have contributed to effective teaching. NA
- (f). List professional books/papers published during the last five years. NA

- (g). List externally funded research (grants and contracts) during the last five years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Robert McComas   Rank: Adjunct Faculty

Check one: Full-time _____   Part-time_____   Adjunct__X__

          Graduate Assistant_____
Highest degree earned Board of Regents BA   Conferred by Bluefield State
Date degree received   May 15, 1993   Area of specialization Social Deviance

Professional registration/licensure   NA
Years of employment at present institution   NA
Years of employment in higher education   NA
Years of related experience outside higher education   NA
Non-teaching experience   NA
To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
          (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

- (b). If degree is not in area of current assignment, explain. NA

- (c). Identify your professional development activities during the past five years. NA

- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. NA

- (e). Indicate any other activities which have contributed to effective teaching. NA

- (f). List professional books/papers published during the last five years. NA

- (g). List externally funded research (grants and contracts) during the last five years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Teddy L. Riffe   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct__X__

               Graduate Assistant_____
Highest degree earned ___A.A.S.___   Conferred by_____NA_____
Date degree received _____   Area of specialization _____

Professional registration/licensure_____National Rifle Association 2006___
Years of employment at present institution____NA_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_____NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

(a).   List courses you taught this year those you taught last year: (If you
        participated in team-taught course, indicate each of them and what
        percent of courses you taught.) For each course include year and
        semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
                (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

(b).   If degree is not in area of current assignment, explain. NA

(c).   Identify your professional development activities during the past five years.
        NA
(d).   List awards/honors (including invitations to speak in your area of
        expertise) or special recognitions in the last five years.
        NA
(e).   Indicate any other activities which have contributed to effective teaching.
        NA
(f).   List professional books/papers published during the last five years.
        NA
(g).   List externally funded research (grants and contracts) during the last five
        years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Jeffrey Shumate_____   Rank:_ Adjunct Faculty_____

Check one: Full-time ___   Part-time___   Adjunct__X__

          Graduate Assistant_____
Highest degree earned ___M.A.___   Conferred by_WV Graduate College____
Date degree received ____May 8, 1999_   Area of specialization Secondary_____
                                                                        Education_____

_____
Professional registration/licensure_____NA_____
Years of employment at present institution____NA_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

(a).   List courses you taught this year those you taught last year: (If you
        participated in team-taught course, indicate each of them and what
        percent of courses you taught.) For each course include year and
        semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
          (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

(b).   If degree is not in area of current assignment, explain. NA

(c).   Identify your professional development activities during the past five years.
        NA
(d).   List awards/honors (including invitations to speak in your area of
        expertise) or special recognitions in the last five years.
        NA
(e).   Indicate any other activities which have contributed to effective teaching.
        NA
(f).   List professional books/papers published during the last five years.
        NA
(g).   List externally funded research (grants and contracts) during the last five
        years. NA

Southern West Virginia Community and Technical College
Criminal Justice
Adjunct Faculty and Courses
Fall 2003 - Spring 2008

Year/Semester	Number	Instructor	Class Title	Enrollment
Spring 2004	CJ 202	Sabrina Amick	Criminal Law	**26**
Fall 2003	CJ 103 CJ 223	Gregory Allen Bishop	Introduction to Law Enforcement Criminology	31 <u>13</u> **44**
Fall 2003 Spring 2004 Fall 2004 Spring 2005 Fall 2005 Fall 2006 Spring 2007 Fall 2007 Spring 2008	CJ 102 CJ 221 CJ 102 CJ 221 CJ 102 CJ 102 CJ 221 CJ 102 CJ 221	Charles E. Brown	Introduction to Corrections Community Corrections Introduction to Corrections Community Corrections Introduction to Corrections Introduction to Corrections Community Corrections Introduction to Corrections Community Corrections	12 9 9 20 5 9 9 15 <u>8</u> **96**
Fall 2003 Fall 2004 Fall 2005 Fall 2006	CJ 226	James Cadle	Abnormal Psychology Abnormal Psychology Abnormal Psychology Abnormal Psychology	10 10 5 <u>5</u> **30**
Fall 2007	CJ 226	Elizabeth Collier	Abnormal Psychology	**14**

Southern West Virginia Community and Technical College
Criminal Justice
Adjunct Faculty and Courses
Fall 2003 – Spring 2008

Year/Semester	Number	Instructor	Class Title	Enrollment
Fall 2003	CJ 223 CJ 101	Kathy Downey	Criminology Criminal Justice Systems	7 <u>10</u> **17**
Spring 2004	CJ 217	Theresa Ferguson Morgan	Juvenile Delinquency	**6**
Spring 2004	CJ 213	Matthew Maxwell Hatfield	Criminal Investigation	**19**
Fall 2003	CJ 230	Brady Keyser	Pistol and Personal Protection	14
Spring 2004			Pistol and Personal Protection	10
Fall 2004			Pistol and Personal Protection	16
Spring 2005			Pistol and Personal Protection	10
Fall 2005			Pistol and Personal Protection	17
Spring 2006			Pistol and Personal Protection	13
Fall 2006			Pistol and Personal Protection	12
Spring 2007			Pistol and Personal Protection	6
Fall 2007			Pistol and Personal Protection	9
Spring 2008			Pistol and Personal Protection	<u>11</u> **118**

Year/Semester	Number	Instructor	Class Title	Enrollment
Spring 2004	CJ 217	Douglas R. Koscianski	Juvenile Delinquency	**22**
Spring 2004	CJ 213	Wallace E. Looney	Criminal Investigation	23
Fall 2004	CJ 223		Criminology	9
Spring 2005	CJ 202		Criminal Law	31
Fall 2005	CJ 101		Criminal Justice Systems	13
Spring 2006	CJ 103		Introduction to Law Enforcement	6
Fall 2006	CJ 250		Ethics in Criminal Justice	14
	CJ 101		Criminal Justice Systems	15
	CJ 280		Introduction to Law Enforcement	9
Fall 2007	CJ 202		Criminal Law	11
	CJ 201		Criminal Procedures	<u>14</u> **145**
Spring 2004	CJ 280	Robert McComas	Traffic Law and Enforcement	**31**
Spring 2007	CJ 230	Teddy L. Riffe	Pistol and Personal Protection	5
Spring 2008	CJ 213		Criminal Investigation	18
	CJ 221		Community Corrections	<u>12</u> **35**
Fall 2003	CJ 102	Jeffrey Shumate	Introduction to Corrections	11
	CJ 203		Criminal Evidence	25

Spring 2004	CJ 217	Jeffrey Shumate	Juvenile Delinquency	17
Fall 2004	CJ 203		Criminal Evidence	21
Spring 2005	CJ 217		Juvenile Delinquency	17
Fall 2005	CJ 103		Introduction to Law Enforcement	12
Spring 2006	CJ 213		Criminal Investigation	19
	CJ 217		Juvenile Delinquency	13
Fall 2006	CJ 103		Introduction to Law Enforcement	15
Spring 2007	CJ 213		Criminal Investigation	19
	CJ 217		Juvenile Delinquency	13
Fall 2007	CJ 103		Introduction to Law Enforcement	<u>17</u> **199**

APPENDIX III
Student and
Graduate Data

AAS Criminal Justice High School GPA Averages
Fall 2003 through Spring 2007

Major	Year	Total
AAS Corrections	2003	2.59
	2004	2.44
	2005	2.47
	2006	2.55
	2007	2.52
Corrections	Average	2.51
AAS Law Enforcement	2003	2.68
	2004	2.95
	2005	2.91
	2006	2.87
	2007	2.89
Law Enforcement	Average	2.86

Criminal Justice Student Count for Fall 2003- Spring 2007
Semesters Average High School GPA

AAS Programs	Academic Year				
	2003	2004	2005	2006	2007
Crim Justice-Corrections-AAS	14	19	23	23	16
Crim Just-Law Enforcement-AAS	26	31	26	22	16

Criminal Justice Averages

Academic Year	Major	Description	Count	Avg Score
2003	Crim Justice-Corrections-AAS	Accu Arithmetic	11	48.27
2003	Crim Justice-Corrections-AAS	Accu Elementary Algebra	12	32.75
2003	Crim Justice-Corrections-AAS	Accu Reading	14	71.43
2003	Crim Justice-Corrections-AAS	Accu Sentence Skills	12	73.25
2003	Crim Justice-Corrections-AAS	ACT Composite	17	15.41
2003	Crim Justice-Corrections-AAS	GED Average	1	45.00
2003	Crim Justice-Corrections-AAS	Writing Sample	9	2.00
2003	Crim Just-Law Enforcement-AAS	Accu Arithmetic	46	58.46
2003	Crim Just-Law Enforcement-AAS	Accu Elementary Algebra	48	36.08
2003	Crim Just-Law Enforcement-AAS	Accu Reading	48	65.25
2003	Crim Just-Law Enforcement-AAS	Accu Sentence Skills	48	72.94
2003	Crim Just-Law Enforcement-AAS	ACT Composite	30	15.73
2003	Crim Just-Law Enforcement-AAS	GED Average	2	45.00
2003	Crim Just-Law Enforcement-AAS	Writing Sample	27	2.33
2003	Criminal Justice - A.A.S.	Accu Arithmetic	7	52.71
2003	Criminal Justice - A.A.S.	Accu Elementary Algebra	7	29.71
2003	Criminal Justice - A.A.S.	Accu Reading	7	74.71
2003	Criminal Justice - A.A.S.	Accu Sentence Skills	8	81.25
2003	Criminal Justice - A.A.S.	ACT Composite	11	17.82

2003	Criminal Justice - A.A.S.	Writing Sample	8	2.50
2004	Crim Justice-Corrections-AAS	Accu Arithmetic	16	61.31
2004	Crim Justice-Corrections-AAS	Accu Elementary Algebra	18	38.39
2004	Crim Justice-Corrections-AAS	Accu Reading	18	73.61
2004	Crim Justice-Corrections-AAS	Accu Sentence Skills	18	77.11
2004	Crim Justice-Corrections-AAS	ACT Composite	25	15.68
2004	Crim Justice-Corrections-AAS	GED Average	2	45.00
2004	Crim Justice-Corrections-AAS	Writing Sample	20	2.35
2004	Crim Just-Law Enforcement-AAS	Accu Arithmetic	44	61.14
2004	Crim Just-Law Enforcement-AAS	Accu Elementary Algebra	46	33.39
2004	Crim Just-Law Enforcement-AAS	Accu Reading	43	72.98
2004	Crim Just-Law Enforcement-AAS	Accu Sentence Skills	43	76.14
2004	Crim Just-Law Enforcement-AAS	ACT Composite	47	16.91
2004	Crim Just-Law Enforcement-AAS	GED Average	4	53.70
2004	Crim Just-Law Enforcement-AAS	Writing Sample	25	2.28
2004	Criminal Justice - A.A.S.	Accu Arithmetic	3	58.33
2004	Criminal Justice - A.A.S.	Accu Elementary Algebra	3	25.67
2004	Criminal Justice - A.A.S.	Accu Reading	3	73.00
2004	Criminal Justice - A.A.S.	Accu Sentence Skills	3	76.00
2004	Criminal Justice - A.A.S.	ACT Composite	18	17.22
2004	Criminal Justice - A.A.S.	Writing Sample	4	2.50
2005	Crim Justice-Corrections-AAS	Accu Arithmetic	23	63.70
2005	Crim Justice-Corrections-AAS	Accu Elementary Algebra	29	45.07

2005	Crim Justice-Corrections-AAS	Accu Reading	30	72.17
2005	Crim Justice-Corrections-AAS	Accu Sentence Skills	30	80.27
2005	Crim Justice-Corrections-AAS	ACT Composite	27	15.48
2005	Crim Justice-Corrections-AAS	GED Average	3	47.33
2005	Crim Justice-Corrections-AAS	Writing Sample	18	2.17
2005	Crim Just-Law Enforcement-AAS	Accu Arithmetic	25	64.16
2005	Crim Just-Law Enforcement-AAS	Accu Elementary Algebra	23	37.57
2005	Crim Just-Law Enforcement-AAS	Accu Reading	24	73.13
2005	Crim Just-Law Enforcement-AAS	Accu Sentence Skills	28	75.50
2005	Crim Just-Law Enforcement-AAS	ACT Composite	46	16.78
2005	Crim Just-Law Enforcement-AAS	GED Average	3	52.47
2005	Crim Just-Law Enforcement-AAS	Writing Sample	19	2.32
2005	Criminal Justice - A.A.S.	ACT Composite	5	16.80
2006	Crim Justice-Corrections-AAS	Accu Arithmetic	16	66.63
2006	Crim Justice-Corrections-AAS	Accu Elementary Algebra	24	45.88
2006	Crim Justice-Corrections-AAS	Accu Reading	22	75.32
2006	Crim Justice-Corrections-AAS	Accu Sentence Skills	22	84.23
2006	Crim Justice-Corrections-AAS	ACT Composite	24	16.17
2006	Crim Justice-Corrections-AAS	GED Average	1	45.00
2006	Crim Justice-Corrections-AAS	Writing Sample	17	2.41
2006	Crim Just-Law Enforcement-AAS	Accu Arithmetic	20	51.45
2006	Crim Just-Law Enforcement-AAS	Accu Elementary Algebra	20	32.40
2006	Crim Just-Law Enforcement-AAS	Accu Reading	19	73.00

2006	Crim Just-Law Enforcement-AAS	Accu Sentence Skills	19	76.95
2006	Crim Just-Law Enforcement-AAS	ACT Composite	25	16.96
2006	Crim Just-Law Enforcement-AAS	GED Average	3	54.00
2006	Crim Just-Law Enforcement-AAS	Writing Sample	11	2.27
2006	Criminal Justice - A.A.S.	Accu Arithmetic	1	59.00
2006	Criminal Justice - A.A.S.	Accu Elementary Algebra	1	40.00
2006	Criminal Justice - A.A.S.	Accu Reading	1	92.00
2006	Criminal Justice - A.A.S.	Accu Sentence Skills	1	114.00
2006	Criminal Justice - A.A.S.	ACT Composite	3	17.33
2006	Criminal Justice - A.A.S.	Writing Sample	5	2.60
2007	Crim Justice-Corrections-AAS	Accu Arithmetic	13	58.38
2007	Crim Justice-Corrections-AAS	Accu Elementary Algebra	14	37.93
2007	Crim Justice-Corrections-AAS	Accu Reading	15	69.13
2007	Crim Justice-Corrections-AAS	Accu Sentence Skills	15	79.67
2007	Crim Justice-Corrections-AAS	ACT Composite	25	16.12
2007	Crim Justice-Corrections-AAS	GED Average	2	46.50
2007	Crim Justice-Corrections-AAS	Writing Sample	14	2.50
2007	Crim Just-Law Enforcement-AAS	Accu Arithmetic	13	52.23
2007	Crim Just-Law Enforcement-AAS	Accu Elementary Algebra	13	29.69
2007	Crim Just-Law Enforcement-AAS	Accu Reading	11	65.73
2007	Crim Just-Law Enforcement-AAS	Accu Sentence Skills	11	80.64
2007	Crim Just-Law Enforcement-AAS	ACT Composite	20	16.90
2007	Crim Just-Law Enforcement-AAS	Writing Sample	6	2.00

College Overall Average

AcademicYear		TEST Desc	Count	Avg Test Score
2003		Accu Arithmetic	2214	61.55
2003		Accu Elementary Algebra	2219	40.29
2003		Accu Reading	2197	73.55
2003		Accu Sentence Skills	2097	80.25
2003		ACT Composite	4619	18.73
2003		GED Average	184	50.39
2003		Writing Sample	1882	2.53
2004		Accu Arithmetic	2254	61.99
2004		Accu Elementary Algebra	2277	40.86
2004		Accu Reading	2209	73.36
2004		Accu Sentence Skills	2129	80.95
2004		ACT Composite	4743	18.76
2004		GED Average	193	51.2
2004		Writing Sample	1782	2.52
2005		Accu Arithmetic	2231	61.47
2005		Accu Elementary Algebra	2271	40.59
2005		Accu Reading	2212	73.2
2005		Accu Sentence Skills	2154	80.56
2005		ACT Composite	4669	18.78
2005		GED Average	229	50.36
2005		Writing Sample	1371	2.59
2006		Accu Arithmetic	2179	62.54
2006		Accu Elementary Algebra	2277	41.64
2006		Accu Reading	2208	73.48
2006		Accu Sentence Skills	2165	81.51
2006		ACT Composite	4491	18.72
2006		GED Average	206	50.78
2006		Writing Sample	1075	2.6
2007		Accu Arithmetic	1785	60.02
2007		Accu Elementary Algebra	1862	41.09
2007		Accu Reading	1770	72.36
2007		Accu Sentence Skills	1744	79.52
2007		ACT Composite	3464	18.77
2007		GED Average	131	50.29
2007		Writing Sample	731	2.6

CRIMINAL JUSTICE AAS STUDENTS

	Academic Year	Race Black	White
Criminal Justice-Corrections-AAS	2003	2	16
	2004	2	23
	2005	3	29
	2006	1	27
	2007	0	21
Criminal Justice Corrections Total		**8**	**116**
Criminal Justice-Law Enforcement-AAS	2003	0	34
	2004	0	43
	2005	0	31
	2006	0	28
	2007	1	19
Criminal Justice Law Enforcement Total		**1**	**155**
	All Totals	**9**	**271**

Criminal Justice Average Age Report Fall 2003-Spring 2007

Year	Corrections	Law Enforcement
2003	30.3	28.8
2004	32.0	28.1
2005	28.5	24.3
2006	28.3	24.8
2007	26.3	23.4

Criminal Justice Average Gender Report Fall 2003-Spring 2007

Year	Major	Female	Male
2003	Corrections-AAS	10	8
	Law Enforcement-AAS	9	25
2004	Corrections-AAS	14	11
	Law Enforcement-AAS	13	30
2005	Corrections-AAS	17	15
	Law Enforcement-AAS	9	22
2006	Corrections-AAS	18	10
	Law Enforcement-AAS	9	19
2007	Corrections-AAS	15	6
	Law Enforcement-AAS	5	15
	Totals	**119**	**161**

APPENDIX IV
Enrollment

Criminal Justice Enrollment
Fall 2003 – Spring 2008

Semester	Course	Instructor	Grand Total
FALL 2003	CJ 101	Downey,Kathy A	**10**
		Summers,Charles D.	**57**
FALL 2004		Bolen,Roy	**36**
		Summers,Charles D.	**29**
FALL 2005		Bolen,Roy	**21**
		Looney,Wallace E	**15**
		Summers,Charles D.	**20**
FALL 2006		Looney,Wallace E	**15**
		Summers,Charles D.	**16**
FALL 2007		Bolen,Roy	**21**
		Summers,Charles D.	**15**
CJ 101 Total			**255**
FALL 2003	CJ 102	Brown,Charles E.	**12**
		Shumate,Jeffrey S.	**11**
FALL 2004		Bolen,Roy	**24**
		Brown,Charles E.	**11**
FALL 2005		Bolen,Roy	**15**
		Brown,Charles E.	**9**
FALL 2006		Bolen,Roy	**12**
		Brown,Charles E.	**8**
FALL 2007		Brown,Charles E.	**15**
		Looney,Wallace E	**11**
CJ 102 Total			**128**
FALL 2003	CJ 103	Bishop,Gregory Allen	**31**
		Summers,Charles D.	**16**
FALL 2004		Bolen,Roy	**15**
		Summers,Charles D.	**23**
FALL 2005		Looney,Wallace E	**7**
		Shumate,Jeffrey S.	**13**
		Summers,Charles D.	**20**
SPRING 2006		Bolen,Roy	**3**
FALL 2006		Looney,Wallace E	**9**
		Shumate,Jeffrey S.	**15**
		Summers,Charles D.	**8**
FALL 2007		Shumate,Jeffrey S.	**19**

		Summers,Charles D.	12
	CJ 103 Total		191
FALL 2003	CJ 201	Summers,Charles D.	19
FALL 2004		Summers,Charles D.	23
SPRING 2005		Bolen,Roy	11
FALL 2005		Bolen,Roy	25
		Summers,Charles D.	18
FALL 2006		Bolen,Roy	8
		Summers,Charles D.	18
FALL 2007		Looney,Wallace E	14
		Summers,Charles D.	14
	CJ 201 Total		150
SPRING 2004	CJ 202	Amick,Sabrina L	25
		Bolen,Roy	9
SPRING 2005		Bolen,Roy	1
		Looney,Wallace E	30
FALL 2005		Bolen,Roy	4
SPRING 2006		Bolen,Roy	33
		Summers,Charles D.	20
FALL 2006		Bolen,Roy	1
SPRING 2007		Bolen,Roy	21
		Summers,Charles D.	17
SPRING 2008		Bolen,Roy	10
		Summers,Charles D.	12
	CJ 202 Total		183
FALL 2003	CJ 203	Shumate,Jeffrey S.	25
		Summers,Charles D.	12
FALL 2004		Shumate,Jeffrey S.	22
		Summers,Charles D.	24
FALL 2005		Bolen,Roy	23
		Summers,Charles D.	20
SPRING 2006		Bolen,Roy	1
FALL 2006		Bolen,Roy	13
		Summers,Charles D.	11
FALL 2007		Bolen,Roy	12
		Summers,Charles D.	14
	CJ 203 Total		177
SPRING 2004	CJ 213	Hatfield,Matthew Maxwell	19

60

		Looney,Wallace E	**21**
		Summers,Charles D.	**29**
SPRING 2005		Bolen,Roy	**34**
		Summers,Charles D.	**23**
SPRING 2006		Shumate,Jeffrey S.	**19**
		Summers,Charles D.	**11**
SPRING 2007		Shumate,Jeffrey S.	**19**
		Summers,Charles D.	**19**
SPRING 2008		Riffe,Teddy Lewis	**18**
		Summers,Charles D.	**14**
CJ 213 Total			**226**
SPRING 2004	CJ 217	Ferguson-Morgan,Teresa L	**6**
		Koscianski,Douglas R	**22**
FALL 2003		Bolen,Roy	**13**
SPRING 2005		Shumate,Jeffrey S.	**17**
		Summers,Charles D.	**14**
FALL 2005		Bolen,Roy	**1**
SPRING 2006		Shumate,Jeffrey S.	**13**
		Summers,Charles D.	**11**
SPRING 2007		Bolen,Roy	**5**
		Shumate,Jeffrey S.	**8**
		Summers,Charles D.	**14**
SPRING 2008		Bolen,Roy	**13**
		Summers,Charles D.	**11**
CJ 217 Total			**148**
SPRING 2004	CJ 221	Brown,Charles E.	**9**
SPRING 2005		Bolen,Roy	**8**
		Brown,Charles E.	**20**
FALL 2005		Bolen,Roy	**1**
SPRING 2006		Bolen,Roy	**8**
SPRING 2007		Bolen,Roy	**3**
		Brown,Charles E.	**9**
SPRING		Brown,Charles E.	**8**

2008		Riffe,Teddy Lewis	**12**
CJ 221 Total			**78**
FALL 2003	CJ 223	Bishop,Gregory Allen	**13**
		Bolen,Roy	**12**
		Downey,Kathy A	**7**
FALL 2004		Bolen,Roy	**7**
		Looney,Wallace E	**9**
FALL 2005		Bolen,Roy	**11**
		Summers,Charles D.	**13**
FALL 2006		Bolen,Roy	**8**
		Summers,Charles D.	**14**
FALL 2007		Bolen,Roy	**9**
		Summers,Charles D.	**9**
CJ 223 Total			**112**
FALL 2004	CJ 226	Cadle,James Alan	**12**
FALL 2006		Cadle,James Alan	**5**
FALL 2007		Collier,Elizabeth	**1**
CJ 226 Total			**18**
SPRING 2004	CJ 230	Keyser,Brady B.	**10**
FALL 2003		Keyser,Brady B.	**13**
FALL 2004		Keyser,Brady B.	**20**
SPRING 2005		Keyser,Brady B.	**10**
FALL 2005		Keyser,Brady B.	**20**
SPRING 2006		Keyser,Brady B.	**13**
FALL 2006		Keyser,Brady B.	**12**
SPRING 2007		Keyser,Brady B.	**6**
		Riffe,Teddy Lewis	**5**
FALL 2007		Keyser,Brady B.	**9**
SPRING 2008		Keyser,Brady B.	**11**
CJ 230 Total			**129**
FALL 2003	CJ 240	Summers,Charles D.	**19**
FALL 2004		Summers,Charles D.	**26**
FALL 2005		Bolen,Roy	**10**
		Summers,Charles D.	**12**
FALL 2006		Bolen,Roy	**21**
SPRING 2007		Bolen,Roy	**1**
FALL 2007		Bolen,Roy	**5**
		Summers,Charles D.	**9**

	CJ 240 Total		**103**
SPRING 2004	CJ 241	Summers,Charles D.	**13**
SPRING 2005		Bolen,Roy	**15**
		Summers,Charles D.	**8**
SPRING 2006		Bolen,Roy	**11**
SPRING 2007		Summers,Charles D.	**10**
SPRING 2008		Bolen,Roy	**8**
	CJ 241 Total		**65**
SPRING 2004	CJ 250	Summers,Charles D.	**41**
SPRING 2005		Bolen,Roy	**38**
SPRING 2006		Bolen,Roy	**22**
		Looney,Wallace E	**14**
SPRING 2007		Bolen,Roy	**26**
SPRING 2008		Bolen,Roy	**21**
	CJ 250 Total		**162**
FALL 2007	**CJ 275**	Bolen,Roy	**4**
	CJ 275 Total		**4**
SPRING 2004	CJ 280	McComas,Robert M	**31**
		Summers,Charles D.	**14**
SPRING 2005		Bolen,Roy	**21**
		Summers,Charles D.	**21**
SPRING 2006		Bolen,Roy	**19**
		Summers,Charles D.	**9**
SPRING 2007		Bolen,Roy	**11**
		Summers,Charles D.	**13**
SPRING 2008		Bolen,Roy	**12**

63

		Summers,Charles D.	10
	CJ 280 Total		161
SPRING 2004	CJ 290	Summers,Charles D.	13
FALL 2003		Summers,Charles D.	5
FALL 2004		Summers,Charles D.	5
SPRING 2005		Summers,Charles D.	14
FALL 2005		Summers,Charles D.	10
SPRING 2006		Bolen,Roy	5
		Summers,Charles D.	7
FALL 2006		Summers,Charles D.	10
SPRING 2007		Bolen,Roy	2
		Summers,Charles D.	6
FALL 2007		Bolen,Roy	3
		Summers,Charles D.	3
SPRING 2008		Bolen,Roy	4
		Summers,Charles D.	7
	CJ 290 Total		94

Total enrolled 2003-2008   **2,362**

APPENDIX V
Program
Assessment

Assessment Matrix for Measuring Program Goals

Criminal Justice Program

* Investigate accident and crime scenes with proper documentation					
Evaluation Method	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
CJ 280 Mock Accident/Crash Scene Students will: 1. Investigate and document a staged accident/crash scene. 2. Complete associated reports related to traffic enforcement.	Spring Semester 2008	D. Summers Roy Bolen	Student investigated a mock accident scene and prepared all reports associated with a one car crash, and suspected DUI	Southern and Criminal Justice Department	Results used to determine if students could apply the proper procedures for crash scene investigation and the proper documentation of the accident/crash scene.
CJ 213 Mock crime scene Students will: 1. Process crime scene. 2. Complete a criminal investigation report.	Spring Semester 2008	D. Summers Roy Bolen	Students processed a mock crime scene and prepared a report as documentation of the investigation.	Southern and Criminal Justice Department	Results used to determine if students could apply the proper procedures and concepts of criminal investigation.

Notes:

Assessment Matrix for Measuring Program Goals   **Criminal Justice Program**

* Demonstrate safe, effective use of weapons					
Evaluation Method	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
CJ 230 In class demonstration of the proper/safe handling of weapons	Fall Semester 2008	Brady Keyser	Students demonstrated the proper handling, safety and range procedures of a firearm.	Southern, Criminal Justice Department	Used to demonstrate knowledge of proper procedures and safety in the handling of a firearm.
CJ 230 Students will demonstrate proper handling and firing of weapons at a <u>live</u> firing range	Fall Semester 2008	Brady Keyser	Student demonstrated the proper firing of a weapon and applied the safety procedures at a live firing range.	Southern, Criminal Justice Department	Used to determine if students can apply concepts of firearm safety and proper range procedures.

Notes:

Assessment Matrix for Measuring Program Goals

Criminal Justice Program

*Demonstrate basic skills in law enforcement /corrections					
Evaluation Method	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
CJ 280 students will be shown a training video on vehicle stops and officer safety. The students will demonstrate the proper techniques of vehicle stops.	Spring Semester of 2009	D. Summers and Roy Bolen			
CJ 213 students will demonstrate the proper technique for developing latent fingerprints at a mock crime scene.	Spring Semester of 2009	D. Summers and Roy Bolen			

Notes:

Criminal Justice Corrections Associate Degree
Student Count for Work Keys Summaries

Year/Semester	#Pass	#Taken	%Passed
Spring 2003	NA	NA	NA
Spring 2004	5	4	80%
Spring 2005	4	7	57%
Spring 2006	4	4	100%
Spring 2007	3	4	75%

Criminal Justice Law Enforcement Associate Degree
Student Count for Work Keys Summaries

Year/Semester	#Pass	#Taken	%Passed
Spring 2003	NA	NA	NA
Spring 2004	4	4	100%
Spring 2005	6	8	75%
Spring 2006	2	4	50%
Spring 2007	1	1	100%

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2009

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 Certificate in Criminal
                                                  Justice program at the current level of
                                                  activity without corrective action in
                                                  accordance with the provisions of the
                                                  West Virginia Council for Community
                                                  and Technical College Education Title
                                                  135, Series 10, *Policy Regarding
                                                  Program Review.*

Staff Member: Charles "Donnie" Summers

Background:
During the 2008-2009 academic year a program review of the Criminal Justice
Certificate program was conducted by the Criminal Justice Department. The
department recommends the continuation of the program at the current level of activity
without corrective action. The Executive Council, Academic Affairs Management
Council and the Curriculum and Instruction committee concur with this recommendation.
The program meets or exceeds all the standards set for program continuance by the
Community and Technical College Council of the State of West Virginia.

PROGRAM REVIEW
2008-2009
SOUTHERN WEST VIRGINIA COMMUNITY
AND TECHNICAL COLLEGE

Program: CERTIFICATE IN CRIMINAL JUSTICE Date: January 16, 2009

INSTITUTIONAL RECOMMENDATION

Southern West Virginia Community and Technical College is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

The Board of Governors recommends:

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

_____ 2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs);

_____ 3. Identification of the program for further development (Identify areas and provide a rationale in your request);

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

_____ 5. Discontinuation of the program (See Policy 135, Series 10 and 11 of the Council for Community and Technical College Education).

Rationale for Recommendation: The Criminal Justice Certificate program is a viable program that provides a quality education in the service area. There is adequate interest in the program, with graduates' indicating strong satisfaction with the program, and a high rate of job placement. It is expected that enrollment will continue to justify the program's viability and that the demand for individuals in the criminal justice fields will continue to grow for student placement needs.

approved	*Charles D. Summers*	2-23-09
Recommendation	Signature of Department Chair	Date
approved	*Pamela L. Alderman*	2/23/09
Recommendation	Signature of Dean	Date
approved	*Cathy L. Smith-Cox*	23 FEB 09
Recommendation	Signature of Vice President for Academic Affairs	Date
Recommendation	Signature of President	Date
Recommendation	Signature of Chair, Board of Governors	Date

Southern West Virginia Community and Technical College
Criminal Justice Certificate
Program Review Summary

I.   Program Review Components

A.   Adequacy

- The curriculum adequately meets the required General Education Component; Criminal Justice courses meet the needs of area agencies.
- The program is adequately staffed with qualified faculty.
- The entrance requirements for students are consistent with Southern West Virginia Community and Technical College's standards.
- Graduates have been successful in the job market as well as pursuing the next educational level.
   Conclusion: Program meets and exceeds minimum adequacy requirements.

B.   Viability

- The number of students graduating from the program is acceptable and is expected to increase/continue through the next assessment period.
- Technology has been incorporated into the courses; use of the interactive classroom to deliver courses college wide.
- Articulation agreements are in place for Criminal Justice program with West Virginia State University and Franklin University.
   Conclusion: The program meets minimum requirements for viability as a major.

C.   Necessity

- The Criminal Justice program meets both an educational and employment need.
   Conclusion: The program is a necessary program.

D.   Consistency with Mission

- The program does support the mission and vision of the institution.
- The program and/or core courses support *Southern's Compact.*
   Conclusion: The program is consistent with the Mission of the college.

Recommendation
The Criminal Justice faculty recommends the continuation of the program at current level of activity without corrective action.

3

Criminal Justice
Associate in Applied Science and Certificate
Southern West Virginia Community and Technical College
PROGRAM REVIEW - ACADEMIC YEARS 2003-2009

I.   Program Title and Brief Description

The Criminal Justice Associate in Applied Science degree program has been a part of Southern West Virginia Community and Technical College's curricular offerings since the fall of 1976 when the degree program was first initiated at Southern. The program is designed to offer students who have little or no training or experience in criminal justice an opportunity to achieve skills and knowledge that will make them more marketable in the work force. In addition, the program provides for those who are employed in the criminal justice field - - or would be helped by training in criminal justice - - an opportunity to increase their skills and knowledge. Classroom activities are planned to provide instruction related to the skills needed in criminal justice.

The criminal justice certificate option provides basic knowledge and training in the skills required for employment in the criminal justice field. This option is designed for persons who have little or no training or experience in law enforcement or corrections.

Knowledge and skills gained through this program typically prepare for, or update persons in, the following occupations:

DOT Code	Description
375.263	Patrolman
377.263	Deputy Sheriff
189.167	Watchman/Guard
372.667	Corrections Officer

4

II.   **Specialized Accreditation Information**

       None

III.   **Program Statement on Adequacy, Viability, Necessity, and Consistency with College Mission**

A.   **Adequacy:**
1.   **Curriculum (See Appendix I)**
The curriculum is a tailored blend of general education, career core, and program-specific criminal justice courses, arrived at through years of follow-up studies coupled with active Criminal Justice Advisory Committee review.
The current program has two options: Corrections and Law Enforcement. Because of the new regional jails and proposed federal prison in the service area, the corrections option has been upgraded and strengthened to provide students with the opportunity to acquire the qualifications and skills needed for these positions. Recent changes have strengthened the program by adding CJ 290, Internship in Criminal Justice to both the Law Enforcement and Corrections options. The structure of the program continues to meet the requirements of the various student population regardless of post-graduation plans (e.g., immediate employment, pursuit of a bachelor's degree, etc.).

.   2.   **Faculty (See Appendix II)**
Two full-time program-specific faculty members and several adjunct faculty members accomplish the institutional mission within the Criminal Justice degree program. One full-time faculty member is tenured with 33 years of experience at Southern and 30 plus years of experience as a Police Officer, Security Officer, and Private Investigator. The other full-time faculty member is also tenured with eleven years of experience at Southern. This faculty member has experience as an adjunct faculty member in Virginia, is a retired Virginia State Trooper, and has experience as a Correctional Officer in West Virginia. Nearly all the adjunct faculty members have experience in the criminal justice field as attorneys, police officers, probation or parole officers, etc.

Academic rank of the full-time faculty include one Associate Professor and one Assistant Professor. A vita is provided for each full-time faculty member in Appendix II. Also included with these is a listing for the last two years' faculty teaching load.

3.   **Students**
a.   <u>Entrance Standards:</u>
       Institutional Standards:
       Southern West Virginia Community and Technical College is
       an open-door admissions institution of higher education.
       This policy is based upon the recognized mission of the institution.
       Southern admits as regular students those individuals with

a GED or high school diploma. Southern also admits as
"conditional students" other persons who believe that they
can benefit from a college education. All conditional
students are evaluated individually by institutional officials
and informed of the information required for admission to Southern.

All entering students must satisfy a General Math and
English requirement or take transitional classes to bring
their skills to prerequisite levels of performance. The ACT
test can be used to evaluate student placement as can the
ACCUPLACER test. The latter is available on each campus.
(See Appendix III)

Student Abilities:
Students enter the Criminal Justice Program with varying degrees
of ability. All applicants must submit a high school diploma or GED
score report. Southern's Placement Assessment program helps identify
students' strengths and weaknesses. Students must have scored at
predefined levels on the ACT or on the ACCUPLACER to gain entrance
into such classes as English 101 – English Composition and Math
courses. Some students have a criminal justice background through their
work experience or at other colleges and others have no criminal justice
background prior to enrolling at Southern. Students may have degrees in
other fields and seek a career in criminal justice.

The following tables present the entrance ability statistics from three
perspectives: High school GPA, GED scores, and ACT Results, and
compare the entrance abilities of Criminal Justice students to all students
at Southern .

Fall 2008	Total Students	High School GPA
Criminal Justice	45	2.70
SOUTHERN	3,333	2.89
Fall 2008	Total Students	GED Scores
Criminal Justice	2	46.50
SOUTHERN	31	50.29
Fall 2008	Total Students	ACT Results
Criminal Justice	45	16.47
SOUTHERN	3,464	18.77

Note: Most recent information available.

b.   Exit Competencies:
Upon completion of the Criminal Justice program, the student will have an
understanding of the criminal justice system and have acquired the
various skills needed to work in law enforcement, corrections, or related
 fields.

Students are required to have an overall cumulative grade point average
(CGPA) of 2.0, as well as a 2.0 CGPA within the Criminal Justice
discipline. There are no required state or national qualifying exams
required for graduates from this program. (No special certification exams
are available.)
Upon completion of this program, all graduates will be able to:

- ✓ examine the functions of criminal law as it relates to the criminal
   justice system
- ✓ identify the various roles and functions of the professional in the criminal
   justice system
- ✓ describe the landmark cases that currently govern the rules of arrest,
   search, and seizure
- ✓ demonstrate basic skills in law enforcement/corrections
- ✓ apply current West Virginia law to various situations
- ✓ perform effective criminal justice techniques and methods
- ✓ demonstrate safe, effective use of weapons
- ✓ apply basic first aid techniques
- ✓ apply basic principles of human behavior
- ✓ investigate accident and crime scenes with proper documentation
- ✓ interview and interrogate suspects

4.   **Resources:**
 a.   Financial:
The Criminal Justice program receives its funding through Southern's
state appropriated funds and general revenue resources. The Criminal
Justice program also receives funding from Perkins funds and the WIA
program. The program does not have a special grant program.

b.   Facilities:
Each campus provides a classroom equipped with tables and chairs that
are conductive for criminal justice instruction. The criminal justice
program uses interactive classroom to deliver instruction to all locations
in the service area. The college has purchased investigative equipment
and training videos for both the law enforcement and corrections options.

5.   **Assessment Information: (See Appendix V Assessment Data)**
The Criminal Justice program has an approved Program Assessment
Plan. The Plan includes a mission statement; goals and objectives;

7

linkage of goals and objectives to institutional commitments; assessment procedures to include a standard examination, assessment matrix, internship, employer surveys, and the WorkKeys examination. The assessment data is collected, evaluated, and conclusions are drawn. The use of the results can be for changes/revisions in courses, program curriculum, and assessment instruments where indicated. Within the Criminal Justice program all evaluations are criterion referenced and instructional material is defined within the respective course syllabi. These documents are subject to annual departmental and advisory council review to ensure the validity of the criteria. Out-of-class assignments and examinations are used as course-specific assessment devices, and are application oriented/simulations based upon the above referenced criteria.

The criminal justice program goals are assessed by the use of an assessment matrix tool. The tool allows each program goal to be assessed by evaluating student knowledge and abilities through in-class assignments and end of course projects. The success/failure of the students to complete criminal justice related functions is used to recommend changes in the course delivery process.

The ACT WorkKeys program provides an overall, normative referenced, achievement based, assessment instrument for students enrolled in occupational programs. Faculty members administer the test during the spring semester to all occupational program enrollees who have completed 60 or more semester hours, then forward the instruments to ACT for scoring. The instruments measure student attainment of academic proficiency in reading, writing, and math. The instrument was adopted for the 2000-2001 academic year. The Criminal Justice program began using a new assessment instrument -- The Criminal Justice Comprehensive Achievement Assessment- - which consists of an institutionally developed examination, targeted specifically at measuring program completion criteria in 2001. It is administered to all students enrolling in CJ 101 (first semester course of the curriculum) and again during the semester in which the student is a candidate for graduation. Tests are scored at the Division Chairperson level, and an item analysis performed to determine the content areas that prove most difficult for students.

The purpose and intent of the degree program is to prepare the student to enter directly into employment in a specific career. A proposal to require a West Virginia State Civil Service Exam as a graduation requirement is being considered at this time. The proposal would require that students take an entry level exam for a correctional officer or a police officer during the last semester of their course work. The goal of this test is to achieve

8

acceptance and place the student's name on the civil service register as an employment credential.

6. **Previous Program Review:**
The Criminal Justice Certificate program was last reviewed for a five-year period in the Spring of 2004. After consideration of the preceding Criminal Justice Program Review, the following recommendation was put forward by the department and accepted by the college administration.

"Faculty recommended the continuation of the program at the current level of activity without corrective action. The Criminal Justice program is a viable program that provides a quality education in the service area. There is adequate student interest in the program, with graduates indicating strong satisfaction with the program and the placement rates are high. It is expected that enrollment will continue to justify the program's viability and that the demand for law enforcement and corrections officers will continue to grow for student placement needs."

7. **Advisory Committees:**
The Criminal Justice Advisory Committee has been active and has played an integral part in the development of the Criminal Justice Program at Southern. The committee meets annually or semi-annually every year. The meeting agenda is mailed in advance of the meeting, and members have an opportunity to make suggestions at the meeting, and at other times prior to or after the scheduled meetings. Suggestions from, and critiques by, this group have been instrumental in major or minor changes in the program through the years. In 2004, the advisory committee recommended adding CJ 290, Internship in Criminal Justice, as a required course for both the Law Enforcement and the Corrections option of the Criminal Justice Program. This course can also be used as an elective for the Criminal Justice Certificate Program. Members of the advisory committee have been among the most active recruiters of the program graduates.

8. **Strengths:**
- A well satisfied graduate group
- Success of graduates in the job market
- Full-time faculty who are dedicated to program excellence
- Access to electronic classrooms for all four campus course offerings
- Access to computer and data computer centers
- Active and involved Advisory Committees
- An experienced and qualified pool of adjunct instructors
- An excellent source of internship work sites

9

Weaknesses:
- Low number of graduates compared to number declaring major
- Lack of quantitative employer satisfaction data
- Inability to track declared majors

These weaknesses are to be addressed in the following manner:
- ✓ The records of all students declaring Criminal Justice as a major will be reviewed:

    1. to determine if course offerings are at times that allow graduation within a reasonable time
    2. to identify part-time students that would account for a later graduation date.
    3. to maintain adequate records for the future that would insure moving students along at an adequate pace to graduate them at a faster rate if possible.

- ✓ An employer satisfaction survey has been developed and will be implemented with the next scheduled survey.
- ✓ A tracking system will be developed to follow the Criminal Justice majors.

Graduate numbers over the past five years are reflected in the following chart:

B. **Viability:**
1. **Program Enrollments and Graduates: (See Appendix III** - Historical Enrollment Data)

The number of declared majors in the Criminal Justice program declined during this five-year cycle.   This may be attributed to many variables, particularly the fluctuations in college-wide enrollments and regional population. However, the jobs out-look in the corrections area project an increase in demand for criminal justice graduates.

For each year, the Fall semester enrollments are historically higher than the Spring enrollments due to generally accepted variables (better weather, coincides with the beginning of the public school year, strong recruiting efforts, etc).

10

DECLARED CRIMINAL JUSTICE CERTIFICATE MAJORS

Year	Certificate	Total
2003	3	3
2004	3	3
2005	0	0
2006	2	2
2007	1	1

Most recent information available

2.   **Program Course Enrollment**: See Appendix IV – 5 years
        Enrollment Data by Course) Number of Graduates for Previous Five Years
The number of program graduates has fluctuated over the five-year
period but seems to have now leveled. The fluctuation is not,
however, out of alignment with the variations in all programs which have
occurred college-wide. Those completing the program seem to be about evenly
divided as to the focus of their studies: 45 were Corrections; 57, Law
Enforcement; and 81 completed the certificate program.

FIVE YEAR CRIMINAL JUSTICE COURSE ENROLLMENTS

2003	Fall	275
2004	Spring	262
2004	Fall	286
2005	Spring	285
2005	Fall	288
2006	Spring	219
2006	Fall	204
2007	Spring	195
2007	Fall	199
2008	Spring	171
Information from Appendix IV	5 year Total	2,384

3.   **Program Course Enrollment**:
Enrollment Projections: As the population forecast over the next five years is
stable, college-wide enrollments is on the increase. The Criminal Justice
declared majors appears to have stabilized at around **66**. Interest in the
program has increased at our two smaller campuses, and with the new federal

11

correctional facility in McDowell/Wyoming due to start in January 2010, demand for correctional officers will increase.

Another factor that will help to increase enrollments is a need for trained individuals to work with the newly established Logan County Day Report Center, a new (to this area) concept incorporating alternative sentencing. The Day Reporting Center expanded to Mingo County in 2008.

It is anticipated that the program will remain a successful program at the institution well into the future. A positive influence on this program's health will be the national initiative of "Homeland Security" that has arisen because of the September 11, 2001, tragedy that occurred.

4. **Service Courses:**
Criminal Justice courses are not currently required in any other major. However, two proposed programs (if approved) will require criminal justice courses. A Forensic Psychology program and the Business Department is working on a Para-legal program which will include several criminal justice courses.

5. **Off-Campus/Distance Delivery Classes:**
At the present time criminal justice courses are offered at off-campus sites through the inter-active classroom. The Criminal Justice Department is in discussions with the Southwest Regional Jail to offer classes at the Holden facility.

6. **Articulation Agreements (2+2, etc.)**
Currently, Southern's Criminal Justice program has a 2 + 2 formal articulation agreement with West Virginia State University and Franklin University. These agreements are in addition to the existent statewide agreement for a course-by-course transfer of credit.

The West Virginia State University agreement is student driven.
The total number of hours required for the four-year degree is less than the traditional 128 - only 121. Franklin University offers the third year as a "bridge" between what the student has taken with us and what is needed with them. Those courses the student still needs may be taken with Southern. The last year is available to the student via Internet.

Because the North Central Association of Colleges and Schools Commission on Institutions of High Education accredits Southern West Virginia Community and Technical College, matriculating students find most courses are transferable to colleges within West Virginia and also to out-of-state institutions.

12

C. Necessity:

According to the U. S. Department of Labor's Bureau of Labor Statistics Occupational Outlook Handbook, "the expected growth for police and detectives is expected to grow 11 percent over the 2006-16 decade, about as fast as the average for all occupations. A more security-conscience society and population growth will contribute to the increasing demand for police services.

Job prospects: Overall opportunities in local police departments will be excellent for individuals who meet the psychological, personal, and physical qualifications. In addition to openings from employment growth, many openings will be created by the need to replace workers who retire and those who leave local agencies for Federal jobs and private sector security jobs."[,]

The U.S. Department of Labor's Bureau of Labor Statistics Occupational Outlook Handbook states, "Employment of correctional officers is expected to grow 16 percent between 2006 and 2016, faster than the average for all occupations. Increasing demand for correctional Officers will stem from population growth and rising rates of incarceration. Mandatory sentencing guidelines calling for longer sentences and reduced parole for inmates are a primary reason for historically increasing incarceration rates.
Job prospects: Job opportunities for correctional officers are expected to be excellent. The need to replace correctional officers who transfer to other occupations, retire, or leave the labor force, coupled with rising employment demand, will generate thousands of job openings each year"[.]
Further evidence of demand in the local job market is the need for qualified corrections officers in the state of West Virginia and the surrounding states. Demand for correctional officers is high in West Virginia and the surrounding states and is projected to remain that way for the future. New correctional facilities in southern West Virginia and eastern Kentucky have created a demand for correctional officers, and possible future new correctional facilities may increase the demand even more.

[,] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2008-09 Edition, Police and Detective/Correctional Officer, on the internet at http://www.bls.gov/oco/ocos160.htm (visited September 29, 2008).

13

1. Graduates:
Program graduates are in demand by area and regional criminal justice agencies, police departments, prisons, jails, substance abuse centers and other regulatory agencies. A new federal prison in McDowell/Wyoming County will need 214 correctional officers starting in 2010. On the latest Graduate Follow-up Survey only three students responded. All three are currently working, but not all are working in a criminal justice related field. Several recent criminal justice students are scheduled to graduate from a four-year college in December of 2008 and May of 2009. Annual salary ranges were: One less than $15,000; two $25,000 to 39,999. An informal tracking of students shows students are employed with the Logan County Sheriffs Department, Donald R. Kuhn Juvenile Center, Southwest Regional Jail, Logan Mingo Mental Health- Futures, Stevens Clinic Correctional Facility, Southern WV Physical Therapy and Sports Medicine, Marriott Hotels and Big Sandy Federal Prison in Inez, Kentucky.

2. Job Placement:
While Southern does not have a formal placement office, one of the most positive aids to helping students find jobs that match their educational level is the program's required internship. Because of the quality of those experiences, students are able to seek the better paying positions for which they are qualified with greater confidence. Oftentimes, the internship experience turns into a job offer for the student.

D. **Consistency with Mission:**
The Criminal Justice program supports the college's open door admission policy by admitting into the program any student who has college level skills in English and Math. The institution provides those students in need of remedial and transitional courses the services necessary to enable maximum student success.

Another of Southern's mission statement relates to providing a path for students wishing to continue their education in pursuit of a higher degree. The Criminal Justice program provides student course work that can be applied towards a baccalaureate degree at most four-year institutions. Several of our former students have obtained their bachelor's degree from several colleges and universities. Former students are working as police officers, probation and parole officers, as well as attorneys in West Virginia and Kentucky.
Several recent students will receive their baccalaureate degree in May of 2009.

Consistent with the college's mission, the Criminal Justice program curriculum prepares graduates for an extensive range of employment opportunities. Graduates historically experience considerable flexibility with regard to employment options as evidenced by the broad field of employers mentioned earlier. Often, students working in the criminal justice field will seek a degree in criminal justice to enhance their skills or position themselves for advancement with the agency for which they work.

14

Further compliance with the college's mission is effected via the program requirement relating to the humanities studies. Program requirements for written and oral communication skills necessitate an exposure to, and development of, fundamental sociological skills. Similarly, the requirement for cultural and behavioral coursework in sociology and psychology further broadens and enhances student's cultural consciousness.

Since the program was initiated in 1976, the Criminal Justice program has responded to the Criminal Justice Advisory Committee suggestions for skills needed for the various criminal justice agencies. Courses have been updated or revised and new courses added and older courses deleted in response to local needs. The criminal justice program underwent a major change in 1995 by adding a corrections option to the program.

The Criminal Justice program fulfills the institution's Compact/Master Plan of Access to Higher Education by being the first step many students take toward a graduate degree. Several area attorneys started their academics at Southern in the Criminal Justice program. Criminal Justice program faculty has participated in the Southern Mountains Regional Education Partnership Tech Prep (SMREP) Consortium and continues to work with the seamless curricula and Tech Prep programs. These efforts are directed at improving instructional programs in public schools and community colleges so students are better prepared for college or the world of work. The efforts also help coordinate the higher education delivery system.

The Criminal Justice program participates in the academic outcomes issue of enhancing higher education teaching effectiveness and student learning through its assessment program.

The Criminal Justice program is fulfilling the mission of making education and training accessible. The program now offers classes throughout the service area via the inter-active classroom. The program has offered classes off-campus in McDowell County at the Stevens Clinic Correctional Facility in Welch, West Virginia. The program is in discussions with the Southwest Regional Jail about offering onsite classes at the jail.

Finally, the program incorporates elements of citizenship into its curricula. In the CJ 217 – Juvenile Justice – course, students volunteer to help a youth group/ programs as a part of the course requirement.

Students are now provided the opportunity for internships, which place them in criminal justice agencies to smooth the transition from school to work, thereby coordinating even more the higher education delivery system.

The Criminal Justice program is highly visible in southern West Virginia. It is

recognized by the community and businesses as a strong program. Discontinuance of the Criminal Justice program would eliminate an important educational opportunity for students and would limit the institution's ability to fulfill its mission in southern West Virginia.

E.   **Recommendation of Program Faculty and Division Faculty**
Faculty recommends the continuation of the program at the current level of activity without corrective action. The Criminal Justice program is a viable program that provides a quality education in the service area. There is adequate interest in the program, with graduates' indicating strong satisfaction with the program, and a high rate of job placement. It is expected that enrollment will continue to justify the program's viability and that the demand for individuals in the criminal justice fields will continue to grow for student placement needs.

APPENDIX I
Curriculum

CRIMINAL JUSTICE
Certificate
31 Semester Hours

Purpose: The Criminal Justice Certificate Program provides basic knowledge and training in the skills required for employment in the Criminal Justice field. This program is designed for persons who have little or no training or experience in law enforcement or corrections work, which include parole and probation. In addition, if you are already employed in these areas, you may also benefit from this program if you desire an overall introduction to the field of criminal justice.

Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours
CJ	101	Criminal Justice System	3
CJ	103	Introduction to Law Enforcement	3
CJ	201	Criminal Procedure	3
EN	101	English Composition I	3
SO	200	Introduction to Sociology	3
OR	110	Introduction to College	1
		Total Hours	**16**

FIRST YEAR-SECOND SEMESTER

Dept.	Course No.	Title	Credit Hours
CJ	223	Criminology	3
CJ	202	Criminal Law	3
CJ		Criminal Justice Electives	9
			15
		Total Hours	**31**

CRIMINAL JUSTICE
CJ 101 Criminal Justice Systems (F)
3 Semester Hours
EN 101 is highly recommended but not required.
Examines in detail the criminal justice system of the United States including the role of police, the judiciary, and correctional systems. Also involves an analysis of the agencies involved in the processes of administration of criminal justice. Examines the development of modern correctional concepts and standards dealing with correctional administration. The course will further examine the various correctional systems, with special emphasis on treatment and rehabilitation.

CJ 102 Introduction to Corrections (F)
3 Semester Hours
This course is a comprehensive course in Spread Sheets. Students will be prepared for the MOUS objectives for MS Excel. Emphasis is placed on student ability to understand the command and operations of the software. This course is not recommended for students who have no computer experience.

CJ 103 Introduction to Law Enforcement (F)
3 Semester Hours
EN 101 is highly recommended but not required.
Surveys law enforcement today: the role, history, development, and constitutional aspects of law enforcement and public safety. Emphasis is placed upon police functions and the techniques, purposes, objectives, and theories of police science.

CJ 201 Criminal Procedure (F)
3 Semester Hours
EN 101 is highly recommended but not required.
The Constitutional aspects of arrest, search, and seizure are considered together with interrogation and confession, self- incrimination and right to counsel. Students will learn rules of evidence as these apply to law enforcement officers in the performance of their investigatory duties and testimony in court.

CJ 202 Criminal Law (S)
3 Semester Hours
EN 101 is highly recommended but not required.
An examination of the element of statutory felonies and misdemeanors, both state and federal, emphasizing West Virginia criminal status and procedures.

CJ 203 Criminal Evidence (F)
3 Semester Hours
EN 101 is highly recommended but not required.
This course is designed as an introductory course in criminal evidence. This course will Help the student understand the requirements needed to admit evidence in a criminal criminal court proceeding.

CJ 213 Criminal Investigation (S)
3 Semester Hours
EN 101 is highly recommended but not required.
Explores the fundamental principles and concepts of investigation. Method of investigation, search of the crime scene, collection and preservation of evidence. Interviews and interrogations, sources of information, techniques of surveillance, stakeouts and raids.

CJ 217 Juvenile Justice and Delinquency (S)
3 Semester Hours
EN 101 is highly recommended but not required. Explores the historical context of delinquency; the changing legal environment, including major court decisions that have transformed the juvenile justice system, including descriptions and discussions of juvenile delinquency prevention and control
programs.

CJ 221 Community Corrections (F)
3 Semester Hours
EN 101 is highly recommended but not required.
Examination of community treatment in the correctional process; contemporary usage of persistence investigation, selection, supervision and release of probationers and parolees. Study of the process as related to both adults and juveniles.

CJ 223 Criminology (F)
3 Semester Hours
Prerequisite: SO 200. EN 101 is highly recommended but not required.
Investigates the theories of crime, including a review of the various types, causes, consequences, and controls of human behavior.

CJ 226/PY 226 Abnormal Psychology (F)
3 Semester Hours
Prerequisite: EN 090, EN 099 **OR** minimum acceptable test scores for placement in college-level English.
This course will deal with the abnormal behavioral patterns found in individuals. This course will deal with the psychological and legal issues found in dealing with an individual who has abnormal behavior and/or an addictive behavior.

CJ 230 Pistol and Personal Protection (S)
3 Semester Hours
EN 101 is highly recommended but not required.
This course is open to all people, but is of special interest to those considering a career in law enforcement, corrections, security, or private investigation. This course will teach the basic attitudes, knowledge, and skills necessary to own, store, and use a firearm safely. The primary focus is handgun safety and the legal provisions, moral aspects,

physical, and legal issues inherent in the philosophy of the use of deadly force will be addressed.

CJ 240 Correctional Procedure I (F)
3 Semester Hours
EN 101 is highly recommended but not required.
This course covers the procedures used to control and care for the correctional client at various security levels within a correctional institution. Topics include interior and exterior security, inmate and cell searches, contraband, cell extraction, and supervision of inmates.

CJ 241 Correctional Procedure II (S)
3 Semester Hours
Prerequisite: CJ 240.
A continuation of CJ 240. Topics include inmate discipline, handling of aggressive inmates, hostage situations, health issues, inmate tricks, suicidal inmates, and transportation of inmates.

CJ 250 Ethics in Criminal Justice (S)
3 Semester Hours
EN 101 is highly recommended but not required.
This course will discuss the philosophical and practical dilemmas surrounding the modern criminal justice system, including the police, courts, and correctional sub-systems.

CJ 275 Special Topics in Criminal Justice (O)
3 Semester Hours
Prerequisite: Permission of Department Chair. EN 101 is highly recommended but not required. Presents courses in Criminal Justice which the College expects to offer only once or occasionally in response to specific needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Criminal Justice.

CJ 280 Traffic Law and Enforcement (S)
3 Se EN 101 is highly recommended but not required.
A course designed to evaluate the varied and complex traffic law system, emphasizing the West Virginia Traffic Code.

CJ 290 Internship in Criminal Justice (F/S)
3-12 Semester Hours
EN 101 is highly recommended but not required.
This course provides students an opportunity to work in a criminal justice agency and to observe the day-to-day operation of the agency. This internship will allow the student to relate formal classroom learning to an actual work experience.

APPENDIX II
Faculty Data

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Charles D. Summers   Rank: Associate Professor

Check one: Full-time X   Part-time   Adjunct
             Graduate Assistant
Highest degree earned   B. A.   Conferred by Marshall University
Date degree received May 1975   Area of specialization Social Studies

Professional registration/licensure   NA
Years of employment at present institution   32
Years of employment in higher education   32
Years of related experience outside higher education   1
Non-teaching experience   36
To determine compatibility of credentials with assignment:

- (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment

(SEE ATTACHED SHEET)

- (b).   If degree is not in area of current assignment, explain.

I have a teaching degree from Marshall University and 27 hours of graduate work at Marshall University and Morehead State University. I have 36 years of related experience as a police officer, security officer, and private investigator.

- (c).   Identify your professional development activities during the past five years.
Pistol Qualification (October 2005)

- (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
Appointed to the Logan Day Reporting Center Board of Advisors

- (e).   Indicate any other activities which have contributed to effective teaching.
West Virginia Law Enforcement Officers Instructors Certificate.
2003 Savas Outstanding Faculty Award.

(f).   List professional books/papers published during the last five years.
        Prepared study guide for CJ 240/241 –Correctional Procedure
        Prepared a CJ 290 Internship Handbook

(g).   List externally funded research (grants and contracts) during the last five
        years. None

Southern West Virginia Community and Technical College
Criminal Justice Schedule
Donnie Summers, Associate Professor
Fall 2006 - Spring 2008

Year/Semester	Course #	Course Title	Enrollment
Fall 2006	CJ 101	Criminal Justice Systems	16
	CJ 103	Introduction to Law Enforcement	8
	CJ 201	Criminal Procedure	18
	CJ 203	Criminal Evidence	11
	CJ 223	Criminology	14
	CJ 290	Internship in Criminal Justice	10
			Total 77
Spring 2007	CJ 241	Correctional Procedures II	10
	CJ 202	Criminal Law	17
	CJ 213	Criminal Investigation	19
	CJ 217	Juvenile Delinquency	14
	CJ 280	Traffic Law & Enforcement	13
	CJ 290	Internship in Criminal Justice	6
			Total 79
Fall 2007	CJ 101	Criminal Justice Systems	15
	CJ 103	Introduction to Law Enforcement	12
	CJ 201	Criminal Procedure	14
	CJ 203	Criminal Evidence	14
	CJ 223	Criminology	9
	CJ 240	Correctional Procedures I	9
	CJ 290	Internship in Criminal Justice	3
			Total 76
Spring 2008	CJ 202	Criminal Law	12
	CJ 213	Criminal Investigation	14
	CJ 217	Juvenile Delinquency	11
	CJ 280	Traffic Law & Enforcement	10
	CJ 290	Internship in Criminal Justice	7
			Total 54

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Roy Bolen_____   Rank: Assistant   Professor

Check one: Full-time X_____   Part-time_____   Adjunct_____
                    Graduate Assistant_____
Highest degree earned   P.hd.   Conferred by Hamilton University_____
Date degree received 8/1/2002_____Area of specialization Criminal Justice_____
                                                                         Management_____

_____
Professional registration/licensure_____   Certified Police Officer/Licensed FAA_____
Helicopter/Airplane Pilot_____
Years of employment at present institution____11_____
Years of employment in higher education ____16_____
Years of related experience outside higher education_____27_____
Non-teaching experience_____27_____
To determine compatibility of credentials with assignment:

- (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment

(SEE ATTACHED SHEET)

- (b).   If degree is not in area of current assignment, explain. NA
- (c).   Identify your professional development activities during the past five years. Certified as a Majistrate/Judge by the Virginia Supreme Court for the 23rd Judicial District of Virginia.
- (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. Member of the Community Advisory Board for the Federal Bureau of Prisons, Beckley Institution. Department of Defense "Legion of Merit" August 2006. Retired from US Army Reserves in June 2008 with a total of 35 years of service as a Colonel, Master Aviator.
- (e).   Indicate any other activities which have contributed to effective teaching. Department of Justice Training Seminar in October 2007.
- (f).   List professional books/papers published during the last five years. NA
- (g).   List externally funded research (grants and contracts) during the last five years. NA

Southern West Virginia Community and Technical College
Criminal Justice Schedule
Roy Bolen, Assistant Professor
Fall 2006 - Spring 2008

Year/Semester	Course #	Course Title	Enrollment
Fall 2006	CJ 102	Introduction to Corrections	12
	CJ 223	Criminology	8
	CJ 240	Correctional Procedures I	21
	CJ 201	Criminal Procedure	8
	CJ 203	Criminal Evidence	13
	CJ 202	Criminal Law	1
			Total 63
Spring 2007	CJ 202	Criminal Law	21
	CJ 250	Ethics in Criminal Justice	26
	CJ 280	Traffic Law & Enforcement	11
	CJ 217	Juvenile Delinquency	5
	CJ 221	Community Corrections	3
	CJ 240	Correctional Procedures I	1
	CJ 290	Internship in Criminal Justice	2
			Total 69
Fall 2007	CJ 101	Criminal Justice Systems	21
	CJ 103	Introduction to Law Enforcement	2
	CJ 203	Criminal Evidence	12
	CJ 240	Correctional Procedures I	5
	CJ 290	Internship in Criminal Justice	3
	CJ 223	Criminology	9
			Total 52
Spring 2008	CJ 202	Criminal Law	10
	CJ 217	Juvenile Delinquency	13
	CJ 241	Correctional Procedures II	7
	CJ 250	Ethics in Criminal Justice	21
	CJ 280	Traffic Law & Enforcement	12
	CJ 290	Internship in Criminal Justice	4
			Total 67

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Sabrina Amick Rank: Adjunct Faculty

Check one: Full-time ___ Part-time ___ Adjunct _X__
Graduate Assistant_____
Highest degree earned ___J.D.___ Conferred by_____NA_____
Date degree received ____NA____ Area of specialization ____NA_____

Professional registration/licensure_____NA_____
Years of employment at present institution____NA_____
Years of employment in higher education ____NA_____
Years of related experience outside higher education_____NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester Course Number and Title Enrollment
(SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

- (b). If degree is not in area of current assignment, explain. NA

- (c). Identify your professional development activities during the past five years. NA
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. NA

- (e). Indicate any other activities which have contributed to effective teaching. NA
- (f). List professional books/papers published during the last five years. NA
- (g). List externally funded research (grants and contracts) during the last five years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Gregory Bishop   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct X__
            Graduate Assistant_____
Highest degree earned   B.A.   Conferred by Marshall University
Date degree received Aug 18, 1989   Area of specialization Law Enforcement
                                                        and Psychology

Professional registration/licensure   NA
Years of employment at present institution   NA
Years of employment in higher education   NA
Years of related experience outside higher education   NA
Non-teaching experience   NA
To determine compatibility of credentials with assignment:

(a).   List courses you taught this year those you taught last year: (If you
        participated in team-taught course, indicate each of them and what
        percent of courses you taught.) For each course include year and
        semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment

            (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

(b).   If degree is not in area of current assignment, explain. NA

(c).   Identify your professional development activities during the past five years.
        NA
(d).   List awards/honors (including invitations to speak in your area of
        expertise) or special recognitions in the last five years. NA

(e).   Indicate any other activities which have contributed to effective teaching.
        NA
(f).   List professional books/papers published during the last five years.
        NA
(g).   List externally funded research (grants and contracts) during the last five
        years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Charles Brown____   Rank:____   Adjunct Faculty_____

Check one: Full-time ____   Part-time____   Adjunct X__
            Graduate Assistant_____
Highest degree earned ___M.A.___   Conferred by_____University of WV College___
                                                 ___of Graduate Studies_____
Date degree received ____May 12, 1990____Area of specialization ____Arts_____
_____
Professional registration/licensure_____NA_____
Years of employment at present institution____Adjunct Only_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education__NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

(a).   List courses you taught this year those you taught last year: (If you
        participated in team-taught course, indicate each of them and what
        percent of courses you taught.) For each course include year and
        semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
                  (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

(b).   If degree is not in area of current assignment, explain. NA

(c).   Identify your professional development activities during the past five years.
        Director of Mason County Children's Home from 1981-1982.

(d).   List awards/honors (including invitations to speak in your area of
        expertise) or special recognitions in the last five years.
        NA
(e).   Indicate any other activities which have contributed to effective teaching.
        Adult Probation Officer for Logan County for 65 to 75 adults. Protective
        Service Worker for Department of Human Services managing 35 to 45
        families.
(f).   List professional books/papers published during the last five years. NA
(g).   List externally funded research (grants and contracts) during the last five
        years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: _____James Cadle_____   Rank:_ Adjunct Faculty____

Check one: Full-time ___   Part-time___   Adjunct X__

             Graduate Assistant_____
Highest degree earned ___M.A.__   Conferred by_ Marshall University_____
Date degree received _ Dec 15, 1998_____Area of specialization Psychology_____

Professional registration/licensure_____Psychologist_____
Years of employment at present institution____ Adjunct only_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_ 12 years_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

(a).   List courses you taught this year those you taught last year: (If you
        participated in team-taught course, indicate each of them and what
        percent of courses you taught.) For each course include year and
        semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
              (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

(b).   If degree is not in area of current assignment, explain. NA

(c).   Identify your professional development activities during the past five years.
        Psychologist for Underwood & Associates
(d).   List awards/honors (including invitations to speak in your area of
        expertise) or special recognitions in the last five years.
        NA
(e).   Indicate any other activities which have contributed to effective teaching.
        Director of Substance Abuse Therapies for Krieg and Associates for Paul
        Weise, PHD. from 1997 to 1999.
(f).   List professional books/papers published during the last five years.
        NA
(g).   List externally funded research (grants and contracts) during the last five
        years. NA

(No more than TWO pages per faculty member)

Name: Elizabeth Collier   Rank: Adjunct Faculty

Check one: Full-time ____   Part-time____   Adjunct X

                    Graduate Assistant_____
Highest degree earned ___M.A.___   Conferred by_____Marshall University_____
Date degree received _December 15, 1989___ Area of specialization Sociology and____
                                                                                          Counseling____

Professional registration/licensure_____Professional Counselor # 881_____
                                          Licensed Social Worker # 390652_____
Years of employment at present institution____Adjunct Only_____
Years of employment in higher education ____NA_____
Years of related experience outside higher education_____17 years_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

- (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
                    (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

- (b).   If degree is not in area of current assignment, explain. NA

- (c).   Identify your professional development activities during the past five years. NA
- (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
        Alpha Kappa Delta Honor Society (Sociology), Sigma Tau Delta Honor Society (Literature),Psi Chi Honor Society (Psychology), Chi Sigma Iota Honor Society (Counseling)
- (e).   Indicate any other activities which have contributed to effective teaching. Skilled in Psychological research and program designs
- (f).   List professional books/papers published during the last five years.
        My articles were published in lay audience magazines.
- (g).   List externally funded research (grants and contracts) during the last five years.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Kathy Downey   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct X

                   Graduate Assistant_____

Highest degree earned ___J.D.___   Conferred by_____NA_____

Date degree received _____NA____   Area of specialization _____NA_____

Professional registration/licensure_____NA_____

Years of employment at present institution____NA_____

Years of employment in higher education _____NA_____

Years of related experience outside higher education_____N A_____

Non-teaching experience_____NA_____

To determine compatibility of credentials with assignment:

   (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
            (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

   (b).   If degree is not in area of current assignment, explain. NA

   (c).   Identify your professional development activities during the past five years. NA

   (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. NA

   (e).   Indicate any other activities which have contributed to effective teaching. NA

   (f).   List professional books/papers published during the last five years. NA

   (g).   List externally funded research (grants and contracts) during the last five years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Theresa Ferguson Morgan   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct__X__
            Graduate Assistant_____
Highest degree earned __M.A.__   Conferred by_Marshall University____
Date degree received ____May 9, 1998__   Area of specialization Correctional____
                                                                        Counseling_____

Professional registration/licensure_____NA_____
Years of employment at present institution_____NA_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_____3 years_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

(a).   List courses you taught this year those you taught last year: (If you
       participated in team-taught course, indicate each of them and what
       percent of courses you taught.) For each course include year and
       semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
            (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

(b).   If degree is not in area of current assignment, explain. NA
(c).   Identify your professional development activities during the past five years.
       Correctional counseling for the Logan County public administration with
       juvenile and adult offenders.
(d).   List awards/honors (including invitations to speak in your area of
       expertise) or special recognitions in the last five years. NA

(e).   Indicate any other activities which have contributed to effective teaching.
       Three years experience with Probation and Parole dealing with adult
       probationers and investigation reports.
(f).   List professional books/papers published during the last five years.
       NA
(g).   List externally funded research (grants and contracts) during the last five
       years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Mathew Maxwell Hatfield_____   Rank: Adjunct Faculty_____

Check one: Full-time ___   Part-time___   Adjunct__X__

          Graduate Assistant_____
Highest degree earned ___J.D.___   Conferred by_West Virginia University_____
Date degree received _2000_____   Area of specialization _____Law_____
_____
Professional registration/licensure_____NA_____
Years of employment at present institution____NA_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_____NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

- (a). List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
          (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

- (b). If degree is not in area of current assignment, explain. NA

- (c). Identify your professional development activities during the past five years. NA

- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. Fall 1997 and Spring 2008 Book award for Legal Research and Writing from Ohio Northern University College of Law.

- (e). Indicate any other activities which have contributed to effective teaching. Earned a B.S Business Administration degree (Cum Laude), from the University of Charleston.

- (f). List professional books/papers published during the last five years. Eagle Scout Boy Scouts of America.

- (g). List externally funded research (grants and contracts) during the last five years.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: ____Brady Keyser_____   Rank: _Adjunct Faculty____

Check one: Full-time ___   Part-time___   Adjunct__X__

          Graduate Assistant_____
Highest degree earned ___A.A.S ._____Conferred by _Southern_____
Date degree received _May 13, 1995_____Area of specialization _Criminal Justice___

_____
Professional registration/licensure_____National Rifle Association 1993___
Years of employment at present institution____NA_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

   (a).   List courses you taught this year those you taught last year: (If you
          participated in team-taught course, indicate each of them and what
          percent of courses you taught.) For each course include year and
          semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
                (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

   (b).   If degree is not in area of current assignment, explain. NA

   (c).   Identify your professional development activities during the past five years.
          NA
   (d).   List awards/honors (including invitations to speak in your area of
          expertise) or special recognitions in the last five years.
          NA
   (e).   Indicate any other activities which have contributed to effective teaching.
          NA
   (f).   List professional books/papers published during the last five years. NA

   (g).   List externally funded research (grants and contracts) during the last five
          years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Douglas Koscianski   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct__X__

         Graduate Assistant_____
Highest degree earned __B.A.__ Conferred by Duquesne University
Date degree received _May 12, 1990_____Area of specialization Arts and Science

Professional registration/licensure_____NA
Years of employment at present institution_____NA
Years of employment in higher education _____NA
Years of related experience outside higher education_____NA
Non-teaching experience_____NA
To determine compatibility of credentials with assignment:

- (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
          (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

- (b).   If degree is not in area of current assignment, explain. NA

- (c).   Identify your professional development activities during the past five years. NA

- (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. NA

- (e).   Indicate any other activities which have contributed to effective teaching. NA

- (f).   List professional books/papers published during the last five years. NA

- (g).   List externally funded research (grants and contracts) during the last five years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Wallace Looney   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct__X__

Graduate Assistant_____

Highest degree earned ___B.A.___   Conferred by_____NA_____
Date degree received _____   Area of specialization _____

Professional registration/licensure_____NA_____
Years of employment at present institution____NA_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_____NA_____
Non-teaching experience_____NA_____

To determine compatibility of credentials with assignment:

(a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
                    (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

(b).   If degree is not in area of current assignment, explain. NA
         NA
(c).   Identify your professional development activities during the past five years.
         NA
(d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
         NA
(e).   Indicate any other activities which have contributed to effective teaching.
         NA
(f).   List professional books/papers published during the last five years.
         NA
(g).   List externally funded research (grants and contracts) during the last five years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Robert McComas   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct__X__

              Graduate Assistant_____
Highest degree earned Board of Regents BA   Conferred by Bluefield State
Date degree received _____May 15, 1993_____Area of specialization Social Deviance

Professional registration/licensure_____NA
Years of employment at present institution____NA
Years of employment in higher education _____NA
Years of related experience outside higher education_____NA
Non-teaching experience_____NA
To determine compatibility of credentials with assignment:

- (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
              (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

- (b).   If degree is not in area of current assignment, explain.
      NA
- (c).   Identify your professional development activities during the past five years.
      NA
- (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
      NA
- (e).   Indicate any other activities which have contributed to effective teaching.
      NA
- (f).   List professional books/papers published during the last five years.
      NA
- (g).   List externally funded research (grants and contracts) during the last five years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Teddy L. Riffe   Rank: Adjunct Faculty

Check one: Full-time ____   Part-time____   Adjunct__X__

                    Graduate Assistant_____
Highest degree earned ___A.A.S.___   Conferred by_____NA_____
Date degree received _____   Area of specialization _____

_____
Professional registration/licensure_____National Rifle Association 2006___
Years of employment at present institution____NA_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_____NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

- (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester   Course Number and Title   Enrollment
                (SEE FOLLOWING ADJUNCT CLASS SCHEDULE)

- (b).   If degree is not in area of current assignment, explain.
      NA
- (c).   Identify your professional development activities during the past five years.
      NA
- (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
      NA
- (e).   Indicate any other activities which have contributed to effective teaching.
      NA
- (f).   List professional books/papers published during the last five years.
      NA
- (g).   List externally funded research (grants and contracts) during the last five years. NA

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name: Jeffrey Shumate   Rank: Adjunct Faculty

Check one: Full-time ___   Part-time___   Adjunct__X__

        Graduate Assistant_____
Highest degree earned __M.A.__   Conferred by WV Graduate College
Date degree received ___May 8, 1999__   Area of specialization Secondary Education

Professional registration/licensure_____NA_____
Years of employment at present institution____NA_____
Years of employment in higher education _____NA_____
Years of related experience outside higher education_NA_____
Non-teaching experience_____NA_____
To determine compatibility of credentials with assignment:

  (a).   List courses you taught this year those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment
	(SEE FOLLOWING ADJUNCT CLASS SCHEDULE)	

  (b).   If degree is not in area of current assignment, explain. NA

  (c).   Identify your professional development activities during the past five years. NA

  (d).   List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. NA

  (e).   Indicate any other activities which have contributed to effective teaching. NA

  (f).   List professional books/papers published during the last five years. NA

  (g).   List externally funded research (grants and contracts) during the last five years. NA

Southern West Virginia Community and Technical College
Criminal Justice
Adjunct Faculty and Courses
Fall 2003 - Spring 2008

Year/Semester	Number	Instructor	Class Title	Enrollment
Spring 2004	CJ 202	Sabrina Amick	Criminal Law	**26**
Fall 2003	CJ 103 CJ 223	Gregory Allen Bishop	Introduction to Law Enforcement Criminology	31 <u>13</u> **44**
Fall 2003 Spring 2004 Fall 2004 Spring 2005 Fall 2005 Fall 2006 Spring 2007 Fall 2007 Spring 2008	CJ 102 CJ 221 CJ 102 CJ 221 CJ 102 CJ 102 CJ 221 CJ 102 CJ 221	Charles E. Brown	Introduction to Corrections Community Corrections Introduction to Corrections Community Corrections Introduction to Corrections Introduction to Corrections Community Corrections Introduction to Corrections Community Corrections	12 9 9 20 5 9 9 15 <u>8</u> **96**
Fall 2003 Fall 2004 Fall 2005 Fall 2006	CJ 226	James Cadle	Abnormal Psychology Abnormal Psychology Abnormal Psychology Abnormal Psychology	10 10 5 <u>5</u> **30**
Fall 2007	CJ 226	Elizabeth Collier	Abnormal Psychology	**14**

Southern West Virginia Community and Technical College
Criminal Justice
Adjunct Faculty and Courses
Fall 2003 – Spring 2008

Year/Semester	Number	Instructor	Class Title	Enrollment
Fall 2003	CJ 223 CJ 101	Kathy Downey	Criminology Criminal Justice Systems	7 <u>10</u> **17**
Spring 2004	CJ 217	Theresa Ferguson Morgan	Juvenile Delinquency	**6**
Spring 2004	CJ 213	Matthew Maxwell Hatfield	Criminal Investigation	**19**
Fall 2003	CJ 230	Brady Keyser	Pistol and Personal Protection	14
Spring 2004			Pistol and Personal Protection	10
Fall 2004			Pistol and Personal Protection	16
Spring 2005			Pistol and Personal Protection	10
Fall 2005			Pistol and Personal Protection	17
Spring 2006			Pistol and Personal Protection	13
Fall 2006			Pistol and Personal Protection	12
Spring 2007			Pistol and Personal Protection	6
Fall 2007			Pistol and Personal Protection	9
Spring 2008			Pistol and Personal Protection	<u>11</u> **118**

Year/Semester	Number	Instructor	Class Title	Enrollment
Spring 2004	CJ 217	Douglas R. Koscianski	Juvenile Delinquency	**22**
Spring 2004	CJ 213	Wallace E. Looney	Criminal Investigation	23
Fall 2004	CJ 223		Criminology	9
Spring 2005	CJ 202		Criminal Law	31
Fall 2005	CJ 101		Criminal Justice Systems	13
Spring 2006	CJ 103		Introduction to Law Enforcement	6
Fall 2006	CJ 250		Ethics in Criminal Justice	14
	CJ 101		Criminal Justice Systems	15
	CJ 280		Introduction to Law Enforcement	9
Fall 2007	CJ 202		Criminal Law	11
	CJ 201		Criminal Procedures	<u>14</u> **145**
Spring 2004	CJ 280	Robert McComas	Traffic Law and Enforcement	**31**
Spring 2007	CJ 230	Teddy L. Riffe	Pistol and Personal Protection	5
Spring 2008	CJ 213		Criminal Investigation	18
	CJ 221		Community Corrections	<u>12</u> **35**

Fall 2003	CJ 102	Jeffrey Shumate	Introduction to Corrections	11
	CJ 203		Criminal Evidence	25
Spring 2004	CJ 217		Juvenile Delinquency	17
Fall 2004	CJ 203		Criminal Evidence	21
Spring 2005	CJ 217		Juvenile Delinquency	17
Fall 2005	CJ 103		Introduction to Law Enforcement	12
Spring 2006	CJ 213		Criminal Investigation	19
	CJ 217		Juvenile Delinquency	13
Fall 2006	CJ 103		Introduction to Law Enforcement	15
Spring 2007	CJ 213		Criminal Investigation	19
	CJ 217		Juvenile Delinquency	13
Fall 2007	CJ 103		Introduction to Law Enforcement	<u>17</u> **199**

APPENDIX III
Student and Graduate Data

Criminal Justice Certificate Program High School GPA

Academic Year	GPA Average
2003	2.69
2004	2.84
2006	3.12
Total	**2.84**

Note: No students enrolled for Certificate Program in 2005 and 2007.

Criminal Justice Certificate Average Student Count Fall 2003-Spring 2007

Certificate Program   **Academic Years**

2003	2004	2005	2006	2007
2	2	0	1	0

Note: Many students seek both the Certificate and the Associate Degrees.

CRIMINAL JUSTICE CERTIFICATE GRADUATES

Year	Number of Students Graduating
2003	15
2004	16
2005	17
2006	14
2007	12
2008	7
Totals	**81**

*Note: The 2008 numbers do not include the December 2008 Criminal Justice graduates.

Academic Year	Criminal Justice Major	Accuplacer Test Type	Number of Students	Average Score
2003	Criminal Justice-CERT	Accu Arithmetic	2	66.5
2003	Criminal Justice-CERT	Accu Elementary Algebra	1	23.0
2003	Criminal Justice-CERT	Accu Reading	1	87.0
2003	Criminal Justice-CERT	Accu Sentence Skills	3	86.3
2003	Criminal Justice-CERT	ACT Composite	1	15.0
2003	Criminal Justice-CERT	Writing Sample	1	3.0
2004	Criminal Justice-CERT	Accu Arithmetic	3	105.0
2004	Criminal Justice-CERT	Accu Elementary Algebra	3	48.3
2004	Criminal Justice-CERT	Accu Reading	3	81.7
2004	Criminal Justice-CERT	Accu Sentence Skills	3	83.7
2004	Criminal Justice-CERT	ACT Composite	1	19.0
2005	No Certificate students		0	0.0
2006	Criminal Justice-CERT	Accu Arithmetic	2	36.0
2006	Criminal Justice-CERT	Accu Elementary Algebra	2	30.0
2006	Criminal Justice-CERT	Accu Reading	2	57.0
2006	Criminal Justice-CERT	Accu Sentence Skills	2	71.0
2006	Criminal Justice-CERT	ACT Composite	2	18.0
2007	Criminal Justice-CERT	ACT Composite	1	21.0

College Overall Average

AcademicYear		TEST Desc	Count	Avg Test Score
2003		Accu Arithmetic	2214	61.55
2003		Accu Elementary Algebra	2219	40.29
2003		Accu Reading	2197	73.55
2003		Accu Sentence Skills	2097	80.25
2003		ACT Composite	4619	18.73
2003		GED Average	184	50.39
2003		Writing Sample	1882	2.53
2004		Accu Arithmetic	2254	61.99
2004		Accu Elementary Algebra	2277	40.86
2004		Accu Reading	2209	73.36
2004		Accu Sentence Skills	2129	80.95
2004		ACT Composite	4743	18.76
2004		GED Average	193	51.2
2004		Writing Sample	1782	2.52
2005		Accu Arithmetic	2231	61.47
2005		Accu Elementary Algebra	2271	40.59
2005		Accu Reading	2212	73.2
2005		Accu Sentence Skills	2154	80.56
2005		ACT Composite	4669	18.78
2005		GED Average	229	50.36
2005		Writing Sample	1371	2.59
2006		Accu Arithmetic	2179	62.54
2006		Accu Elementary Algebra	2277	41.64
2006		Accu Reading	2208	73.48
2006		Accu Sentence Skills	2165	81.51
2006		ACT Composite	4491	18.72
2006		GED Average	206	50.78
2006		Writing Sample	1075	2.6
2007		Accu Arithmetic	1785	60.02
2007		Accu Elementary Algebra	1862	41.09
2007		Accu Reading	1770	72.36
2007		Accu Sentence Skills	1744	79.52
2007		ACT Composite	3464	18.77
2007		GED Average	131	50.29
2007		Writing Sample	731	2.6

Semesters Fall 2003 - Spring 2007   RACE
Criminal Justice Certificate Students
Criminal Justice Program
Criminal Justice-CERT

	Academic Year	Race Black	White
	2003	0	2
	2004	0	2
	2005	0	0
	2006	0	1
	2007	0	0
Total		0	5
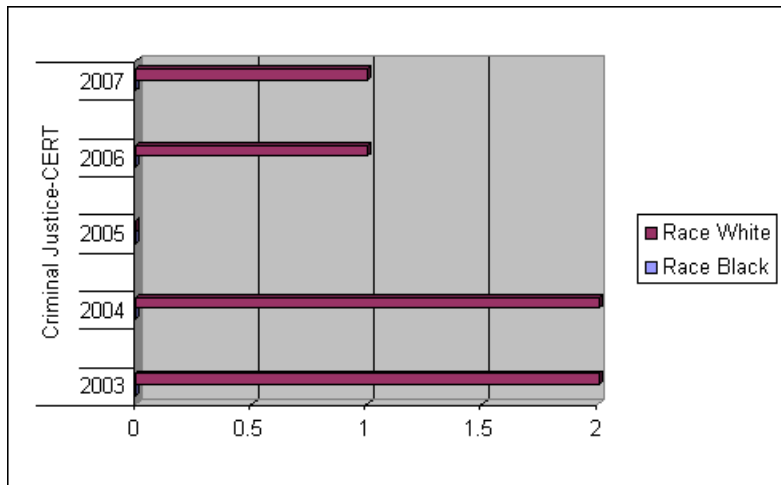
CRIMINAL JUSTICE CERTIFICATE
GENDER AVERAGE
Fall 2003-Spring 2007

Academic Year	Male	Female
2003	1	1
2004	1	1
2005	0	0
2006	1	0
2007	1	0

CRIMINAL JUSTICE CERTIFICATE
AVERAGE AGE
Fall 2003-Spring 2007

Academic Year	Age
2003	37.5
2004	27.5
2005	No CJ Certificate Students
2006	21.0
2007	No CJ Certificate Students

APPENDIX IV
Enrollment

Criminal Justice Enrollment Fall 2003-Spring 2008

Semester	Course	Instructor	Grand Total
FALL 2003	CJ 101	Downey,Kathy A	10
		Summers,Charles D.	57
FALL 2004		Bolen,Roy	36
		Summers,Charles D.	29
FALL 2005		Bolen,Roy	21
		Looney,Wallace E	15
		Summers,Charles D.	20
FALL 2006		Looney,Wallace E	15
		Summers,Charles D.	16
FALL 2007		Bolen,Roy	21
		Summers,Charles D.	15
CJ 101 Total			255
FALL 2003	CJ 102	Brown,Charles E.	12
		Shumate,Jeffrey S.	11
FALL 2004		Bolen,Roy	24
		Brown,Charles E.	11
FALL 2005		Bolen,Roy	15
		Brown,Charles E.	9
FALL 2006		Bolen,Roy	12
		Brown,Charles E.	8
FALL 2007		Brown,Charles E.	15
		Looney,Wallace E	11
CJ 102 Total			128
FALL 2003	CJ 103	Bishop,Gregory Allen	31
		Summers,Charles D.	16
FALL 2004		Bolen,Roy	15
		Summers,Charles D.	23
FALL 2005		Looney,Wallace E	7
		Shumate,Jeffrey S.	13
		Summers,Charles D.	20
SPRING 2006		Bolen,Roy	3
FALL 2006		Looney,Wallace E	9
		Shumate,Jeffrey S.	15
		Summers,Charles D.	8
FALL 2007		Shumate,Jeffrey S.	19
		Summers,Charles D.	12
CJ 103 Total			191
FALL 2003	CJ 201	Summers,Charles D.	19
FALL 2004		Summers,Charles D.	23
SPRING 2005		Bolen,Roy	11
FALL 2005		Bolen,Roy	25

		Summers,Charles D.	18
FALL 2006		Bolen,Roy	8
		Summers,Charles D.	18
FALL 2007		Looney,Wallace E	14
		Summers,Charles D.	14
CJ 201 Total			150
SPRING 2004	CJ 202	Amick,Sabrina L	25
		Bolen,Roy	9
SPRING 2005		Bolen,Roy	1
		Looney,Wallace E	30
FALL 2005		Bolen,Roy	4
SPRING 2006		Bolen,Roy	33
		Summers,Charles D.	20
FALL 2006		Bolen,Roy	1
SPRING 2007		Bolen,Roy	21
		Summers,Charles D.	17
SPRING 2008		Bolen,Roy	10
		Summers,Charles D.	12
CJ 202 Total			183
FALL 2003	CJ 203	Shumate,Jeffrey S.	25
		Summers,Charles D.	12
FALL 2004		Shumate,Jeffrey S.	22
		Summers,Charles D.	24
FALL 2005		Bolen,Roy	23
		Summers,Charles D.	20
SPRING 2006		Bolen,Roy	1
FALL 2006		Bolen,Roy	13
		Summers,Charles D.	11
FALL 2007		Bolen,Roy	12
		Summers,Charles D.	14
CJ 203 Total			177
SPRING 2004	CJ 213	Hatfield,Matthew Maxwell	19
		Looney,Wallace E	21
		Summers,Charles D.	29
SPRING 2005		Bolen,Roy	34
		Summers,Charles D.	23
SPRING 2006		Shumate,Jeffrey S.	19

		Summers,Charles D.	11
SPRING 2007		Shumate,Jeffrey S. Summers,Charles D.	19 19
SPRING 2008		Riffe,Teddy Lewis Summers,Charles D.	18 14
CJ 213 Total			226
SPRING 2004	CJ 217	Ferguson-Morgan,Teresa L Koscianski,Douglas R	6 22
FALL 2003		Bolen,Roy	13
SPRING 2005		Shumate,Jeffrey S. Summers,Charles D.	17 14
FALL 2005		Bolen,Roy	1
SPRING 2006		Shumate,Jeffrey S. Summers,Charles D.	13 11
SPRING 2007		Bolen,Roy Shumate,Jeffrey S. Summers,Charles D.	5 8 14
SPRING 2008		Bolen,Roy Summers,Charles D.	13 11
CJ 217 Total			148
SPRING 2004	CJ 221	Brown,Charles E.	9
SPRING 2005		Bolen,Roy Brown,Charles E.	8 20
FALL 2005		Bolen,Roy	1
SPRING 2006		Bolen,Roy	8
SPRING 2007		Bolen,Roy Brown,Charles E.	3 9
SPRING 2008		Brown,Charles E. Riffe,Teddy Lewis	8 12
CJ 221 Total			78
FALL 2003	CJ 223	Bishop,Gregory Allen Bolen,Roy Downey,Kathy A	13 12 7
FALL 2004		Bolen,Roy	7

		Looney,Wallace E	9
FALL 2005		Bolen,Roy	11
		Summers,Charles D.	13
FALL 2006		Bolen,Roy	8
		Summers,Charles D.	14
FALL 2007		Bolen,Roy	9
		Summers,Charles D.	9
CJ 223 Total			112
FALL 2004	CJ 226	Cadle,James Alan	12
FALL 2006		Cadle,James Alan	5
FALL 2007		Collier,Elizabeth	1
CJ 226 Total			18
SPRING 2004	CJ 230	Keyser,Brady B.	10
FALL 2003		Keyser,Brady B.	13
FALL 2004		Keyser,Brady B.	20
SPRING 2005		Keyser,Brady B.	10
FALL 2005		Keyser,Brady B.	20
SPRING 2006		Keyser,Brady B.	13
FALL 2006		Keyser,Brady B.	12
SPRING 2007		Keyser,Brady B.	6
		Riffe,Teddy Lewis	5
FALL 2007		Keyser,Brady B.	9
SPRING 2008		Keyser,Brady B.	11
CJ 230 Total			129
FALL 2003	CJ 240	Summers,Charles D.	19
FALL 2004		Summers,Charles D.	26
FALL 2005		Bolen,Roy	10
		Summers,Charles D.	12
FALL 2006		Bolen,Roy	21
SPRING 2007		Bolen,Roy	1
FALL 2007		Bolen,Roy	5
		Summers,Charles D.	9
CJ 240 Total			103
SPRING 2004	CJ 241	Summers,Charles D.	13
SPRING 2005		Bolen,Roy	15
		Summers,Charles D.	8
SPRING		Bolen,Roy	11

2006			
SPRING 2007		Summers,Charles D.	**10**
SPRING 2008		Bolen,Roy	**8**
CJ 241 Total			**65**
SPRING 2004	CJ 250	Summers,Charles D.	**41**
SPRING 2005		Bolen,Roy	**38**
SPRING 2006		Bolen,Roy Looney,Wallace E	**22** **14**
SPRING 2007		Bolen,Roy	**26**
SPRING 2008		Bolen,Roy	**21**
CJ 250 Total			**162**
FALL 2007	CJ 275	Bolen,Roy	**4**
CJ 275 Total			**4**
SPRING 2004	CJ 280	McComas,Robert M Summers,Charles D.	**31** **14**
SPRING 2005		Bolen,Roy Summers,Charles D.	**21** **21**
SPRING 2006		Bolen,Roy Summers,Charles D.	**19** **9**
SPRING 2007		Bolen,Roy Summers,Charles D.	**11** **13**
SPRING 2008		Bolen,Roy Summers,Charles D.	**12** **10**
CJ 280 Total			**161**
SPRING 2004	CJ 290	Summers,Charles D.	**13**
FALL 2003		Summers,Charles D.	**5**
FALL 2004		Summers,Charles D.	**5**
SPRING 2005		Summers,Charles D.	**14**
FALL 2005		Summers,Charles D.	**10**
SPRING 2006		Bolen,Roy Summers,Charles D.	**5** **7**

57

FALL 2006		Summers,Charles D.	**10**
SPRING 2007		Bolen,Roy	**2**
		Summers,Charles D.	**6**
FALL 2007		Bolen,Roy	**3**
		Summers,Charles D.	**3**
SPRING 2008		Bolen,Roy	**4**
		Summers,Charles D.	**7**
	CJ 290 Total		**94**

Total enrolled 2003-2008   **2,362**

APPENDIX V
Program
Assessment

Assessment Matrix for Measuring Program Goals

Criminal Justice Program

* investigate accident and crime scenes with proper documentation					
Evaluation Method	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
CJ 280 Mock Accident/Crash Scene Students will: 1. Investigate and document a staged accident/crash scene. 2. Complete associated reports related to traffic enforcement.	Spring Semester 2008	D. Summers Roy Bolen	Student investigated a mock accident scene and prepared all reports associated with a one car crash, and suspected DUI	Southern and Criminal Justice Department	Results used to determine if students could apply the proper procedures for crash scene investigation and the proper documentation of the accident/crash scene.
CJ 213 Mock crime scene Students will: 1. Process crime scene. 2. Complete a criminal investigation report.	Spring Semester 2008	D. Summers Roy Bolen	Students processed a mock crime scene and prepared a report as documentation of the investigation.	Southern and Criminal Justice Department	Results used to determine if students could apply the proper procedures and concepts of criminal investigation.

Notes:

Assessment Matrix for Measuring Program Goals

Criminal Justice Program

* Demonstrate safe, effective use of weapons					
Evaluation Method	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
CJ 230 In class demonstration of the proper/safe handling of weapons	Fall Semester 2008	Brady Keyser	Students demonstrated the proper handling, safety and range procedures of a firearm.	Southern, Criminal Justice Department	Used to demonstrate knowledge of proper procedures and safety in the handling of a firearm.
CJ 230 Students will demonstrate proper handling and firing of weapons at a <u>live</u> firing range	Fall Semester 2008	Brady Keyser	Student demonstrated the proper firing of a weapon and applied the safety procedures at a live firing range.	Southern, Criminal Justice Department	Used to determine if students can apply concepts of firearm safety and proper range procedures.

Notes:

Assessment Matrix for Measuring Program Goals

Criminal Justice Program

*Demonstrate basic skills in law enforcement /corrections					
Evaluation Method	**When Conducted**	**Person Responsible**	**Results**	**Audience for Results**	**Use of Results**
CJ 280 students will be shown a training video on vehicle stops and officer safety. The students will demonstrate the proper techniques of vehicle stops.	Spring Semester of 2009	D. Summers and Roy Bolen			
CJ 213 students will demonstrate the proper technique for developing latent fingerprints at a mock crime scene.	Spring Semester	D. Summers and Roy Bolen			

Notes:

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2009

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 Certificate in Health
                                           Care Technology program with
                                           corrective action in accordance with the
                                           provisions of the West Virginia Council
                                           for Community and Technical College
                                           Education Title 135, Series 10, *Policy
                                           Regarding Program Review.*

STAFF MEMBER: Alyce Patterson-Diaz

BACKGROUND:

During the 2008-2009 academic year a program review of the Health Care Technology
Certificate program was conducted by the Nursing and Allied Health departments. The
departments recommend the continuation of the program at the current level of activity
with corrective action. The Executive Council, Academic Affairs Management Council
and the Curriculum and Instruction committee concur with this recommendation. The
program meets all the standards set for program continuance by the Community and
Technical College Council of the State of West Virginia.

1

PROGRAM REVIEW
2008-2009
SOUTHERN WEST VIRGINIA COMMUNITY
AND TECHNICAL COLLEGE

Program: Certificate: Health Care Technology   Date: January 2009
          Program Options-Electrocardiography or Medical Laboratory Assistant.

INSTITUTIONAL RECOMMENDATION

Southern West Virginia Community and Technical College is obligated to recommend
continuance or discontinuance of a program and to provide a brief rationale for its
recommendation:

Code (#)

_____	1.	Continuation of the program at the current level of activity;
__X__	2.	Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
_____	3.	Identification of the program for further development (Identify areas and provide a rationale in your request);
_____	4.	Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
_____	5.	Discontinuation of the Program (See Policy 135, Series 10 and 11 of the Council for Community and Technical College Education).

Rationale for Recommendation: See statement of rationale on page five.

Approved	Barbara Donham	2/23/09
Recommendation	Signature of Department Chair	Date

Approved	Pamela L. Alderman	2/23/09
Recommendation	Signature of Dean	Date

Approved	Cathy L. Smith-Cox	23 FEB 09
Recommendation	Signature of Vice President for Academic Affairs	Date

Recommendation	Signature of President	Date

Recommendation	Signature of Chair, Board of Governors	Date

Southern West Virginia Community and Technical College
Division of Career and Technical Programs - Department of Allied Health
Health Care Technology (EKG and MLA options)

Program Review Summary
Program Review Components
A.   **Adequacy**
  - The curriculum requirements are sufficient for the demands of allied health.
  - Delivery for the new electrocardiography offering on the Boone Campus will change in the fall of 2009 to better utilize faculty. The Wyoming electrocardiography instructor will link the Wyoming class with the Boone Campus via the interactive classroom.
  - Entrance abilities for the students are those mandated by the college.
  - Graduates have been successful in the job market as well as pursuing the next educational level.
  - Advisory committee is actively involved in the program.
  - The assessment system ensures that the student has attained the proper learning and competency abilities.

  Conclusion: The program meets and exceeds the minimum adequacy requirements.

B.   **Viability**

  - Curriculum with delivery system variations indicate future students seeking the certificate will remain acceptable.
  - Certificate offerings are essentially no-cost.

  Conclusion: The program meets the requirements for viability.

C.   **Necessity**
  - Student employment rate is greater than minimal.

  Conclusion: This is a necessary program.

D.   **Consistency with Mission**

  - The program does support the mission and vision of the institution.
  - The program and/or core courses support Southern's Compact.
  - Core courses impact other programs.

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

3

Recommendation:

Continuation of the program with corrective action for the electrocardiography option. The electrocardiography option will utilize the Wyoming campus instructor to provide the program option to two additional campus locations, Boone and Williamson. The interactive classroom will be the mode of delivery. This will increase enrollment in the program and increase the workload for the Wyoming campus faculty member.

The curriculum for the electrocardiography option will change for the second semester of the program to allow the student to design the program for their individual needs. Eight to nine credits of the second semester will be restricted electives that will include a choice of the traditional practicum, university transfer courses such as math and psychology, or office administration courses. Proposed Electrocardiography curriculum change is in Appendix I.

4

Rationale for Recommendation

The electrocardiography program option has been offered at the Logan Campus since the inception of the Health Care Technology program and on the Wyoming Campus since 2005. In the fall of 2008 the electrocardiography program option was implemented on the Boone Campus.

The enrollment in the Electrocardiography program option decreased on both the Logan Campus and Wyoming Campus in the fall of 2007. The Wyoming campus has the lowest enrollment of three students in the fall for 2008. However, it should be noted that historically the Wyoming Campus does not have a large number of students and it was expected that enrollment would be low. Even though the campus has low enrollment, the program is a success with students taking and passing the national electrocardiography certification exam each year.

In the fall of 2009, to improve the program enrollment and better utilize the Wyoming Campus instructor, the electrocardiography program option will be offered through the interactive classroom from Wyoming to the Boone and Williamson locations. Further the curriculum will be revised to allow for eight to nine hours of restricted electives in the second semester of the program. The new curriculum will allow students to be active participants in designing the curriculum to meet individual needs. The electives will provide for a choice of combining electrocardiography courses with a traditional clinical practicum and support courses such as math and psychology, or the student may choose to focus on health care, or office procedures that include medical billing and coding.

Graduates work in different health care settings such as doctor offices and telemetry floors where secretarial skills are essential in addition to the electrocardiography. Other graduates may want a career in nursing and will choose the clinical practicum, math and psychology courses for program completion. Lastly, other graduates will choose allied health courses in health care to complement the electrocardiography

5

Program: Health Care Technology
Last Review: 2004

I. Program Description

The Health Care Technology Program was implemented in the fall of 1997. This is a one year certificate program that develops skills for entry level graduates to work in the health care industry. There are two options from which students may choose:

1. Electrocardiography
   Logan Campus-1997
   Wyoming Campus-2005
   Boone Campus-2008
2. Medical Laboratory Assistant
   Logan Campus-1997

This program is designed for career-oriented individuals who desire to enter the job market in entry-level positions. The Health Care Technology Certificate Program prepares graduates as skilled, flexible health care workers, who work under the direction of licensed professionals such as registered professional nurses, medical laboratory technologists, and physicians.

The electrocardiography graduate is prepared to work in an office, clinic, or hospital performing routine EKG's and Holter monitoring. The graduate is also prepared to work as a telemetry technician on a telemetry floor within a hospital. Thus, employment opportunities are broader than with simply being able to perform a 12 lead EKG in an office or clinic.

The electrocardiography option limits enrollment to twenty-five students due to availability of clinical space for hands-on practice at each campus location. However, it is rare that twenty-five students are successful in progressing to the spring semester for the practicum class. As with any health care field, it is a rigorous curriculum and some students decide that health care is not what they wish to do and change their major.

The medical laboratory assistant option prepares students to perform skills such as phlebotomy and simple laboratory tests. The number of students allowed to enroll is kept to a maximum of seventeen, due to the availability of clinical sites for the Phlebotomy Clinical Practicum portion of the curriculum and the size of the laboratory that is used for student practice of skills.

6

Some students choose to register for both options and/or seek a higher degree in one of the other health care fields such as nursing or medical laboratory technology. The knowledge gained in the Health Care Technology Program is applicable to other disciplines. Most of the support courses are the same courses required in Nursing, Medical Laboratory Technology, Paramedic Science, Surgical Technology, and Radiology Technology programs.

Graduates of the Health Care Technology Program are eligible to take national certification exams in the applicable options.

Goals:

The Health Care Technology Program will:

1. Provide highly skilled providers of care for community clients in hospitals and other community agencies.

2. Provide students with the knowledge and skills to take and pass the appropriate certification exam provided the student meets all eligibility requirements of the certifying agency.

3. Provide students with skills and knowledge that enables them to meet career and work goals.

4. Maximize the quality of the Health Care Technology Program by ongoing monitoring of graduates and curriculum.

II. Special Accreditation Information

   Not Applicable

III. Program Statement on Adequacy, Viability, Necessity, and Consistency with College Mission

   A. Adequacy

   1. Curriculum:

The Health Care Technology curriculum spans two semesters. The support courses required in the program are common to both options that are offered, electrocardiography and medical laboratory assistant. Further, most of the support courses are the same courses required in allied health associate degree programs. Thus, students may ladder their health care career education and move from the

7

certificate program to an associate degree program with minimal loss of credit earned.

Another special feature of the program is that graduates may take national certification exams. Passage rate for the certification exams are exceptionally high. Each year 90-100% of students within each option pass the exam on the first attempt. A copy of the curriculum for each option is reflected in Appendix I.

2. Faculty:

The Health Care Technology Program is directed by a department chair for each option. The nursing department chair directs the electrocardiography option and the allied health department chair directs the medical laboratory assistant option. The time each department chair devotes to the Health Care Technology Program each week is approximately one (1) hour. Instructors for the allied health courses in each option are different as well.

The electrocardiography option requires that the instructor be a licensed Registered Professional Nurse (RN), hold an associate degree in nursing, and demonstrate expertise in electrocardiography. The instructors who teach electrocardiography exceed the requirements. There are two full time electrocardiography instructors. One instructor is assigned to the Logan Campus and the other instructor is assigned to the Wyoming Campus. Instructors have the following qualifications**:**

1. Licensed RN in West Virginia,
2. Bachelor degree in nursing or another field,
3. Demonstrated expertise in electrocardiography, and
4. Workshop and seminar attendance for related professional development.

Adjunct instructors who meet the qualifications of an instructor may be utilized for program specific courses when the program is offered at a site other than the Logan or Wyoming Campus. Adjunct faculty must have a minimum of an associate degree in nursing and experience in the field. The Boone Campus utilizes adjunct instructors who may be employed by the college in another capacity or the instructor may be a member of the professional healthcare community.

The medical laboratory assistant option requires that the instructor be certified as a Medical Laboratory Technician (MLT), hold an associate degree in medical laboratory technology, and demonstrate expertise in the field. The instructor who teaches the medical laboratory assistant courses exceeds the requirements. She has the following qualifications:

8

1. American Society of Clinical Pathologist's Certified Medical Laboratory Technician,
2. West Virginia State License,
3. Associate degree in medical laboratory technology,
4. Regents Bachelor of Arts Degree,
5. Teaching experience in the medical laboratory technology program,
6. Demonstrated expertise in medical laboratory technology,
7. Thirty years experience in the field,
8. Works per diem in community facilities to stay abreast of changes and new technology in the field of medical technology, and
9. Attends workshops and seminars for professional development.

The medical laboratory assistant instructor is a full time faculty member for the medical laboratory technology program. She devotes approximately five (5) hours per week of instruction to the medical laboratory assistant option of the Health Care Technology Program. Teaching in this option for this instructor is considered as part of her full time work assignment. Thus, teaching in this option constitutes approximately 36% of her full time faculty workload.

Support courses, such as English, anatomy and physiology, and psychology, are taught by qualified college faculty who meet or exceed the qualifications of the college accrediting body, Higher Learning Commission of the North Central Association of Schools and Colleges.

3. Students

A. Entrance Abilities:

The Health Care Technology program has an open enrollment each fall for students admitted to Southern. However, for many courses in the curriculum, a student must have completed "transitional" English and Math courses or have acceptable accuplacer/ACT scores as pre-requisites.

There is an enrollment cap set for each option. The cap is set with a consultation between the department chair and the instructor. The cap is largely dependent on the availability of clinical experience opportunities in the second semester of each year for each option. In addition, prior to clinical experiences in the spring of each year, the students must complete a background check, drug screen, and immunizations such as documentation of MMR (measles, mumps & rubella), Hepatitis B, Td (tetanus), and a PPD test (skin test for tuberculosis).

9

Entrance abilities of students entering the Health Care Technology program are demonstrated through ACT composite scores and accuplacer scores. ACT scores and accuplacer scores for both options are comparable. The following graphs give a visual picture of scores over the last five years:

EKG ACT Composite Scores

ACT composite score
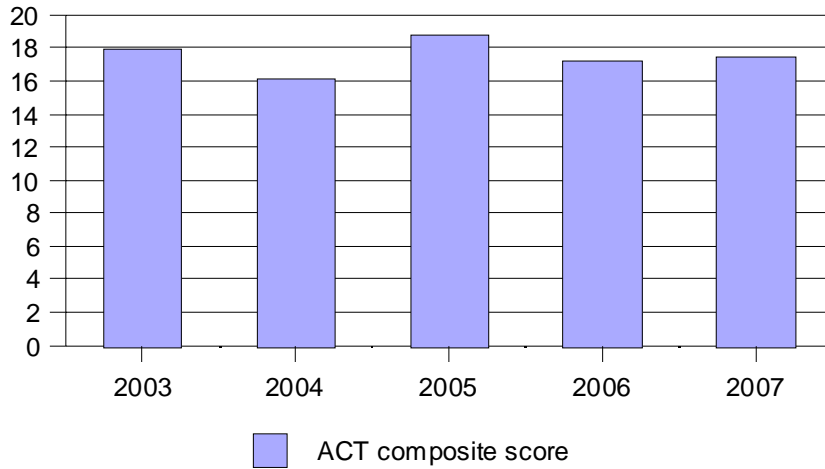
MLA ACT Composite Scores

Score

10

EKG Accuplacer Scores

Legend:
- Accuplacer arithmetic
- Accuplacer elementary algebra
- Accuplacer reading
- Accuplacer writing skills

MLA Accuplacer Scores

Legend:
- Accuplacer arithmetic
- Accuplacer elementary
- Accuplacer reading
- Accuplacer sentence skills
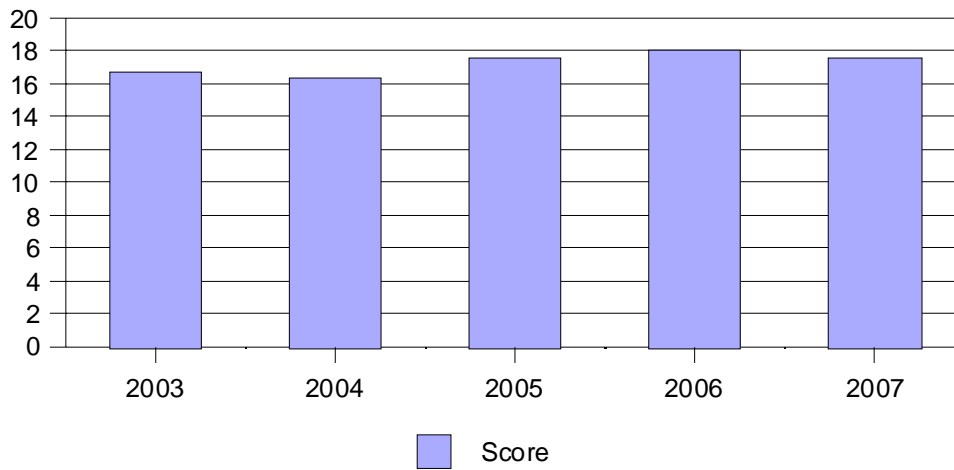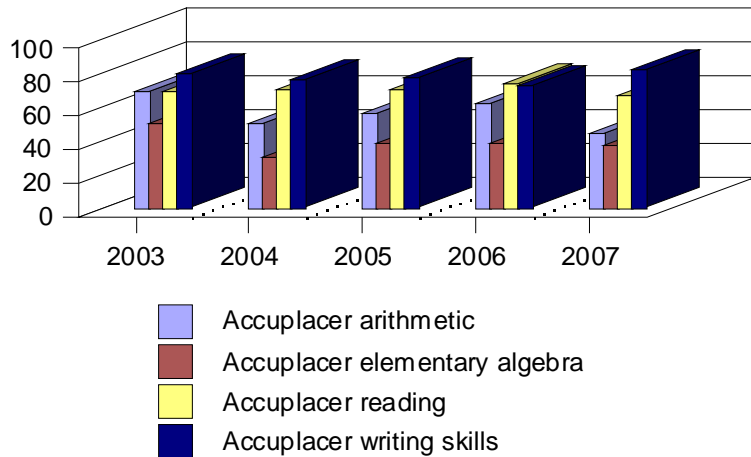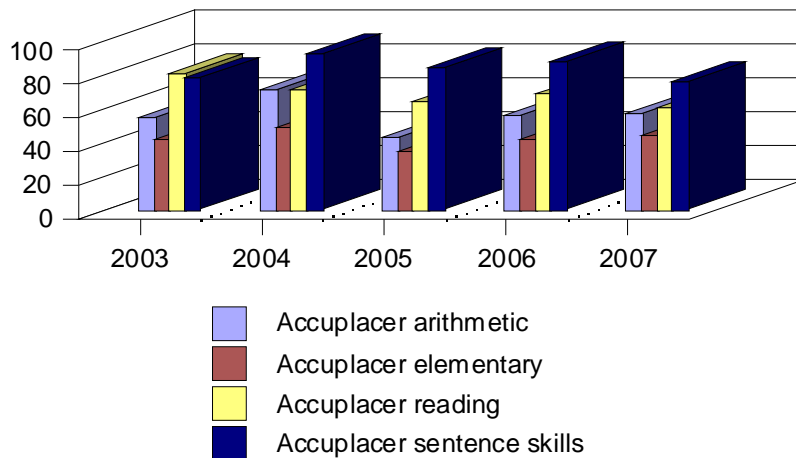
B. Exit Competencies:

Exit abilities of the students who graduate from the program are dependent upon the option completed. While it is true each option has some skills and knowledge in common, the focus of each option is quite different.

First, all students have basic patient care knowledge such as communication, taking vital signs, patient transfer techniques, body mechanics, basic aseptic technique, and universal precautions. Graduates of the electrocardiography option are able to

11

identify normal and abnormal heart patterns on the cardiac monitor, perform a twelve lead EKG test, place a patient on a continuous heart monitor, place a patient on a holter monitor, and perform continuous cardiac monitoring of at-risk patients for a life-threatening arrhythmia.

The 2008-2009 *Occupational Outlook Handbook* states "This area of practice includes giving electrocardiograms (EKGs) and sonograms of the heart. Cardiovascular technicians who specialize in EKGs, stress testing, and those who perform Holter monitor procedures are known as cardiographic or *electrocardiograph* (or *EKG*) *technicians*."

Graduates of the electrocardiography (EKG) option perform basic electrocardiographs, Holter monitoring, interpret cardiac rhythms, and may assist in stress testing laboratories. Upon exiting the program, the graduates have skills and abilities to work at an entry level position in hospitals, clinics, and doctor offices.

Graduates of the medical laboratory assistant (MLA) option perform basic venipuncture, collection of blood and body fluid samples for laboratory testing, and perform simple laboratory diagnostic tests under the supervision of a medical laboratory technologist or physician. Upon exiting the program, the graduates have skills and abilities to work an entry level position in hospitals, clinics, and doctor offices.

4. Resources

A. Financial

The electrocardiography and medical laboratory assistant receive an annual budget from the college. While it is not adequate to purchase audio/visuals, computer programs, or equipment, it is sufficient to purchase supplies and provide for travel of faculty.

The electrocardiography program was fortunate to receive a grant from the Community and Technical College System of West Virginia in the fall of 2008 to increase enrollment. Videos, library books, and two laptop computers were purchased this year. Also, the electrocardiography laboratory has been upgraded with new cabinets. The Boone Campus was added as a new location for the program for Fall 2008.

B. Facilities

The electrocardiography and medical laboratory assistant programs enjoy clinical affiliate contracts with all hospitals in the service district as well as in the Kanawha Valley where larger facilities are located. Students have received excellent opportunities for clinical experiences in their field of study. However, the units for electrocardiography

12

within the facilities are small, but the variety is increasing with the inclusion of cardiac rehabilitation units, telemetry floors, and cardiac testing programs.

The laboratories and classrooms on the Logan Campus are more than adequate for both programs. At other campus locations, an electrocardiography laboratory is not available, but classrooms are adequate and supplies, electrocardiography machine, and transport carrier can easily be moved to an available classroom.

Library texts are very few and funds have not been available in the library budget in the past few years to purchase new texts. An online resource for journal literature is available to students and faculty. The electrocardiography grant fund that was received in 2008 will help meet this need.

5. Assessment Information

A. Assessment data

In an effort to provide more effective educational services for students and faculty, Southern West Virginia Community and Technical College's assessment program helps identify a student's academic strengths and weaknesses. Accurate assessment is essential to the process of appropriate course placement for entering students. Entrance assessment provides information to assist in assessing present level of competencies, placing students in appropriate courses and developing instructional programs to meet the needs of entering students.

All students enrolling in certificate and associate degree programs are expected to participate in institutional, program, course and/or services assessment activities. This participation will most often be in the form of tests to determine the degree of student academic achievement within the basic skills, the general education core curriculum, or the academic major. As part of the academic calendar, "testing days" will be established during which students will be required to participate in these assessment activities.

Assessment activities include entrance assessment for course placement as described in the section labeled "entrance abilities." Final evaluation occurs when the students take the appropriate national certification exam, electrocardiography and/or phlebotomy. Each year, a few students complete both options simultaneously and take both certification exams.

National certification exam results for the electrocardiography and the medical laboratory assistant students are in Appendix III. Students taking the exam must have taken both semesters of the option specific courses, but have not necessarily completed all of the support courses. Some students take the courses to improve their skills without an intention to graduate from the program. For example, in 2006 there were a

13

total of five (5) students in various associate degree programs that were taking the electrocardiography courses.

Both program options, electrocardiography and medical laboratory assistant, have impressive certification exam results. The number of students completing all core electrocardiography courses in the fall of 2007 and spring 2008 semesters was twelve. However, the number of students taking the certification exam dropped in 2008 for electrocardiography. The reason for the drop is not clear, but could be due to some students who take the courses to enhance their skills or who decline to take the certification exam.

It should be noted that the electrocardiography program on the Logan Campus has 19 students enrolled for the fall of 2008. As of December 2008, it is expected that 16 students will matriculate to the spring semester of the program.

The Wyoming Campus has three students. Wyoming is a consistently low enrollment campus for all courses. To more effectively utilize the expertise and skill of the instructor for the Wyoming Campus, the instructor will teach courses through the interactive television system from Wyoming to the Boone and Williamson Campuses in the fall of 2009.

B. Assessment Tools and Data for Last Five Years

Selected electrocardiography and medical laboratory assistant students take the Work Keys exam each year as part of the overall college assessment program. There has not been any significant change in either program related to the assessment data because the students in the programs are successful on their certification exams and gain employment when they choose to seek employment. Assessment data is in Appendix III.

Work-Keys:

Electrocardiography and medical laboratory students take the Work Keys test as the college assessment of student knowledge and skills. In 2004, the electrocardiography students were expected to achieve Level 5 on both the Applied Mathematics assessment (AM) and the Reading for Information (RFI) sections of the exam. In 2005, the expected level of performance was reduced to a more appropriate Level 4. Additionally, in 2005, the Locating Information (LI) section of the Work Keys test was added as a component of the college wide assessment. The medical laboratory students are expected to perform at Level 4 on each of the same exams. The following are excerpts from the Work Keys exams that describe the test and expected level of achievements for electrocardiography students:

14

1. The Applied Mathematics (AM) assessment measures the examinee's skill in applying reasoning to work-related problems. The test questions require the examinee set up and solve the types of problems and do the types of calculations that actually occur in the workplace. This test is designed to be taken with a calculator. As on the job, the calculator serves as a tool for problem solving. A formula sheet that includes all formulas required for the assessment is provided.

Problems at Level 4 measure the examinee's skill in performing one or two mathematical operations, such as addition, subtraction, or multiplication, on several positive or negative numbers. (Division of negative numbers is not covered until Level 5.) Problems may require adding commonly known fractions, decimals, or percentages (e.g. ½, .75, 25%), or adding three fractions that share a common denominator. At this level, the examinee is also required to calculate averages, simple ratios, proportions, and rates, using whole numbers and decimals.

2. The Reading for Information (RFI) assessment measures an examinee's skill in reading and understanding work-related instructions and policies. The reading passages and questions in the assessment are based on the actual demands of the workplace. Passages take the form of memos, bulletins, notices, letters, policy manuals, and governmental regulations. At Level 4, the reading passages are slightly more complex than those at Level 3.

They contain more detail and describe procedures which involve a greater number of steps. Some passages describe policies and procedures with a variety of factors which must be considered in order to decide on appropriate behavior. The vocabulary, while elementary, includes words that are more difficult than those at Level 3. For example, the word "immediately" may be used at this level, whereas at Level 3 the phrase "right away" would be used.

3. The Work Keys Locating Information (LI) test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

There are four levels of difficulty. Level 3 is the least complex and Level 6 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, Level 5 includes the skills used at Levels 3, 4, and 5.

Level 4 contains "straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flow charts, instrument gauges, or maps. One or two graphics are used at a time."

15

Data for the last five years is presented in Appendix III. However, it should be noted that the level of expected performance of electrocardiography certificate students on the Work Keys exam is at the same level of expectation as the nursing students who are in a highly skilled associate degree program.

It is unclear why the expectation of the one year electrocardiography certificate program is at the same level as an associate degree program in the health care field. The knowledge level and skills of the associate degree program is without a doubt at a higher level than the certificate programs. So, it will be requested that the Work Keys exam expectation of electrocardiography students be reviewed.

Electrocardiography Work Keys Data:

See Appendix III.

Medical Laboratory Assistant Work Keys Data:

See Appendix III.

C. Graduate and Employer Satisfaction

Electrocardiography:

Students each year overwhelmingly report that Southern met their educational needs and are satisfied with their field of study. A summary of the strengths of the program reported by students are as follows:

> 1. Instructor expertise,
> 2. Program objectives are met,
> 3. Clinical sites for hands on experience, and
> 4. Student expectations of the program were met

All of the 37 students surveyed for the past five years reported that they were satisfied with their field of study and the quality of instruction provided by Southern West Virginia Community and Technical College.

Students who were taking the electrocardiography courses electively along with their allied health associate degree program were surveyed. Nursing graduates who take the electrocardiography courses report that employers are impressed with their ability to identify abnormal cardiac rhythms upon entry to the health care facilities in the southern counties of West Virginia.

16

MLA:

Students who graduate from the program are very pleased with their preparedness for employment. Employers praise the graduates in advisory meetings and whenever the instructor visits the facilities. All surveyed were prepared for the workplace and rate the quality of instruction as excellent in all areas.

6. Previous Program Review:

The Health Care Technology program that includes the electrocardiography and medical laboratory assistant options was approved during the last review in 2004 with no further recommendations for those program options.

7. Advisory Committee:

The advisory committee for the Health Care Technology program consists of employees of various health care facilities representing administrative and staff positions. The advisory group is large and actively participates. Curriculum and program assessment are discussed at each yearly advisory meeting.

The advisory committee is not exclusive to the Health Care Technology program. Advisory meetings for each option are held concurrently with their associate degree counterpart. For example, electrocardiography advisory meeting is held with the nursing advisory. The medical laboratory assistant program meets with the medical laboratory technology advisory members.

8. Strengths/Weaknesses

Electrocardiography and Medical Laboratory Assistant Options:

Strengths:

1. Dedicated department chairs and instructors for each option,
2. Licensed/Certified and qualified faculty,
3. Cooperation of clinical facilities,
4. Provides early opportunity for students seeking an allied health career a way to build skills and become employable, and
5. Provides excellent allied health education that can be completed in one academic year.

17

Weaknesses:

Weakness	Plan for Improvement
1. Low number of graduates compared to number entering the program which may be due to students taking allied health option courses while participating in an associate degree program.	1A. Encourage students who are in an associate degree program and taking the certificate courses as an elective to complete a graduation application for both the certificate and associate degree program. 1B. Combine the Wyoming, Boone, and Williamson program instruction by utilizing the interactive television system with one instructor.
2. Lack of on-going tracking system for job placement of graduates.	2A. Consult with college student services to determine if survey for job placement of graduates is feasible.
3. Limited resources of clinical facilities.	3A. Expand clinical time for students to local physician's offices. 3B. Explore the possibility of additional clinicals in hospitals within a close proximity.
4. Limited number of departments in clinical facilities also limits the number of job possibilities.	4A. Encourage students to attend career day at the college each spring. 4B. Post flyers from region and neighboring states with job possibilities as the opportunity arises. 4C. Include skills identified in the *Occupational Outlook Handbook* in the curriculum when possible. For example, Holter monitoring will be included in the classroom and clinical instruction for electrocardiography.

18

1. Program enrollment for the previous 5 years

As previously discussed, the electrocardiography program had a decline of students in 2007-2008. However, the enrollment soared again in the fall of 2008.

Annual enrollment for each option:
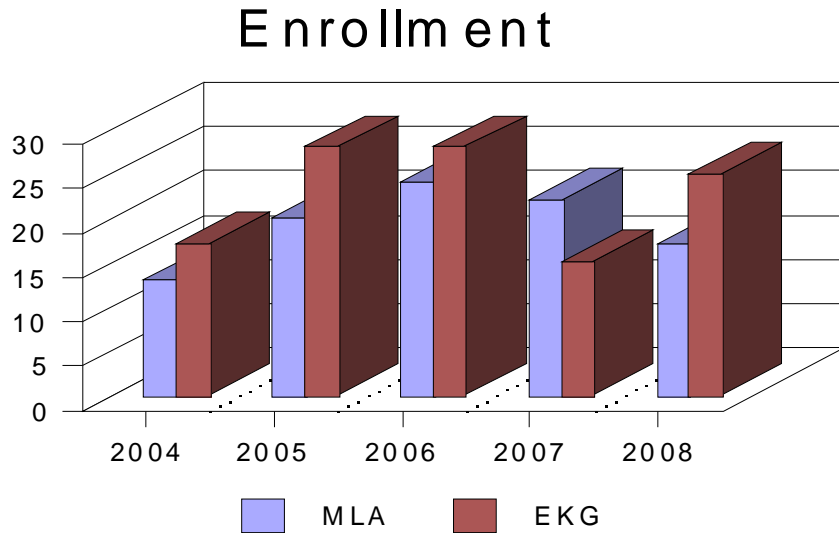
2. Number of graduates for previous 5 years

The following chart indicates the number of students who successfully completed all the courses in the option of choice in order to be awarded a Certificate Degree in Health Care Technology:

19
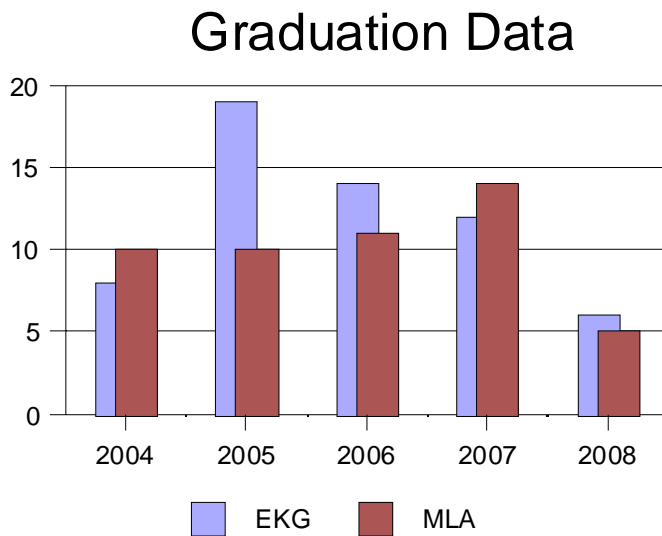
Graduation rates for electrocardiography more than tripled from 2003 to 2006. The increase was due in part to offering the program on both the Logan and Wyoming Campus sites with open enrollment for any student attending Southern up to a limited number. There is no selection process.

In 2007 the graduate rate dipped somewhat to a low of twelve students. Then in 2008 the graduate rate decreased again by 50%. The reason for the quick decrease is unclear. It is possible that the market is being saturated. However, in southern West Virginia the employment rate overall has increased with fewer students entering college. The rate of pay for the mining industry is triple that of someone employed in the field of electrocardiography and medical laboratory assistant.

The mining industry is in a boom state. When this happens, education in a certificate degree program is not a priority. Thus, enrollment is down and graduation numbers are down. Further, the college mission indicates that we serve students who are seeking a degree and those students who wish to "continue their education for occupational improvement." So, not all students enroll to seek a degree.

Graduation data is presented in a table in Appendix III.

3. Enrollment Projections:

Student to faculty ratio related to the need for intensive instruction in classroom and clinical experiences prevents a substantial increase in enrollment in either the electrocardiography or the medical assisting option. Further, availability of clinical sites and laboratory space need to be closely monitored.

Given those concerns, enrollment in both the electrocardiography (EKG) and medical laboratory assistant (MLA) options of the Healthcare Technology program is expected to increase with the increase in the aging population and the demand for skilled health care workers. In 2008 the Boone Campus was a new site for Electrocardiography. It is expected to increase enrollment with the location midway between the cities of Charleston and Logan where major medical facilities are located. The Williamson Campus will be a new site as well in the fall of 2009. Enrollment data is presented in a table in Appendix III while course enrollment data is in Appendix IV.

4. Off-Campus/Distance Delivery Classes:

During the 2007-2008 academic year, the electrocardiography program attempted to deliver the program to the new off-campus site in Beckley. Only one student enrolled. The low enrollment may have been due to the late completion of the higher education building, lack of advertising and last minute registration of students at a different campus site. The student who completed the fall electrocardiography course was not eligible for the spring courses. In the fall of 2008, there were no registrations for

20

the program on the Beckley site. Therefore, the program at the Beckley site was canceled.

The medical laboratory assistant option admits students only on the Logan Campus due to faculty and laboratory constraints.

5. Articulation Agreements:

Currently there are no articulation agreements in place for the certificate programs. On the other hand, all the support courses required in the options are articulated to most other colleges and universities in West Virginia as well as Franklin University in Columbus, Ohio. Southern West Virginia Community and Technical College has a unique agreement with Franklin University to offer a variety of Bachelor degrees to our students who transfer to that institution. Southern is also discussing 2+2 agreements with Marshall University.

C. Necessity

1. Graduates

A. Placement Rates

EKG:

The electrocardiography (EKG) option certificate program includes job possibilities for ECG Technician, Stress Testing Technician, Holter Monitor Technician, Pacemaker Technician, and Telemetry (cardiac monitoring). As the population in West Virginia and neighboring states continues to grow and the incidence of heart disease among those residents on the rise, then the demand for more health care services with a high degree of technical skills surely follows.

Electrocardiography may also be combined with MLA or an associate degree program such as nursing, surgical technology, or radiology technology if a student so chooses. For example, a graduate with expertise in electrocardiography and nursing is very well suited to work in the emergency department, intensive care or cardiac care unit, and a telemetry floor. A surgical technologist can utilize the electrocardiography skills well in the diagnostic laboratory where cardiac tests and catheterizations are performed

MLA:

According to a study conducted by the American Society of Clinical Pathologists (ASCP) Board of Registry, the University of California, and MORPACE International (Market Opinion Research Product and Consumer Evaluation), the vacancy rate for

<div align="center">21</div>

Certified/Licensed Phlebotomists was an average of 9.1% with hospitals with 100-229 beds reporting as much as a 14.7% vacancy rate.

Beyond southern West Virginia, the demand for skilled allied health graduates is more intense. Facilities from North Carolina and Kentucky attend Southern's career fair to recruit our graduates. Further, many job vacancy notices and letters are received each year requesting the program directors to post the information for students.

EKG and MLA Survey Results:

Graduates of both options were surveyed for the last five years to determine job title, place of employment, and rate of pay. Eleven electrocardiography graduates surveyed between 2004-2007 reported that two graduates were employed in the field and three were employed outside the medical field. Six graduates were not employed due to a variety of reasons from furthering their education, family issues, and medical problems.

Sixteen medical laboratory assistants responded to the survey. Four graduates were employed as medical laboratory assistants, another three were employed in the medical field, and one was employed outside the medical field. Nine graduates were not employed with reasons reported as furthering education and family issues.

There were another ten graduates who completed programs, electrocardiography and the medical laboratory assistant. Five graduates are employed in the medical field and have continued their education to become either a surgical technologist, a licensed practical nurse, or a registered nurse. Two are not employed but are continuing their education in the medical field. Three graduates are employed outside the medical field.

The 2008-2009 *Occupational Outlook Handbook* indicates that demand for cardiovascular technologists (electrocardiograph technicians) is expected to grow due to the increase in the elderly population and the increased incidence of cardiovascular disease. Echocardiograms and cardiac ultrasounds are expected to be used more with the basic electrocardiography. Further, the journal states "individuals trained in holter monitoring and stress testing are expected to have more favorable job prospects than those who can only perform basic EKG." From the information presented in the 2008-2009 *Occupational Outlook Handbook,* it is clear that the electrocardiography program needs to expand the abilities of the graduate to include stress testing. In order to revise the curriculum to include this skill, the program will incorporate the experience in the clinical practicum and provide an overview in the classroom.

It is recommended that the college invest in a career placement officer that would assist students in gaining employment in the field. The career placement officer should be made available to all Southern college graduates.

22

B. Salary Range:

Electrocardiography graduates have informally reported a salary average of approximately $8-10 per hour in the local area. Graduates have also said that in neighboring states the salary offered has been $15-18 per hour. The 2008-2009 *Occupational Outlook Handbook* indicates median earnings nationwide for cardiovascular technologists was $42,300 in 2006. However, the low end of the range of salaries was approximately $23,670. Since West Virginia is a state where salaries often fall below the national average, one could expect that the electrocardiography technician would earn $20,000 per year on average.

According to the 2008-2009 Occupational Outlook Handbook the beginning median hourly pay for a phlebotomist is $11.25 to $12.15 per hour. Phlebotomist is the closest description that can be found to a medical laboratory assistant in the *Occupational Outlook Handbook*.

EKG and MLA Survey Results:

Electrocardiography and medical laboratory assistant graduates from 2004 to 2007 were surveyed. The rate of pay for graduates employed in the field was reported at $10 per hour. The rate of pay for medical laboratory assistants employed in the field was $7-$11 per hour.

D. Consistency with Mission:

Southern West Virginia Community and Technical College exists to serve the communities of Southern West Virginia. The college strives to fulfill current and future higher educational and vocational/technical needs of the residents. The college emphasizes transferable learning, enabling students to achieve work, career, and personal success.

23

College Goal	Healthcare Technology Program
Provide programs of study which can be effectively transferred to other institutions and applied toward the completion of a Baccalaureate degree.	Both options of the Healthcare Technology program include approximately 25 credit hours in support courses that may be transferred to an appropriate Baccalaureate degree. The remaining 10 credit hours are in program major courses that are not as easily transferred.
Provide programs of study, which prepare and/or upgrade students' skills in the occupation of their choice, especially those occupations which help meet the needs of the college's service district.	The skills in both options may be combined together or with an allied health associate degree that leads to a multi-skilled health care professional. The jobs in healthcare are in high demand. The college service district is no exception.
Provide workforce training and re-training as a mechanism for economic development through partnerships with business, industry, labor education, civic clubs, and organizations, community leaders and government.	The Healthcare Technology program options are especially well suited to training and re-training the healthcare worker. In addition, the college forms partnerships with clinical agencies to provide hands-on clinical experience for the student.

E. Recommendation

The electrocardiography and medical laboratory assistant options will continue as is on the Logan Campus. The plan is to combine electrocardiography via the interactive classroom between the Boone, Williamson and Wyoming Campuses.

The curriculum will be revised for the second semester of electrocardiography option to allow for eight to nine credit hours of electives. The student will be able to participate in the design of their program to meet individual needs. Program delivery and curriculum changes will be evaluated after one year.

24

Appendix I

HEALTH CARE TECHNOLOGY
Certificate Program
35 Semester Hours

Purpose: The Health Care Technology Certificate Program prepares graduates as multi-skilled flexible heath care workers, who work under the direction of licensed professional such as registered processional nurses, medical laboratory technicians, and physicians. Students may work in a variety of healthcare settings. The graduate will receive a certificate specific to the option in the program they choose to complete, such as electrocardiography or medical laboratory assistant (phlebotomy). Certificate exams are available for all options and students are expected to take appropriate national exams. The Health Care Technician I not intended to be a Medical Laboratory Technician or other professional, but serves to assist health care professionals in appropriate ways to carry out their responsibilities.

HEALTH CARE TECHNOLOGY
CURRENT ELECTROCARDIOGRAPHY OPTION
35 Semester Hours
Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AH	100	Patient Care Technology	3	
AH	102	Introduction to Electrocardiography	3	
AH	108	Medical Terminology	2	
BS	124	Human Anatomy and Physiology I	4	
EN	101	English Composition I	3	
PY	201	General Psychology	3	
				18

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AH	104	Advanced Electrocardiography	2	
AH	105	Electrocardiography Clinical Practicum	2	
BS	125	Anatomy and Physiology II	4	
EN	102	English Composition II	3	
MT	121	College Math for General Education	3	
PY	218	Life-Span Developmental Psychology	3	
				17

HEALTH CARE TECHNOLOGY
Certificate Program
35-36 Semester Hours

Purpose: The Health Care Technology Certificate Program prepares graduates as multi-skilled flexible heath care workers, who work under the direction of licensed professional such as registered processional nurses, medical laboratory technicians, and physicians. Students may work in a variety of healthcare settings. The graduate will receive a certificate specific to the option in the program they choose to complete, such as electrocardiography or medical laboratory assistant (phlebotomy). Certificate exams are available for all options and students are expected to take appropriate national exams. The Health Care Technician I not intended to be a Medical Laboratory Technician or other professional, but serves to assist health care professionals in appropriate ways to carry out their responsibilities.

HEALTH CARE TECHNOLOGY
PROPOSED ELECTROCARDIOGRAPHY OPTION
35 Semester Hours
Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AH	100	Patient Care Technology	3	
AH	102	Introduction to Electrocardiography	3	
AH	108	Medical Terminology	2	
BS	124	Human Anatomy and Physiology I	4	
EN	101	English Composition I	3	
PY	201	General Psychology	3	
				18

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AH	104	Advanced Electrocardiography	2	
BS	125	Anatomy and Physiology II	4	
EN	102	English Composition II	3	
*Electives			8-9	
				17-18

* Students will choose 8-9 credit hours from the following electives:

1

AH	105	Electrocardiography Clinical Practicum	2

(Immunizations and background check/drug screen are required for this course. Please see the course instructor for more information)

AH	122	First Aid	2
AH	124	CPR	1
AH	200	Health Care Ethics and Law	1
AH	220	Trends in Health Care	3
OA	131	Records Management	3
OA	140	Office Administrative Procedures	3
OA	230	Medical Billing and Coding	3
MT	121	College Math for General Education	3
PY	218	Life-Span Developmental Psychology	3

2

HEALTH CARE TECHNOLOGY
MEDICAL LABORATORY ASSISTANT OPTION
35 Semester Hours
Recommended Program Sequence

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AH	100	Patient Care Technology	3	
AH	103	Principles of Phlebotomy	3	
AH	108	Medical Terminology	2	
BS	124	Human Anatomy and Physiology I	4	
EN	101	English Composition I	3	
PY	201	General Psychology	3	
				18

FIRST YEAR-FIRST SEMESTER

Dept.	Course No.	Title	Credit Hours	Total Hours
AH	112	Basic Medical Laboratory Procedures	2	
AH	113	Phlebotomy Clinical Practicum	2	
BS	125	Anatomy and Physiology II	4	
EN	102	English Composition II	3	
MT	121	College Math for General Education	3	
PY	218	Life-Span Developmental Psychology	3	
				17

3

Institution: Southern West Virginia Community and Technical College
Degree Program: Certificate in Health Care Technology: Electrocardiography Option

Courses Required in Major (by title & course number)	Total Hours Required	Additional Credits Required in Major	Total Hours	Related Fields Courses Required	Total Hours	Required in General Studies/ Electives	Total for Degree
AH 102 Introduction to Electrocardiography	3	AH 100 Patient Care Technology	3	BS 124 Human Anatomy and Physiology I	4		
AH 104 Advanced Electrocardiography	3	AH 108 Medical Terminology	2	BS 125 Human Anatomy and Physiology II	4		
AH 105 Electrocardiography Clinical Practicum	2			EN 101 English Composition I	3		
	Total: 7		Total: 5	EN 102 English Composition II	3		
				PY 201 General Psychology	3		
				PY 218 Life-Span Developmental Psychology	3		
				MT 121 College Math for General Education	3		
					Total: 23		

Professional society that may have influenced the program offer and/or requirements: National Health Careers reviewed curriculum in order for students to take the national certification exam for electrocardiography technicians.

4

Institution: <u>Southern West Virginia Community and Technical College</u>
Degree Program: <u>Certificate in Health Care Technology: Medical Laboratory Assistant Option</u>

Courses Required in Major (by title & course number)	Total Hours Required	Additional Credits Required in Major	Total Hours	Related Fields Courses Required	Total Hours	Total for Degree
AH 103 Principles of Phlebotomy	3	AH 100 Patient Care Technology	3	BS 124 Human Anatomy and Physiology I	4	
AH 112 Basic Medical Laboratory Procedures	2	AH 108 Medical Terminology	2	BS 125 Human Anatomy and Physiology II	4	
AH 113 Phlebotomy Clinical Practicum	2			EN 101 English Composition I	3	
	Total: 7		Total: 5	EN 102 English Composition II	3	
				MT 121 College Math for General Education	3	
				PY 201 General Psychology		
				PY 218 Life-Span Developmental Psychology	3	
				MT 121 College Math for General Education	3	
					Total: 23	

Professional society that may have influenced the program offer and/or requirements: <u>National Health Careers reviewed curriculum in order for students to take the national certification exam for medical laboratory.</u>

5

Appendix II

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name   Shirley Spriggs   Rank   Instructor

Check one: Full-time   X   Part-time   Adjunct

Highest Degree Earned   Regents Bachelor of Arts

Date Degree Received   May 2008

Conferred by   West Virginia State University

Area of Specialization   Associate of Applied Science – Medical Laboratory Technology

Professional registration/licensure   American Society of Clinical Pathologists, WV State License

Years of employment at present institution   16

Years of employment in higher education   16

Years of related experience outside higher education   20

Non-teaching experience   20

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2007/Spring	AH 112 Basic Laboratory Procedures---------	14
	AH 113 Phlebotomy Clinical Practicum-------	14
	*ML 103 Immunohematology & Serology-----	13
	*ML 102 Clinical Chemistry----------------------	13
2007/Summer	ML 200 Phlebotomy Practicum	11
2007/Fall	AH 103 Principles of Phlebotomy--------------	15
	*ML 101 Clinical Hematology--------------------	14
	*ML 202 Clinical Microbiology-------------------	13
	*ML 201 Urinalysis and Body Fluids-----------	13
2008/Spring	AH 112 Basic Laboratory Procedures---------	10
	AH 113 Phlebotomy Clinical Practicum-------	10
	*ML 103 Immunohematology & Serology-----	9
	*ML 102 Clinical Chemistry----------------------	9
2008/Summer	ML 200 Phlebotomy Practicum	6
2008/Fall	AH 103 Principles of Phlebotomy--------------	18
	*ML 101 Clinical Hematology--------------------	17
	*ML 202 Clinical Microbiology-------------------	9
	*ML 201 Urinalysis and Body Fluids-----------	9

* Denotes courses team-taught with Vernon Elkins, MLT Program Coordinator

  ML 101, 102 and 202 – 20%,   ML 103 – 60%,   ML 201-

(b).   If degree is not in area of current assignment, explain.

(c)   Identify your professional development activities during the past five years.

I have attended the Dade Behring Users Conference annually at Pipestem, WV since 2005. It is a two day conference of extensive training on new instruments and information about current topics. I also attend training sessions at Southern WV Community & Technical College in areas such as: Banner training, sexual harassment, student advising, etc. In addition to these, I also receive Continuing Education in my flex position at Logan Regional Medical Center in areas such as: Safety, Patient Care, Hemostasis, Plasma products, etc.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name   Heather Drake   Rank   Staff/ Adjunct Faculty

Check one: Full-time   X   Part-time _____   Adjunct   X

Highest Degree Earned   ADN
Date Degree Received   05/1989
Conferred by   SWVCC
Area of Specialization   Nursing

Professional registration/licensure   042333
Years of employment at present institution   1 1/2
Years of employment in higher education   1 1/2
Years of related experience outside higher education   19 1/2
Non-teaching experience   19 1/2

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2007/Fall	AH 100 Patient Care Technology	20
2008/Spring 2007/Fall	AH 108 Medical Terminology	25
2008/Spring	AH 124 CPR	12

(b).   If degree is not in area of current assignment, explain.
(c).   Identify your professional development activities during the past five years.
Currently working on BSN degree. Obtained BLS instructor.

1

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name   Cynthia Lowes   Rank   Instructor

Check one: Full-time   X   Part-time   Adjunct

Highest Degree Earned   BSN
Date Degree Received   August 15, 2008
Conferred by   West Virginia University School of Nursing
Area of Specialization   Nursing

Professional registration/licensure   RN
Years of employment at present institution   6
Years of employment in higher education   6
Years of related experience outside higher education   3
Non-teaching experience   3

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2007	AH 100 Patient Care Technology	
Fall 2007	AH 102 Introduction to EKG	
Fall 2007	AH 108 Medical Terminology	
Fall 2007	AH 124 CPR	
Spring 2008	AH 104 Advanced EKG	
Spring 2008	AH 105 EKG Clinical Rotation	
Spring 2008	AH 108 Medical Terminology	
Spring 2008	AH 115 Drug Dosage Calculation	
Spring 2008	AH 124 CPR	
Fall 2008	AH 100 Patient Care Technology	61
Fall 2008	AH 102 Introduction to EKG	19
Fall 2008	AH 108 Medical Terminology	48
Fall 2008	AH 124 CPR	24

(b)   If degree is not in area of current assignment, explain.
(c)   Identify your professional development activities during the past five years.
      Completed a Bachelor's of Science in Nursing degree
      Attended all requested professional development functions offered by the institution

2

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name   Candice Bishop   Rank   Instructor

Check one: Full-time   x   Part-time   Adjunct

Highest Degree Earned   B.A. Education
Date Degree Received   1988
Conferred by   Marshall University
Area of Specialization   Biological Science; Physical Education Grades 7-12

Professional registration/licensure   Registered Nurse
Years of employment at present institution   3
Years of employment in higher education   3
Years of related experience outside higher education   12
Non-teaching experience   12

To determine compatibility of credentials with assignment:
(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2007	AH 100 Pt. Care Technology	12
Fall 2008	AH 100 Pt. Care Technology	9
Spring 2008	AH 108 Medical Terminology	15
Fall 2008	AH 108 Medical Terminology	10
Spring 2008	AH 210 Nutrition	10
Fall 2008	AH 210 Nutrition	13
Spring 2008	AH 104 Advanced EKG	5
Fall 2008	AH 102 Intro. To EKG	3
Spring 2008	AH 115 Drug Dosage Calculation	6
Spring 2008	AH 220 Trends in Healthcare	5
Spring 2007	AH 220 Trends in Healthcare	7
Spring 2007	CPR American Heart Association	Two sessions of 12 students
Fall 2008	CPR American Heart Association	One session of 12 students

(b).   If degree is not in area of current assignment explain. N/A
(c).   Identify your professional development activities during the past five years.
    I have continually strived to learn new teaching techniques and talents in order to better serve a wide variety of students. I have worked part-time as a staff Registered Nurse while working at Southern WV Community & Technical College as a full-time Allied Health Instructor. I have worked as an RN in order to maintain currency in the medical field so that I can bring that knowledge back to the classroom with me and deliver it to my students. I have also began working towards obtaining my FNP certificate so that I may be utilized at Southern in a wider variety of professional positions, as well as to further broaden my knowledge base in my professional area. I hope to have my degree completed by 2011.

3

Appendix III

4

Appendix III

The table below provides a visual overview of certification exam results for the last five years:

National Certification Exam for Electrocardiography

Year	Number of students taking exam	Number of students passing exam	Percentage of students passing exam
2004	11-Logan	11-Logan	100%-Logan
2005	24-Logan	24-Logan	100%
2006	17-Logan	16-Logan	94%-Logan
2007	11-Logan 4-Wyoming	11-Logan 4-Wyoming	100%-Logan 100%-Wyoming
2008	4-Logan 5-Wyoming	4-Logan 4-Wyoming	100%-Logan 80%-Wyoming

National Certification Exam for Medical Laboratory Assisting

Year	Number of students taking exam	Number of students passing exam	Percentage of students passing exam
2004	11	11	100%
2005	10	10	100%
2006	12	12	100%
2007	13	13	100%
2008	7	7	100%

Program Enrollment 2004-2008:

Enrollment	2004	2005	2006	2007	2008
MLA	14	14	16	15	17
EKG	38	38	40	21	21

Program Graduates 2004-2008:

Graduates	2004	2005	2006	2007	2008
MLA	10	10	11	14	5
EKG	8	19	14	12	6

Work-Keys :

Electrocardiography Work Keys Data

(Level 4 Performance Expected)

Year	2004	2005	2006	2007	2008
Number of Students	8	4	14	8	2
Applied Mathematics (AM) Mean Score	4.125	3.25	4.6	4.4	5.5
Reading for Information (RFI) Mean Score	5.25	3.25	4.5	5.4	5.5
Locating Information (LI) Mean Score	NA	3.75	4.1	4.4	4

Medical Laboratory Assistant Work Keys Data

(Level 4 Performance Expected)

Year	2004	2005	2006	2007	2008
Number of Students	11	13	10	13	8
Applied Mathematics (AM) Mean Score	4.636	4,7	5.3	4.8	4.5
Reading for Information (RFI) Mean Score	5.181	5.3	5.1	5.3	5.6
Locating Information (LI) Mean Score	NA	4.1	4.2	4.1	4

1

Appendix IV

Appendix IV

Program Course Enrollment 2004-2008:

EKG	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Fall-AH 102	30	38	40	21	21
Spring-AH 104	24	26	24	12	Pending
Spring-AH 105	23	26	24	12	Pending

MLA	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Fall-AH 103	14	14	16	15	17
Spring-AH 112	13	13	14	10	Pending
Spring-AH 113	12	13	14	10	Pending

Southern West Virginia Community and Technical College

Board of Governors

Meeting of April 21, 2009

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 Associate in
                                                    Applied Science Occupational
                                                    Development Degree program at
                                                    the current level of activity in
                                                    accordance with the provisions of
                                                    the West Virginia Council for
                                                    Community and Technical
                                                    College Education, Title 135,
                                                    Series 10, *Policy Regarding
                                                    Program Review.*

Staff Member: Pamela Alderman

Background:

During the 2008-2009 academic year a program review was conducted by the
Vice President of Academic Affairs of the Associate in Applied Science—
Occupational Development degree program. The Vice President recommends
the continuation of the program at the current level of activity without corrective
action. The Executive Council, Academic Affairs Management Council and the
Curriculum and Instruction committee concur with this recommendation. The
program is required by the State of West Virginia to meet the educational needs
of apprentices. The program is of no cost to the institution.

PROGRAM REVIEW
SOUTHERN WEST VIRGINIA COMMUNITY
AND TECHNICAL COLLEGE
2008-2009

Program: Associate in Applied Science—Occupational Development   Date: 23 FEB 09

INSTITUTIONAL RECOMMENDATION

The Board of Governors recommends:

  __X__ 1.   Continuation of the program at the current level of activity;

  _____ 2.   Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);

  _____ 3.   Identification of the program for further development (Identify areas and provide a rationale in your request);

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

  ___ _5.   Discontinuation of the Program (See Policy 135, Series 10 and 11 of the Council for Community and Technical College Education).

Rationale for Recommendation: The Associate in Applied Science Occupational Development Degree is a program required by the State of West Virginia to meet the educational needs of apprentices.

Recommendation	Signature of Department Chair	Date
Recommendation	Signature of Dean	Date
Approved Recommendation	_Cathy L. Smith-Cox_ Signature of Vice President for Academic Affairs	_23 FEB 09_ Date
Recommendation	Signature of President	Date
Recommendation	Signature of Chair, Board of Governors	Date

Southern West Virginia Community and Technical College

Occupational Development

Associate in Applied Science

Program Review Summary

Program Review Components

    a.   Adequacy
- · The curriculum meets the needs of the adult population it was designed to serve.
- · Entrance abilities for the students are within community college standards.
- · Current resources are sufficient to sustain the program.

    Conclusion: The program meets the minimum adequacy requirements.

    B.   Viability
- · The number of students enrolled as majors is low.
- · The number of graduates is low.
- · There are not any validated articulation agreements in place for this program.

    Conclusion: The program meets the requirements for viability.

    C.   Necessity
- · There is no other program within the immediate area.
- · The program provides a degree completion program for registered apprentices.

    Conclusion: The program is necessary.

    1.   Consistency with Mission
- · The program does support the institutional mission.

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

Recommendation

Continuation of the program at the current level of activity. The Associate in Applied Science Occupational Development Degree is a program required by the State of West Virginia to meet the educational needs of apprentices.

3

PROGRAM REVIEW

SOUTHERN WEST VIRGINIA COMMUNITY

AND TECHNICAL COLLEGE

2008-2009

Program: Associate in Applied Science—Occupational Development   **Date:** 23 FEB 09

Degree and Title

Date of Last Review: Not Known

I   PROGRAM DESCRIPTION

The Associate in Applied Science in Occupational Development is an approved apprenticeship training program available for persons who work as aides in the Head Start program or in paid positions as firefighters. Under the guidelines of the Associate in Applied Science in Occupational Development, a participant in a registered apprenticeship program (RAP) may combine the classroom training and on-the-job experience gained through the RAP with a well-defined general education curriculum of the College to earn an associate degree.

II   SPECIALIZED ACCREDITATION INFORMATION

The Associate in Applied Science in Occupational Development has no specialized accreditation.

III   PROGRAM STATEMENT on Adequacy, Viability, Necessity, and Consistency with College Mission

A. Adequacy

Curriculum: The curriculum is made up of three components--general education, classroom training and on-the-job training (Appendix I).

1. **Faculty:** There are no fulltime faculty assigned to this degree program. Instruction is provided through the general education faculty, the classroom instructor and the supervisor at the jobsite.

2. **Students:** In addition to the institution's admission standards, students

4

must be enrolled in a registered apprentice program (RAP).

3. **Resources:**

    a. Financial: No budget dollars are specifically allocated for this program.

    b. Facilities: No specialized facilities are required for this program.

4. **Assessment Information:** Little assessment data exists due to the transient nature of the population and the nature of the program itself. Students in the program are already employed and are participating in an apprenticeship program.

5. **Previous Program Reviews:** This is the first program review for this degree.

6. **Advisory Committees:**

There is no local advisory committee for this program.

7. **Strengths/Weaknesses:**

Strengths

The program is flexible and geared toward adults. Its primary focus is to increase the employability of individuals by providing them a credential and to assist working adults in meeting their individual educational goals.

There is no cost associated with this program.

Alternative avenues for college credit allow students to earn credit through nontraditional means.

Weaknesses

No assessment data exists.

Currently, responsibility for the program lies with the Chief Academic Officer (CAO). Given the scope of the job responsibilities of the CAO, limited time is spent with this degree program. The students and the program would be better served by a coordinator that has fewer responsibilities.

B.   **Viability**

1. Program Enrollment and Graduates: The number of program graduates for the period specified below is 9. No graduates received the firefighter emphasis (Appendix III)

5

Graduates—AAS Occupational Development				2004	2005	2006	2007	TOTAL
Occupational Dev - Child Dev Specialist				0	5	4	0	9
Occupational Dev - Fire Fighter				0	0	0	0	0

Majors-- **AAS Occupational Development**

Semester	Number
Fall 07	1
Spring 07	1
Fall 06	1
Spring 06	1
Fall 05	-
Spring 05	1
Fall 04	2
Spring 04	2

2. **Program Course Enrollment:** There are no specific program courses in this degree.

3. **Service Courses:** No service courses are included in this program.

4. **Off-Campus/Distance Delivery Classes:** Components II and III of this degree are taught in the businesses where the students are employed. Documentation of the classroom experiences and on-the-job training are provided by the employer.

5. **Articulation Agreements:** No formal articulation agreements exist for this program.

6

C. Necessity

1. **Graduates:** Due to the nature of the program, no graduate follow-up data is currently available.

2. **Job Placement**: If students indicate an interest on the graduation application, a referral to Career Services is made (Appendix VII). Since the majority of the degree recipients are already employed, many choose not to take advantage of this service.

D. Consistency with Mission

The Associate in Applied Science—Occupational Development provides an avenue for working adults to gain a degree. This is in keeping with the College's mission statement--

"Southern West Virginia Community and Technical College is a comprehensive community college located in a rural environment. The College strives to fulfill current and future higher educational and vocation/technical needs of southern West Virginia, its service area and beyond. Our College emphasizes student-oriented, transferable learning, enabling students to achieve work, career, and personal success."

"Our College provides high-quality, affordable, student-friendly, and easily accessible educational services. We are highly effective and flexible in responding to state and community demands, and adapting to a global socio-economic system."

E. **Recommendation:** The Chief Academic Officer recommends the continuation of the program based on the requirements for the program by the State of West Virginia.

7

APPENDIX I – Catalog Curriculum
Associate in Applied Science in Occupational Development

Child Development

Component I - General Education Core: (34 hours)

Communications/Humanities - 15 semester hours

EN 101	English Composition I	3 semester hours
EN 102	English Composition II	3 semester hours
SP 103	Speech Fundamentals	3 semester hours
	Literature Elective (EN 200 or 201)	3 semester hours
	Humanities Elective-Art, Music, Theater, or Foreign Language	3 semester hours

Social Sciences - 3 semester hours (select one)

SO 200	Introduction to Sociology	3 semester hours
	OR	
SO 215	Human Relations	3 semester hours

Quantitative Skills/Laboratory Science - 11 semester hours

	Math (MT 121 College Math for General Education or higher)	3 semester hours
	Any two lab science courses	8 semester hours

Computer Literacy - 3 semester hours

CS 102	Computer Literacy	3 semester hours

Physical Education - 2 semester hours

Choose any activity courses totaling 2 credit hours	2 semester hours

Component II - Classroom Training: (15 hours)

ED115	Early Childhood Health, Safety, and Nutrition	3 semester hours
ED120	Approaches to Discipline	3 semester hours
ED215	School Readiness	3 semester hours
PY212	Children and Families	3 semester hours
ED230	Early Childhood Internship	3 semester hours

8

Upon successful completion of 15 of the required 34 college hours described in Component I and the payment of the $10 per credit hour administrative fee, the student will receive 12 semester hours of credit for the classroom training component of the ACDS program. This credit will be listed on the college transcript as ACDS Classroom Training - 12 credit hours with a grade of CR. The credit will be awarded to those students who successfully complete the four semester of classroom training and the 4000 hours of on-the-job training required in the ACDS program as evidenced by the nationally recognized certificate issued from the U.S. Department of Labor.

Component III - On-the-Job Experience: (20 hours)

Upon successful completion of all 34 college credit hours required in Component I of the program, the four semesters of classroom training and the 4000 hours of on-the-job experience required by the ACDS program, the student will be awarded 20 semester hours of credit (at 200:1 ratio) provided through the ACDS on-the-job experience component. This credit will be listed on the College transcript as ACDS On-the-Job Experience, 20 semester hours with a grade of CR after payment of the $10 per credit hour administrative fee. The credit will only be awarded to those who have successfully completed all College hours, the classroom training component, the on-the-job experience component of the program, present the nationally recognized certificate issued by the U.S. Department of Labor and meet all graduation requirements for the Associate in Applied Science in Occupational Development Program, Child Development Specialist Emphasis.

9

Associate in Applied Science in Occupational Development
Firefighter

Component I - General Education Core: (22 hours)

Communications/Humanities - 6 semester hours

BU 205 Communications in Business   3 semester hours

EN 101 English Composition I   3 semester hours

Interpersonal Relations Skills* - 3 semester hours (select one)

SO 200 Introduction to Sociology   3 semester hours

      OR

SO 215 Human Relations   3 semester hours

Quantitative Skills/Laboratory Science - 7 semester hours

      Math (MT 121 or higher College Math

      for General Education or higher   3 semester hours

      Any lab science course   4 semester hours

Social Sciences - 3 semester hours

  Any 3 semester hour 100-level course from the

     following areas: history, psychology*, political

     science, or sociology*   3 semester hours

General Education Elective - 3 semester hours

With the assistance of academic advisor, select any 3 semester hour 100-level course (i.e. –CS102 Computer Literacy, EN 102 English Composition II, MG 260 Principles of Management, PY201GeneralPsychology, and Art, Music, Theater, or Foreign Language).

Component II - Classroom Instruction in Fire Fighter: (30 hours)

While actual hours of training may vary, all students will receive a minimum of 450 hours of classroom occupational training for a minimum of 30 semester hours (150 hours per year (minimum) x 3 years converted on a ratio of 15:1 contact hours yield 30 semester hours).

10

Component III - On-the-Job Training in Fire Fighter: (13 hours)

The program requires a minimum of three years of full-time apprenticeship employment. This equates to 6,000 hour of On-the-Job training. By agreement, a maximum of 2,600 contact hours may be converted to semester hours on a ratio of 200:1 for a total of 13 semester hours.

11

APPENDIX II – Faculty Data

There are no program specific faculty for these programs.

12

Major Student Demographics For Major Code 752
Child Development

1) Number of students in Major per Semester (5 year)

Fall 07	1
Spring 07	1
Fall 06	1
Spring 06	1
Fall 05	-
Spring 05	1
Fall 04	2
Spring 04	2

2) Average Age of students in Major per Semester (5 year)

Fall 07	20
Spring 07	19
Fall 06	23
Spring 06	34
Fall 05	-
Spring 05	18
Fall 04	29.5
Spring 04	51.5

3) Gender of students in Major per Semester (5 year)

	Male	Female
Fall 07		1
Spring 07		1
Fall 06		1
Spring 06		1
Fall 05	-	-
Spring 05		1
Fall 04		2
Spring 04		2

4) Race of students in Major per Semester (5 year)

	White	Black	Hispanic	Asian or Pacific Island	American Indian
Fall 07	1				
Spring 07	1				
Fall 06	1				
Spring 06	1				
Fall 05	-	-	-	-	-
Spring 05	1				
Fall 04	2				
Spring 04	2				

13

5) High Schools of students in Major per Semester (5 year)

	Pendleton County High	St. Albans	Petersburg	Westside HS	GED
Fall 07	1				
Spring 07	1				
Fall 06			1		
Spring 06		1			
Fall 05	-	-	-	-	
Spring 05				1	
Fall 04				1	1
Spring 04					2

14

APPENDIX IV – Program Course Enrollment

There are no program courses in this degree.

APPENDIX V – Service Courses

No service courses are included in this program.

16

APPENDIX VI – Off-Campus/Distance Delivery Classes

Components II and III of this degree are taught in the businesses where the students are employed. Documentation of the classroom experiences and on-the-job training are provided by the employer.

17

Appendix VII—Graduation Application

SOUTHERN WV COMMUNITY & TECHNICAL COLLEGE

SPRING 2009

GRADUATION APPLICATION
(PLEASE FILL IN COMPLETELY)

Please complete this form legibly and neatly to minimize errors. *The form is to be submitted to one of the campus Records Offices by* **November 3, 2008**. *If you miss this deadline, you will have to wait until the next year's graduation sequence.* If you have not provided all necessary information or satisfied all financial obligations, you will not graduate. This includes *official transcripts* from all previous colleges, library fines, bookstore fees, outgoing Southern transcript fees due, graduation application fee, etc.

		Southern ID#: **S**
First Name Middle Last Maiden	Birth Date:	
Mailing Address	Telephone:	
City State Zip Code	Email:	
Name to Appear on Diploma (**PRINT CLEARLY**):		
First Name Middle Last		

_____
Program of Study

Degree/Certificate to be awarded:

____**Certificate**

____**Assoc Arts**

____**Assoc Science**

____**Assoc App Science**

List all previously Attended Colleges:

1) *Southern WV Com Tech Coll*

2)_____

3)_____

4)_____

5)_____

6)_____

I will pick up my diploma at the:

____**Boone Campus**

____**Logan Campus**

____**Williamson Campus**

____**Wyoming Campus**

____**Eastern Campus**

____ **Kanawha Campus**

Are you interested in job placement services/job search skills? ____ Yes ____ No
If so, your name will be forwarded to Southern's Career Development Office; all information is kept confidential.

18

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2009

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 Associate in Applied
                                                   Science in Surgical Technology program
                                                   at the current level of activity without
                                                   corrective action in accordance with the
                                                   provisions of the West Virginia Council
                                                   for Community and Technical College
                                                   Education Title 135, Series 10, *Policy
                                                   Regarding Program Review.*

Staff Member: Alyce Patterson-Diaz

Background:
During the 2008-2009 academic year a program review of the Associate in Applied
Science in Surgical Technology program was conducted by the Allied Health
Department and Surgical Technology faculty. The department recommends the
continuation of the program at the current level of activity without corrective action. The
Executive Council, Academic Affairs Management Council and the Curriculum and
Instruction committee concur with this recommendation. The program meets or
exceeds all the standards set for program continuance by the Community and Technical
College Council of the State of West Virginia.

PROGRAM REVIEW
2008-2009
SOUTHERN WEST VIRGINIA COMMUNITY
AND TECHNICAL COLLEGE

Program: A.A.S. Surgical Technology   Date: January 2009

INSTITUTIONAL RECOMMENDATION

Southern West Virginia Community and Technical College is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

Code (#)

_X_ 1. Continuation of the program at the current level of activity;

____ 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);

____ 3. Identification of the program for further development (Identify areas and provide a rationale in your request);

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

____ 5. Discontinuation of the Program (See Policy 135, Series 10 and 11 of the Council for Community and Technical College Education).

Rationale for Recommendation: The Associate in Applied Science degree in Surgical Technology meets or exceeds all the standards for a viable program set by the Council for Community and Technical College Education. There are sufficient numbers of graduates and the need is evident based on the numbers of students employed prior to or right after graduation.

Approved   _Judith L. Curry_   _2/23/09_
Recommendation   Signature of person preparing the report if other   Date
                   than Department Chair

Approved   _Abyel P-Drain_   _2/23/09_
Recommendation   Signature of Department Chair   Date

Approved   _Pamela L. Alderman_   _2/23/09_
Recommendation   Signature of Dean   Date

Approved   _Cathey L. Smith-Cox_   _23 FEB 09_
Recommendation   Signature of Vice President for Academic Affairs   Date

_____   _____   _____
Recommendation   Signature of President   Date

_____   _____   _____
Recommendation   Signature of Chair, Board of Governors   Date

Southern West Virginia Community and Technical College
Division of Career and Technical Programs – Department of Allied Health
Surgical Technology, Associate in Applied Science Degree

Program Review Summary

Program Review Components

A. Adequacy
- The curriculum requirement adequately meets the required Association of Surgical Technologist core curriculum.
- The program is adequately staffed with qualified faculty.
- The entrance requirements for students are those mandated by the college.
- Placement of graduates has been exceptional. The graduates have been successful in the job market as well as pursuing the next educational level.
- Advisory committee is actively involved in the program.
- The assessment system ensures that the student has attained the proper learning and competency abilities.

Conclusion: The program meets and exceeds the minimum adequacy requirements.

B. Viability
- The number of students graduating from the program is acceptable and is expected to increase.
- The program maintains clinical contracts with facilities in Logan, Charleston and Williamson WV, South Williamson and Pikeville KY.

Conclusion: The program meets minimum requirements for viability as a major.

C. Necessity
- The program meets both an educational and employment need.

Conclusion: The program is a necessary program.

D. Consistency with Mission
- The program does support the mission and vision of the institution.
- The program and/or core courses support Southern's Compact.

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

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

3

I.   Program Title, Degree Designation, and Brief Description

The Surgical Technology Program was implemented in the Fall of 1997. This is a two-year Associate Degree Program designed to train highly skilled surgical technicians. Students had been admitted in the fall every other year. The two-year program was completed before another class was admitted in the past.

Fall of 2008, the Surgical Technology Program began to admit a class each year. This class was accepted due to the requests of the clinical facilities. The facilities stated they have vacancies each year and without a graduating class each year, they are unable to fill empty positions in the operating room. The program will continue to admit each year to meet the needs of the facilities.

The surgical technician functions as an integral part of the surgical team under the direct supervision of a licensed Registered Professional Nurse and in cooperation with the surgeon, anesthesiologist or anesthetist. Duties and responsibilities include preparing the sterile field, equipment, supplies, and instrumentation during surgical procedures, as well as being able to operate complex machinery such as sterilizers, electrosurgical units, and diagnostic equipment used in surgery. The surgical technician assists medical and nursing personnel in operating rooms, emergency rooms, obstetrical units and outpatient facilities.

The Surgical Technology Program limits enrollment to twenty students due to availability of clinical space for hands-on practice at the clinical facilities. Although the program has never admitted twenty students, enrollment increases each year as the public is more aware of the functions and need of surgical technicians in the operating room.

Graduates of the Surgical Technology Program are eligible to take the *Surgical Technologist National Certifying Examination*. The certification exam is not required to practice as a surgical technologist.   However some health care facilities increase the pay for a certified Surgical Technologists.

The Surgical Technology Program Goals

1. The Program curriculum will meet or exceed the content demands of the latest *Core Curriculum of the Surgical Technologist*.

2. Faculty will meet or exceed qualifications described by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), *Standards and Guidelines for an Accredited Educational Program in Surgical Technology*.

4

3. Prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

4. Provide students with job service information such as, but not limited to: resume writing, interview skills, and prospective job information.

5. Maintain adequate support services to meet demands of the curriculum.

6. Provide timely information to students relative to achievement of course/program objectives.

7. Admit students to the program according to published admission criteria and according to community need.

8. Maximize the quality of the Surgical Technology Program by ongoing monitoring and evaluating of program, faculty, facilities, and outcomes.

9. Maintain communication with the community health care agencies through an advisory committee.

10. Maintain at least 85% satisfactory rating of the program by graduates and employers.

11. Provide the opportunity for students to experience a variety of surgical procedures.

II.   Special Accreditation Information

The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). An annual report of the program is required by CAAHEP. The next accreditation visit is expected to be 2011.

III.   Program Statement on Adequacy, Viability, Necessity, and Consistency with College Mission

A. Adequacy

1. Curriculum:

The curriculum standards are set by the *Core Curriculum for Surgical Technology* that supports three main content areas: Science, Fundamentals and Practice. The Science component includes basic science, related science and biomedical science. The Fundamentals

5

section focus is on elements, integration and application. The Practice section covers professional issues, such as professional management, workplace management and self-management.

A copy of the curriculum is reflected in Appendix I.

2. Faculty:

The Commission on Accreditation of Allied Health Education Programs requires the instructor to be a certified surgical technologist, certified nurse-operating room, or have three years of current operating room experience, in addition to institutional qualifications.

The coordinator of the program is a full time surgical technology instructor, devoting all of her work to the program. The coordinator has the following qualifications:

1. Licensed RN in West Virginia
2. Bachelor's degree in nursing
3. Four years experience as an operating room supervisor
4. Nine years experience as instructor/coordinator of the program
5. Member of Association of Surgical Technologist
6. CPR Certified
7. Ongoing continuing education for professional development

The current clinical instructor was hired full time in the fall of 2008. Her qualifications are:

1. Associate degree in surgical technology
2. Seven years experience in the operating room as a surgical technologist
3. Four years experience as adjunct faculty clinical instructor for the program
4. Member of The Association of Surgical Technologist
5. CPR certified
6. Currently obtaining her bachelor's degree in Health Science
7. Ongoing continuing education for professional development

Qualified college faculty teaches support courses such as English, anatomy and physiology, math, and psychology. Support faculty meet or exceed the qualifications of the college's accrediting body, Higher Learning Commission of the North Central Association of Schools and Colleges.

6

3. Students

A. Entrance Abilities:

The Surgical Technology Program admitted students every other fall, however, fall 2008 began admittance every year. Students applying for admission must meet the requirements for Allied Health Associate Degree Programs as well as college general admission requirements. Admission is limited due to accreditation and approval requirements, instructor/student ratio, and availability of clinical learning facilities. The student must complete a background check and drug screen. In addition, the student must successfully complete a physical exam stating the student is physically able to function in the clinical setting. The student must also complete a set of immunizations.

B. Exit Competencies:

Graduates of this program have knowledge of patient care concepts. The graduate is responsible to perform in the role of the sterile and nonsterile personnel. They have acquired the necessary skills and knowledge needed to perform basic, intermediate and advanced procedures in the operating room. The graduate is able to operate surgical equipment, identify and handle instruments, supplies, suture, and to anticipate the needs of the surgeon.

The students are required to take the "Program Assessment Exam" (PAE) published by the Association of Surgical Technologist (AST). The PAE was developed for use by programs as one component of the Outcomes Based Accreditation system as established by the Accreditation Review Committee on Education in Surgical Technology (ARC-ST). The primary purpose of the PAE is to provide information pertaining to how well students are learning the core curriculum. The exam is web based consisting of 150 multiple choice questions. This is the exam that is used as the exit competencies exam.

The student may also take the "Self Assessment Exam" (SAE) published by the Liaison Council on Certification for the Surgical Technologist (LCC-ST). The SAE can be a useful study tool. It can help to identify specific areas needing additional practice or review. The SAE is also a web based exam.

4. Resources

A. Financial

7

The Surgical Technology Program receives an annual budget from the college finance department. It is sufficient to purchase supplies, some learning tools and cover the travel of faculty. It is not adequate to purchase major equipment.

The program receives donations from clinical facilities. These donations include outdated supplies and old equipment as a facility replaces and updates their equipment. These types of donations also help with the budget.

B. Facilities

The Surgical Technology Program utilizes a number of facilities to obtain clinical experience. The clinical facilities have been very supportive donating expired supplies for the students use and providing a mentor at each facility for the students to report to for assignments. The facilities in West Virginia and Kentucky include:

1. Logan Regional Medical Center
2. Thomas Memorial Hospital
3. Saint Francis Hospital
4. Williamson Memorial Hospital
5. Williamson Appalachian Regional Hospital
6. Pikeville Medical Center

The laboratory and classrooms on the Logan campus are more than adequate for the program. The Logan County Commission, due to a closure of the Man Hospital, was able to obtain the building and all of its contents. The Commission donated all the instruments and many large pieces of equipment to the program, making the surgery technology lab a replica of an actual operating room.

Library texts are available along with several videos that focus on different components of the surgical technology field. The association's journal is available to students. An online resource for journal literature is available to students and faculty.

5. Assessment Information

A. Assessment data

Students enrolling in the college are given entrance assessment exams to assist in placing students in appropriate English and math courses. All students are expected to participate in institutional, program and course assessment activities. Most of the assessment data is in the form of tests to determine student academic achievement, and also students are tested in the skills of the field of surgical technology by

8

demonstration.   Assessment is ongoing and the student is provided feedback on performance as needed.

The "Program Assessment Exam" (PAE) is currently being used by the college as the exit exam for the program. The Accreditation Review Commission on Education in Surgical Technology (ARC-ST) established an approved benchmark of 60% as an acceptable % passage rate. The graduating classes of both 2005 and 2007 surpassed the assessment benchmark.

The Surgical Technologist Certifying Exam (CST) is the national certifying exam for surgical technologists. The student must be a graduate of a surgical technology program accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), and present evidence of proof of graduation. The CST is not required to work in the operating room and many students do not take the exam. Some facilities have a higher pay scale for the surgical technologist that is certified, and this gives some graduates the incentive to take the exam.

B. Assessment Tools and Data for Last Five Years

Second year surgical technology students take the Work Keys exam as part of the overall college assessment program. There has not been any significant change in the program related to the assessment data because the students are successful on their exit exam, and all students that have taken the certification exam have obtained certification.

See Appendix III for results:

C. Graduate and Employer Satisfaction

Graduate and Employer Satisfaction

Students and employers are requested to complete satisfaction surveys. Graduates in both graduating classes of 2005 and 2007 reported their educational needs were met and they had no recommended changes for the program. A summary of the strengths of the program reported by students are as follows:

1. Instructor expertise;
2. Program objectives were met;
3. Available instruments and supplies were adequate; and
4. Clinical facilities provided good hands on experience

9

Employers completed surveys praising the knowledge of the students. A summary of the strengths of the program reported by employers are as follows:

1. Graduates very knowledgeable of instruments, supplies and equipment;
2. Skilled in asepsis and sterile technique;
3. Ability to perform tasks in all phases of surgery;
4. Graduates prepared for entry level position;
5. Graduates orientation period was shortened due to skills; and
6. Would hire other graduates from this program

Students who graduated from the program are very pleased with their preparedness for employment. Employers praise the graduates in advisory meetings and whenever the instructor visits the facilities. During the Spring 2008 advisory meeting some facilities spoke with administration, requesting that the surgical technology program be offered on an annual bases.

6. Previous Program Review:

The surgical technology program was approved during the last review in 2004 with no further recommendations for the program.

7. Advisory Committee:

The advisory committee for the Surgical Technology Program consists of employees of various health care facilities representing administrative and staff positions. The group actively participates in making recommendations and providing an excellent clinical rotation for the students. These facilities also donate expired supplies and equipment, which the students are able to utilize in the laboratory setting. The Surgical Technology Advisory Committee meets at least once a year in a general session with all Allied Health Programs. Ongoing feedback is provided by the clinical facilities as the coordinator or clinical instructor visit and also by telephone and e-mail.

8. Strengths/Weaknesses

Strengths:

The Accreditation Review Committee on Education in Surgical Technology (ARC-ST) require graduate and employer surveys to be completed within one year after graduation. The surveys assess the graduate skills, and the program strengths and weaknesses.

10

1. Dedicated coordinator and clinical instructor;
2. Licensed and qualified staff;
3. Cooperation of clinical facilities;
4. Equipment and supplies for demonstration in laboratory setting;
5. Students are employed after graduation;
6. The program is accredited;
7. Annual reports to the accreditation agency were approved with no further recommendations; and
8. All the weaknesses in the last program review have been met:
   a. A full time clinical instructor was hired;
   b. A large variety of instruments have been obtained; and
   c. A clinical facility that provides cardiac and neurosurgery is included in rotations.

Weaknesses:

1. Operating room lights are needed to complete the laboratory equipment;
   Plan to Improve: Purchase a portable OR light as the budget permits.

2. Current scrub sink does not operate all the time;
   Plan to Improve: Purchase a new scrub sink as the budget permits.

3. Need to update video materials and obtain a computer for the lab;
   Plan to Improve: Purchase from budget.

B. Viability

1. Program enrollment for the previous 5 years

Class of 2003-2005 16
Class of 2005-2007 17
Class of 2007-2009 16

The program enrollment has maintained over the previous 5 years.

2. Number of graduates for previous 5 years

Class of 2003-2005 10
Class of 2005-2007 14
Class of 2007-2009 12 currently enrolled

11

The graduation rate has increased. The increase was due in part to more students being made aware of what a surgical technologist does.

3. Enrollment Projections:

Enrollment is expected to increase. The clinical facilities in the last year have requested the program take a class yearly to fulfill the open positions annually. Fall 2008, thirteen students were admitted to the program to meet this request. The program will admit students annually as long as there is a demand for surgical technologist.

The Kentucky State Legislation in 2008 introduced *Kentucky Surgical Technologist Entry to Practice Regulation* (Bill # HB668). This bill creates a path of entry to the profession and will require that the hire must have graduated from an accredited school of surgical technology. Due to the close proximity of the state of Kentucky and the school, the bill will impact enrollment if passed as legislation. We should expect enrollment to increase with passage of the bill.

4. Off-Campus/Distance Delivery Classes:

The program offers no off-campus or distance delivery classes.

5. Articulation Agreements:

The surgical technology student graduates from the program with an associate in applied science degree and may transfer to other colleges and universities for continuing education. At this time no articulation agreements exist specifically for surgical technology.

C. Necessity:

The graduate from the program can easily find employment if they wish to work. Many of the local facilities interview and offer positions to the graduates before they graduate. Local newspapers and the surgical technologist magazine often advertise positions. Information concerning vacancy notices are mailed to the school from out of state and recruiters have visited the school to discuss employment. Hospitals will continue to be the primary employer of surgical technologists: however, growth is expected in offices of physicians and in outpatient care centers. The Fall 2008 class was admitted due to the high number of vacancies in the area.

1. Graduates

a. Placement Rates

12

Ten students graduated in 2005. Eight of the graduates accepted positions as a surgical technologist, one student joined the Air Force, and one student entered the nursing program.

Fourteen students graduated in 2007. Eleven graduates accepted positions as a surgical technologist. One of the graduates was accepted into the nursing program. Two graduates choose not to work for personal reasons.

Currently twelve students are on track to graduate in 2009. Thirteen students are expected to graduate in 2010.

According to the 2008-2009 Occupational Outlook Handbook the job outlook for surgical technologists is expected to grow 24 percent between 2006 and 2016. Job opportunities will be best for technologists who are certified.

b. Salary Range:

Surgical technology graduates have informally reported a salary average of $12-14.00 per hour in the local area and pay increased with certification. The *Occupational Outlook Handbook* reports median annual earnings nationwide for surgical technologists was $36,080 in 2006.

D. Consistency with Mission:

Southern West Virginia Community and Technical College exists to serve the communities of southern West Virginia. The college strives to fulfill current and future higher educational and vocational/technical needs of the residents. The college emphasizes transferable learning, enabling students to achieve work, career, and personal success.

Goals of the college are compared to the Surgical Technology program outcomes:

College Goal: Provide programs of study, which can be effectively transferred to other institutions and applied toward the completion of a Baccalaureate degree.

Program Goal: Approximately 25 credit hours in support courses may be transferred toward a Baccalaureate degree

College Goal: Provide programs of study, which prepare and/or upgrade students' skills in the occupation of their choice, especially those occupations which help meet the need of the college's service district.

13

Program Goal: Prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

14

Appendix I

Courses Required in Major (by title & course number)	Total Hours Required	Additional Credits Required in Major	Total Hours	Related Fields Courses Required	Total Hours	Required in General Studies/ Electives	Total for Degree
SG100 Introductory Surgical Technology	3	AH108 Medical Terminology	2	BS 124 Human Anatomy and Physiology I	4		
SG101 Surgical Technology Skills	3	AH200 Health Care Ethics and Law	1	BS 125 Human Anatomy and Physiology II	4		
SG105 Surgical Technology Biomedical	2			BS 127 Microbiology for Allied Health	3	MT121 College Math for General Education	
SG120 Surgical Technology I	7				3	EN101 English Composition I	
SG220 Surgical Technology II	7				3	PY 201 General Psychology	
SG210 Anesthetics, Drugs, and Solutions	2					EN102 English Composition II	
SG230 Surgical Technology III	11					PY 218 Life-Span Development Psychology	

Total: 64

Professional societies that have influenced the program offering and/or requirements:
Association of Surgical Technologists (AST)
Accreditation Review Committee for Education in Surgical Technology (ARC-ST)
Liaison Council on Certification for Surgical Technology (LCC-ST)

15

Appendix II

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name   Judith Curry   Rank   Instructor

Check one: Full-time   X   Part-time   Adjunct

Highest Degree Earned	Bachelor of Science in Nursing
Date Degree Received	May 1990
Conferred by	West Virginia University
Area of Specialization	Nursing

Professional registration/licensure   West Virginia Registered Nurse License

Years of employment at present institution   9 years

Years of employment in higher education   9 years

Years of related experience outside higher education   33

Non-teaching experience   33

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2007/Spring	AH241 Pharmacology for Allied Health	15 – Logan; 19 Charleston; 11 Moorefield
	SG212 Surgical Technology III	14
	SG215 Clinical Practicum III	14
2007/Fall	AH 241 Pharmacology for Allied Health	30
	SG100 Introduction to Surgical Technology	16
	SG101 Surgical Technology Skills	16
	SG105 Surgical Technology Biomedical	16
2008/Spring	AH 241 Pharmacology for Allied Health	24
	SG 120 Surgical Technology I	16

17

2008/Fall	SG 100 Introduction to Surgical Technology	13
	SG101 Surgical Technology Skills	13
	SG105 Surgical Technology Biomedical	13
	SG220 Surgical Technology II	16
	SG210 Surgical Technology Anesthetics, Drug, Solutions	16

(b).   If degree is not in area of current assignment, explain.

(c).   Identify your professional development activities during the past five years.

CPR Certified; member of the Association of Surgical Technologists; Training at Southern West Virginia Community and Technical College in areas of: Banner training, sexual harassment, FERPA, Assessment, student advising. I have worked part time as a registered nurse. I have completed continue education in areas as: pharmacology, surgery, medical diseases, pain management and HIPPA.

18

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name   Meloney McRoberts   Rank   Instructor

Check one: Full-time   X   Part-time   Adjunct   X

Highest Degree Earned	Associate in Applied Science
Date Degree Received	May 2001
Conferred by	Southern West Virginia Community and Technical College
Area of Specialization	Surgical Technology

Professional registration/licensure	
Years of employment at present institution	4 years as adjunct. Full time Fall 2008
Years of employment in higher education	4
Years of related experience outside higher education	7 years
Non-teaching experience	7 years

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2007/Spring	*SG215 Clinical Practicum IV	14
2007/Fall	*SG101 Surgical Technology Skills	16
2008/Spring	*SG120 Surgical Technology I	16

19

| 2008/Fall | *SG101 Surgical Technology Skills | 13 |
| | *SG220 Surgical Technology II | 16 |

*Denotes team teaching with Judy Curry.

(b).   If degree is not in area of current assignment, explain.

(c).   Identify your professional development activities during the past five years.

CPR Certified, Member of Association of Surgical Technologists; Training at Southern West Virginia Community and Technical College in areas of Banner, FERPA and student advising; work part time as Surgical Technology , obtained continue education in part time position in areas as: safety, HIPPA, new equipment and procedures.

20

Appendix III

Appendix III

The table below provides a visual overview of the Surgical Technology Program Assessment exam results for the last two graduating classes. This exam is a requirement of the accreditation agency.

Program Assessment Exam

Year	Number of Students Taking Exam	Number of Students Passing Exam	Percentage of Students Passing Exam
2005	10	10	100%
2007	14	14	100%

The table below provides a visual overview of the National Certification Exam for Surgical Technologist. This exam is not a requirement to practice as a surgical technologist, however, many facilities increase wages if the certification is obtained.

National Certification Exam for Surgical Technologist

Year	Number of Students Taking Exam	Number of Students Passing Exam	Percentage of Students Passing Exam
2005	3	3	100%
2007	2	2	100%

Program Enrollment 2004-2008

Year	Number Enrolled
2005	17
2007	16
2008	13

Program Graduates 2004-2008

Year	Number Graduates
2005	10
2007	14

22

Surgical Technology Work Keys Data

(Level 4 Performance Expected)

*YEAR	2005	2007
Number of Students	9	14
Applied Mathematics (AM) Mean Score	4.6	4.6
Reading for Information (RFI) Mean Score	5.2	5.3
Locating Information (LI) Mean Score	4	4.2

*Students graduated every other year.

23

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 Certificate in
                                             Electrical Engineering Technology
                                             program at the current level of activity in
                                             accordance with the provisions of the
                                             West Virginia Council for Community
                                             and Technical College Education Title
                                             135, Series 10, *Policy Regarding
                                             Program Review.*

Staff Member: Carol Howerton

Background:
During the 2007-2008 academic year a program review of the Electrical Engineering
Technology Certificate program was conducted by the Technology Department. The
department was asked to do a follow-up report during 2008-2009 to apprise the Board
of Governors and the Community and Technical College Council of progress to correct
problems identified in the report. A follow-up report was completed by the department
and a new recommendation was made. The department recommends the program
continue at the current level of activity without corrective action. The Executive Council,
Academic Affairs Management Council and the Curriculum and Instruction committee
concur with this recommendation. The program has addressed the deficiencies
identified and meets all the standards set for program continuance by the Community
and Technical College Council of the State of West Virginia.

PROGRAM REVIEW – POST ADUIT FOLLOW UP REPORT
2008-2009
SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
Programs <u>Without</u> Specialized Accreditation

Program: <u>Electrical Engineering Technology, Certificate</u>   **Date: January 2009**

INSTITUTIONAL RECOMMENDATION

Southern West Virginia Community and Technical College is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its 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 problem with instructors has been resolved.   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.

Approved	_Carl A Hount_	2/23/09
Recommendation	Signature of Department Chair	Date
Approved	_Pamela L. Alderman_	2/23/09
Recommendation	Signature of Dean	Date
Approved	_Cathy L. Smith-Cox_	23 FEB 09
Recommendation	Signature of Vice President for Academic Affairs	Date
Recommendation	Signature of President	Date
Recommendation	Signature of Chair, Board of Governors	Date

Southern West Virginia Community and Technical College
Electrical Engineering Technology
Certificate Program
ROGRAM REVIEW – POST ADUIT FOLLOW UP REPORT 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 adequate Equipment.
   - Program has created a valid assessment plan.
   - 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 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.

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

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

The 2007-2008 program review of the Electrical Engineering Technology, Certificate program identified the faculty as a problem for the program. The review documented that during the past five years there has been a constant change in instructors which has hampered program success. At the time of the program review there was no full-time faculty hired for the program.

A full-time instructor was hired beginning with the Fall 2008 term. William Moseley holds a Bachelor's degree in Electrical Engineering. He is retired from Appalachian Power with forty years of experience in power systems. He served as the temporary full-time instructor for the Spring 2008 term as well. Oscar Blackburn has also been identified and contracted as a viable adjunct. Mr. Blackburn holds a Bachelor's degree in Electrical Engineering and is retired from the phone industry with extensive background in communications.

Student satisfaction was informally measured through group discussion during the Fall 2008 term. Students overall were very pleased with the instruction being delivered in the program. As shown below numbers in the program are increasing and are expected to remain steady. The 2008-2009 year will have the highest graduation rate surpassing graduate numbers for at least the past ten years.

Graduates - Certificate Program		Associate in Applied Science
2006-2007	1	4
2007-2008	4	4
December 2008	10	6
May 2009	5 expected	9 expected

Majors - Associate in Applied Science	
2004-2005	8
2005-2006	6
2006-2007	18
2007-2008	22
2008-2009	25

The number of majors are shown for the Associate in Applied Science degree. Students are not entered into the database as certificate seeking majors if they are going for the associate degree option. Students completing the first year of the associate degree are eligible to receive the certificate.   There are no students who are only seeking the certificate program.

It is the recommendation of the Department of Technology and Engineering that the program be approved and continued at the current level of activity with no further action required until the next full program review.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2009

ITEM: SCP-7125, Information Technology Acceptable Usage

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

STAFF MEMBER: Ron Hamilton

BACKGROUND:

This policy was originally created on July 7, 1997, and was last revised on September 1, 2000.

The version presented for consideration by the Board of Governors was revised to comply with the current policy format and contained minor revisions to the location of some information to better conform to this format. Other changes recommended helped clarify the information for users of the institution's Information Technology services.

At its February 17, 2009 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy for a 30-day comment period that expired March 19, 2009. No comments were received at the end of the comment period, therefore, the staff recommends the policy for approval as presented.

SUBJECT: Information Technology Acceptable Usage

REFERENCE: SCP-7720, Security of Information Technology

ORIGINATION: July 7, 1997

EFFECTIVE: July 7, 1997

REVIEWED: February 17, 2009

SECTION 1.   PURPOSE

1.1   To define and clarify the responsibilities and obligations of computer users at Southern West Virginia Community and Technical College.

SECTION 2.   SCOPE AND APPLICABILITY

2.1   This issuance applies to all computer users at Southern West Virginia Community and Technical College including but not limited to guests, students, staff, faculty, and external entities.

SECTION 3.   DEFINITIONS

3.1   Access – To approach or use an information resource.

3.2   Assets – Any of the data, hardware, software, network, documentation, and personnel used to manage and process information.

3.3   Chief Technology Officer – The person responsible for the agency's information resources.

3.4   Employee – Individuals employed on a temporary or regular basis by the Southern West Virginia Community and Technical College; as well as contractors, contractor's employees, volunteers, and individuals who are determined by the institution to be subject to this policy.

3.5   Password – A string of characters known to a computer system or network and to a user who must enter the password in order to gain access to an information resource.

3.6   Security – Those measures, procedures, and controls that provide an acceptable degree of safety for information resources, protecting them from accidental or intentional disclosure, modification, or destruction.

3.7   User – A person authorized to access an information resource.

SECTION 4. POLICY

4.1   This policy establishes guidelines and responsibilities for users of Southern West Virginia Community and Technical College's Information Technology.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1   None.

SECTION 6. GENERAL PROVISIONS

6.1   Institutional Purposes

    6.1.1   Use of Southern West Virginia Community and Technical College's technology resources is for purposes related to the college's mission of education, research, and public service. All classes of technology service users may use technology resources only for purposes related to their studies, their instruction, the discharge of their duties as employees, their official business with the college, and other college sanctioned activities. The use of Southern West Virginia Community and Technical College's technology resources for commercial purposes is permitted only by special arrangement with the appropriate computing center or computer systems administrator. The recreational use of the account for purposes unrelated to institutional goals is not allowed.

6.2   Security

    6.2.1   The user is responsible for correct and sufficient use of tools each computer system provides for maintaining the security and confidentiality of information stored on it. For example:

        6.2.1.1   Computer accounts, passwords, and other types of authorization are assigned to individual users and may not be shared with others.

        6.2.1.2   The user should select an obscure account password and change it frequently.

        6.2.1.3   The user should understand the level of protection each computer system automatically applies to files and supplement it, if necessary, for sensitive information.

        6.2.1.4   The computer user should be aware of computer viruses and other destructive computer programs and take steps to avoid being their victim or unwitting vector. Specifically, users should not run disks from their home computers, or third parties, without ensuring that they are first tested by virus shield.

6.3   Legal Issues

    6.3.1   Technology resources may not be used for illegal purposes, but are not limited to:

        6.3.1.1   Intentional harassment of other users.

        6.3.1.2   Intentional destruction or damage to equipment, software, or data belonging to Southern West Virginia Community and Technical College or other users.

6.3.1.3 Intentional disruption or unauthorized monitoring of electronic communications.

6.3.1.4 Unauthorized copying of copyrighted material.

6.4   Ethical Usage

6.4.1   Since Southern West Virginia Community and Technical College is committed to maintaining and fostering the highest ethical standards, the technology resources must be used in accordance with the ethical standards of the college community as described in the Code of Student Ethics and the Academic Handbook. Unethical use includes:

6.4.1.1 Violations of computer system security.

6.4.1.2 Unauthorized use of computer accounts, access codes, or network identification numbers assigned to others.

6.4.1.3 Intentional use of computer telecommunication facilities in ways that unnecessarily impede the computing activities of others (randomly initiating interactive electronic communications or e-mail messages, overuse of interactive network utilities, etc.).

6.4.1.4 Use of technology resources for private business purposes unrelated to the mission of the college or college life.

6.4.1.5 Academic dishonesty (plagiarism, cheating, etc.).

6.4.1.6 Violation of software of software license agreements.

6.4.1.7 Violation of network usage policies and regulations.

6.4.1.8 Transmission of copyrighted pornographic materials or accessing them for purposes unrelated to Southern West Virginia Community and Technical College's institutional purposes. Faculty must inform the Vice President for Academic Affairs if their course content requires students to access such material.

6.5   Facilitative Usage

6.5.1   Southern West Virginia Community and Technical College's technology resource users can help make the system efficient and effective by:

6.5.1.1 Deleting unneeded files from one's accounts on central machines on a regular basis.

6.5.1.2 Refraining from overuse of connect time, information storage space, printing facilities, or processing capacity.

6.5.1.3 Refraining from overuse of interactive network utilities.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1   The Chief Technology Officer is responsible for administering the provisions of this policy and the State of West Virginia Information Security Guidelines.

7.2   Responsibilities of the user:

    7.2.1   Access to technology resources is a privilege Southern West Virginia Community and Technical College grants to all college faculty, staff, and students. Access may also be granted individuals outside the college for purposes consistent with the mission of the college. Certain responsibilities accompany that privilege; understanding them is important for all computers users.

7.3   Sanctions:

    7.3.1   Violation of the institutional purposes and policies described above are serious matters and will be dealt with as such. Violators are subject to the normal disciplinary procedures of the college and, in addition, the loss of computing privileges may result. Illegal acts involving Southern West Virginia Community and Technical College's technology resources may also be subject to prosecution by state and federal authorities.

SECTION 8. CANCELLATION

8.1   None.

SECTION 9. REVIEW STATEMENT

9.1   This policy shall be reviewed on a regular basis with a time frame for review to be determined 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.

SECTION 10. SIGNATURES

Board of Governors Chair   **Date**

President   **Date**

Attachments: None.

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: February 2009 — This policy was revised to reflect up-to-date terms and current acceptable usage. The policy was reformatted using the latest policy template.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2009

ITEM:	SCP-7720, Security of Information Technology
RECOMMENDED RESOLUTION:	*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of the aforementioned policy following the 30-day public comment period.
STAFF MEMBER:	Ron Hamilton
BACKGROUND:	

This policy was originally created May 1, 1988, and was last revised on September 1, 2000.

The version presented for consideration by the Board of Governors contained significant revisions to adapt to the changing area of technology security. It also brought Southern into compliance with the Security Guidelines as required by the Office of Information Security and Controls located in the West Virginia Office of Technology.

At its February 17, 2009 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy for a 30-day comment period that expired March 19, 2009. No comments were received at the end of the comment period, therefore, the staff recommends the policy for approval as presented.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-7720

SUBJECT: Security of Information Technology

REFERENCE: State of West Virginia Security Guidelines
        http://www.state.wv.us/ot/PDF/quarterly0608/security_update.pdf

ORIGINATION: May 1, 1988

EFFECTIVE: May 1, 1988

REVIEWED: February 17, 2009

SECTION 1. PURPOSE

1.1 This policy establishes guidelines and responsibilities for Southern West Virginia Community and Technical College employees regarding information security and the protection of agency information resources. This information is based on the State of West Virginia Information Security Guidelines issued by the Governor's Office of Technology.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy applies to all Southern West Virginia Community and Technical College employees who have access to agency information and to systems that store, access, or process the information.

SECTION 3. DEFINITIONS

3.1 Access – To approach or use an information resource.

3.2 Access Control – The enforcement of specified authorization rules based on positive identification of users and the systems or data they are permitted to access.

3.3 Authentication – The process of verifying the identity of a user.

3.4 Chief Technology Officer – The person responsible for the agency's information resources.

3.5 Custodian of Information – The person or unit assigned to supply services associated with the data.

3.6 Employee – Individuals employed on a temporary or regular basis by the Southern West Virginia Community and Technical College; as well as contractors, contractor's employees, volunteers, and individuals who are determined by the institution to be subject to this policy.

SCP-7720, Security of Information Technology   Page 1 of 6

Page 259 of 307

3.7   Encryption – Process of encoding electronic data that makes it unintelligible to anyone except the intended recipient.

3.8   Firewall – Specialized computer and programs, residing in a virtual area between an organization's network and outside networks, which are designed to check the origin and type of incoming data in order to control access, and block suspicious behavior or high-risk activity.

3.9   Information Assets – Any of the data, hardware, software, network, documentation, and personnel used to manage and process information.

3.10   Information Security – Those measures, procedures, and controls that provide an acceptable degree of safety for information resources, protecting them from accidental or intentional disclosure, modification, or destruction.

3.11   Information Security Officer (ISO) – The person designated by the Chief Technology Officer to administer the agency's internal and external point of contact for all information security matters.

3.12   Owner of Information – The person(s) / department ultimately responsible for an application and its data viability.

3.13   Password – A string of characters known to a computer system or network and to a user who must enter the password in order to gain access to an information resource.

3.14   Risk Analysis – The evaluation of system assets and their vulnerabilities to threats in order to identify what safeguards are needed.

3.15   Security Incident – An event that results in unauthorized access, loss, disclosure, modification, or destruction or information resources, whether deliberate or accidental.

3.16   Threat – Includes any person, condition or circumstance that endangers the security of information, or information systems, in the context of Information Security.

3.17   User of Information – A person authorized to access an information resource.

SECTION 4.   POLICY

4.1   It is the policy of Southern West Virginia Community and Technical College to allow access to computing resources by all college faculty, staff, and students. Access may also be granted to individuals outside the college for purposes consistent with the mission of the college.

SECTION 5.   BACKGROUND OR EXCLUSIONS

5.1   None.

SECTION 6. GENERAL PROVISIONS

6.1   Administration

    6.1.1   An ISO (Information Security Officer) role must be assigned. This individual must perform, contract, or delegate the necessary functions and responsibilities of the position.

    6.1.2   All information resources, regardless of medium, will be used, maintained, disclosed, and disposed of according to law, regulation, or policy.

    6.1.3   All employees and others who access computer systems will be provided with sufficient training in policies and procedures, including security requirements, correct use of information resources, and other organizational controls.

    6.1.4   A documented risk analysis program will be implemented and a risk analysis will be conducted periodically.

    6.1.5   A cost effective incident response / business recovery plan will be maintained providing for prompt and effective continuation of critical missions in the event of a security incident. Procedures, guidelines, and mechanisms that are utilized during a security incident, along with the roles and responsibilities of the incident management teams, must be established and reviewed regularly.

6.2   Access Controls

    6.2.1   Access controls must be consistent with all state, federal, and local laws and statutes and will be implemented in accordance with this policy.

    6.2.2   Procedures must be implemented to protect information resources from accidental, inadvertent, unauthorized, or malicious disclosure, modification, or destruction.

    6.2.3   Appropriate controls must be established and maintained to protect the confidentiality of passwords used for authentication.

    6.2.4   Individual users must have unique user ID's and passwords.

    6.2.5   All employees must be accountable for their computer, account, and password and for any actions that can be identified to have originated from them.

    6.2.6   When employees are transferred or their employment is terminated, user ID's and authorizations will be disabled immediately.

    6.2.7   Confidential or sensitive data (i.e., credit card numbers, calling card numbers, log on passwords, etc.) must be encrypted before being transmitted through the Internet.

    6.2.8   The network access firewall and / or secure gateway must be configured to deny all incoming services unless explicitly permitted.

    6.2.9   Data and supporting software necessary for the continuation of agency functions will be periodically backed up at a frequency determined by risk analysis.

6.2.10   All information assets must be accounted for and will have an assigned owner. Owners, custodians, and users of information resources must be identified and their responsibilities defined and documented. All access to computing resources will be granted on a need-to-use basis.

6.2.11   Human Resources will be responsible for notifying Technology Services of termination dates for exiting employees.

6.2.12   The owner or custodian will determine the protective guidelines that apply for each level of information. They include the following: access, distribution within the college, electronic distribution, and disposal / destruction.

6.2.13   Technology Services will insure that all programmable computing devices are equipped with up-to-date virus protection software. Virus protection procedures will be developed to address system protection.

6.3   Personnel Practices

6.3.1   All IT assets, including hardware, software, and data are owned by Southern West Virginia Community and Technical College unless excerpted by contractual agreement.

6.3.2   Information resources are designated for authorized purposes only. Southern West Virginia Community and Technical College reserves the right to monitor and review employee use as required for legal, audit, or legitimate authorized State operational or management purposes.

6.3.3   The Human Resource Administrator must assure that all employees receive an appropriate background check (where applicable) consistent with legislative rule and the Institutional policy.

6.3.4   All employees must sign a confidentiality statement indicating that they have read, understand and will abide by agency policies and procedures.

6.3.5   All vendors and contractors must sign and abide by a contract / confidentiality statement to ensure compliance with state and agency information security policies and procedures.

6.3.6   All employees must abide by rules regarding acceptable and unacceptable uses of IT resources.

6.4   Physical and Environmental Security

6.4.1   Information resource facilities will be physically secure by measures appropriate to their critical importance.

6.4.2   Security vulnerabilities will be determined and controls will be established to detect and respond to threats to facilities and physical resources.

6.4.3   Critical or sensitive data handled outside of secure areas will receive the level of protection necessary to ensure integrity and confidentiality.

6.4.4   Equipment will be secured and protected from physical and environmental damage.

6.4.5   Equipment used outside the college premises will be given the same degree of security protection as that of the on-site information resource.

SECTION 7.   RESPONSIBILITIES AND PROCEDURES

7.1   Responsibilities

   7.1.1   The Chief Technology Officer is responsible for administering the provisions of this policy and the State of West Virginia Information Security Guidelines.

   7.1.2   The manager of a department / unit shall be responsible for ensuring that an appropriate security procedure is in effect and that compliance with this policy and the State of West Virginia Information Security Guidelines is maintained for information systems owned and operationally supported by the department.

   7.1.3   The manager of a department / unit which provides operational support (information custodian) for information systems owned by another Southern West Virginia Community and Technical College department (information owner) shall have joint responsibility for ensuring that an appropriate security program is in effect and that compliance with the State of West Virginia Information Security Guidelines is maintained for the supported information.

   7.1.4   Mission critical or confidential information maintained on an individual workstation or personal computer must be afforded the appropriate safeguards stated in this policy and the State of West Virginia Information Security Guidelines. It is the joint responsibility of the manager of the department / unit and operator / owner of that workstation or personal computer to insure that adequate security measures are in place.

   7.1.5   Operational responsibility for compliance with this policy and the State of West Virginia Information Security Guidelines may be delegated by the Chief Technology Officer to the appropriate technology services support personnel.

7.2   Procedures

   7.2.1   When security and / or confidentiality of data files is breached by an employee, the matter shall be referred to the employee's department head for correction and discipline. The matter must be resolved in a manner acceptable to the Chief Technology Officer and to the department head whose files have been improperly accessed or violated.

   7.2.2   An employee who violates the security system by accessing confidential data without authorization will be subject to disciplinary action. Violation of the security system by an employee includes but is not limited to the following.

        7.2.2.1 Obtaining a password(s) without proper authorization.

        7.2.2.2 Helping an unauthorized person access confidential data or other information stored on the computer.

        7.2.2.3 Allowing someone else to use their password to gain access to computerized information.

7.2.2.4 Sharing information from the data base with unauthorized personnel.

7.2.2.5 A student is considered to have breached the security system at any time he / she accesses any information contained on the administrative, financial, and / or student information system. A student's computer account, password and privileges may be suspended immediately. All violations will treated similar to that prescribed in the policy regarding academic cheating when the violation occurs within the scope of a class or a class exercise.

7.3 Enforcement

7.3.1 Enforcement of this policy is the responsibility of the Chief Technology Officer or their designee.

7.3.2 Any employee or student found to have violated this policy will be subject to disciplinary or corrective actions based upon college policy SCP-4770, Student Rights and Responsibilities, and procedures of the relevant group to which the individual belongs, and may include sanctions including, but not limited to, revocation of employee or student privileges up to and including termination of employment. Certain violations, misuses, or disclosures of confidential information may include civil and / or criminal penalties.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined 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.

SECTION 10. SIGNATURES

Board of Governors Chair	**Date**

President	**Date**

Attachments: None.

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: February 2009 — The policy was revised to include all forms of technology and to meet the standards of the payment card industry. The policy was reformatted using the latest policy template.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF April 21, 2009

ITEM: SCP-1091, Classified Staff Council Constitution

RECOMMENDED 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 public comment period.

STAFF MEMBER: Debbie Dingess

BACKGROUND:

This policy was originally created in November 18, 2003 to supercede SCI 1672 and SCI 1672.01. Revisions were made on December 13, 2006 to reflect changes made in WV Code effective April 1, 2003 concerning meeting and membership mandates.

At the March 4, 2009 meeting of the Council, they made revisions to the Constitution to reflect a change in membership from 18 voting members to 16. The Logan Downtown Annex and the District Office representation were removed. The Logan Campus representation will now include all three of the Logan Campus buildings (the Logan Classroom Building, the Allied Health/Technology Center, and the District Office).

On March 23, 2009, the revision to the Constitution was forwarded to all classified staff employees for their review and comment. The Classified Staff ratified the revision with no objections.

At this time it is recommended that this policy be distributed for a 30-day public comment period.

SUBJECT: Classified Staff Council Constitution

REFERENCE: WV Code §18B-6-6

ORIGINATION: November 18, 2003

EFFECTIVE:

REVIEWED: March 4, 2009

SECTION 1. PURPOSE

1.1 To establish the Classified Staff Council of Southern West Virginia Community and Technical College (hereinafter referred to as the Classified Staff Council), to identify representation for the Classified Staff Council, and set out election procedures for the same.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy applies to all classified employees of Southern West Virginia Community and Technical College.

2.2 All employees who are covered by the West Virginia Higher Education Policy Commission's Job Evaluation Program are eligible to participate/vote in the Classified Staff Council and its activities.

SECTION 3. DEFINITIONS

3.1 Classified Staff Council — An elected body whose purpose is to represent classified staff, to consider and recommend policy regarding staff welfare, and individual staff suggestions and problems.

SECTION 4. POLICY

4.1 Functions of the Classified Staff Council shall include, but not be limited to the following:

  4.1.1 Represent classified staff interest in working hours; hiring, promotion and salary policies; representation to college and professional organizations; classified staff development; and other issues of concern which may arise involving the classified staff individually or collectively.

  4.1.2 Set the agenda for all classified staff meetings and all other special purpose meetings of the Classified Staff Council.

  4.1.3 Schedule and conduct elections.

  4.1.4 Review and make recommendations as necessary regarding the annual performance appraisal evaluative process, instruments, etc.

  4.1.5 Ensure awareness of concerns of classified staff within the college community, administration, and

the Board of Governors.

4.1.6 Foster good morale and satisfaction of an informed classified staff.

4.1.7 To support and foster Southern's effort in accomplishing its mission.

4.2 Membership

4.2.1 The Classified Staff Council shall consist of ~~(18)~~ **(16)** voting members representing the following geographic and primary occupational activity distribution:

1—Logan Campus
1—Williamson Campus
1—Boone/Lincoln Campus
1—Wyoming/McDowell Campus
~~1—District Office~~
~~1—Logan Downtown Annex~~
1—Advisory Council of Classified Employees Representative
1—Classified Staff Council Chairperson
2—Administrative / Managerial Sector
2—Professional / Non-teaching Sector
2—Paraprofessional Sector
2—Secretarial / Clerical Sector
2—Physical Plant / Maintenance Sector

4.2.2 Each must be a member of the classified staff and shall be elected to serve a two-year term, which begins on the first day of July of each odd-numbered year. Resignations must be in writing to the Classified Staff Council Chairperson with copies to each of the other members.

4.2.3 Board of Governors representative will serve as an ex-officio, non-voting member.

4.3 Meetings

4.3.1 All classified employees shall meet on the last working Friday in April of each odd-numbered year.

4.3.2 Rules of Order – The rules contained in Robert's Rules of Order shall govern the Classified Staff Council unless otherwise stated by this constitution or agreed upon by the Classified Staff Council.

4.3.3 The Classified Staff Council shall meet no less than once monthly. Any classified staff member may petition the Classified Staff Council to meet or hear proposals or complaints. At any regular or special meeting, a majority of the elected members shall constitute a quorum. All meetings are open to all Classified Staff.

4.3.4 Members of the Classified Staff Council may vote on issues either in person or by electronic means.

4.3.5 The President of the institution shall meet at least quarterly with the Classified Staff Council.

4.3.6 The Governing Board shall meet at least annually with the Classified Staff Council.

4.4 Committees

4.4.1 Standing.

4.4.2 Nominating.

4.4.3 Program and Entertainment.

4.4.4 Ad hoc committees shall be appointed by the Chair as the need arises to examine items of particular concern to the Classified Staff Council. Such committees may include any Classified Staff personnel but shall be chaired by a Classified Staff Representative.

4.5 Reporting of Council Resolutions and Decisions

4.5.1 The Classified Staff Council, through the regular meetings, shall report directly to the Classified Staff body. In areas regarding the welfare of the entire college, the Classified Staff Council through its representative, shall report directly to the President.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 Ratification

6.1.1 The Classified Staff Council Constitution shall be ratified upon two-thirds approval of Classified Staff members as defined in 2.1 Scope and Applicability.

6.2 Amendments

6.2.1 The Classified Staff Council Constitution shall be amended upon two-thirds majority approval of Classified Staff.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 Nominations

7.1.1 During the last week of March or the first week of April, each odd-numbered year, ballots will be submitted to all classified staff personnel for the purpose of nominating individuals for the position of Representative to Advisory Council of Classified Employees, Chairperson to the Classified Staff Council, Classified Staff Representative to the Institutional Board of Governors and other positions to which the classified staff are represented on college councils and committees. The ballots must be returned to the staff representative at each location by 4:00 p.m. on the last working day of the week.

7.1.2 Those nominated will be contacted by Classified Staff Council members, and their willingness to serve if elected. Nominations must be confirmed in writing or email. Upon notification, nominated individuals will be given twenty-four hours in which to confirm/decline their desire to be placed in

nomination; those who do not respond in writing will be omitted from the election ballot.

7.1.3 Those who are confirmed nominees will be placed on the official election ballot.

7.2 Election

7.2.1 Sample ballots listing all classified staff, segregated by geographic location and primary occupational activity, shall be distributed during the first or second week of April. Anyone wishing to have their name stricken from the list or added, in the event it did not appear, must contact the Vice-Chairperson of the Classified Staff Council during the same week.

7.2.2 Actual ballots will be distributed in the third week of April inviting each classified staff member to vote for representation for their geographic location and primary occupational activity. Elected members shall take office on July 1, each odd-numbered year.

7.2.3 The individual receiving the highest number of votes in each geographic location and primary occupational activity shall be declared elected, based on the number of representatives allowed as established in section 4.2.

7.2.4 In the event of a resignation, the individual from the same geographic location and/or primary occupational activity who ranked next highest in the vote tally shall be appointed.

7.3 Election Ballots

7.3.1 The election ballot will be developed by the Classified Staff Council from the names of those nominated and confirmed. The ballots will be distributed for a final vote at the classified staff meeting as specified in section 4.3.1 for the positions of Chairperson of Classified Staff Council, Representative to the Advisory Council of Classified Employees, Classified Staff Representative to the Institutional Board of Governors, and any other positions to which staff are represented on college councils and committees.

7.4 Absentee Balloting

7.4.1 Absentee ballots will be pre-printed. Those who request to vote by absentee ballot must present an approved leave request form or valid reason as determined by the Vice-Chairperson or designee. The ballot must be returned to the Vice-Chairperson or designee on Friday before the scheduled election.

7.4.2 Absentee ballots will be opened at a meeting called by the Chairperson of the Classified Staff Council or by the Vice-Chair of the Classified Staff Council before the scheduled election.

7.4.3 Legitimate Excuse – Only those classified staff members who have an approved sick/annual leave request, who are required to be away from the institution on college business, or those required to remain on campus to maintain normal office operations will be permitted to vote by absentee ballot.

7.5   Council Officers

    7.5.1   Titles

        7.5.1.1   There shall be three officers of the Classified Staff Council.
            7.5.1.1.1   Chairperson who will be elected at large by the Classified Staff.
            7.5.1.1.2   Vice-Chairperson who will be elected at the first meeting of the Classified Staff Council.
            7.5.1.1.3   Secretary who will be elected at the first meeting of the Classified Staff Council.

    7.5.2   Duties

        7.5.2.1   The Chairperson shall perform the following duties:
            7.5.2.1.1   Preside over all Classified Staff Council meetings.
            7.5.2.1.2   Represent the Classified Staff Council at the College meetings.

        7.5.2.2   The Vice-Chairperson shall, in the absence or disability of the Chairperson, act in his/her stead. In addition, shall be responsible for conducting elections.

        7.5.2.3   The Secretary shall perform the following duties:
            7.5.2.3.1   Preserve a record of the proceedings.
            7.5.2.3.2   Post minutes and other relevant materials in the library for the members of the classified staff.
            7.5.2.3.3   Preserve all election records.
            7.5.2.3.4   Respond, with consent of the Classified Staff Council, to all correspondence.

SECTION 8.   CANCELLATION

8.1   Supercedes SCI 1672, Classified Staff Council Constitution and SCI 1672.01, Classified Staff Council Constitution Appendix.

SECTION 9.   REVIEW STATEMENT

9.1   This policy shall be reviewed on a regular basis with a time frame for review to be determined 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.

SECTION 10. SIGNATURES

Board of Governors Chair   **Date**

President   **Date**

Attachments: None

Distribution: Board of Governors (12 members)
www.southernwv.edu

Revision Notes: Policy originated November 18, 2003 to supercede SCI 1672 and SCI 1672.01. Revisions of December 13, 2006 reflect no substantial changes in procedure or documentation requirements. Revisions were made to coincide with changes in WV Code concerning meetings and membership. Revisions of March 4, 2009 are to clarify membership representation with no substantial changes in procedures.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 21, 2009

ITEM: SCP-2686 Promotion-in-rank and Tenure Policy

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

STAFF MEMBER: Martha Maynard

BACKGROUND:

In January 2009, it was brought to the attention of Southern's Faculty Senate that a new
faculty rank was added to the state policy. Therefore, the Senate agreed at its February
meeting to revise the aforementioned policy to include the new rank of an instructional
specialist. The Senate also decided to divide the promotion and tenure committee into
two separate committees. The Academic Affairs Management Committee approved the
changes, and recommended the policy go forward to the Southern West Virginia
Community and Technical College Board of Governors for approval of distribution for a
30-day public comment period.

SUBJECT: Promotion-in-Rank and Tenure Policy.

REFERENCE: ~~Title 133, Joint Procedural Rule of the West Virginia Higher Education Policy Commission and~~ Title 135, Procedural Rule, West Virginia Council for Community and Technical College~~s~~ Education, Series 9, *Academic Freedom, Professional Responsibility, Promotion, and Tenure*; Applicable policies and procedures of the Southern West Virginia Community and Technical College Board of Governors

ORIGINATION: August 17, 1984

EFFECTIVE: November 27, 2001.

REVIEWED: February 6, 2009

SECTION 1.   PURPOSE

1.1   To establish policy and procedures doer making recommendations and/or decisions regarding promotions-in-rank and tenure for full time faculty members of Southern West Virginia Community and Technical College (Southern).

SECTION 2.   SCOPE AND APPLICABILITY

2.1   This issuance applies to all full-time faculty members of Southern who hold faculty rank of instructor or above. Certain sections of the issuance apply to all full-time faculty while others may be specific to only tenure-track, tenured or term faculty individually.

SECTION 3.   DEFINITIONS

3.1   Terminal Degree - The approved terminal degree is an earned doctorate in a field appropriate to the subject matter taught. It is recognized, however, that certain master's degrees will be accepted as the terminal degree in fields which traditionally do not require or do not offer a doctoral degree.   Acceptable degrees include, but are not limited to, the Mater of Fine Arts for studio and performing arts.

3.2   Tenured Faculty - A tenured faculty member is one who has attained tenure status as determined by Southern.

3.3   Tenure-track Faculty - A tenure-track faculty member is one who has been appointed on a full-time basis and designated by Southern as being in a tenure-track position.

3.4   Term Faculty - ~~A term faculty member is one who has been appointed for a specific term as defined by Southern and is not eligible for tenure~~. Those faculty member who have been appointed for a specific term as defined by the institution. The appointment may be full time (1.00 FTE or the equivalent, as determined by the institution) or part-time. While a full-time term faculty member is eligible to receive reappointment to additional terms, no single term may exceed three years. No number of term appointments shall create any presumption of a right to appointment as tenured track or tenured faculty.

3.5   Instructional Specialist - Those faculty who have been minimally on a nine month basis and an hourly basis

and an hourly workload. The appointment is for a specified term not to exceed three years. The instructional specialist is eligible to receive reappointment to additional terms. No number of term appointments shall create any presumption to a right to appointment as a tenured-track or tenured faculty. In addition, to teaching, instructional specialists will have responsibilities for various academic support activities.

SECTION 4.   POLICY

4.1   The Governing Board has final authority for granting or denying promotions-in-rank and/or tenure. Policies, procedures and rules of the Board will be adhered to in making any recommendations for promotion-in-rank and/or tenure.

4.2   All recommendations for promotion-in-rank and/or tenure will be the result of the process contained in this issuance and withing the funds allocated for promotion by the institution.

4.3   Promotions-in-rank and/or tenure approved during one academic year will become effective the beginning of the fall semester of the following academic year.

4.4   This tenure policy shall not affect persons having tenure under any previous policy of this administration or its governing board.

4.5   Tenured faculty shall retain their status until they retire, resign, are terminated for cause, as a result of financial exigency, or as a result of program reduction or discontinuance.

4.6   Failure to be recommended for promotion-in-rank and/or tenure at any step does not preclude an individual's opportunity to be evaluated at the remaining phases. If the final decision by the President is to deny promotion and/or tenure, written appeals may be made to the President within ten working days of such decision.

4.7   Persons assigned full-time or part time to administrative or staff duties may be appointed to, or may retain, faculty rank and/or tenure. In addition to any administrative or staff title. Administrators shall earn rank and/or tenure as members of an academic discipline at the discretion of the President.

4.8   Department Chairs or Chief Academic Officer, may nominate faculty members for promotion and/or tenure.

4.9   Faculty appointed as term faculty are appointed for a specified term, as defined by the institution, and are not eligible for tenure. No number of term appointments shall create any presumption to a right to appointment as tenure-track or tenured faculty.

4.10   Tenure and/or promotion will not be granted routinely, automatically or solely got length of service, but shall result from action by the institution; nor shall tenure and/or promotion be denied capriciously.

4.11   Full-time, tenure-track faculty who fail to obtain tenure status, within the time frame permitted under the promotion-in-rank and tenure criteria of the institution's policy and receive a terminal contract of employment (letter), shall be ineligible to apply for promotion-in-rank or tenure during the terminal year of employment.

4.12   Any appeal of action taken regarding promotion-in-rank and/or tenure will follow approved grievance procedures as outlined in WV Code §6C-2.

SECTION 5.   BACKGROUND OR EXCLUSIONS

5.1   All previous policies, procedures, rules or regulations of any previous governing or advisory board of

Southern West Virginia Community and Technical College regarding promotion and/or tenure and superseded by this policy.

5.2   This policy sets forth major elements of the institution's policy and criteria regarding promotion-in-rank and tenure. Nothing in this policy may be contrary to the guidelines and principals established by the Council for Community and Technical College Education or the West Virginia State Code.

5.3   Faculty having received tenure prior to the implementation of this policy are not affected by its terms or conditions regarding tenure but are subject to its terms regarding future promotion.

SECTION 6.   GENERAL PROVISIONS

6.1   Each spring semester, at a date and time determined by the President or his/her designee, a <u>Promotion and a Tenure Committee shall be elected by the Faculty Assembly. The committees shall consist of four members each, with two members representing each academic division</u>. Committee members must be members of the Faculty Assembly, have no supervisory roles over full-time faculty, and must be not be applying for tenure or promotion during the year in which they serve. Each committee member <u>serving on the tenure committee shall have tenure. Those serving on the promotion committee must hold the rank of assistant professor or higher.</u> The Chief Academic Officer or his/her designee will call the first <u>meeting of each</u> committee ~~meeting~~ at which time a chairperson will be elected from and by the <u>respective</u> committee membership.

SECTION 7.   RESPONSIBILITIES AND PROCEDURES

7.1   THE APPLICANTS WILL

   7.1.1. Complete the necessary application forms and provide the required documentation.
   7.1.2   Submit one copy of the application and documentation to the Department Chair and one copy of the application and documentation to the <u>Chair of the Promotion or the Tenure Committee</u>.
   7.1.3. Submit any additional documentation as requested by the Department Chair, the Chair of the Promotion <u>or</u> Tenure Committee, Chief Academic Officer or President during the review process.
   7.1.4   Request a conference at any step to discuss recommendations, if desired.

7.2   THE DEPARTMENT CHAIRS WILL

   7.2.1   At their discretion, nominate qualified faculty members for promotion and/or tenure.
   7.2.2   Provide access to the appropriate forms and provide other appropriate assistance to faculty member applying for promotion-in-rank and/or tenure.
   7.2.3   Accept and review faculty packets to determine that the required materials are included.
   7.2.4   Verify that them minimum criteria for promotion -in-rank and/or tenure are met.
   7.2.5   Inform the applicant within 10 working days of receiving the packet of any missing material, request additional material, and include the material in the packet prior to forwarding a written recommendation tot he Chief Academic Officer.
   7.2.6   In the event of a recommendation for denial, the Department Chair shall offer the faculty member and opportunity for a conference to discuss the promotion and/or tenure packet information and the recommendation prior to forwarding recommendations.
   7.2.7   Submit to the Chief Academic Officer all applications and supporting documentation.
   7.2.8   Notify the applicant and the Chief Academic Officer, in writing with justification, of the Department Chair's recommendations.

7.3   THE INSTITUTIONAL PROMOTION ~~AND~~ OR TENURE COMMITTEE WILL:

7.3.1 Evaluate all applications and documentation submitted by the applicant.

7.3.2 Request clarification of any material presented when deemed appropriate by a vote of the <u>respective</u> Committee.

7.3.3 In the event of a recommendation for denial, the Committee shall offer the applicant an opportunity for conference to discuss the promotion and/or tenure packet information and the recommendation prior to forwarding recommendations.

7.3.4 Submit to the Chief Academic Officer, the promotion packet with a written recommendation to grant or deny promotion and/or tenure with justifications.

7.3.5 Notify the applicant in writing, with accompanying justification, of the ~~Promotion and Tenure~~ Committee's recommendation.

7.4 THE CHIEF ACADEMIC OFFICER WILL:

7.4.1 At his/her discretion, nominate qualified faculty members for promotion and/or tenure.

7.4.2 Review all applications, documentation and written recommendations forwarded by <u>the</u> Department Chairs and the Chair of the Promotion ~~and~~ <u>or</u> Tenure Committee.

7.4.3 In the event of a recommendation for denial, the Chief Academic Officer shall offer the faculty member an opportunity for a conference to discuss the promotion and/or tenure packet information and the recommendation prior to forwarding recommendations to the President.

7.4.4 Submit to the President, all promotion and/or tenure applications, supporting documentation and written recommendations to grant or deny promotion-in-rank and/or tenure with justifications.

7.4.5 Notify the applicant in writing, with accompanying justification, of the Chief Academic Officer's recommendation.

7.5 THE PRESIDENT WILL

7.5.1 At his/her discretion, nominate qualified faculty members for promotion and/or tenure.

7.5.2 Make the final decision.

7.5.3 In the event of a recommendation for denial, the President shall offer the faculty member an opportunity for a conference to discuss the promotion and/or tenure packet information and the recommendation prior to making the final decision.

7.5.4 Inform those listed in writing of the decision: Applicant, Department Chair, Chief Academic Officer, Chief Financial Officer, Human Resources Administrator, and the Southern West Virginia Community and Technical College Board of Governors.

7.5.5 Receive and act on any appeal made by applicants regarding promotion and/or tenure decisions.

7.6 THE CHIEF FINANCIAL OFFICER WILL:

7.6.1 Include approved promotion-in-rank increases in the operation budget for the next academic year.

SECTION 8.   CANCELLATION

8.1   SCI 2321.

SECTION 9.   REVIEW STATEMENT

9.1   This policy shall be reviewed on a regular basis with a time from for review to be determined 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.

SECTION 10. SIGNATURES

Board of Governors Chair	**Date**

President	**Date**

Attachments: SCP-2686.A, Promotion-in-Rank and Tenure Criteria and Forms.

Distribution: Board of Governors (12 members)
                     www.southernwv.edu

Revision Notes: February 6, 2009 - Revisions reflect change in committee structure to create separate promotion
                     and tenure committees. There is no change in documentation requirements. This policy was
                     revised using the latest policy format.

SUBJECT: Promotion-in-Rank and/or Tenure Criteria and Forms

REFERENCE: SCP 2686.A, Promotions-in-Rank and Tenure Policy

ORIGINATION: August 17, 1984

EFFECTIVE: November 27, 2001

REVIEWED: February 6, 2009

1. Tenure Criteria

Within the institution, tenure shall be earned by full-time academic tenure-track personnel with respect to academic rank only. When a full-time faculty member is appointed on other than a term, non-tenure track or tenured basis, the appointment shall be tenure-track.

Tenure criteria shall include excellence in teaching; professional and scholarly activity recognition; accessibility to students; adherence to professional standards of conduct; effective service to the institution, division, department and discipline; significant service to the community; experiences in higher education particularly at this institution; evidence of continuous professional growth; possession of appropriate degrees, special competence and/or certification/licenses appropriate to the teaching field.

When applying for tenure, the limitation of submitting materials since last promotion does not apply. The application for tenure should include documentation for all work completed since initial appointment at Southern.

At the instructor level, tenure-track faculty members shall be appointed on a year-to-year basis and shall not be eligible for tenure.

During the tenure-track period contracts shall be issued on a year-to-year basis, and appointments may be terminated at the end of the contract year. During said tenure-track period, notices of non-reappointment maybe issued for any reason that is not arbitrary, capricious or without factual basis.

An Instructor shall be eligible to apply for both tenure and promotion in the same year. However, in addition to meeting other criteria such as stated above, tenure shall be contingent upon the promotion to the rank of Assistant Professor.

Tenure shall not be granted automatically, or solely on the basis of promotion or length of service, but shall result from action by the institution as represented by its President.

The maximum period of tenure-track status shall not exceed seven years. Prior to completing the sixth year of a tenure-track appointment, any non-tenured faculty member shall be given written notice of tenure or shall be offered a one-year written terminal contract of employment. All faculty hired on a tenure-track must either be awarded tenure or given a terminal contract no later than the end of the sixth year of full-time service. Faculty receiving a one-year written terminal contract of employment shall not be eligible to apply for promotion or tenure during the terminal year of employment.

Faculty members initially appointed at the rank of Assistant Professor or higher, may be granted tenure upon appointment or, at the discretion of the institution, may be required to serve a probationary period not to exceed the maximum seven years. A faculty member may be granted tenure before his/her sixth year of service, however, the faculty member must meet all other eligibility criteria as set forth in this policy.

2. **Promotion-in-Rank Criteria**

Promotion-in-rank should recognize exemplary performance for a faculty member and provide the opportunity to assess a faculty member's growth and performance since the initial hire or since the last promotion. Faculty members are expected to contribute to the mission of Southern West Virginia Community and Technical College. Inasmuch, faculty members are hired with varying backgrounds and standards based on specific intended roles and should not be judged for promotion-in-rank accordingly.

The criteria listed below are minimum standards for submission of applications for promotion-in-rank. Meeting minimum standards does not guarantee promotion. There shall be evidence presented by the applicant that addresses each of the criterion and demonstrates a continuous and consistent commitment to the teaching profession, to students, to the mission and goals of the of the institution, to the community at large and to his/her own professional growth. All degrees required for promotion-in-rank must be from accredited colleges or universities. All college credit must be in-field or in a related/approved field. All criteria must be completed prior to the submission of an application, with the exception of length of time in rank. Since promotions are effective beginning the fall semester of the following academic year, application for promotion may be made during the year in which the candidate will complete time requirements.

2.1 Years of Service:

A minimum of four years of continuous service at the current rank at Southern West Virginia Community and Technical College must be completed prior to the effective date of promotion. Since promotions are effective at the beginning of the fall semester following their approval, application for promotion to the next rank may be made in the fourth year of service. Faculty hired mid-year will be eligible for promotion in the fifth year of service, such that four full years of service will be completed prior to the promotion taking effect.

2.2 Professional Preparation:

Faculty members are expected to undertake a continuing program of professional preparation and growth germane to their assignments. Professional growth and development activities include graduate studies, formal training programs, and participation in workshops, seminars, and/or conferences that are education and/or training in nature and specifically related to their field. Workshops, seminars and conferences must be pre-approved by the Chief Academic Officer prior to usage toward promotion. Promotion to the next rank requires one of the following professional preparation options.

2.2.1 A minimum of six graduate hours in field or an alternate pre-approved field should be completed for promotion to the rank of assistant professor. Twelve graduate hours in field or in an alternate pre-approved field should be completed for promotion to the rank of associate professor. In order to receive the rank of full professor, one should complete a total of 18 additional graduate hours above their Masters Degree.

2.2.2 A minimum of two professional certification and/or licensure training courses or self study leading to certification linked to field of study as pre-approved by the Chief Academic Officer since the last promotion or initial hire.

2.2.3 Sixty hours (60) of Continuing Education specific to the field of study (or teaching methodologies/technologies). Documentation of contact hours mush be included in the packet or evaluation by the Chief Academic Officer.

2.2.4 Promotion to the rank of professor requires the minimum of a Master's Degree + 18 additional graduate hours, or a Master's Degree + field-appropriate certification or licensure.

2.3 Classroom Performance:

The applicant must demonstrate a commitment to excellence in teaching as reflected in the supervisor's annual evaluations, classroom evaluations, peer reviews, student evaluations and/or letters from former students.

2.4 Service:

The applicant must demonstrate outstanding achievement in at least three of the categories of service described in Section 3.

3. Service Categories

3.1 Instructional and Curriculum Development

This category includes, but is not limited to, development of new courses and/or programs, implementation of innovative teaching techniques including effective use of technology for delivery and/or enhancement of courses or programs and significant changes to existing courses.

3.2 Professional Growth

This category includes, but is not limited to, attendance at courses and/or workshops relevant to the discipline taught, acquiring advanced degree in discipline that meets institutional needs, membership and active participation in professional organizations, attendance and presentation at professional meetings, professional certifications, independent study for advancement of academic understanding, professional awards, honors and other notable recognition, and other scholarly activity.

3.3 Service to the College

This category includes, but is not limited to, active membership on college committees; development of policies and procedures, contributions to institutional self-studies; Compact and Master Plan development and implementation; participation in special projects that meet institutional priorities such as student recruitment and or retention; service on screening committees, grievance hearing committees; student-teacher interaction outside the classroom including sponsoring student organizations, active participation in student activities and other ad-hoc committees.

3.4 Service to the Profession

This category includes, but it not limited to, service on accreditation teams, editing and/or reviewing manuscripts, and service on academic committees outside Southern West Virginia Community and Technical College.

3.5 Service to the Community

This category includes, but is not limited to, activity in civic organizations, membership on boards of community organizations, sponsorship of activity within the faculty member's expertise for community benefit, serving as resource person for community groups, and participation in special performances, exhibits or presentations open to or for the benefit of the community.

3.6 Research and Publication

This category included, but is not limited to, publication of original research, reviews of literature, artistic presentations, and any other articles in books and/or periodicals.

4. Contents of Promotion and/or Tenure Packet

4.1 Promotion and/or Tenure Application

A completed application for Promotion and/or Tenure will provide identifying data regarding the applicant applying for promotion and/or tenure.

4.2 Statement of Rationale

The statement of rationale shall be a narrative summary of the applicant's accomplishments which are being used to justify tenure or promotion.

4.3 Additional Documentation

For cases in which additional documentation is required, it should be included here. Examples would include supervisor evaluations completed by those other than the applicant's current department chair, transcripts of course work completed since the applicant's initial appointment, and other items sufficient to document that each criterion has been met and to adequately demonstrate a continuous and consistent commitment to the profession as stated in the introductory paragraph of the promotion-in-rank criteria section.

5. Timetable for Processing Promotions-in-Rank/Tenure

January 15   Chief Academic Officer calls the first meeting of the Promotion and or Tenure Committee

January 30   Applicant submits one copy of the application and supporting documentation packet to the Department Chair and one copy to the Chair of Promotion and or Tenure Committee

February 28   Department Chair and Chair of Promotion and or Tenure Committee submit applications along with a written recommendation with justification tot he Chief Academic Officer.

March 30   Chief Academic Officer submits packets and recommendations to the President.

April 30   President makes final decision regarding faculty application for promotion-in-rank and tenure and informs the following in writing:

1. Applicant
2. Chief Academic Officer
3. Department Chair

4. Chair, Promotion ~~and~~ <u>or</u> Tenure Committee
5. Chief Financial Officer
6. Human Resources Administrator
7. Board of Governors Chair

Southern West Virginia Community and Technical College
Application for Promotion and/or Tenure

Section 1.

Name of Candidate: _____

Applying For: ☐ Promotion   ☐ Tenure
(check all that apply)

Date of Initial Appointment: _____

Rank at time of Initial Appointment: _____

Present Rank: _____

Date of last Promotion: _____
(if applicable)

Rank Applying for: _____

Total years completed as a full-time faculty member at Southern West Virginia Community and
Technical College: _____

Current highest degree held: _____   Date conferred: _____

Graduate semester hours completed since receipt of current highest degree: _____

Department: _____ Campus: _____

This is to certify I am a candidate for promotion-in-rank and/or tenure at Southern West Virginia
Community and Technical College. The enclosed date and data in my personal file may be used for
purposes of professional evaluation by reviewing bodies.

_____   _____
                Signature   Date

Section 2. (For Department Chair Use)

2.1 Instructions:

2.1.1 The individual completing each procedural phase places an "X" on the lines.
2.1.2 The same individual signs and dates the form.
2.1.3 The same individual delivers this form and appropriate materials to the next phase.

2.2 Department Chair	**Yes**	**No**
2.2.1 minimum qualifications are met	_____	_____
2.2.2 additional documentation requested	_____	_____
2.2.3 conference held	_____	_____
2.2.4 recommended for tenure	_____	_____
2.2.5 recommended for promotion	_____	_____

_____ _____
              Signature   Date

2.3 Chief Academic Officer	**Yes**	**No**
2.3.1 minimum qualifications are met	_____	_____
2.3.2 additional documentation requested	_____	_____
2.3.3 conference held	_____	_____
2.3.4 recommended for tenure	_____	_____
2.3.5 recommended for promotion	_____	_____

_____ _____
              Signature   Date

2.4 College President	**Yes**	**No**
2.4.1 minimum qualifications are met	_____	_____
2.4.2 recommended for tenure	_____	_____
2.4.3 recommended for promotion	_____	_____

_____ _____
              Signature   Date

cc: Applicant
          Chief Academic Officer
          Department Chair
          Chair, Promotion and Tenure Committee
          Chief Financial Officer
          Human Resources Administrator
          Board of Governors Chair

Section 2. (For Promotion/Tenure Committee Use)

2.1 Instructions:

    2.1.1   The individual completing each procedural phase places an "X" on the lines.
    2.1.2   The same individual signs and dates the form.
    2.1.3   The same individual delivers this form and appropriate materials to the next phase.

2.2 Chair, Promotion ~~and~~ or Tenure Committee   **Yes**   **No**

    2.2.1   minimum qualifications are met   _____   _____
    2.2.2   additional documentation requested   _____   _____
    2.2.3   conference held   _____   _____
    2.2.4   recommended for tenure   _____   _____
    2.2.5   recommended for promotion   _____   _____

_____   _____
             Signature   Date

2.3 Chief Academic Officer   **Yes**   **No**

    2.3.1   minimum qualifications are met   _____   _____
    2.3.2   additional documentation requested   _____   _____
    2.3.3   conference held   _____   _____
    2.3.4   recommended for tenure   _____   _____
    2.3.5   recommended for promotion   _____   _____

_____   _____
             Signature   Date

2.4 College President   **Yes**   **No**

    2.4.1   minimum qualifications are met   _____   _____
    2.4.2   recommended for tenure   _____   _____
    2.4.3   recommended for promotion   _____   _____

_____   _____
             Signature   Date

cc: Applicant
        Chief Academic Officer
        Department Chair
        Chair, Promotion and Tenure Committee
        Chief Financial Officer
        Human Resources Administrator
        Board of Governors Chair

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 21, 2009
Agenda Items for Discussion

Southern West Virginia Community and Technical College
Board of Governors
Meeting of April 21, 2009
Agenda Items for Information

Presidents,

Please see the message below from Rich Donovan regarding the budget for FY 2010 and expenditure schedules.
_____
James Skidmore
Chancellor
WV Council for Community and Technical College Education
1018 Kanawha Boulevard, East - Suite 700
Charleston, West Virginia 25301
Phone: 304.558.0265 Fax: 304.558.1646
Web: www.wvctcs.org

From: Rich Donovan
Sent: Wednesday, April 08, 2009 10:09 AM
To: CFO - ALL
Cc: Brian Noland; Jim Skidmore; 'Scruggs, Tammy L'
Subject: Budget for 2010 and Expenditure Schedules

CFOs,

It is anticipated that the Budget for FY 2010 will not be passed until sometime in May.   The Governor is doing this for several reasons as follows:

By waiting, the tax collections for April will be known. January and February revenues fell short by a combined $92.2 million, March posted about $3.2 million more than expected. However, collections for the budget year-to-date are still shy by about $14 million. The reduced projections leave the budget bill he introduced at the beginning of the legislative session short by about $200 million.
Also, by waiting until after April, more details about the state's share of the federal stimulus funding will be known. We provided the State Budget Office with some information for the State Stabilization Fund Program last week.

Due to the final budget for FY 2010 not being known until sometime in May, there is much uncertainty regarding the due date for expenditure schedules. However, you should proceed with working on the schedules as much as possible. We will let you know more about the expenditure schedules when we receive additional information from the Budget Office.

Please do not contact the Budget Office with questions. We will keep you informed of any budget updates and due dates.

Thanks,
Rich

_____
Richard Donovan
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard, East, Suite 700
Charleston, WV 25301
Phone: 304.558.0277 Ext. 212
Fax: 304.558.0259
donovan@hepc.wvnet.edu

To: Chief Financial Officers
            Community and Technical College Institutions

From: Richard Donovan
            Chief Financial Officer

Date: March 27, 2009

Subject: Tuition and Fees – Academic Year 2009-10

The Council is required to approve tuition and fee increase recommendations by the governing boards of the community and technical colleges for the 2009-10 academic year as provided in West Virginia Code §18B-10-1. Tuition and fee increases are subject to the following provisions:

- A governing board may propose tuition and fee increases of up to 4.75 percent for undergraduate resident students for any fiscal year, except a governing board may propose increases in excess of 4.75 percent if existing tuition and fee rates at the institution are below the state average for tuition and fees.

- The 4.75 percent total includes the amount of increase over existing tuition and fees, combined with the amount of any newly established, specialized fee which may be proposed by a governing board.

There is uncertainty at this point over how much the Commission and Council may receive from the Obama Stimulus Plan, the depth of the proposed state budget reduction for FY 2010, and when the Budget Bill will be approved by the Legislature and signed by the Governor. However, you should plan on at least a four percent budget reduction. We would also like to know how your institution plans to use the fee increases requested and if any institution is considering salary increases, and if so, how much.

As for PEIA, the proposed increase in the original budget submitted by the Governor was nine percent for employees and six percent for employers. Funding was provided for general revenue positions to pay the employer's increase but no funding was provided for non-general revenue positions. There was discussion earlier about using surplus funds to pay the employee increase, but we do not know where this stands now given the anticipated budget reduction.

We plan to present the proposed fee increases to the Council at the May 8th meeting. There may also be time scheduled prior to the regular Council meeting for institutions to review proposed

fee increases in detail with the Council and staff. In addition, expenditure schedules need to be filed with the State Budget Office by May 1st, as required by state law. After the fee increases are approved by the Council, institutions will need to file amendments to their expenditure schedules if fees change.

The attached Excel file is provided for you to enter your institution's fee information for the 2008-09 academic year and the proposed fees for 2009-10 in the four schedules (tabs) in the file. Please do not change the reporting format. If you have questions or need clarification, feel free to call me or Terry Hess at 304-558-0281 or email one of us at donovan@hepc.wvnet.edu or hess@hepc.wvnet.edu.

Definitions for each fee category are also provided in the attached Word file. In addition, based on the Council's instructions to staff last year when fee increases were approved, please provide a complete list of Special Fees and Charges your institution will charge in 2009-10.

Please complete the fee schedules and return them to the attention of Pam Ashley at ashley@hepc.wvnet.edu as an Excel attachment by May 24th.

Thank you for your attention to this matter and assistance in completing the tuition and fee approval process for the 2009-10 academic year.

Attachments

cc: James L. Skidmore
       Dennis Taylor
       Terry Hess
       Pam Ashley
       Council Presidents

Definitions

For the purposes of this report, the following have the meanings specified below.

I. Regular Fees Charged to All Students

    a. "Tuition and required educational and general fees" means: Charges levied on all students of that class or category to support educational and general program services. Educational and general expenditures are categorized as instruction, research, academic support, student services, institutional support, operation and maintenance of plant and scholarships and fellowships. Education and general expenditures do not include expenditures for auxiliary enterprises, hospitals or independent operations.

    b. "Required educational and general capital fees" means:

        i. "System educational and general capital fees" - charges levied on all students to support debt service of systemwide bond issues; and

        ii. "Institution educational and general capital fees" - charges levied on all students to support institution debt service, capital projects and campus maintenance and renewal for an institution's educational and general educational facilities.

    c. "Auxiliary and auxiliary capital fees" means:

        i. "Standard auxiliary fees" - charges levied on all students to support non-instructional operations and activities such as student unions, health services, intercollegiate athletics, recreational activities and other operations and services that are generally available to all students;

        ii. "Mandatory auxiliary fee" – charges levied on students to replace existing state funds subsidizing auxiliary services such as athletics or bookstores; and

        iii. "Auxiliary capital fees" - charges levied on students to support debt service, capital projects and campus maintenance and renewal for the auxiliary facilities of the institutions.

    d. "Special equity fee" means: charges levied on students solely for the purpose of complying with the athletic provisions of 20 U.S.C. 1681, et seq., known as Title IX of the Education Amendment of 1972. This fee may not be charged to part time students or students enrolled in an administratively linked community and technical college.

II. "Special fees and charges" means: Those charges levied and paid for use of a particular service. These fees and charges may include music fees, parking, ID card, a transcript fee, late registration fee, returned check fee, etc. All fees or charges collected for any such special services or programs shall cover the total cost of the service or program.

III. "Room and board charges" means: Those fees charged to and paid by students who choose to live in institution housing and who purchase dining plans offered to these students. These fees may vary by the type of housing or dining plan selected by students. These fees are used to pay the interest, principal and sinking fund requirements due on outstanding revenue bonds for which the receipts may have been pledged as security, and to pay the operating, maintenance and building renewal costs of the housing and dining facilities.

IV. "Apartment and house rental rates" means: Those fees charged to and paid by students, faculty and staff who choose to live in institution houses and apartments. These fees may vary by the type of housing occupied. These fees are used to pay the interest, principal and sinking fund requirements due on outstanding revenue bonds for which the receipts may have been pledged as security, and to pay the operating, maintenance and building renewal costs of the housing.

Final Report

Southern West Virginia Community and Technical College
Mount Gay, West Virginia

February 11, 2009

Presented to:

Joanne Jaeger Tomblin, President
Southern West Virginia Community and Technical College

Presented by:

Joanne Chabot

On behalf of the
League for Innovation in the Community College

Background

Southern West Virginia Community and Technical College (SWVCTC) is a multicampus, commuter institution with headquarters located in the rural, mountainous Hatfield and McCoy area of West Virginia. Its four campuses are located significant driving distances apart and together serve more than 2,000 credit and more than 4,000 noncredit students. These enrollments place it above average for students as compared to the other public community and technical schools in the state.

SWVCTC has unique challenges. Its location in a poor, thinly populated area reduces its ability to readily find and retain highly skilled technology staff. It has the second highest cohort of students in developmental courses among the public colleges in the state. SWVCTC is also challenged by having the second lowest full-time faculty-to-credit-seeking student ratio and a substantially below-the-state average faculty-to-student ratio for all students. SWVCTC's very low tuition is not adequate to address critical technology needs in a timely manner. The recent approval to raise tuition at a slightly higher rate than other schools provides a very small return considering the low starting point.

Concerned about the status of the technology infrastructure in the college, SWVCTC's President, Joanne Tomblin, contacted the League for Innovation in the Community College and requested an independent, outside assessment of the current state of technology at SWVCTC.

This report is the end product of that assessment.

Assessment Process

The assessment included a review of many documents, including staff Position Information Questionnaires, the organization chart, strategic plans, and budget documents. Over a two-day period, individual and group interviews were also conducted. Most IT staff and key decision makers at the college participated in these interviews.

Key Higher Education Benchmarks

Gartner and other industry analysts report that five to seven percent of the total of any institutional budget is the allocation benchmark for routine services and maintenance in higher education. This benchmark does not include funding for extraordinary technology purchases and initiatives. In contrast, SWVCTC is currently able to allocate less than one percent of its unrestricted revenue to support its technology services and infrastructure.

Environments similar to SWVCTC's, with large numbers of part-time faculty and significant commuter populations, require more technology support, which comes at a higher cost. Each person within the organization has certain basic needs for technology training, support, computers, and services. In 2002, the average cost to support each

~ 1 ~

"body," defined as students, faculty members, and staff, was $1,000 per person, in contrast to SWVCTC's current expenditure of $70 per person.

In his last study, David Smallen, co-director of the COSTS Project, an international effort that helped colleges and universities understand their investments in information technology, observed that, "(P)roviding a service has certain fixed costs even if the campus population is small. Large institutions can use each dollar more effectively to serve more users." With the advent of substantial new requirements for security, web access, ERP systems, and compliance requirements, fixed costs are unlikely to be smaller today.

In a nutshell, SWVCTC is experiencing higher-than-typical needs for technology resources with a substantially lower-than-normal ability to get them.

Assessment

This is assessment is organized by key topics, including

- Staffing
- Products and Services
  - key products
  - services
- Communication/Planning/Priority Setting

Staffing

In terms of absolute numbers, SWVCTC is significantly understaffed. A general rule of thumb is that one IT staff member can reasonably support 80 - 100 "bodies," defined as students, faculty, and staff on a unique headcount (not FTE) basis. David Smallen, author of the COSTS studies (now replaced by the CORE data survey), commented that "an inadequate number of support staff can almost assure that services will be unacceptable. The likelihood of successful delivery of IT services in inversely related to [this benchmark]."

Every institution, regardless of its size, needs access to staff with expertise in server administration, network electronics, security, hardware, software, customer support, programming, and operations. Economies of scale favor large institutions, allowing them to provide effective services at the higher end of this range. SWVCTC, with its high commuter population and multiple-campus environment, should operate at the lower end of the benchmark range.

Using this benchmark, at least 26 IT staff members are needed to provide an adequate level of support for an institution of SWVCTC's size and characteristics. In light of SWVCTC's deteriorating technology infrastructure, 30 FTE is probably closer to the minimum number of technology staff needed until critical repairs are completed. Currently, SWVCTC has 13 positions in its IT department, with two additional positions

~ 2 ~

providing technology web support and instructional learning system (Blackboard) support through a different department.

SWVCTC IT staff members, consistent with other employees of the college, are assigned to a four-day work week. This schedule is enjoyed by the technology staff, but greatly complicates the ability to provide effective coverage for students. It also impedes the IT department's ability to conduct its disruptive tasks (i.e. patches, upgrades) when most users are off the system.

SWVCTC does not have a Chief Information Officer (CIO). It does have a Chief Technology Officer (CTO) who also functions as the network engineer, customer relations manager, planner, systems administrator, and security officer. The CTO is also the only Oracle forms developer. He is offsite every other week at his home in Michigan. Onsite leadership and supervision during the CTO's biweekly absences is provided by the Director of Distance Learning and Operations.

Several key staff members, the three Information Systems Specialists, are new and have had limited training. Each is assigned to numerous Banner modules as primary support and each is also assigned to another subset of Banner modules as back up. There is one database administrator, who also has responsibility for primary and secondary Banner module support.

IT also retains one local area network specialist, as well as one technical support person for each campus, including Logan, home to the administrative offices and academic programs. One help desk staff member is assigned to serve everyone, and one clerical person is on staff.

In general, the skill level of the IT group is not sufficient given the volume and complexity of their assigned work. Years of underfunding and lack of back up staff has substantially precluded training for budget and coverage reasons. Many of the staff, given direct mentoring as well as appropriate time and budget for training, could develop into highly skilled technology support service workers. In the absence of mentoring, time, and money, their skills are diminishing or are not developing at the pace needed.

Almost to a person, faculty and staff interviewed during the assessment expressed strong reservations about the current skills of IT staff assigned to their support. There was one notable exception. Satisfaction was generally expressed with the skills and availability of the technical staff assigned to the remote campuses. Away from the pressures of the Logan campus, those staff members have been able to concentrate on fewer tasks and to develop closer relationships with staff in the academic programs operating on those campuses.

Back-up for staff in terms of skills and availability is a major issue. No support is offered Monday through Thursday outside of prime time. When one person is missing from among the technical staff, there may be no support at a particular site. The Information Systems Specialists are still too new to offer thorough support for their primary modules,

~ 3 ~

much less their secondary/back up modules. Other key positions (i.e., database administrator and local area network specialist) have no one to back them up.

The CTO's schedule, coupled with the lack of a CIO, prevents the sort of routine relationship building, meeting attendance, and daily interaction that helps resolve problems quickly while building a culture of shared goals, priorities, and planning.

Communication/Planning/Priority Setting

Successful IT departments have many elements in common with successful marriages. When IT staff and department staff see their relationship as a strong partnership with shared strategic goals, excellent communication and effective input to decision making, the relationship thrives. As in marriage, outside pressures, including money problems and perceived workload inequities, can begin to erode the strong partnership and may eventually lead to a breakdown of the relationship.

After years of underfunding, the partnership between department staff and IT staff is nearing complete breakdown. Communication is infrequent and trust has been eroded on both sides. Users are not actively involved in setting IT priorities and managing IT work. IT does not have a seat at the strategic table within departments.

Products and Services

Help Desk/Technical Support. In a December 2007 ECAR study, *Service on the Front Line: The IT Help Desk in Higher Education*, the authors noted that the mean number of help desk staff at institutions with less than 4,000 FTE is seven. The authors view numbers such as this as "remarkably few." In direct contrast, SWVCTC has only five help desk and technical support staff members to support four campuses. One of those staff members is assigned the responsibility to handle the help desk and the remaining four staff, called "techs," are assigned to support a particular campus.

In the best of circumstances, where an institution has well-trained technical staff, extensive support tools, and an up-to-date technology infrastructure, there are typically no fewer than one full-time and one part-time technical staffer at any one campus. Ideally, there would be more. At a campus like Logan where institutional leadership and academics are co-located, the number of technical staff and the skills of those staff should be significantly higher in order to address the technical support needs associated with critical administrative processes, while also providing timely academic support.

In order to better manage the technical support required in this understaffed and underskilled environment, the CTO implemented a Work Request System. Use of a system to track and manage help requests is a best practice and is commonly used in technology support departments. Typically, systems like this are used to manage problems and unusual requests. The Work Request System implementation at SWVCTC is a little unusual in that it is also used for requesting routine, ongoing production such as monthly reporting.

~ 4 ~

SWVCTC's implementation of a Work Request system has not been successful from the user standpoint. Even IT staff expressed concerns, suggesting that they often tell users, "I'm not supposed to help you, but…" or, "You're supposed to create a Work Request, but…." Some IT staff stated that the system is needed by IT management to know what staff members are doing rather than as a way to organize and prioritize workloads efficiently.

For users, the system has become the representation of everything that is wrong with IT services at SWVCTC. It is viewed by most users as yet another impediment to obtaining needed support in a timely manner. The lack of buy-in from the IT staff itself helps confirm that impression.

There are several other issues associated with the implementation of the work request system. Typically, users have limited ability to fully define and explain the steps needed to accomplish a technology goal. For example, a user may ask for help setting up a new computer in a work request. At SWVCTC, the technical staff assigned to this request often narrowly interprets that request. The technical staff member may remove the new computer from its box, plug it in, and mark the work request as completed. When the user observes that the software used on their old computer was not loaded onto the new one, the user is likely to be told that the request to load software has to be submitted as a new work request. The user, irritated, submits the new work request. Another day elapses and the user may now realize that a printer has not been installed with the new computer. The user is again asked to submit another work request. And the scenario continues.

Many users also stated that they were frustrated by the automated system response promising turn around on work requests within two weeks. First, many requests are emergencies and response is needed within minutes, not days. Second, when requests must be submitted multiple times, as in the example above, the real timeline may be months. Third, many users provided examples of requests that have not been resolved for extended periods or never resolved at all. Finally, requiring users to submit work requests for jobs needed on daily, weekly, and monthly basis is a poor substitute for a production control approach and places a heavy burden on users with little payback for the IT department.

The ghosting or imaging of computers is another substantial concern for many users. It is a common and effective process used in higher education to ensure that standard software is efficiently deployed to desktops throughout the organization, and that desktops are cleaned and returned to their pristine state after being used by a visitor.

However, standard software deployment is not a substitute for determining on a computer-by-computer or lab-by-lab basis the other software needed. If the ghost image doesn't include essential software unique to an academic area or business function, inordinate amounts of time loading and reloading software, sometimes on a daily basis, can occur. If the available resources aren't sufficient to do that work daily, students suffer because they do not have access to the tools they need.

~ 5 ~

Another concern frequently raised is that the imaging of computers does not occur by the time the computers are needed. A perception exists that last-minute imaging is normal, resulting in students not having access to the software they need at the beginning of the terms.

Hardware and Facilities. SWVCTC is at imminent risk of business interruption and data loss due to mission critical applications, including its ERP residing on aging, post end-of-life equipment housed in rooms that are not protected with minimally sufficient environmental and security controls. IT staff are quick to note that their only protection for one critical server if sprinklers trip is an umbrella they have placed under the sprinkler head. The lack of adequate cooling and environment controls further hastens the demise of equipment.

Email, word documents, spreadsheets, PowerPoint slides, and other critical documents are stored on individual desktops rather than on a shared server. SWVCTC's desktop equipment is also aging and past end-of-life in many cases.

For the infrequent user who carefully backs up all files, an unrecoverable crash of an aging desktop will be irritating but not devastating. However, most users are careless about backing up files, and it is highly likely that mission critical documents and messages will be lost at some point. There could be very serious human resources, political, and student repercussions when these systems fail, as they inevitably do at the worst possible time. It should also be noted that it is very difficult to appropriately secure confidential data when it is easily accessible to anyone by simply logging on to a computer in the "work station only" mode. Security was recently breached in this manner in one department.

A routine hardware replacement schedule for users with a five-year rotation is not currently being followed due to lack of budget dollars. Faculty expressed extremely strong frustration that their desktops were not even capable of running the software that comes bundled with student textbooks.

Network printers, currently a high priority on the IT wish list, are not currently available. Most printers are not on a maintenance contract, and when they break, users are told simply to go purchase one at Wal-Mart. The end result is a terrible mix of low-end, mismatched printers with limited capability. Given such an environment, economies of scale associated with purchasing central toner and supplies are not possible.

Classroom technology is extremely limited and often in a state of disrepair. Electronic whiteboards are not available. Only one Proxima device (video data projector) is available for every three classrooms, making it extraordinarily difficult for faculty to share documents and presentations with their students. Proximas are sometimes disabled for up to a year, simply because they need a $300 bulb. Classrooms are not outfitted with modern workstations. Simple controller devices are need anywhere, but are particularly needed in an environment that involves many part-time faculty members. Reports were

~ 6 ~

made of interactive TV, the only mode of instruction for some remote courses, being unavailable for more than a semester, forcing students in remote sites to essentially learn using the audio portion only. While having only the audio component of a course is ineffective in many situations, it is a critical issue for healthcare classes in which viewing procedures and anatomy is necessary.

Hardware, including mission critical servers, is located in rooms without adequate environmental controls. One mission critical server is located directly under a sprinkler head. Staff offices are located in server rooms, further raising security concerns.

Software. The Banner ERP system is in use at SWVCTC. It is one of several excellent ERP systems commonly used in higher education. However, Banner hasn't been fully implemented at SWVCTC. Critical components, in particular the degree audit function, have not yet been implemented. In the absence of a degree audit, students may not graduate on time and may find that they have taken and paid for classes that don't apply to their program. The transfer process is made a more cumbersome and time-intensive process. Advisors, in their desire to provide the best possible advice to students, are frustrated.

The human resources system is an old, homegrown database that routinely does not function properly as a result of upgrades to Banner and Oracle. The tracking of employee leave and other processes are handled by hand, using valuable staff time that could be deployed to other projects. Unusually large numbers of people have access to highly confidential personal information about employees in the system.

The Blackboard E-Learning system is also in use at SWVCTC. It is hosted by Marshall University and support is provided through a different division in the college.

SWVCTC uses Eudora email, but is exploring other options for student email.

There is no common calendaring system at the college, making scheduling of group meetings difficult, particularly in this multicampus environment.

In line with most higher education institutions, SWVCTC is planning to upgrade from Office 2003 to Office 2007, an upgrade that will require substantial staff time. In the absence of a shared server environment, the upgrades will occur machine by machine, which will be a very time-intensive process. Also in line with most higher education institutions, SWVCTC is resisting switching from Windows XP to Windows Vista for as long as possible.

While the college does take advantage of favorable Microsoft campus agreements, there are missed opportunities to leverage other software purchases such as the Acrobat suite of products. Again, limited staff time is available to support leveraged purchases and site licenses.

~ 7 ~

Application System Support. The recent turnover of key positions has resulted in relatively new hiring to support SWVCTC's Banner ERP. Three information system specialists, none of whom have yet had time to develop extensive expertise, and one database administrator are the support structure for SWVCTC's Banner implementation. Funding constraints are so severe that very limited, almost negligible training has been provided to these staff members. There is general agreement among those interviewed that these staff members have the ability to develop into very capable Banner experts. However, without extensive training, that development is unlikely to occur within an acceptable timeframe. Furthermore, the absolute number of application support specialists is far too small to adequately support the number of Banner ERP users.

The Banner expertise deficit is particularly acute at SWVCTC in light of major reorganizations that have occurred in almost every area in the institution. New personnel in leadership positions require higher levels of support as they organize their work areas and begin reviewing operational practices and developing strategic plans. The new leaders at SWVCTC are very eager to use technology efficiently, to begin moving toward measuring key metrics, and to engage in decision making based on analytics. The support needed to move in these directions is simply not currently available. Inevitably, power users will emerge within departments, providing a fail safe for the IT department in the event of turnover on the IT staff. However, with few exceptions, that is not yet the case at SWVCTC, creating a crisis of inadequate ERP support in the institution.

In the current absence of adequate and timely support, end users routinely bypass their assigned support person in an effort to get faster or better results from someone else. This has created internal strife within the IT department and further erodes confidence in the department when inconsistent answers are received from different IT staff members. Some end users avoid asking IT staff for help at all, distrusting that the expertise is available or that an answer will be provided quickly. In such cases, many users do the research on their own, diminishing the time available to support students. Other users seek out unofficial resources in other institutions or at WVNet for informal help.

Many users commented during interviews that at this point, they have even lost trust and confidence in the Banner data and fear that major required reporting or compliance problems are almost certain to occur. As one example, a user highlighted the common occurrence in which adequate funds are available, yet Banner responded to a purchasing request with an insufficient funds notice.

Many users also reported frustration about the institution's inability to use Banner to its full capacity. Several noted the very cumbersome purchasing process that requires documents to be mailed back and forth between campuses when automated tools are available in Banner. Other examples of Banner being underused were also provided.

As is the case with technical support, the information system specialists are on a four-day schedule. The database administrator is currently on a three-day schedule. Banner system upgrades, security patches, and routine maintenance occur during regular production hours, often creating lengthy, unannounced service interruptions at critical times.

~ 8 ~

No IT staff or group has the dedicated responsibility to support the reporting needs of administrators with ad hoc queries, data, and business intelligence tools. In the absence of this support and these tools, SWVCTC will not fully reap the benefits of its Banner ERP implementation and not be well equipped to find and retain the students it needs to grow. Further, SWVCTC will not have the data needed to intervene with at-risk students, causing retention and graduation rates to lag, and key strategic objectives will be more difficult to meet.

The limited Banner reporting that is currently available is generally done via programs developed by the CTO using Oracle forms. The CTO is the only person with the necessary expertise. Few, if any of these programs are documented. This poses a serious security and business-interruption risk to the college should the CTO become unavailable.

Network, Telephony, and Server Support. A Director of Computer Center Operations and Distance Learning is on staff. This individual also fills in as the onsite supervisor for IT staff every other week when the CTO works remotely from Michigan. In addition, the college has one local area network specialist. Together, these two staff members have the very difficult responsibility of keeping the aging, and in some cases ancient, technology infrastructure running. This staffing level is clearly inadequate to support an environment where the major ERP system is operated on site. The situation is made far worse because the local area network specialist is frequently assigned to resolving user technical support issues because the single Logan Campus technical specialist lacks the needed skills or is sometimes unavailable due to competing demands.

The CTO handles most of the IT planning and is also the chief technologist for the design and maintenance of the network. His working remotely biweekly is an impediment to mentoring other staff, as well as an impediment to solving problems and communicating with users when issues arise.

A fairly recent IT decision to replace the analog phone system with VOIP has further increased the already overly heavy workload. Although VOIP is very cost effective in the long run when it works properly, the implementation at SWVCTC has been fraught with problems and has placed an inordinate demand on the CTO. The VOIP implementation has also further stressed an already inadequate bandwidth capacity, which the CTO has recently addressed with additional bandwidth purchases. More bandwidth may yet be needed. Although users are thrilled with some phone system features (e.g., caller ID), other features (e.g., group call pick up) have been lost. The system has yet to become stable. The final decision has yet to be made regarding whether the VOIP system will remain in use. Meanwhile, the system demands extensive IT support with no additional resources.

No IT staff person has dedicated responsibility for network and server monitoring and intrusion detection, which places the college at higher than usual risk for security breaches. Routine production jobs and reports run on unplanned and unscheduled basis,

~ 9 ~

pursuant to work requests. Jobs sometimes interfere with each other because no production control plan and schedule are in place and because the server capacity is insufficient for the work load.

Conclusions and Recommendations

There is a critical level and history of underfunding technology at Southern West Virginia Community and Technical College.

Budget increases for higher education IT departments have grown faster than other areas, often growing at the rate of 10 percent per year. That has not been the case at SWVCTC, where the real dollars available for IT spending are substantially lower than they were three years ago.

After several years of substantial growth in technology complexity, coupled with substantial underfunding, SWVCTC is at major risk for severe business interruption, prolonged outages, major security breaches, and permanent loss of data. The college risks losing its reputation as student test scores are impacted by outages and interruptions. Retention rates will decline and compliance issues will begin to emerge. Talented faculty and staff will leave and students may choose to attend other institutions. Future accreditation may also be at risk.

The critical underfunding of IT also prevents SWVCTC from implementing technology measures that will reduce costs and improve efficiency. Staff members are fully consumed by "plugging leaks in the dike," and at this point are unable to adequately keep up with the new leaks, resulting in a deficit grows that grows an alarming rate.

Every opportunity to explore obtaining additional funding should be taken. Students have options. SWVCTC will almost certainly begin to see declines in student numbers as potential students choose learning environments where their academic requirements are supported adequately with technology.

Major changes are needed to immediately address critical gaps by outsourcing some services.

SWVCTC has all the characteristics of a prime candidate for partial or even complete technology infrastructure and management outsourcing. SWVCTC is unable to pay IT employees at a rate sufficient to attract highly skilled workers to its remote, rural location. Current IT employees lack some of the essential skills needed to support the mission of the institution. The existing technology infrastructure is in critical need of major overhaul. Faculty and administrators express the highest level of frustration about their access to technology and support services. There is insufficient budget to meet even basic IT needs. In fact, the infrastructure and support at SWVCTC is so dire that outsourcing the technology function poses very little risk. As several interviewees noted, "the only good news is that there is nowhere to go but up."

~ 10 ~

It is recommended that SWVCTC consider outsourcing its IT functions, keeping primary onsite responsibility only for functions where there are adequate resources, including staff and technology, to provide a robust service including sufficient staff and technology redundancy and capacity. Outsourcing is common in higher education, with many institutions using various models to outsource certain or even all functions.

There are many different outsourcing options potentially available to SWVCTC. Among them are the following options, each of which has different benefits, costs, and risks:

- Outsourcing Banner hosting and support
- Outsourcing student email to a free service such as Google or Microsoft
- Outsourcing or co-sourcing some or all help desk support to a private sector company such as Presidium Learning or one of its competitors
- Outsourcing telephone service and support
- Outsourcing technology management completely to a vendor such as SunGard Higher Education.

Exploring outsourcing options is, in its own right, a project requiring allocation of IT resources. Complete outsourcing can be risky and may be too radical an approach for SWVCTC. Outsourcing also has the disadvantage of being an alternative that will take some time to plan and implement, time that SWVCTC does not have.

Instead, the recommendation is to implement a measured outsourcing approach, beginning with outsourcing Banner hosting and support. There is an obvious, local option for outsourcing Banner hosting and support. WVNet, a West Virginia organization providing Banner hosting and support to many West Virginia colleges, already provides some services to SWVCTC. With its extensive West Virginia customer base, WVNet has the economy of scale needed to provide robust ERP support at a level that will be hard for SWVCTC to replicate.

It is also recommended that SWVCTC outsource its email, and possibly its telephone support. Ideally, decisions about outsourced email would be made by the CIO in concert with the advisory committee described below.

Key staffing changes should be quickly made to create a secure, stable IT environment that provides adequate services to the college.

There are several recommendations concerning staffing. First, it is highly recommended that SWVCTC establish a Chief Information Officer position that would have overall accountability for IT and its employees and would help position the college for a more effective and secure future.

The current CTO position is occupied by a strong technologist with excellent server, development, and network skills. He has a vision for technology and has a strong desire to help move the college forward by establishing a business intelligence framework. However, his biweekly offsite location significantly impedes his ability to develop his

staff and move his vision forward. The IT leader of an organization should be located on site. Daily leadership presence is essential to SWVCTC's success. Building IT skills and developing strong relationships throughout the college will require intensive, face-to-face efforts.

An incoming CIO may determine that it is desirable to negotiate a contract or employment arrangement with the current CTO for continued server, network, and/or database management on either an interim or permanent basis. At a minimum, some amount of overlap will be essential to ensure that Oracle programs developed by the CTO are documented and can be maintained by others should the current CTO become unavailable.

Second, it is also highly recommended that technical support staffing in each campus, but in particular at the Logan Campus, be dramatically increased. At a minimum, there should be no fewer than two people assigned to each facility, and at Logan, three people are suggested. Most higher education institutions use student workers to augment permanent employees. Student workers often have very high technology skills. In SWVCTC's case, with an A+ certification program on campus, there will likely be a cadre of available students with the required expertise. One option might be to ask the dean of the A+ certification program to develop a pilot project using student workers to augment fulltime staff. However, because the Logan Campus is currently so thinly staffed, it is suggested that at least one more fulltime IT person be hired.

On a similar note, new IT staff members are needed to provide more support for the local area network, office tools, Banner support, and telephone support. Development of a strategic staffing plan should be the first priority of the CIO.

Third, work hours for the IT staff should be adjusted to ensure that (a) coverage occurs every day class is in session and (b) changes and setup activities occur on Fridays or over weekends. This change in schedule may not be popular among IT staff; however, it is the way most IT organizations operate in order to minimize disruptions during the normal work week.

Fourth, performance expectations should be established between IT and other departments. Expectations could be documented in the form of service level agreements. As one example, the academic deans should be able to expect that, at a minimum, all lab and classroom technologies are fully operational and ready for use on the first day of classes.

Fifth, a training plan should be put in place to make sure all IT staff members are current in their skills and that they are proficient in the technology and software they support.

A high-level advisory structure to prioritize IT work and to ensure effective communication of needs should be established.

~ 12 ~

The Work Request System is useful as a way to manage ad hoc needs that arise from day to day. However, it has become an inflexible tool as implemented at SWVCTC. When problems occur and students or community members are standing in front of faculty or administrators, there isn't always time to complete forms. Instead of requiring users to submit a detailed request for every problem, users should have the option to pick up a phone and call the Help Desk. Help Desk staff, in the background, can submit orders on behalf of users.

The Work Order Request process should not, however, be used as a way to organize and prioritize larger or long-term needs. Instead, a high-level committee should be established to prioritize pressing needs, discuss maintenance needs, and identify the benefits and costs of various options. Key participants should include the CFO, CSAO, CAO, and other individuals functioning at the cabinet level. Users are more tolerant of problems when they have participated in decisions and are briefed about their implications. While the recent implementation of the new VOIP telephone system may not have had fewer problems if it had been discussed in this kind of forum, it is likely there would have been more patience with the problems. Whether or not to continue problematic implementations, like this VOIP implementation, should also be considered by this group.

A fairly quick outcome of this advisory structure should be a production calendar on which critical dates are noted in advance so that the IT department can operate efficiently in support of users. The critical needs of one department are less likely to conflict with the needs for another department when advance planning and prioritization have occurred. This scheduling process also helps create logical work plans for IT staff by taking into account key academic and required reporting dates.

Critical software needs should be quickly addressed.

A number of software gaps are apparent at SWVCTC. Some of those, like a degree audit and an improved purchasing process, may be resolved by implementing current Banner functionality. Other critical needs will require new purchases. Outsourcing the support of Banner will free enough staff time to allow technology staff to work with department staff to implement additional features and functions and select and install new software. Examples of some critical needs include

- A human resources information system to automate time-intensive processes,
- An emergency notification system that can be used to send emergency alerts to students and faculty, and
- A business intelligence system to begin using data to enhance student recruitment and retention and promote on-time graduation, as well as to support other strategic goals of the college.

Critical software needs include the Oracle forms programs written by the CTO. These programs provide essential reporting used by the college for daily management and

~ 13 ~

required reporting, and should be reviewed for any needs for updating, including the development of documentation as needed.

The advisory committee described above will prioritize software needs.

An infusion of technology resources is needed to bring classroom technology, work stations, and servers up to date and to network them to provide access to shared servers and printers and other peripherals.

A rule of thumb ratio in higher education is that one computer is needed for every three to five students. SWVCTC, a commuter college located in a relatively poor area, should operate at the lower end of that range. Broadband coverage in the mountains is not ubiquitous. Consequently, many students may need to rely exclusively on classroom and lab technology to do their coursework. Computers, including all faculty computers, should be capable of operating all needed software, including software bundled in textbooks.

Repairing interactive technology that supports classes delivered to remote locations should be a very high priority. A strategy for a suitable level of redundancy should also be developed. Both of these priorities will help avoid the erosion of pass rates on licensure certification.

Centralized storage for all documents and email should be another immediate priority. As noted previously, there is imminent risk of data loss when each user is responsible for backing up his or her own files, particularly in an environment where a relatively large percentage of older hardware is used. A shared-server environment will also allow more effective prevention of unauthorized access to sensitive data and documents.

To minimize the costs associated with hardware and technology upgrades, SWVCTC should seek regional and national purchasing consortiums. These consortiums can help drive down costs and also may minimize some of the effort associated with public purchasing.

~ 14 ~